



Year 8

Knowledge Organiser

Term 2: 2020

Name: _____

Knowledge Organiser

- 1 English
- 2 Maths
- 3 Science
- 4 Art
- 5 Catering
- 6 Computing
- 7 D&T
- 8 Dance
- 9 Drama
- 10 French
- 11 Geography
- 12 Graphics
- 13 History
- 14 Music
- 15 PD
- 16 RE
- 17 Spanish

Authors:	Who are they?	Dates:	Character and text:
William Shakespeare	An English poet, playwright and actor, widely regarded as the greatest writer in the English language and the world's greatest dramatist.	bapt. 26 April 1564 – 23 April 1616	Othello (Othello,) Ophelia (Hamlet,) King Lear (King Lear,) Lady Macbeth (Macbeth,)
Mary Shelley	An English novelist, short story writer, dramatist, essayist, biographer, and travel writer, best known for her Gothic novel <i>Frankenstein; or, The Modern Prometheus</i> (1818).	30 August 1797 – 1 February 1851	Victor Frankenstein (Frankenstein)
Edgar Allan Poe	An American writer, editor, and literary critic. Poe is best known for his poetry and short stories, particularly his tales of mystery and the macabre.	January 19, 1809 – October 7, 1849	The Narrator (The Tell Tale Heart)
Charlotte Bronte	An English novelist and poet, the eldest of the three Brontë sisters who survived into adulthood and whose novels became classics of English literature.	21 April 1816 – 31 March 1855	Bertha Rochester (Jane Eyre)
Charles Dickens	An English writer and social critic. He created some of the world's best-known fictional characters and is regarded by many as the greatest novelist of the Victorian era.	7 February 1812 – 9 June 1870	Miss Havisham (Great Expectations)
Robert Louis Stevenson	A Scottish novelist, poet, essayist, musician and travel writer. His most famous works are <i>Treasure Island</i> , <i>Kidnapped</i> , <i>Strange Case of Dr Jekyll and Mr Hyde</i> , and <i>A Child's Garden of Verses</i> . He was a literary celebrity during his lifetime, and now ranks as the 26th most translated author in the world	3 November 1850 – 3 December 1894	Mr Hyde (Jekyll and Hyde)
Robert Browning	An English poet and playwright whose mastery of the dramatic monologue made him one of the foremost Victorian poets. His poems are known for their irony, characterization, dark humour, social commentary, historical settings, and challenging vocabulary and syntax.	7 May 1812 – 12 December 1889	The narrators in: <i>My Last Duchess</i> , <i>Porphyrion's Lover</i> and <i>The Laboratory</i>
Carol Ann Duffy	A Scottish poet and playwright. She is Professor of Contemporary Poetry at Manchester Metropolitan University, and was appointed Britain's Poet Laureate in May 2009. She is the first woman, the first Scot, and the first openly gay or bisexual poet to hold the position.	born 23 December 1955	Miss Havisham (Havisham) The narrator in <i>Education for Leisure</i>
Simon Armitage	An English poet, playwright and novelist. He is professor of poetry at the University of Leeds.	born 26 May 1963	The narrator in <i>Hitcher</i> and the unidentified body in <i>About His Person</i>

Key Quotations

"Work on, My medicine, work! Thus credulous fools are caught;" (Othello)	"It is the cause, it is the cause, my soul,— Let me not name it to you, you chaste stars!— It is the cause." (Othello)	"The tempest in my mind Doth from my senses take all feeling else Save what beats there." (King Lear)
"The beauty of the dream vanished, and breathless horror and disgust filled my heart." (Frankenstein)	"The wild audacity of my perfect triumph." (The Tell Tale Heart)	"The maniac bellowed: she parted her shaggy locks from her visage, and gazed wildly at her visitors. I recognised well that purple face, — those bloated features." (Jane Eyre)
"That the bride within the bridal dress had withered like the dress." (Great Expectations)	"With ape-like fury, he was trampling his victim under foot and hailing down a storm of blows." (Jekyll and Hyde)	"What a wild crowd of invisible pleasures!" (The Laboratory)
"I have had enough of being ignored and today I am going to play God." (Education for Leisure)	"A rolled up note of explanation planted there like a spray carnation." (About His Person)	

Key Vocabulary

Humanity	Fatal Flaw	Hamartia	Empathy	Power	Stereotype	Disempower	Prejudice	Oppression	Violence
Jealousy	Love	Hubris	Betrayal	Revenge	Self Esteem	Protagonist	Antagonist	Psychosis	Paranoia

Shakespeare

Shakespeare was born on April 23rd 1564 in Stratford-upon-Avon, England. He is the world's most famous playwright and has written around 37 plays and a variety of sonnets (love poems). The famous bard wrote in three genres: tragedies, comedies and history plays that entertained and educated the crowds at The Globe Theatre, London. Audiences were amazed by Shakespeare's command of the English language and his ability to write about a variety of human emotions.



Key facts about Shakespeare

1. William was born in 1564 during England's **Tudor period**. He was one of eight children born to **John Shakespeare**, a well-to-do glove-maker and leather worker, and his wife, **Mary Arden**, an heiress from a wealthy family.
2. In 1582, William married a farmer's daughter called **Anne Hathaway** when he was 18. She was 26 and three months pregnant with Shakespeare's child when they married. They had three children together – a daughter called **Susanna**, and twins, **Judith** and **Hamnet**. Hamnet died in 1596.
3. Come 1585, the mysterious William Shakespeare disappeared from records for around seven years! Historians often refer to this part of the writer's life as '**the lost years**'...
4. Then, in 1592 he suddenly turned up in London as an actor and playwright. However, his jealous rivals, known as the '**University Wits**', criticised and made fun of his work. One writer, named **Robert Greene**, referred to him as 'an upstart crow'!

The Globe Theatre

William was part of a theatre company called **The Lord Chamberlain's Men**, who regularly performed at a place called '**The Theatre**'. But after a dispute with the landlord, they took the building apart, rebuilt it across the river in 1599 and named it the **Globe**. It was octagon shaped, roofless, with a stage and three galleries surrounding it. It was 80x80 ft. and held about 3,000 people. Shakespeare's Globe had to have special permission to have a thatched roof - there has been a law against thatched buildings in London since the Great Fire in 1666.

Romanticism

Romanticism (also known as the **Romantic era**) was an artistic, literary, musical and intellectual movement that originated in Europe toward the end of the 18th century, reaching its peak from 1800 to 1850. Romanticism was characterized by its emphasis on emotion and individualism as well as glorification of all the past and nature. It was partly a reaction to the Industrial Revolution, the aristocratic social and political norms of the Age of Enlightenment, and the scientific rationalization of nature—all components of modernity. The movement emphasized intense emotion as a source of aesthetic experience, placing new emphasis on such emotions as apprehension, horror, terror and awe—especially that experienced in confronting the new aesthetic categories of the sublimity and beauty of nature.

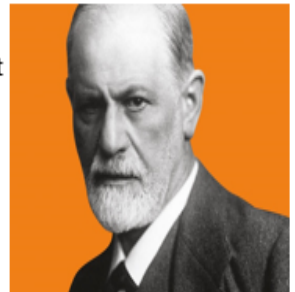
The movement was rooted in a preference for intuition and emotion, as opposed to the rationalism of the Enlightenment. The events and ideologies of the French Revolution were also influential factors. Romanticism assigned a high value to the achievements of "heroic" individualists and artists, whose examples, it maintained, would raise the quality of society.

Gothic

Gothic fiction is a genre that combines fiction and horror, death, and at times romance. Its origin is attributed to English author Horace Walpole, with his 1764 novel *The Castle of Otranto*. The effect of Gothic fiction feeds on a pleasing sort of terror, an extension of Romantic literary pleasures that were relatively new at the time of Walpole's novel. The most common of these 'pleasures' among Gothic readers was the sublime - an indescribable feeling that "takes us beyond ourselves." The Gothic genre originated in England in the second half of the 18th century but had much success in the 19th century, as witnessed in prose by Mary Shelley's *Frankenstein* and the works of Edgar Allan Poe as well as Charles Dickens with his novella, *A Christmas Carol*, and in poetry in the work of Samuel Taylor Coleridge, and Lord Byron. Another well known novel in this genre is Bram Stoker's *Dracula*. The name *Gothic* also refers to the Gothic architecture of the European medieval era, in which many of these stories take place.

Freud

Sigmund Freud (6 May 1856 – 23 September 1939) was an Austrian neurologist and the founder of psychoanalysis, a clinical method for treating psychopathology through dialogue between a patient and a psychoanalyst. Freud was born to Jewish parents in Freiberg in the Austrian Empire. After qualifying as a doctor of medicine in 1881 at the University of Vienna, he was appointed as a neuropathologist and became an affiliated professor in 1902. Freud lived and worked in Vienna, having set up his clinical practice there in 1886. In 1938, Freud left Austria to escape the Nazis. He died



The Id, the Ego and the Superego

Freud proposed that personality is composed of three elements. These three elements of personality—known as the id, the ego, and the superego—work together to create complex human behaviours.

The Id

This is the only component of personality that is present from birth. This aspect of personality is entirely unconscious and includes the instinctive and primitive behaviours. The id is driven by the pleasure principle, which strives for immediate gratification of all desires, wants, and needs.

The Ego

The ego is the component of personality that is responsible for dealing with reality. According to Freud, the ego develops from the id and ensures that the impulses of the id can be expressed in a manner acceptable in the real world. The ego functions in both the conscious, preconscious, and unconscious mind.

The Superego

The last component of personality to develop is the superego. The superego is the aspect of personality that holds all of our internalized moral standards and ideals that we acquire from both parents and society—our sense of right and wrong. The superego provides guidelines for making judgments. According to Freud, the superego begins to emerge at around age five.

Duality

Dualism is when there is an opposition or contrast between two concepts or two aspects of something; a dualism. Freud realised that humans were neither exclusively nor essentially good. He recognised that society expects us to hide our duality and cover our bad side but the pressure to hide it hurts us.

e.g 2 : 3 means: _____

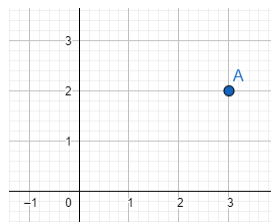
<u>Inequalities and Sequences</u>			<u>Sequences</u>	
Inequality	Definition	Expressed on a number line	Sequence	
$x < 5$			Linear Sequence	
$x > 5$			Nth term	
$x \leq 5$			<u>Angles</u> _____ angles are equal _____ angles are equal _____ angles are equal _____ angles sum to 180° Exterior Angle of any polygon = Sum of interior angles =	
$x \geq 5$				
$1 \leq x \leq 5$				
•				
○				
<u>Percentages</u>				
Percentage of an amount: $15\% = \frac{15}{100} \times \text{original}$				
Percentage increase/decrease =				
Percentage change =				
<u>Rules of Congruency</u>				

Topic - Graphs

(x,y)

A (3,2)

x across, y to the sky.



