



Knowledge Organiser

Year 8

Pentecost 2



Name	
Form	



How to use your Knowledge Organiser -

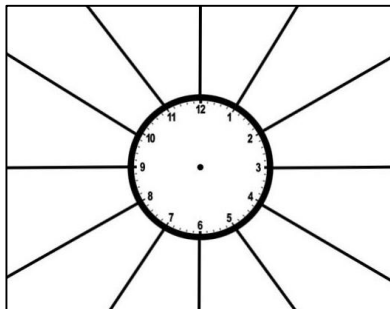


How to use your knowledge organiser... Look, cover, write, check

- 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 – Pentecost 2

A Formal Processes		
1	Appliqué	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	Embroidery	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	Monoprinting	a printmaking process used to transfer an image onto a new surface.
4	Repeat pattern	the repetition of lines, shapes, tones, colours, textures and forms.
5	Seam allowance	is the area between the fabric edge and the stitching line on two (or more) pieces of material being sewn together.
6	Hem	the edge of a piece of cloth or clothing which has been turned under and sewn.
7	Free- hand embroidery	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	Smart Materials	materials that have one or more properties that can be significantly changed by external stimuli, such as; stress, temperature and moisture.
2	Modern Materials	are developed through the invention of new or improved processes. They are altered to perform a particular function.
3	Cotton	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	Sublimation printing	uses heat to essentially bring ink and fabric together as one.

C Designers		
1	Tami Johnson	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	Yumiko Reynolds	Stitch-Drawing'. She uses freehand machine embroidery and surface manipulation to express tonal value and the human form





Year 8 – Design and Technology – Pentecost 2

A	Analysis Points	
1	Aesthetics	What the product look like. The colour, the material choice Is there a texture, rough smooth, etc. Is the surfaces opaque or transparent
2	Cost	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	Customer	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	Environmental	How environmental is the product. Has it followed the 6R's or not
5	Safety	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	Size	Does the whole product or specific parts relate to any size. Has ergonomics and anthropometrics been used
7	Function	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	Material	What are each specific parts of the material made from and why?
9	Manufacturing	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	Anthropometry	the branch of the human science that studies the physical measurement of the human body, particularly size and shape
2	Computer-aided design (CAD)	a computer technology that designs a product and documents the design's process. CAD 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	Computer-aided manufacturing (CAM)	also known as Computer-aided Modelling or Computer-aided Machining is the use of software to control machine tools and related ones in the manufacturing of work pieces.
4	Ergonomic	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	Finite Energy	Fossil Fuels. Non-renewable and release CO2 into the planet e.g. Gas, Coal and Oil.
6	Iterative Design	A process of continual improvement through out the design stage
7	Renewable Energy-	Solar, Wind, Tidal, Hydro-electricity, nuclear & Biofuels

B	Design Stage	
1	Investigation	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	Specification & Design Brief	List all the design points to be considered. What are the MUST, SHOULD & COULD 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	Generation of ideas	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	Development of design	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	Realisation	Make the final product. Complete a manufacturing log which identifies the construction and the choices made throughout.
6	Evaluation	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 – Pentecost 2

A		Key Words
1	Tone	the feeling, mood or atmosphere of a piece of writing, deliberately created a writer through choosing certain vocabulary
2	Mood	The way you feel.
3	Atmosphere	The feeling that is created by the mood and tone and tone of a piece.
4	Stanza	a verse of poetry
5	Caesura	Punctuation Mid-Line
6	Enjambement	Run on Lines
7	Volta	The turning point of the Poem
8	Rhyme	words that have the same sounds
9	Eye-Rhyme	Words that look like they should rhyme such as 'love' and 'cove'
10	Couplet	2 lines of poetry that rhyme
11	Alternate Rhyme-	Every other line of poetry rhyming
12	Sonnet	A 14 line poem about love.