Midpoint of $((x_1, y_1) \& (x_2, y_2) = (\frac{x_1+x_2}{2}, \frac{y_1+y_2}{2})$

Linear Graphs (straight line graphs) all have the equation:

$$y = mx + c$$

Gradient y-intercept

When gradient is positive

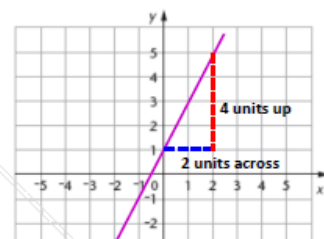


When gradient is negative



Gradient

$$\text{Gradient} = \frac{\text{change in y}}{\text{change in x}} = \frac{4}{2} = 2$$



Topic – Algebra

	Definition	Example
Expression	Formed from letter symbols and numbers, combined with operation signs and brackets.	$2x+5$
Identity	Expressions on each side of an equation always take on the same value.	$3x + 12 \equiv 3(x + 4)$
Formula	An equation linking sets of variables.	$P = 2l + 2w$
Equation	Mathematical statement showing that two equations have an equal value.	$3x+1 = 2x + 4$
Solve	Find the solutions that satisfy an equation or an inequality.	$2x = 10$ $x = 5$
Expand	Multiply each term inside a bracket y the expression outside a bracket.	$3(x+4)$ $3x + 12$
Factorise	Take out common factors. The inverse of expanding.	$4x + 20$ $4(x + 5)$




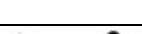

Ratio

The quantative relationship between 2 or more amounts.

e.g 2 : 3 means 2 parts in relation to every 3 parts of another.

YEAR 8 – SPRING TERM

Inequalities and Sequences

Inequality	Definition	Expressed on a number line
$x < 5$	x is smaller than 5	
$x > 5$	x is greater than 5	
$x \leq 5$	x is smaller than or equal to 5	
$x \geq 5$	x is greater than or equal to 5	
$1 \leq x \leq 5$	x is greater than or equal to 1 and smaller than or equal to 5	
•	Used for \leq \geq	
o	Used for $<$ $>$	

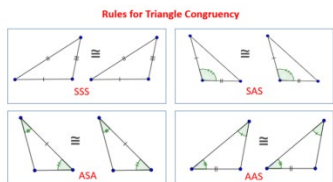
Percentages

Percentage of an amount: $15\% = \frac{15}{100} \times \text{original}$

Percentage increase/decrease = $(100\% \pm \% \text{ change} \times \text{original})$

Percentage change = $\frac{\text{new}}{\text{old}} \times 100 - 100$

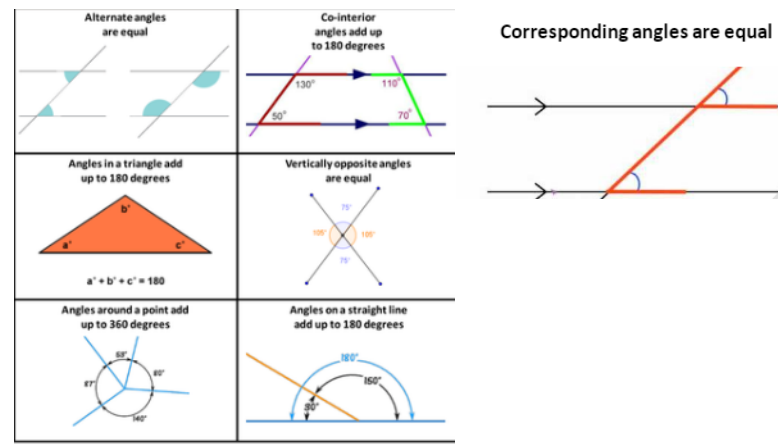
Congruency



Sequences

Sequence	A series of numbers that follows a set pattern. Each number in a sequence is called a term.
Linear Sequence	Increases or decreases by the same amount from term to term
Nth term	A formula that allows you to find any term of a sequence

Angles



Exterior Angle of any polygon = $\frac{360}{n}$ (where n is number of sides)

Sum of interior angles = $180(n - 2)$

Year 8 Biology Knowledge Organiser- Breathing

The Respiratory System – Breathing

Breathing is brought about by the intercostal muscles between the ribs and the diaphragm.

Breathing in is also called inhaling and occurs when:

- Intercostal muscles contract and move the ribs up and out.
- Diaphragm contracts and flattens.

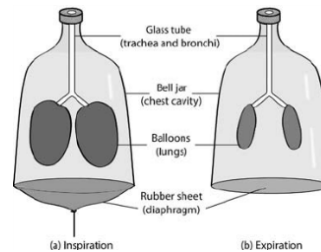
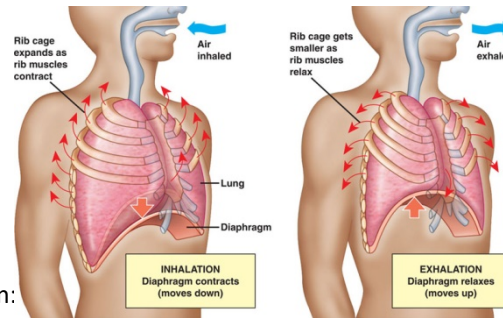
This increases the volume inside the thorax and decreases the pressure in the thorax which draws air into the lungs.

Breathing out is also called exhaling and occurs when:

- Intercostal muscles relax and move the ribs down and in.
- Diaphragm relaxes and bulges upwards.

This decreases the volume inside the thorax and increases the pressure in the thorax which pushes the air out of the lungs.

The bell jar lungs can model inhaling but the model has problems. It doesn't show what the ribs do and the scale of the lungs is incorrect.



The Respiratory System - Smoking

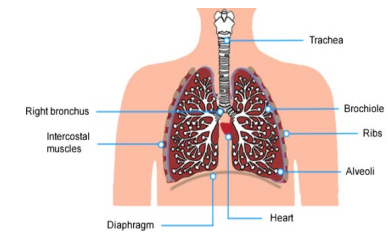
Cigarette smoke contains:

- Tar (which can cause lung cancer)
- Carbon monoxide (which reduces the amount of oxygen the blood can carry and causes breathlessness)
- Nicotine (which is addictive).

Smoking damages the cilia, which leads to a smokers cough.

The Respiratory System - Lungs

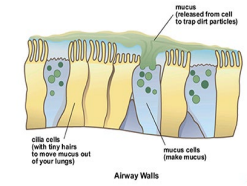
The respiratory system includes the lungs (trachea, bronchi, bronchioles and alveoli), diaphragm, ribs and rib muscles.



When we breathe in, air enters the lungs; it travels through the trachea, bronchi, bronchioles then into the alveoli.

The trachea is held open by rings of cartilage to stop it collapsing when the neck is moved and bent.

The trachea and the bronchi are lined with ciliated epithelial cells and mucus. Dust and microorganisms in the air we breathe in stick to the mucus. The cilia beat to move the dirty mucus up and out of the lungs and it is then swallowed.

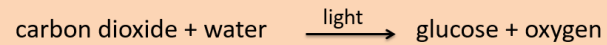


Key Terms	Definitions
Diffusion	The spreading out of the particles of any substance in solution or a gas from an area of higher concentration to a lower concentration.
Cilia	Microscopic hair like structures that cover the cells in the trachea and bronchi
Thorax	Upper part of the body – chest, heart, lungs
Oxygenated blood	Blood containing oxygen.
Deoxygenated blood	Blood that doesn't contain oxygen.
Alveoli	Tiny air sacs in the lungs where gas exchange occurs.
Inhaling	Breathing in
Exhaling	Breathing out
Organ rejection	When the immune system attacks a transplanted organ.
Transpiration	The loss of water from the surface of plants that occurs by evaporation.

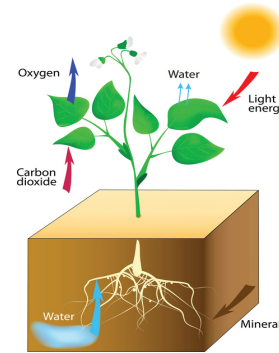
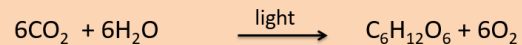
Year 8 Biology Knowledge Organiser- Photosynthesis

Photosynthesis

The **word equation** which represents photosynthesis is:



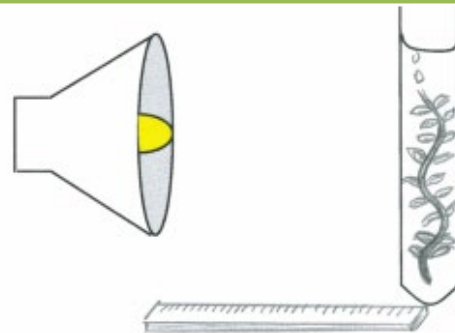
The balanced **symbol equation** which represents photosynthesis is:



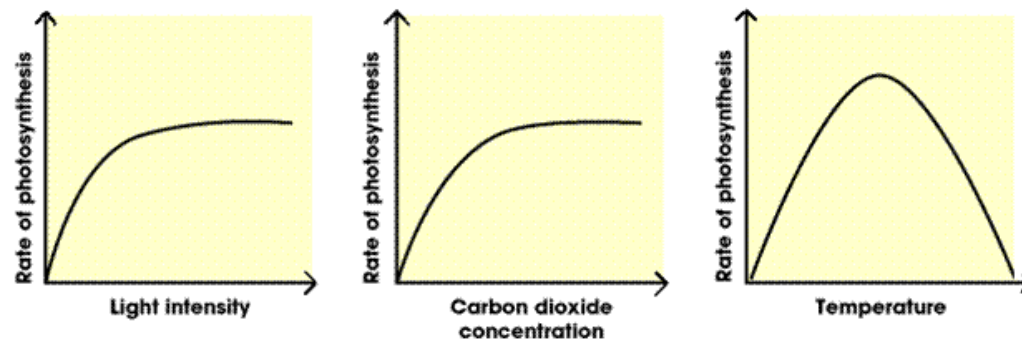
Glucose is stored as starch in leaves. Iodine will turn blue/black in the presence of starch; this test is used to show that photosynthesis has occurred. It will give a negative result if the leaf has been kept in the dark

Investigating Rate of Photosynthesis

The rate of photosynthesis can be affected by temperature, carbon dioxide level and light intensity. Rate of photosynthesis can be measured by counting bubbles of oxygen given off by pond weed. In this investigation, variables need to be controlled. The rate of photosynthesis can be shown on a line graph.



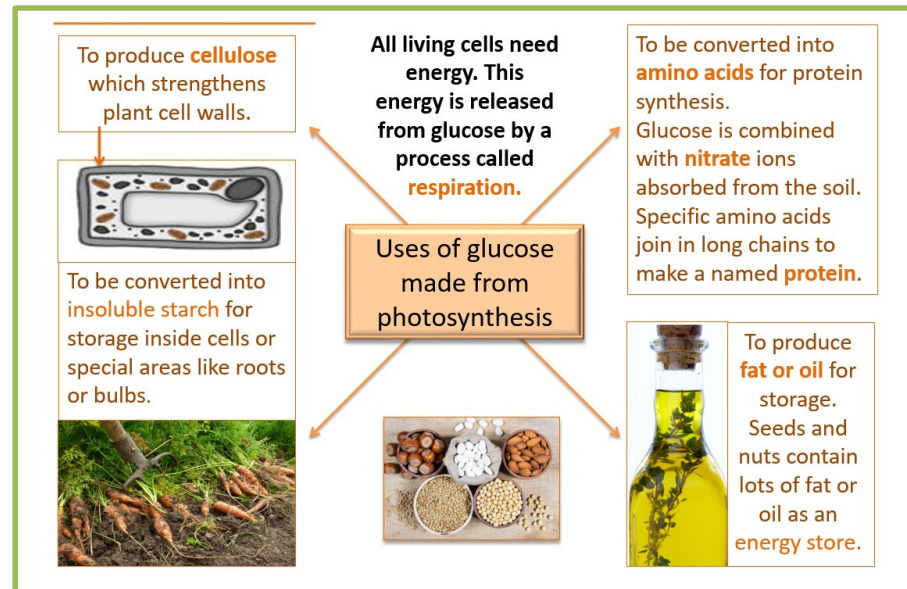
Each factor will limit the rate of photosynthesis



Key Terms	Definitions
Photosynthesis	Reaction in plants that uses light energy to produce biomass and release chemical energy
Chlorophyll	Green pigment in chloroplasts that traps light energy
Light intensity	Strength of the light reaching the plant
Glucose	A form of sugar produced in photosynthesis
Iodine	Chemical that turns blue/black in the presence of starch
Epidermis	Tissue on the top of the leaf

Plant tissue

Specialised structures include: palisade cells (for photosynthesis), guard cells (movement of water+gases), epidermis (protect top of leaves), vascular tissue (movement of water + nutrients). Water moves through a plant by osmosis. Plants need active transport to absorb water and nutrients against the concentration gradient from the soil into the root hair cell. Plant cell walls give support to the plant.

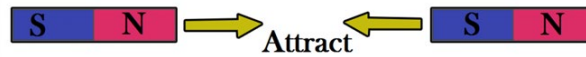


Year 8 Physics Knowledge Organiser magnetism

Magnetic poles

All magnets have a north pole and a south pole.

Unlike poles attract.

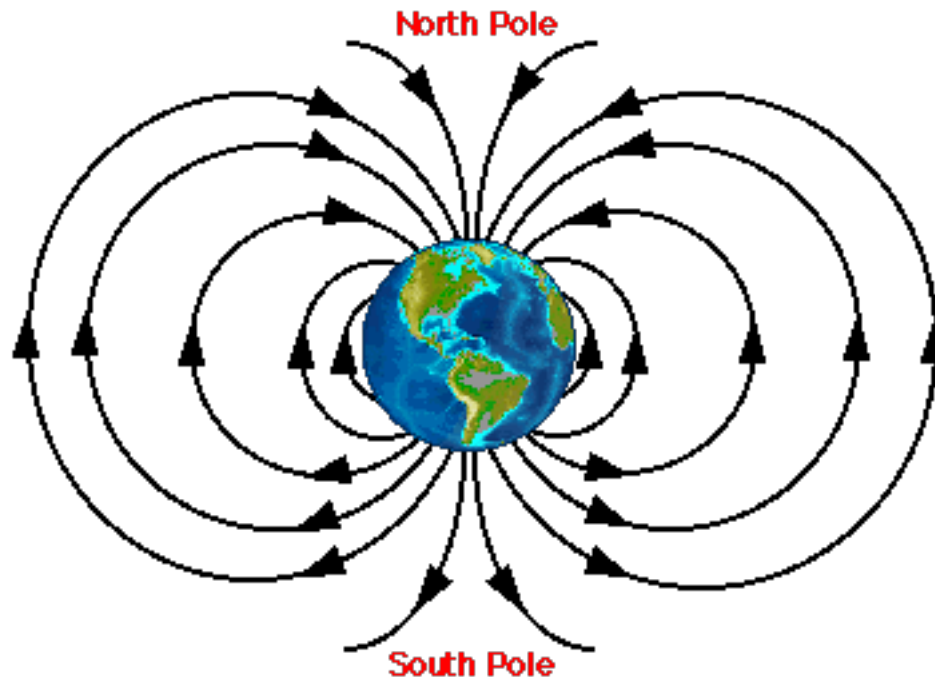


Like poles repel.



Magnetic field around the Earth

The earth has a molten iron core which causes a magnetic field.

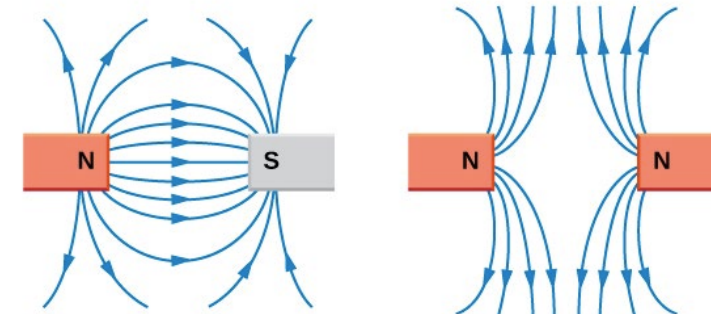
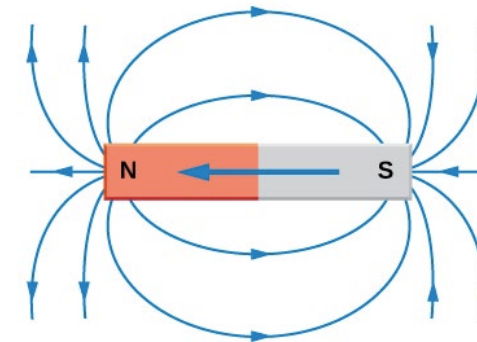


Key Terms	Definitions
Magnetic poles	All magnets have a north pole and a south pole.
Magnetic field	The area around a magnet that a force acts.
Magnetic compass	A magnetic compass always points along field lines in the direction of north.

Magnetic fields

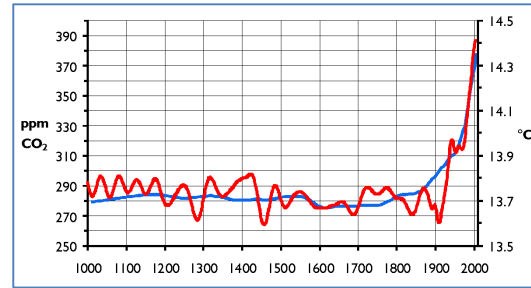
The area around a magnet will attract some types of metal including iron. Field lines always point from north to south. A compass can be used to draw the field.

Field around bar magnets



Year 8 Biology Knowledge Organiser- Climate

The data shows a direct correlation between the concentration of CO₂ in our atmosphere and the global average temperature. There is a sudden, dramatic increase in both factors at the beginning of the 19th century (exactly the same time as the industrial revolution began, when humans started burning massive amounts of coal!)



Processes involved in the carbon cycle are:

- Photosynthesis** – plants absorb carbon dioxide from the atmosphere and form it into sugar, starch and other organic compounds. This is the only process in the cycle that decreases the level of carbon dioxide in the atmosphere.
- Feeding** – moves carbon in the form of biological molecules along the food chain.
- Respiration** – when living organisms (plants, animals and decomposers) respire they release carbon dioxide into the atmosphere (this is a form of **excretion**).
- Fossilisation** – if conditions are not favourable for the process of decomposition, dead organisms decay slowly or not at all. These organisms build up and, if compressed over millions of years, can form fossil fuels (coal, oil or gas).
- Combustion** – the burning of fossil fuels releases stored carbon dioxide into the atmosphere.
- Excretion** – when waste is removed from the body (urine). This excreted material can be broken down during the process of decomposition.
- Decomposition** – when complex, carbon compounds in dead organisms, urine and faeces are broken down into simpler carbon compounds by bacteria or fungi.

The Greenhouse effect and Global warming

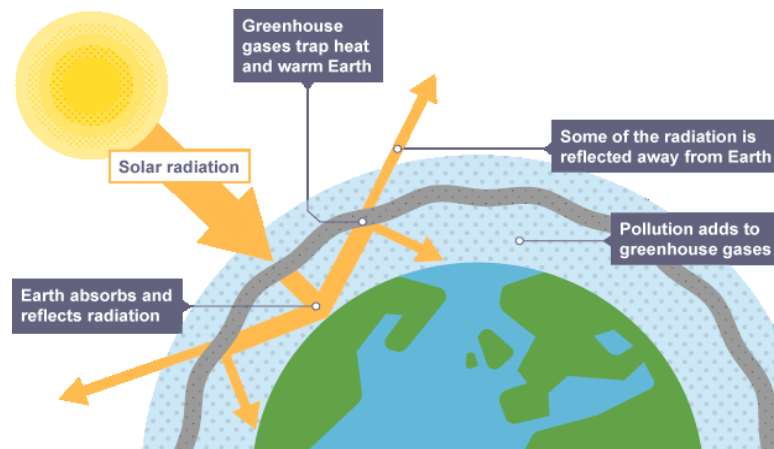
The greenhouse effect is a natural process that allows the Earth to be warm enough to support life.

Since the industrial revolution, human activities have dramatically increased the levels of greenhouse gases in the atmosphere. The main gases involved are carbon dioxide and methane. The molecules of these gases absorb infrared (heat) radiation and re-radiate it, causing gradual but measurable increases the atmosphere's, and therefore Earth's, temperature.

Human activities such as burning fossil fuels, deforestation are increasing the amount of carbon dioxide in the atmosphere. This is enhancing the greenhouse effect and causing an increase in the global average temperature.

Global warming as caused by humans used to be controversial; now, thousands of peer-reviewed publications later, the global scientific consensus is that humans are definitely causing climate change through global warming.