B		Descriptive Writing Techniques
1	Senses	sight, sound, smell, taste, touch e.g. "The aroma of freshly baked bread wafted through the air"
2	Adjective	a word to describe a noun e.g. "happy"
3	Metaphor	when you say something is something else e.g. "She is an angel"
4	Onomatopoeia	a word to describe a noise e.g. "bang"
5	Simile	comparing two things using 'like' or 'as' e.g. "as tall as a mountain"
6	Alliteration	when two or more words next to each other start with the same letter (on purpose!) e.g. "The towering teacher terrified the Year 7 students"
7	Personification	giving something that is not a person human qualities e.g. "The trees danced in the wind"
8	Adverb	describing how a verb (action) is done e.g. "He ran quickly"

C		Persuasive Writing Techniques
1	Imperative	a commanding verb e.g. "Give me that pen!"
2	Second person	using "you"
3	Alliteration	e.g. "The towering teacher terrified the pupils"
4	Facts	something that is true e.g. "The grass is green"
5	Opinion	someone's point of view e.g. "Gaming is amazing"
6	Rhetorical question	a question that doesn't need answering e.g. "How could you do that?"
7	Repetition	the same word or phrase more than once e.g. "The list got longer and longer"
8	Emotive language	words used to make the reader feel a certain way e.g. "This poor, helpless puppy needs your help"



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



Year 8 – Food and Nutrition – Pentecost 2

A	Key Vocabulary	
1	Seasonality	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	Food miles	the distance travelled by all the ingredients in a food product until it reaches our plate.
3	Pathogenic	refers to disease causing or ability to cause illness, for example pathogenic bacteria such as salmonella.
4	Defrost	remove ice from a food. Food should be defrosted/thawed under chilled conditions.
5	Dormant	not actively multiplying. Bacteria can become dormant when conditions for growth are unfavourable, for example, freezing.
6	Contamination	making a food unsafe to eat by allowing it to come into contact with microorganisms that will grow and multiply in it.
7	Perishable	a perishable food is a food that has a limited shelf-life.
8	Sustainable Food	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	Salmonella	Found particularly in raw chicken and eggs Is heat sensitive so the bacteria is killed when the food is cooked.
10	Staphylococcus Aureus	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"> • The name of the food • Weight or volume • Allergen information • Genetically modified (GM) ingredients • Date mark and storage • Cooking instructions • Place of origin • Name and address of manufacturer • Lot or batch mark • E numbers • Nutritional information <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 – Pentecost 2

A		Unité 1
1	Say where my family and I normally go on holiday:	Normalement, nous allons en Grèce.
2	Say what we do when we get there:	Nous visitons des monuments.
3	Use the nous form of verbs in the present tense:	Nous allons/nous restons/nous faisons.

B		Unité 2
1	I can say what I do when getting ready to go out:	Je me douche, je m'habille.
2	Use reflexive verbs:	Je me prépare/il se rase/elle se maquille.

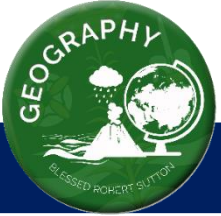
C		Unité 3
1	I can use higher numbers:	Cinquante-cinq/soixante-dix/quatre-vingts.
2	Ask someone how money he/she has:	Tu as combien d'argent?
3	Say how much money I've got:	J'ai dix euros cinquante.
4	Say I'm hungry and thirsty:	J'ai faim et j'ai soif.
5	Order drinks and snacks in a café:	Je voudrais un café-crème et un sandwich au fromage, s'il vous plaît.

D		Unité 4
1	I can say what I'm going to do in the holidays:	Je vais aller à la pêche. Je vais rester au lit.
2	Understand whether someone is talking about the present or the future:	Normalement, je vais en vacances avec ma famille, mais cette année, je vais partir en colo.
3	Use the near future tense:	Je vais faire du camping. Qu'est-ce que tu vas faire?
4	Use to correct word for 'to/in':	À Paris/en France/ au Canada/aux États-Unis.

E		Unité 5
1	I can say what I would like to do one day.	Je voudrais aller en Australie. Je voudrais être footballeur professionnel.
2	Use je voudrais + infinitive.	Je voudrais rencontrer mon acteur préféré.