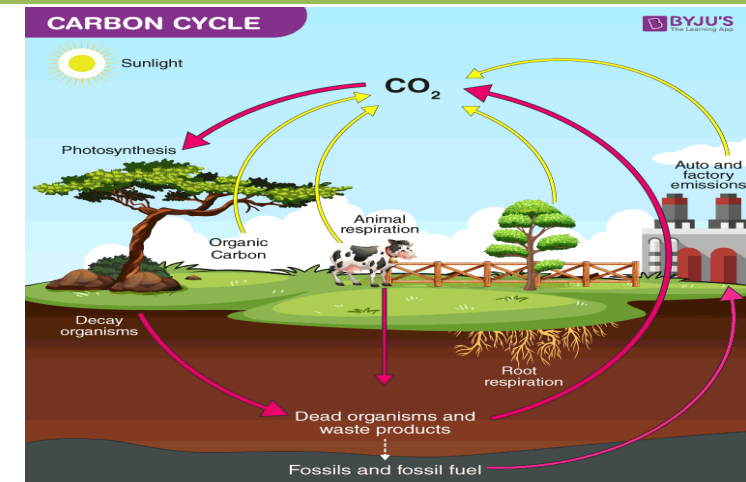
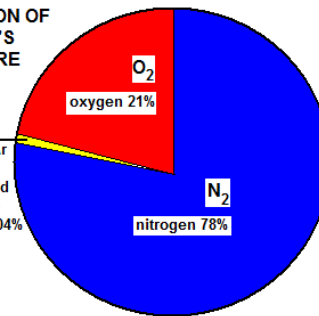
The consequences of global warming are; melting of the polar ice caps causing a rise in sea level and flooding; changing weather patterns and more severe storms and droughts; Changing migration patterns for animals; changes in the distribution of plants and animals.



COMPOSITION OF THE EARTH'S ATMOSPHERE

other gases 1%
mainly argon Ar
traces of other noble gases and carbon dioxide
400 ppm CO₂ 0.04%

© doc brown



Year 8 Chemistry Knowledge Organiser

Earth's resources



Recycling

Recycling involves collecting used **materials**, such as metal, glass or paper and using them to produce new samples of the material. The steps usually needed are:

- collecting used items
- transporting the used items to a recycling centre
- breaking up the items and sorting the different materials

The next steps will depend on the material being recycled. For a **metal**, the following steps would be carried out:

- melting the metal and removing impurities from the **molten** metal
- solidifying the metal in ingots (slabs of metal)

The ingots can then be used to manufacture new metal items.

Glass is recycled by melting the objects being recycled. The molten glass can then be used to make new bottles or other objects.

Paper is recycled in a different way, as it cannot be melted. Instead, it is broken into smaller pieces, with water. The slurry of water and paper can now be reformed to make new sheets of paper.

Advantages of recycling metals

The advantages of recycling compared to producing metals from metal **ore** include:

- fewer **quarries** and mines are needed
- less noise, dust and heavy traffic are produced
- smaller areas of natural **habitats** are damaged
- metal ores are conserved so will last longer

In addition, less **energy** is usually needed to produce a metal by recycling than is needed to produce it from an ore.

Key Terms	Definitions
Ore	A rock that contains enough metal that it is economical to extract
Displacement Reactions	A reaction where one element replaces another element in a compound
Electrolysis	Breaking down a substance using electricity
Reduction	When a metal loses oxygen

Extraction of Metals

- Most metals need to be extracted from their ore so that we can use them
- A metal ore is a compound found in rock, that contains enough metal that it is **economical** to extract it.
- Metals which are less reactive than carbon are extracted from their ore using **reduction**. This is an example of a displacement reaction
- **Example: Iron Oxide + Carbon → Iron + Carbon Dioxide**
- Metals more reactive than carbon are extracted from their ore using **electrolysis**.
- Electrolysis is expensive as it requires a lot of energy
- The least reactive metals such as gold and silver are found as an element—they do not form a compound. This means **they do not need to be extracted from their ore**

Potassium	Electrolysis
Sodium	
Calcium	
Magnesium	
Aluminium	
Zinc	Heat ore with carbon
Iron	
Tin	
Lead	
Copper	
Silver	Found naturally as un-combined elements on Earth
Gold	
Platinum	

Year 7 Chemistry Knowledge Organiser – Reactions

Chemical reactions

Atoms are rearranged in a chemical reaction. The substances that:

react together are called the **reactants**

are formed in the reaction are called the **products**

No atoms are created or destroyed in a chemical reaction. This means that the total mass of the reactants is the same as the total mass of the products. We say that **mass is conserved** in a chemical reaction.

Chemical equations

The changes in chemical reactions can be modelled using equations. In general, you write:

reactants → products

The reactants are shown on the left of the arrow, and the products are shown on the right of the arrow. Do not write an equals sign instead of an arrow. If there is more than one reactant or product, they are separated by a plus sign.

Word equations

A **word equation** shows the names of each substance involved in a reaction, and must not include any chemical symbols or formulae. For example:

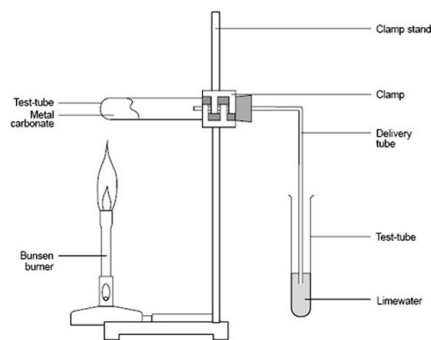
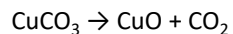
copper + oxygen → copper oxide



In this reaction, copper and oxygen are the reactants, and copper oxide is the product.

Some compounds break down when heated, forming two or more products from one reactant. This type of reaction is called **thermal decomposition**.

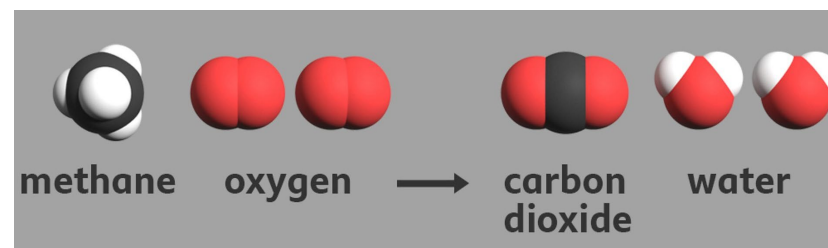
Many metal carbonates can take part in thermal decomposition reactions. For example, copper carbonate breaks down easily when it is heated: copper carbonate → copper oxide + carbon dioxide



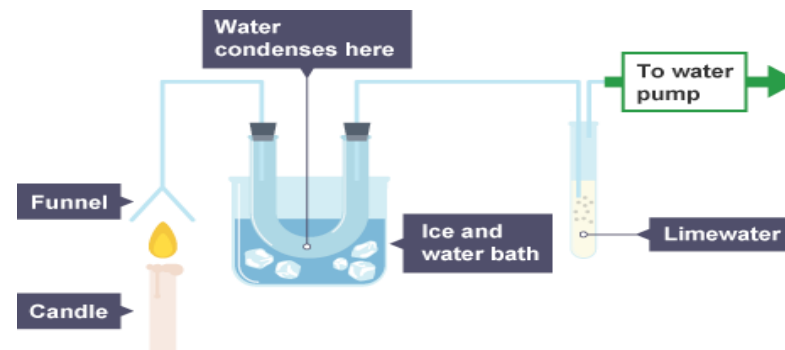
How is combustion useful?

Combustion is the scientific word for burning. In a combustion reaction, a substance reacts with oxygen from the air. Combustion reactions happen at **high** temperatures, and transfer energy to the surroundings as **light and heat**. This is why you see flames when things burn.

One important combustion reaction is that of methane. Methane reacts with oxygen from the air and produces either a hot blue or an orange flame. The energy that the reaction produces can be used to heat water, cook food, generate electricity or even power vehicles.



The products of combustion reactions are compounds of oxygen, called oxides. Since methane is made up of atoms of carbon and hydrogen, the products of its combustion reaction are oxides of carbon and hydrogen. The names of these oxides are **carbon dioxide and water**. The carbon dioxide produced can be detected using **limewater**. This turns milky (cloudy white) when carbon dioxide is bubbled through it.



YR 8 ART AND DESIGN *KNOWLEDGE ORGANISER Portraits*

In Art and Design you are assessed on everything you do in class. There are 4 assessment objectives.

A01 LOOKING AT THE WORK OF ARTISTS - RESEARCH

In each project you will look at and analyse the work of an artist or art movement. In project two you will look at German Expressionism. This research will help you produce your own work.

A02 EXPERIMENTING WITH MATERIALS

You will be given the opportunity to experiment with materials and techniques. You will be expected to select appropriate resources, materials, techniques and processes.

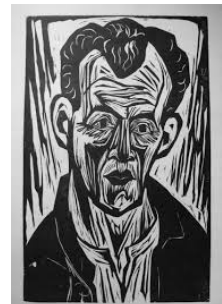
A03 DRAWING AND RECORDING

You will learn how to successfully blend and mix colours using a range of materials including colour pencil, Ink and Paint. You will be introduced to basic colour theory using the Colour wheel.

A04 PRODUCING A FINAL PIECE

At the end of the project you will present a final piece of work. This may be a painting, a series of prints or a mixed media piece.

KEYWORDS AND KEY TERMS FOR THIS PROJECT



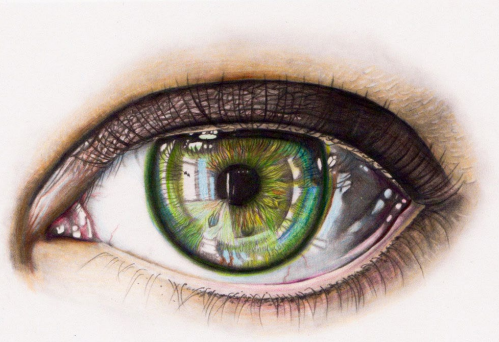
Expressionism

A style of painting, music, or drama in which the artist or writer seeks to express emotion.

Observational drawing

TOP TIPS

Use a very sharp pencil
Lightly draw basic shape
Add detail such as eyelashes
Add the darkest areas first
Carefully shade in mid-tones
Add texture marks



KEY TERMS

Portrait - a painting, drawing, photograph, or engraving of a person, especially one depicting only the face or head and shoulders.

Emotion - a strong feeling deriving from one's circumstances, mood, or relationships with others.

Characteristic – a feature or quality belonging typically to a person, place, or thing and serving to identify them.

Stylize – conform to a particular style.

Observe – to look or watch closely.

Simplified – removing detail, such as areas of tone and texture.





In Food technology you are assessed on everything you do in class. There are 2 assessment objectives.

Assessment one (L01 + L02) Healthy living - Understand the importance of nutrition when planning menus

You will be looking at the functions of both Macro and Micro nutrients in the body. You will compare the nutritional needs of specific groups. You will demonstrate the ability to modify recipes to make healthier dishes, centred on the Eatwell guide message of a balanced diet.

Assessment two (L03) Be able to cook dishes safely and hygienically

You will continue to practice and learn new techniques of preparation and cooking. Examples include the creaming method, the rubbing-in method and simmering, etc.'. You will demonstrate high expectations of safety and hygienic practices at all times. You will be able to explain the differences between Personal, Food and Kitchen hygiene.

KEYWORDS AND KEY TERMS

- | | | |
|---|--|--|
| <input type="checkbox"/> Balanced diet | <input type="checkbox"/> Calcium | <input type="checkbox"/> Fridge temp 0-4°C |
| <input type="checkbox"/> Healthy living | <input type="checkbox"/> Fibre | <input type="checkbox"/> Freezer temp -18°C |
| <input type="checkbox"/> Eatwell Guide | <input type="checkbox"/> 5 a day | <input type="checkbox"/> Kitchen Hygiene |
| <input type="checkbox"/> Dietary needs | <input type="checkbox"/> Simmering | <input type="checkbox"/> Sanitise |
| <input type="checkbox"/> Vegetarian | <input type="checkbox"/> Rubbing-in method | <input type="checkbox"/> Cross-contamination |
| <input type="checkbox"/> Vegan | <input type="checkbox"/> Creaming method | <input type="checkbox"/> Food poisoning |
| <input type="checkbox"/> Lactose intolerant | <input type="checkbox"/> Rolling | <input type="checkbox"/> Temperature probe |
| <input type="checkbox"/> Macro Nutrients | <input type="checkbox"/> Shaping | <input type="checkbox"/> Kitchen safety |
| <input type="checkbox"/> Micro Nutrients | <input type="checkbox"/> Modification | <input type="checkbox"/> Bridge & claw |
| <input type="checkbox"/> Minerals | <input type="checkbox"/> Personal Hygiene | <input type="checkbox"/> Sensory words |
| <input type="checkbox"/> Iron | <input type="checkbox"/> Food Hygiene | <input type="checkbox"/> Evaluation |

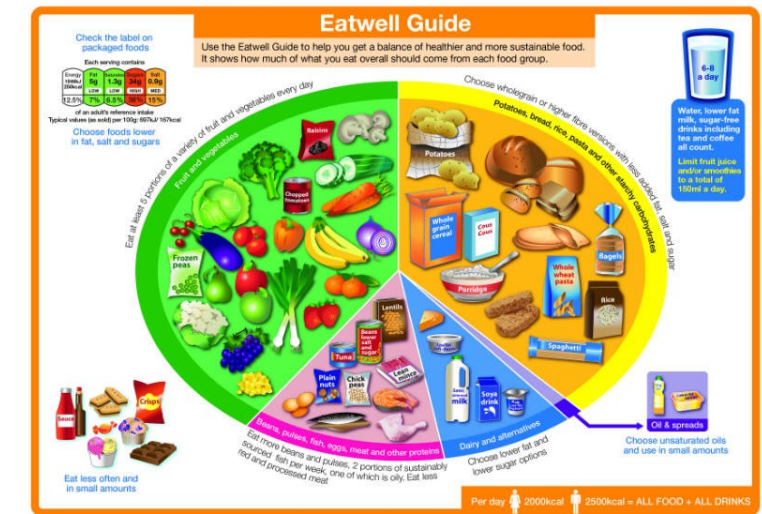
Recipes:

Rock Cakes	Pizza
Risotto	Fajitas
Fairy Cakes	Flapjacks
Beef burgers	Chilli
Fruit Crumble	
Bolognese sauce	



Useful websites to embed learning

- <https://www.nhs.uk/live-well/eat-well/healthy-eating-for-teens/>
- <https://www.nutrition.org.uk/healthyliving.html>
- <https://www.nhs.uk/live-well/eat-well/eight-tips-for-healthy-eating/>
- <https://www.bbc.com/teach/class-clips-video/design-and-technology-gcse-eight-tips-for-healthy-eating/zby76v4>



Food groups

The foods we eat come from animals, such as meat, honey, milk, fish and eggs, and plants, such as grains, fruit, beans and vegetables. It is important to eat a healthy, balanced diet so that our bodies work properly. Below are the different food groups and how many we should eat each day.



Fruit and vegetables contain vitamins and minerals, which help us to stay healthy.



Carbohydrates give us energy. They are found in wholegrain cereals and breads, potatoes, pasta and rice.



Dairy and alternatives are a good source of energy. They are found in milk, yoghurt and cheese.



Proteins helps our bodies to grow and repair. They are found in meat, fish, eggs, beans and nuts.



Fats and oils give us energy and help to keep us warm. They are found in butter, oils and spreads.



Foods high in sugar and salt should be eaten less often as they are not needed as part of a healthy diet. They are found in fizzy drinks and chocolate.

Glossary

Celsius	A unit to measure temperature.
diet	The food and drink that a person or animal eats regularly.
dissolve	When a solid mixes with a liquid and can't be seen anymore.
float	To stay on the surface of a liquid.
freeze	To change a liquid into a solid by cooling.
liquid	Something that can be poured easily, takes the shape of its container and can't be held.
melt	To change a solid into a liquid by heating.
mixture	A substance made by mixing solids and liquids.
solid	Something that stays in one place and can be held.
substance	A solid, liquid, powder or gas of a particular kind.

Don't forget! When preparing, cooking or eating food, it's important to wash your hands and store food properly. This is important to make sure the food you eat is safe and free from germs.

Year 8 Computer Technology

Term 2

Unit: Introduction to GCSE (Computer Science) – Programming

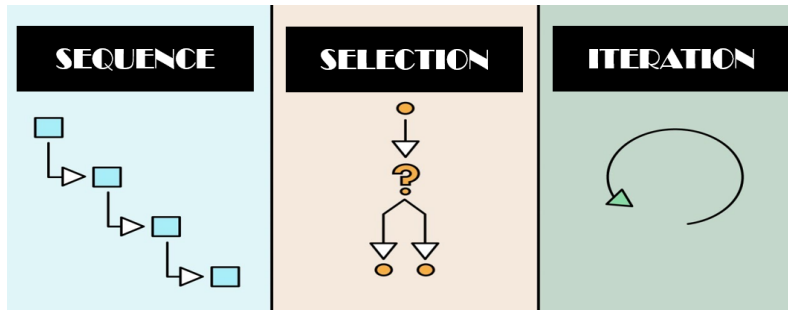
Programming Constructs

A programming construct is a way of building a program. There are three programming constructs:

Sequence: Set by step instructions to complete a task.

Selection: Making a decision based on the condition that is met. It uses IF or ELSE.

Iteration: Repeating in a loop.



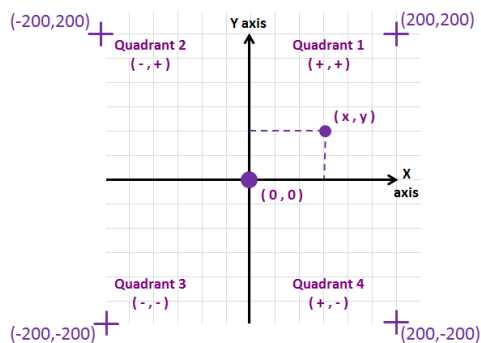
Software (Python)

Python is a text-based, high level programming language. This means it uses text (e.g. words and numbers), rather than blocks of ready-made code, which you would find in Scratch.

Python Turtle Basics:

Understanding where the shapes are drawn:

X and Y axis



Change background colour (based on the amount of red, green, blue)

e.g. background(255,255,0); is yellow.

0 ← → 255



0 ← → 255



0 ← → 255



Python Turtle (Selection)

Example:
Choosing between creating rectangle or a triangle.

This example chooses between creating a rectangle or a triangle and uses **IF** and **ELSE** to make it a **selection** program.

```
from turtle import *
import turtle
```

```
shape = input("What shape do you want to draw? ")
```

```
if shape == "triangle":
    print("a triangle is being drawn...")
```

```
    color('red', 'yellow')
```

```
    begin_fill()
```

```
    #How many sides does the shape have for shape in range(3):
```

```
        forward(150)
```

```
        right(120)#Angle of the shape
```

```
    end_fill()
```

```
else:
```

```
    print("a square is being drawn...")
```

```
    color('blue', 'orange')
```

```
    begin_fill()
```

```
    #How many sides does the shape have for shape in range(4):
```

```
        forward(150)
```

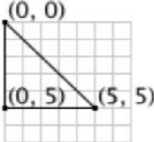
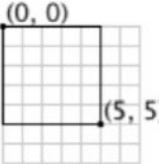
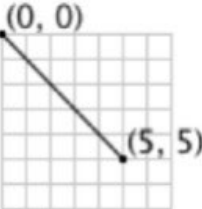
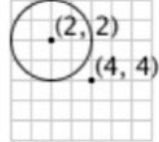
```
        right(90)#Angle of the shape
```

```
    end_fill()
```

Python Turtle (Sequence)	This example creates a rectangle, using a <i>sequence</i> .	Python Turtle Example (iteration)	This example creates a rectangle, using <i>iteration</i> .
1.Import turtle	from turtle import * import turtle	1.Import turtle	from turtle import * import turtle
2.Decide on the X and Y location.	turtle.goto(0,0)	2.Decide on the X and Y location.	turtle.goto(0,0)
3.Decide on colour.	turtle.fillcolor("Red")	3.Decide on colour.	turtle.fillcolor("Red")
4.Fill shape.	turtle.begin_fill()	4.Fill shape.	turtle.begin_fill()
5.Draw shape.	turtle.forward(200) turtle.left(90) turtle.forward(100) turtle.left(90) turtle.forward(200) turtle.left(90) turtle.forward(100) turtle.left(90)	5.Draw shape.	for i in range(4): turtle.forward(100) turtle.left(90)
5.End shape fill.	turtle.end_fill()	6.End shape fill	turtle.end_fill()

Software (Processing)

Processing software uses a high language programming language called Java. The code is used to create visual art.

Processing: Drawing a triangle	Processing: Drawing a rectangle
<pre>triangle(x1, y1, x2, y2, x3, y3)</pre> <p>Draws a triangle between points (x1, y1), (x2, y2) and (x3, y3).</p> <pre>triangle(0, 0, 0, 5, 5, 5);</pre> 	<pre>rect(startX, startY, width, height)</pre> <p>Draws a width x height rectangle with upper left corner at point (startX, startY).</p> <pre>rect(0, 0, 5, 5);</pre> 
Processing: Drawing a line	Processing: Drawing an ellipse (circle)
<pre>line(startX, startY, endX, endY)</pre> <p>Draws a line from (startX, startY) to (endX, endY).</p> <pre>line(0, 0, 5, 5);</pre> 	<pre>ellipse(centerX, centerY, width, height)</pre> <p>Draws an ellipse of the given width and height centered at point (centerX, centerY).</p> <pre>ellipse(2, 2, 4, 4);</pre> 

YR 8 TEXTILES *KNOWLEDGE ORGANISER*

Day of the Dead Sugar Skulls



During this project you will be assessed on how you can refine and develop all the new Textiles skills you learnt in year 7 and you will be introduced to a series of new stitch techniques. You will have the opportunity to stitch using binca, paper and fabric. You will learn techniques in **Applique**, **Reverse Applique** and various ways to **Embellish** your work. Your final product will be a DOTD sugar skull.