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



Year 8 – Geography – Pentecost 2

A	Key Words	
1	Central Business District (CBD)	The centre of a city where many offices and shops are located.
2	Commuter Village	A village separate from the city but within commuting distance for its residents to work in the city.
3	Counter Urbanisation	Migration away from a city because of urban problems.
4	De-centralisation	The movement of population, shops, offices and industry away from CBDs into housing estates, retail and business parks in the suburbs.
5	Dereliction	Where buildings are left unused or abandoned.
6	Deindustrialisation	Declining industrial activity in a region or economy which causes high levels of unemployment.
7	Globalisation	The increasing connections between places and people across the world, through trade, ideology, and cultural exchanges.
8	Integrated Transport	A system that links different types of transportation to give commuters access to the whole city.
9	Megacity	A city with a population greater than 10 million people.
10	Multicultural City	A city that shares and encourages multiple cultures and religions, besides the national culture.
11	Population Density	The number of people living per square meter of land.
12	Pull Factors	Reasons why a person may feel attracted toward a place.
13	Push Factors	Reasons why a person may feel they need to move away from an area.
14	Regeneration	Upgrading existing areas to improve its appearance by reputation by construction of new buildings for urban, industrial, commercial and rural areas.
15	Squatter Settlements	Cluster of temporary housing in which migrants or low income families live in, often built on unfavourable land.
16	Suburbs	Residential land surrounding the city, offering more space, cheaper land but further from the CPD.
17	Transnational Corporation (TNC)	A business with operations in more than one country.
18	Urbanisation	The increase in the proportion of the population living in urban areas.
19	Urban Sprawl	The process of a city growing and spreading out, taking over surrounding green land.
20	World City	A city with global influence through politics, businesses or travel.



Complete diagram explaining reasons for Urban areas expanding.



Year 8 – History – Pentecost 2

A			Timeline
1	1606	Virginia Company granted a royal Charter.	
	1756	The beginning of the Seven Years' War.	
	1763	The Treaty of Paris ends the Seven Years' War.	
2	1765	Parliament passes the Stamp Act.	
3	1775	The American Revolution begins at Lexington.	
4	1776	Continental Congress approves the Declaration of Independence.	
5	1777	Continental Army wins victory at Saratoga.	
6	1782	Parliament votes to end war in America.	
7	1788	The United States Constitution is approved.	
8	1789	May The Estates-General meet. July The Storming of the Bastille August National Assembly passes the Declaration of the Rights of Man	
9	1792	France declared war on Austria and Prussia	
10	1793	Louis XVI is executed	
11	1799	Napoleon becomes first Consul of France	
12	1804	Napoleon crowns himself Emperor of the French.	

B			Key Individuals
1	Benjamin Franklin	American writer and scientist, and Ambassador to France during the War of Independence.	
2	General Howe	Commander of the British Forces during the War of Independence.	
3	George III	Hanoverian King of England from 1760 to 1820.	
4	George Washington	Commander-in-chief of American forces during the War of Independence.	
5	Louis XVI	King of France at the time of the French Revolution.	
6	Marie Antoinette	Austrian wife of Louis XVI.	
7	Maximilien Robespierre	Revolutionary leader during 'The Terror.'	
8	Thomas Jefferson	Virginia plantation owner, and author of the Declaration of Independence.	

C			Key Words
	Abdicate	To give up one's throne as a monarch.	
2	Ancien Regime	The established social and political system in France before the Revolution.	
3	Bastille	Medieval fortress in the centre of Paris, stormed by mob at the start of the Revolution.	
4	Boston	City in Massachusetts, with strong opposition to British rule during the American Revolution.	
5	Bourgeoisie	French middle-class, or those who make money through trade or industry.	
6	Boycott	Organised refusal to purchase a particular product as an act of political or moral protest.	
7	Constitution	Series of laws establishing how a nation's political system functions.	
8	Continental Army	Armed force representing all thirteen colonies, formed by Congress in 1775.	
9	Continental Congress	Meeting of delegates from thirteen colonies that formed the United States.	
10	Customs Duties	Taxes placed by a government on goods imported from foreign countries.	
11	Declaration of Independence	Formal statement which created the United States of America	
12	Declaration of the Rights of Man	Document guaranteeing the rights and freedoms of all French citizens.	
13	Estates General	Meeting of France's clergy, aristocracy and bourgeoisie to consult on a policy.	
14	Exports	Goods or services sold to other countries.	
15	Founding Fathers	Name given to the key figures in the creation of the United States of America.	
16	Guillotine	Machine designed to behead people.	
17	Imports	Goods or services brought in from other countries.	
18	Indigenous	Originating in a particular place.	
19	Jacobin	A radical group of French Revolutionaries who used violence to defend the revolution.	
20	Loyalists	Colonists who sided with Britain and the King during the American Revolution.	
21	May Flower	Ship that carried the first settlers to New England in 1620.	
22	Monopoly	A company having exclusive control to trade in a particular area.	
23	National Assembly	Breakaway group formed by France's Third Estate in June 1789.	
24	Pilgrim Fathers	The first settlers in New England, known for their religious Puritanism.	