KEYWORDS AND KEY TERMS FOR THIS PROJECT

TYPES OF STITCH

RUNNING →

BACK →

HALF CROSS →

CROSS STITCH →

2 COLOUR CROSS →



EXAMPLE OF FINAL PRODUCT

Definitions

APPLIQUE

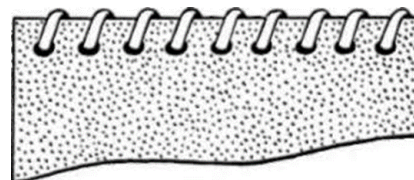
Applique is a sewing technique that involves stitching a small piece of fabric onto a larger one to make a pattern or design.

EMBELLISH

To make something more attractive by the addition of decorative details or features. You could use buttons, beads or embroidery techniques such as a back stitch or satin stitch.

REVERSE APPLIQUE

A sewing craft in which an outline is cut from a top layer of fabric and the raw edges are turned under and stitched to expose one or more layers of fabric underneath.



Example of an **OVERSTITCH** used to attach the front face to the back

EMBROIDERY

Embroidery is the craft of decorating fabric or other materials using a needle to apply thread or yarn.

YR 8 DT **KNOWLEDGE ORGANISER**

Memphis and Product Design Design



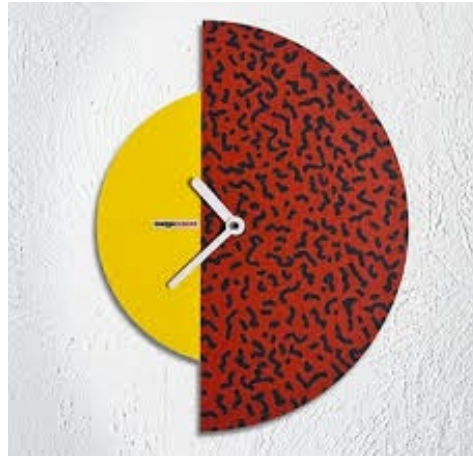
During this project you will research the Italian Memphis Design movement. In particular, you will look at the work of Ettore Sotsass who founded the movement. You will learn a range of Skills in the workshop and respond to a brief by designing your own product based on your research.



KEYWORDS AND KEY TERMS FOR THIS PROJECT

MATERIALS

Plastics, Thermoset and thermoplastic
Softwood (coniferous) and Hardwood (deciduous)
Manufactured Boards (plywood, MDF)



Definitions

THERMOSET

A **thermosetting plastic** is a **polymer** that irreversibly becomes rigid when heated. Such a material is also known as a **thermoset** or **thermosetting polymer**.

THERMOPLASTIC

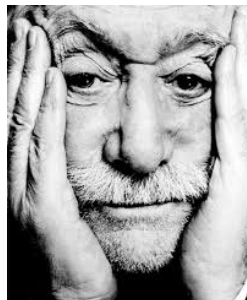
Denoting substances (especially synthetic resins) that become plastic on heating and harden on cooling, and are able to repeat these processes.

SKILLS AND TECHNIQUES

Marking out - Measuring and accurately using a try square and ruler

Modifying - Cutting, shaping and drilling

Finishing (draw filing, wet and dry) line bending, drilling countersinking



ETTORE SOTSASS

(1917 – 2007)

Was a furniture designer and architect who founded the Memphis group.



Knowledge Organiser: Year 8 Dance



Key words

Choreography - the making of a dance. The dance

Choreographer - the creator of the dance

Motif - A series of dance actions put together to create a phrase

Improvisation - Making movements up on the spot

Repetition - to perform an action again

Transitions - links between dance phrases or sections

Stylistic feature - a characteristic technique that makes it stand out from other styles of Dance

Stimulus - something that inspires you to create a dance.

Contact improvisation - involves two people exploring different ways of taking each other's weight.



The Ingredients of Dance (RADS)

R	<p><u>Relationships</u> WITH WHOM you are dancing with</p> <p>The interaction between a group of dancers</p> <p><u>Examples of relationships:</u> UNISON: Dancing the same action at the same time CANON: Dancing one after the other, creating an overlap or ripple effect MIRROR IMAGE: One or more dancers use the other side of the body to create a mirror type effect</p>
A	<p><u>Actions</u> WHAT the body is doing</p> <p>A movement</p> <p><u>Six categories:</u> Gesture Locomotion/travel Elevation/Jump Falling/Weight transference Turning Stillness/Balance</p>
D	<p><u>Dynamics</u> HOW the body is moving</p> <p>The force and speed of a movement</p> <p><u>Examples of different dynamics:</u> Fast Slow Sharp Mechanical Explosive</p>
S	<p><u>Space</u> WHERE the body is moving</p> <p>The area around a dancer. This could be personal or general space</p> <p><u>Examples of space:</u> LEVELS: The height of the action. E.g. High, medium and low FORMATIONS: Where the dancers stand in a shape.</p> <div style="text-align: center;"> </div> <p>DIRECTIONS: Where the dancers go. E.g. forwards, backwards, right, left, up, down and diagonally PATHWAYS: The patterns created on the floor.</p> <div style="text-align: center;"> </div>

Performance skills

TECHNICAL SKILLS (to do with the body)	
POSTURE	The way the body is held when sitting, standing or lying.
FLEXIBILITY	The range of movement around the joints
CONTROL	Performing the movements with strength to hold positions and not fall out of them
CO-ORDINATION	Moving two different body parts at the same time in opposite directions
MOVEMENT MEMORY	Remembering the order of the movements
SPATIAL AWARENESS	Knowing where you are in the space and not colliding with anyone
STAMINA	Being able to keep high energy throughout without tiring
STRENGTH	The force your muscles exert to hold a position for a long time
BALANCE	Put weight on a specific part of the body without falling or wobbling



<u>EXPRESSIVE SKILLS (how you perform it)</u>	
FOCUS	Use of the eyes looking in a specific direction
PROJECTION	Extending the movement with energy
MUSICALITY	Being in time with the beat in the music and the other dancers
FLUIDITY	Smooth transitions from one movement to another to allow them to flow effectively together
SENSE OF STYLE	This is about the dancer trying to emulate the distinctive actions and qualities of the dance

Key Words

Choreograph Plan out movement

Combat Fighting

Knap The sound effect created to make stage combat more realistic

Proxemics The distance between actors on stage

Sell the move Using your physical and vocal skills to make the move more realistic

Tension A growing feeling of expectation that something is about to happen



Stage Combat

Knowledge Organiser

Drama

What you NEED to know

- Stage Combat is a way of performing a fight without being harmed.
- You must always practice a move in slow motion 3 times before trying at full speed.
- Stage combat relies on you staging your body in particular way to make it realistic- hiding the knap, selling the move and hiding any gaps between the bodies.
- The other way to get the audience to believe in the Stage Combat is to make sure you build tension first. This means that they are feeling tense before you start so are more likely to believe it.

Assessment

1. Plan and create a scene that builds tension and would realistically end in a fight
2. Choreograph and perform a stage combat sequence that showcases 3 skills learnt this topic

Where stage combat is used

- TV and Movies in naturalism
- Wrestling
- Clowning and Melodrama to create comedy
- Plays on stage

Key Words

Naturalism: Acting and plays that are as close to real life as possible.

The Magic If: What an actor would do **IF** they were in the characters situation.

Subtext: The real feelings of the character behind the dialogue they are saying.

Objectives: What a character wants to achieve by the end of the play.

Emotional Memory: Remembering a time you have felt a certain way (sad, happy etc.) to show that emotion on stage.

Facial Expression: Changing your face to show an emotion.

Body Language: Using your body to show a characters feelings.

Voice: Using your voice to show a characters emotions.

Gesture: Actions with your hands and arms.

Stage Directions: Tells the actors what to do or how to say something. Usually in italics or brackets.

Upstage Right (USR)	Upstage (US)	Upstage Left (USL)
Stage Right (SR)	Centre Stage (CS)	Stage Left (SL)
Downstage Right (DSR)	Downstage (DS)	Downstage Left (DSL)

What you NEED to know

- Stanislavski was a Russian actor and playwright.
- He was born in 1863 and died 1938.
- He is well known for creating a series of techniques that allow actors to truly believe they are the character they are playing, and therefore be more realistic on stage.

Stanislavski and Naturalism

Year 8 2:2 Knowledge Organiser Drama



Historical Context

- People have been writing scripts ever since we have been writing. In Greek times, there were 4 main script writers: Aristophanes, Euripides, Sophocles and Aeschylus. Their style of acting wasn't always naturalistic.
- Naturalism was developed by Stanislavski, and his techniques are still widely used today

Assessment and Criteria

- Practical performance
- Perform a scene you have been working on.
- You should have a believable character
- The acting should be naturalistic
- There should be physical and vocal skills to help to create your character and create the right atmosphere for the audience
- The staging should be spread out with you facing the audience
- Rehearsal skills- show you use your time efficiently and work well in your group
- Devising skills- Show you can come up with original ideas

1	J'habite depuis cinq ans dans une ville qui s'appelle Villedieu	I've lived for 5 years in a town which is called Villedieu
2	et qui se trouve dans le nord de la France.	and which is found in the north of France.
3	C'est une ville pittoresque, historique et c'est très animée aussi.	It's a pretty, historic town and it's very lively too.
4	À Villedieu, il y a des cafés et des restaurants où on peut bien manger.	In Villedieu, there are cafes and restaurants where you can eat well.
5	Moi, j'aime aller au fast-food avec mes copains puisque je le trouve amusant.	Me, I like to go to the fast food restaurant with my friends as I find it fun.
6	En plus, il y a un centre commercial moderne où on peut faire du shopping.	Also, there is modern shopping centre where you can go shopping.
7	Malheureusement, on ne peut pas faire du patin à glace car il n'y a pas de patinoire en ville.	Unfortunately, you can't go ice skating because there is no ice rink in town.
8	Habiter à Villedieu, c'est super parce qu'il y a toujours beaucoup de choses à faire.	Living in Villedieu is great because there are always things to do.
9	Quand j'étais plus jeune, j'aimais faire du bowling avec ma famille	When I was younger, I used to like going bowling with my family
10	Mais maintenant je préfère faire de la natation car c'est plus amusant.	But now I prefer to go swimming because it's more fun.
11	Le weekend prochain, s'il fait chaud, je vais retrouver mes copains au parc	Next weekend, if it's hot, I'm going to meet my friends in the park
12	pour jouer au foot.	to play football.
13	Si j'étais riche, j'aimerais acheter une maison énorme à Nice.	If I were rich, I would like to buy an enormous house in Nice.
14	Je voudrais habiter au bord de la mer parce que j'adore faire de la natation	I would like to live by the sea because I love swimming
15	et bronzer quand il y a du soleil.	and sunbathe when it's sunny.
16	Ça serait vraiment génial!	It would be really great!

Places

au bord de la mer at the seaside
à la campagne in the countryside
à la montagne in the mountains
un village a village
une ville a town
dans in
l'est the east
l'ouest the west
le nord the north
le sud the south
le centre the centre

Adjectives

amusant fun
animé lively
beau/belle beautiful
ennuyeux boring
grand big
intéressant interesting
joli pretty
moderne modern
petit small
pittoresque pretty
touristique touristy
tranquille quiet/peaceful
vieux old

Places in town

Qu'est-ce qu'il y a dans/à?...What is there in/at...?
Il y a... there is/there are
Il n'y a pas there isn't/ there aren't
un bowling a bowling alley
un centre commercial a shopping centre
un centre sportif a sports centre
un château a castle
un cinéma a cinema
un collège a school
une église a church
un fast-food a fast food restaurant
une gare routière a bus station
un jardin publique a park
un magasin a shop
une maison des jeunes a youth club
un musée a museum
un parc a park
un parc d'attractions a theme park
une patinoire an ice rink
une piscine a swimming pool
une place a square
une plage a beach
un restaurant a restaurant
un stade a stadium
un supermarché a supermarket
un terrain de sport a playing field

Conjunctions

aussi also
car because
cependant however
mais but
où where
ou or
parce que because
qui which

Intensifiers

un peu a little
bit
assez quite
plus more
très very
trop too
vraiment really

Activities

Qu'est-ce qu'on peut faire? What can you do?
On peut... You can
acheter des vêtements buy clothes
bronzer sunbathe
faire de la natation go swimming
faire du bowling go bowling
faire du patin à glace go ice skating
faire du skate go skateboarding
faire des courses go shopping
faire une pique-nique to have a picnic
jouer au foot play football
manger eat
nager swim
prendre le bus take the bus
regarder un film watch a film
retrouver mes copains meet my friends

Weather

Il fait beau It's a nice day
Il fait chaud It's hot
Il fait froid It's cold
Il fait mauvais It's a bad day
Il y a du soleil It's sunny
Il y a du brouillard It's foggy
Il y a de l'orage It's stormy
Il y a du vent It's windy
Il neige It's snowing
Il pleut It's raining

Imperfect tense phrases

Quand j'étais plus jeune When I was younger
j'aimais... I used to like...
j'adorais... I used to love...
je faisais... I used to do...
je jouais... I used to play...
j'allais... I used to go
c'était... it was...

Conditional phrases

ma ville de rêve my dream town
je voudrais habiter I'd like to live
il y aurait .. There would be...
il n'y aurait pas... There wouldn't be...
ça serait... It would be...
j'aimerais... I'd like...

Yr 8 FRENCH TERMS 3 & 4
LÀ OÙ J'HABITE Vocabulary

Key terminology

Birth rate – How many people are born per 1000

Death rate – How many people die per 1000

Life Expectancy – How long the average person live for

HIC – High Income Country (very developed)

NEE – Newly Emerging Economy (developing)

LIC – Low Income Country (not very developed)

Population distribution – Where people live

Economically active – People who are working

Dependent population – People who are not working

Economy – Linked to money and jobs

Social – linked to people

Environmental - Linked to the natural environment

Urban – A built up, densely populated area (e.g. a city)

Rural – An area that is not built up, sparsely populated (e.g. countryside)

Migration - Movement

Push factor – Something that makes you want to leave an area

Pull Factor – Something that makes you want to move to an area

National – Within a country

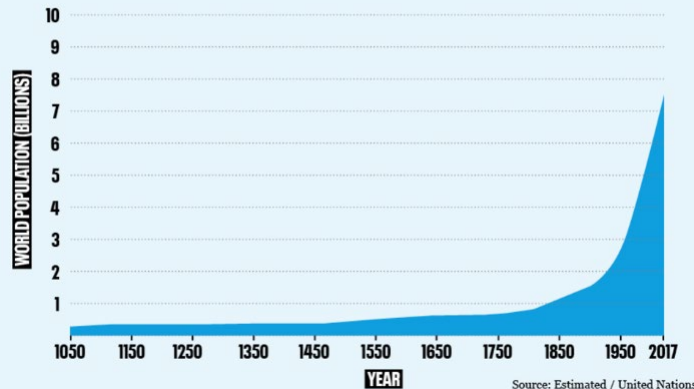
International – Between countries

Ageing population – large proportion of older people in population

Youthful population – large proportion of younger people in population

1 - World Population Growth

HUMAN POPULATION GROWTH

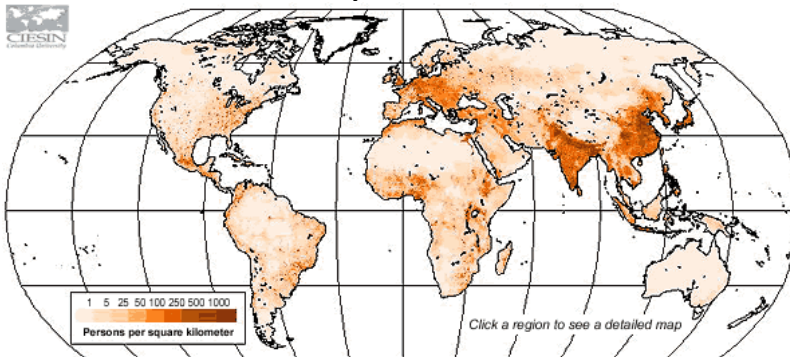


Reduced death rate
Increased birth rates

Reasons:

- Improvements in medicine e.g. vaccinations and free healthcare systems
- Improvements in standard of living e.g. better shelter
- Access to food
- Access to water
- Reduced threats from the environment
- Fertility treatment
- Reduced infant mortality

2 – Global Population Distribution



Reasons:

Sparsely Populated:

Environment e.g. deserts make it hard to grow crops, lack of water

Land locked – make it hard to trade

Mountainous – hard to build on, lack of trade

Densely populated:

Fertile soil – easy to grow crops

Coastal – easy trade routes and food source

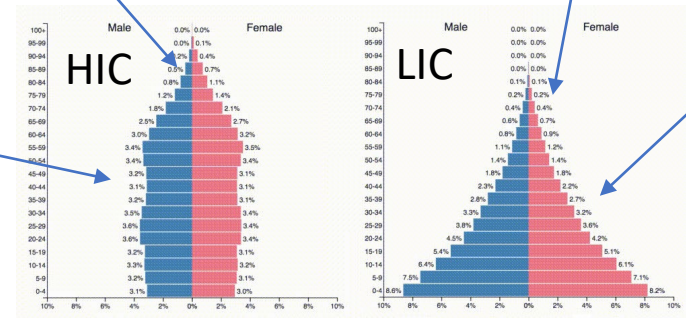
3 – Population Pyramids

Wider top – ageing population (long life expectancies)

Narrow top – Youthful population short life expectancies)

Straight sides – low death rate (people die when older)

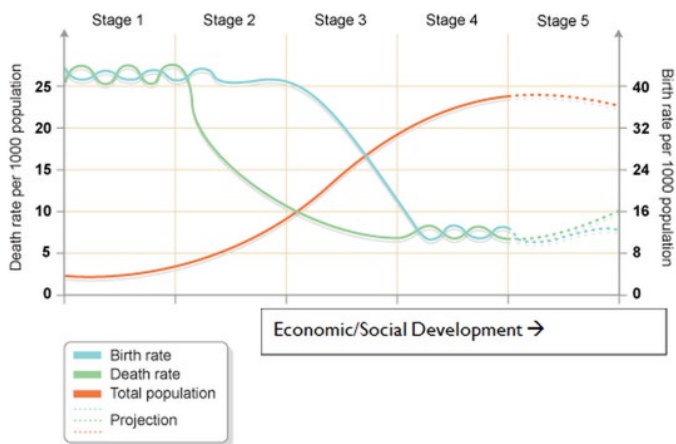
Steeply sloping sides – High death rate



Narrow base – low birth rate

Wide base – high birth rate

4 – Demographic Transition Model



Shows how a countries birth rate, death rate and total population change over time

- Stage 1 – birth and death rate high and fluctuating, total pop. Low
- Stage 2 – death rate begins to fall, birth rate stays high. Natural increase
- Stage 3 – birth and death rate falling. Total population continues to increase.
- Stage 4 – birth and death rate low and fluctuating. High total population
- Stage 5 – death rate begins to increase, birth rate stays low. Natural decrease.

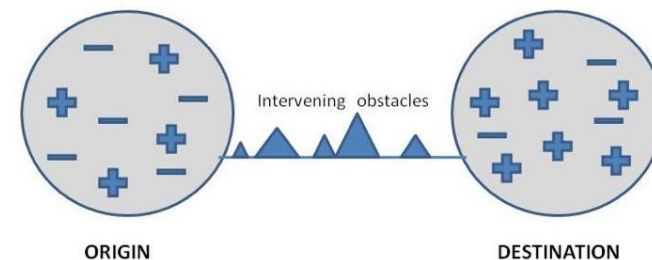
5 – Ageing and youthful populations

	Ageing	Youthful
Causes	Low birth rate – women choosing careers and having children later, expensive, contraceptives Long life expectancy – improved medicine and shelter	High birth rate – lots of young people having children, lack of contraceptives, having children to work Low life expectancy – poor health care facilities and shelter
Impacts	<ul style="list-style-type: none"> - Strain on health care system - Dependent population 	<ul style="list-style-type: none"> - Strain on schooling - Dependent population

6 – Rural to urban migration

	Rural	Urban
Push	Lack of facilities Isolation Drought Lack of jobs	Crime rates Congestion Lack of space Expensive housing
Pull	Quiet Cheaper housing Larger gardens	High employment Highly paid jobs

7 – Lee's push pull theory



8 – Impacts of Migration

The impact of migration on the host country (UK)	
Advantages	Disadvantages
Overcomes labour shortage	Immigrants are likely to be the first to be unemployed in a recession and so could claim welfare benefits
Businesses can expand and this helps the economy	Perception that the migrants take jobs and cause high unemployment
Prepared to do dirty, unskilled jobs that British no longer want to do	Pressure on housing
Cultural advantages and links	Racial Tension
Some highly skilled migrants	Schools find it difficult to cope with large numbers of pupils who cannot speak English
Keeps inflation down which means prices do not rise.	