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



Year 8 – Maths – Pentecost 2

A Reasoning with Data: Data Handling Cycle		
1	Hypothesis	an idea or question you want to test
2	Sampling	the group of things you want to use to check your hypothesis
3	Primary Data	data you collect yourself
4	Secondary Data	data you source from elsewhere e.g. the internet/ newspapers/ local statistics
5	Discrete Data	numerical data that can only take set values
6	Continuous Data	numerical data that has an infinite number of values (often seen with height, distance, time)
7	Spread	the distance/ how spread out/ variation of data
8	Average	a measure of central tendency –or the typical value of all the data together
9	Proportion	numerical relationship that compares two things

B Reasoning with Data: Measures of Location		
1	Spread	the distance/ how spread out/ variation of data
2	Average	a measure of central tendency –or the typical value of all the data together
3	Total	all the data added together
4	Frequency	the number of times the data values occur
5	Represent	something that show's the value of another
6	Outlier	a value that stands apart from the data set
7	Consistent	a set of data that is similar and doesn't change very much



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



Year 8 – RE – Pentecost 2

A	Islam: History and Beliefs	
1	99 names of God	99 characteristics of God used by Muslims to try and describe what God is like
2	Allah	The Arabic word for God
3	caliph	The Arabic word for the leader of the whole Muslim community after the death of Muhammad; it literally means 'successor'. Sunni Muslims call the first four caliphs 'Rightly Guided Caliphs'
4	Caliphate	The Islamic community ruled over by the caliph
5	circumcise	To remove a male's foreskin
6	civil war	A war between people of the same nation or region
7	Constitution of Medina	The laws passed by Muhammad in Yathrib when he and his followers first settled there
8	Day of Judgement	A day when all people's faith and deeds will be judged by God
9	hafiz	Someone who has memorised the Qur'an (a man is a hafiz and a woman is called a hafiza)
10	Hijrah	The emigration of Muhammad and his followers to Yathrib (Medina) in CE 622
11	idol	A picture or object that people worship as part of their religion
12	Jahannam	Hell

A	Islam: History and Beliefs	
13	Jannah	Paradise or heaven
14	Ka'aba	A key holy site in Mecca; before Muhammad's time, this building contained 360 idols
15	Mecca	A city in present-day Saudi Arabia; Muhammad was born here in CE 570
16	Medina	One of the main cities in Arabia in the time of Muhammad (originally called Yathrib); Muhammad and his followers fled here to escape persecution and create a new Muslim community
17	monotheism	Belief in one God
18	mosque	The place of worship for Muslims; it literally means 'place of prostration'
19	polytheism	Belief in many gods
20	prophet	A messenger of God
21	Qur'an	The holy book of Islam, which Muslims believe contains the word of God; it literally means 'recitation'
22	Ramadan	The ninth month of the Islamic year (which is based on the moon)
23	Revelation	A message revealed by God to humans
24	Shi'a	A minority group of Muslims who believe that Ali and his descendants should have succeeded Muhammad as leaders of Islam; the word means 'party of Ali'
25	shirk	The Arabic word for the sin of worshipping anything other than God
26	Sunni	The majority (about 85 per cent) of Muslims across the world who believe that the Rightly Guided Caliphs were rightful successors of Muhammad; the word means 'people of the tradition'
27	surah	A chapter of the Qur'an; there are 114 surahs in total
28	tawhid	Belief in the oneness of God.



Complete a Word Cloud of key terms.



Year 8 – PE – Pentecost 2

A	Key Words	
1	Balance	Stability through an even distribution of weight.
2	Competence	To do something successfully or efficiently.
3	Concentration	Exclusive attention for a period of time.
4	Confidence	A belief in your ability to complete a physical skill or task given.
5	Control	To exercise restraint or direction over; dominate; command.
6	Coordination	Smoothly and successfully performing more than one motor task at the same time e.g. ball, hand and eye coordination.
7	Core stability	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	Cue recognition	Recognising and responding to relevant information whilst filtering out unwanted information.
9	Decision making	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	Dodging	To make a sudden movement in a new direction.
11	Eye-foot coordination	eyes and feet working together to perform a task
12	Eye-hand coordination	eyes and hands working together to perform a task
13	Feinting	A movement that is made in order to deceive an opponent.
14	Fine Motor Skills	small physical actions e.g. manipulating the hands or the fingers.
15	Flexibility	The range of movement through which a joint or sequence of joints can move.
16	Fluency	Movement that is smooth, graceful and effortless.
17	Focus	To direct one's attentions or efforts.
18	Force	Strength or energy used in a physical movement. Impulsive responses To act without considering the consequences.

19	Gross Motor Skills	Large physical actions.
20	Kinaesthetic Awareness	A sensation by which bodily position, weight, muscle tension and movement are perceived by an individual.
21	Leadership	Guiding a team/group or individual
22	Manipulate object	Handling/controlling a piece of equipment or apparatus.
23	Moderate physical activity	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	Performance	An expression of something, including the everyday performance executed in class, or where appropriate, elite performance. To execute a movement or movement sequence.
25	Prioritising	Dealing with the components of a task according to their importance.
26	Propel an object	Pushing an object away from the body e.g. throw a ball, kick a ball, strike a badminton shuttle with a racquet.
27	Resilience	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	Strength	The ability of a muscle or muscle group to overcome a resistance.
29	Vigorous physical activity	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 – Drama – Pentecost 2

A	Soap Opera techniques	
Cross cutting	Split the action across the stage so that two scenes can be performed at once	
Dialogue	The spoken words between characters	
Storyline	The story that the characters are following	

B	Writing activities for Soaps	
Script writing	Developing dialogue and using stage directions	
Role on the wall	Develop your character using this techniques	
Research	Developing an understanding of the different types of soaps.	

C	Key Words	
1	Freeze frame	A frozen image to show the audience part of a story
2	Body Language	Showing emotions with your body language
3	Facial expressions	Showing emotions with our face
4	Monologue	A character speak in the first person, by themselves
5	Levels	In drama we can use levels to show who has the power in the relationship
6	Thought Tracking	Where a character tells the audience how they feel
7	Script	The lines said by a character
8	Physical Theatre	Using movement to tell a story
9	Hot seating	To answer questions in character to get a better understanding of who your character is
10	Characterisation	All the features that make up a character

Year 8 – Music – Pentecost 2

A **Gamelan**

GAMELAN

MELODY

BEATS	1	2	3	4	5	6	7	8
PART 1	B	G	B	G	B	G	B	G
PART 2	E	F	E	F	E	F	E	F
PART 3	E	F	G	B	G	F	E	C
PART 4	E		E		G		G	
PART 5	C				E			

BEATS	9	10	11	12	13	14	15	16
PART 1	B	G	B	G	B	G	B	G
PART 2	E	F	E	F	E	F	E	F
PART 3	E	G	F	E	G	F	E	G
PART 4	E		G		E		G	
PART 5	C				C			

REPEAT

B **Chords**

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

C	Keywords	
1	Ostinato	Repeated melody line
2	Polyrhythm	Multiple rhythms layered over each other
3	Chords	2 or more notes played at the same time
4	Duration	How long the piece is
5	Dynamics	How loud or quiet the music is
6	Syncopated rhythm	Rhythms with a focus on the off beat
7	Improvisation	How the music sounds – harsh, smooth, detached
8	Call and Response	Where the leader performs and everyone repeats
9	Rhythm	The arrangement of note values
10	Flat	The black note a semi tone behind the main note.



Year 8 – Science – Pentecost 2

A	Light and Sound	
1	Angle of Incidence	Angle between the normal and incident ray.
2	Angle of reflection	The angle between the reflected ray and the normal.
3	Diffuse Scattering	When light is reflected off a surface in all directions.
4	Dispersion	Spreading out of the different wavelengths of light, caused by refraction of light as it passes through a prism.
5	Frequency	The number of waves produced each second. The unit of frequency is hertz (Hz).
6	Amplitude	The maximum height of a wave from the middle of the wave to its peak or trough.
7	Wavelength	The length of a single wave, measured from one wave peak to the next.
8	Pitch	The frequency of a sound. Sounds with a high pitch have a high frequency.
9	Incident Ray	Light ray moving towards a surface or boundary.
10	Reflected Ray	Light ray leaving a surface or boundary.
11	Law of Reflection	In reflection at a surface, the angle of incidence equals the angle of reflection.
12	Spectrum	A series of similar waves arranged in order of wavelength or frequency.
13	Echo	A sound caused by the reflection of a sound wave from a smooth surface back to the listener.



Complete a diagram of longitudinal and transverse waves.