YR 8 GRAPHICS *KNOWLEDGE ORGANISER*

Crossy Road 3D characters

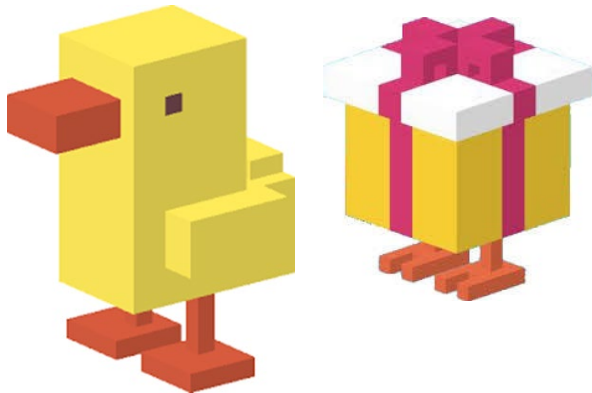


During this project you will be introduced to a series of 3D drawing techniques. You will learn the rules of ISOMETRIC drawing and apply them when drawing shapes, blocks, lettering and objects. You will also learn how to RENDER the shapes so they look like a specific material.

KEYWORDS AND KEY TERMS FOR THIS PROJECT

DEFINITION ISOMETRIC

A pictorial representation of an object in which all three dimensions are **drawn** at full scale rather than foreshortening them to the true **projection**.



THE RULES OF ISOMETRIC DRAWING

ALL lines are parallel

ALL angles are 30 degrees

There are **NO** horizontal lines

DEFINITION RENDERING

Rendering in visual art and technical **drawing** means the process of formulating, adding colour, shading, and texturing of an image. Example: I rendered the block to look like wood.

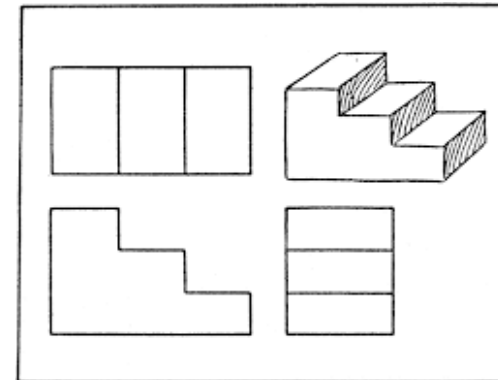


During this project you will learn

- 1 How to draw isometric shapes and lettering
- 2 How to draw isometric CHARACTERS
- 3 How to render and shade for a 3D effect
- 4 How to research and answer a brief for a client

DEFINITION ORTHOGRAPHIC

The **definition** of an **orthographic projection** is a two-dimensional **drawing** of a three-dimensional object, using two or more additional **drawings** to show additional views of the object.



DEFINITION

SINGLE AND 2 POINT PERSPECTIVE

Perspective is what gives a three-dimensional feeling to a flat image such as a **drawing** or a painting.

Y8 History Knowledge Organiser: Interpretations of Medieval Africa

TIMELINE	
c. 1075	Kingdom of Mapungubwe begins to develop
1200s	Golden Rhino created
1700	European settlers arrive in Southern Africa
1884	Pear's Soap advert produced
1893	Cecil Rhodes takes control of Rhodesia
1932	Golden Rhino discovered
1948	Apartheid begins in South Africa
1956	Ghana wins independence from British Empire
1980	Rhodesia (Zimbabwe) wins independence
1994	Apartheid ends

KPI 1 Mapungubwe



The Kingdom of **Mapungubwe** was a Medieval kingdom of the **Bantu** people located in southern Africa.

It was most powerful between 1075 and 1220.



The centre of the kingdom was on **Mapungubwe Hill**, where the leaders of the kingdom lived and were buried.

KPI 2 Archaeological Evidence from Mapungubwe



1. The **Golden Rhino of Mapungubwe** was created in the 13th Century. It is about 20 cm long and it made of thin gold sheet held together by gold pins. It was discovered in the grave of a leader of the kingdom.

The **Golden Rhino** shows that the **Bantu** people:

- Were skilled **craftsmen**
- Were **wealthy**
- Had time to spend creating decorative items

2. **Glass beads** from places as far away as India, China, and Egypt have been discovered. This shows that the **Bantu** people:

- Had trading links with other peoples
- Had valuable items to trade for the beads



3. **Board games** have been discovered. Animal herders dug hollows in the rock that could be filled with pebbles. This shows that the **Bantu** people:

- Had free time to spend on entertainment
- Herded animals



4. **Rock art** is visible in caves all around **Mapungubwe**. These paintings show that the **Bantu** people:

- Saw animals as very important
- Had different roles for men and women

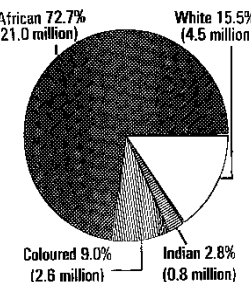


5. **Other gold items**, such as a necklace and sceptre, were also discovered in the graves on top of **Mapungubwe Hill**. This shows that the **Bantu** people:

- Were very **wealthy**
- Were skilled **craftsmen**

KPI 4 Apartheid in South Africa

The total population of South Africa in 1990 was estimated to be just under 29 million.



In 1910, South Africa gained **independence**, although the country was still controlled by white **settlers** who made up just 15% of the population.

In 1948, the white government introduced the policy of **Apartheid**, which was based on the idea that Europeans were naturally **superior** to black Africans.

Apartheid Laws removed black rights. Black people couldn't vote or marry white people.



Segregation Black Africans lived in separate **homelands** and could not attend white schools.



Opposition Nelson Mandela, an **anti-apartheid** leader, was in put prison for 27 years for resisting

KPI 3 European views of Africa in the 19th Century

Europeans had begun to settle in parts of Africa from 1700. However, during the late nineteenth-century, the whole continent was divided up between the European **empires** who wanted to get their hands on **natural resources** like gold and diamonds.



Cecil Rhodes was a British **imperialist**. He wrote that “we are the first race in the world...and the more of the world we *inhabit*, the better it shall be for the world.”

In 1893 Rhodes took over an area of southern Africa called **Matabeleland** because he heard there was gold there. His soldiers killed thousands of **Matabele** warriors with machine guns.

He named the **territory** he had conquered after himself: **Rhodesia**.

Europeans **justified** taking over Africa by explaining that Africans were **uncivilised** and **backwards**. Europeans argued that European rule was good for Africans because they could be civilised by the European **master race**.

This view is clear in this Pears' Soap advert from 1884.



The advert shows African soldiers in Sudan dressed in a **backwards** and **uncivilised** way.

They are praying to the Europeans' soap, suggesting that they need the Europeans to make them **civilised**.

Ideas like this helped justify **imperialism**.

Y8 History Knowledge Organiser: Interpretations of Medieval Africa

KPI 6 Change in the 20th Century

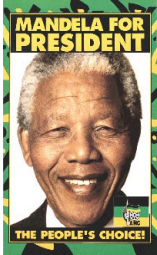


Decolonisation

In 1956, Ghana became the first African colony to claim independence from the British Empire.

One by one, the colonies became independent. Rhodesia won independence in 1980.

This process was known as decolonisation.



The End of Apartheid

Following protests and pressure from other European countries, Nelson Mandela was released from prison in 1993 and voting rights were granted to black Africans.

In 1994, Mandela was elected President of South Africa and apartheid ended.

Changing Ideas about Race

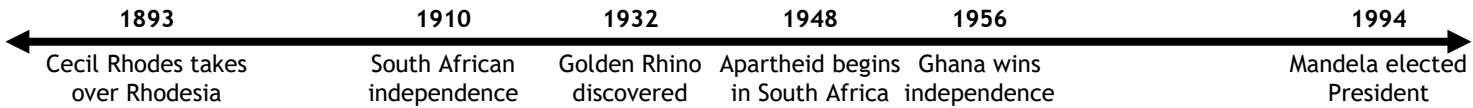
After World War II, European ideas about race began to change.

American anthropologists such as Margaret Mead showed that there are very few relevant differences between people from different races.

VOCABULARY

Anthropologist	Someone who studies people
Apartheid	South African government policy to separate white and black
Archaeology	The study of historical objects
Backwards	Not modern, not having technology, not intelligent
Bantu people	A southern African black ethnic group
Cecil Rhodes	A British imperialist
Craftsmen	People who make things
Curfew	A time when everyone has to be in their home in the evening
Decolonisation	When countries become independent from an empire
Empire	When a powerful country takes over other areas of land
Funding	Money
Ghana	A former British colony in West Africa
Granite	Hard, heavy stone
Homelands	Areas where black Africans were forced to live under apartheid
Imperialism	The belief that expanding European empires is a good thing
Imperialist	Someone who expands European empires
Independence	When a colony becomes free from an Empire
Independent	Free from an empire
Inhabit	Live in
Interracial	Between white and black people
Interpretation	One persons' view of history
Justify	To explain something and make it seem fair
Kingdom	A people ruled by a King
Mapungubwe	A medieval African kingdom
Master race	The view that one race (white) was superior to all others
Matabeleland	An area of southern Africa
Nelson Mandela	Anti-apartheid leader in South Africa
Rhodesia	British colony, named after Cecil Rhodes
Rock art	Paintings drawn on rock
Segregation	Separation
Settlers	White Europeans who made their homes in other areas
Superior	Better than
Territory	Land
Uncivilised	Not modern, backwards

KPI 7 Interpretations of Medieval Africa



Interpretation 1 - an advert for Pear's Soap, displayed in Britain in 1884



Interpretation 2 - a History textbook produced by the South African government in 1955

"Southern Africa began to be settled by White Europeans at the same time as Black Africans. Around 1700, as Europeans were travelling north, tribes of Black Africans began to migrate South. The two groups struggled to dominate this empty land."

Interpretation 3 - an extract from a speech given by Sian Tiley-Nel, a South African museum manager, in 2016.

"the Golden Rhino...gives us evidence of a powerful and sophisticated kingdom that existed in Africa hundreds of years before white settlement"



HISTORY KNOWLEDGE ORGANISER: 20 th Century Britain											
Mud March 1907		1914-----World War 1-----1918		Amritsar Massacre 1919		1939-----World War 2-----1945		NHS 1948	Suez Crisis 1956	Ford Machinists Strike 1968	Britain joins Europe 1973
Boer War 1899-1902	Emily Davison killed 1913	Russian Revolution 1917	Votes for Women 1918	Housing Act 1924	Blitz 1940-41	Windrush 1948		Equal Pay Act 1970			
KPI 1 The Boer War 1899-1902						KPI 4 Red Clydeside					
Causes		Events				Conditions in Cities	Communism		Red Clydeside		
From 1899 to 1902, Britain fought a war in South Africa against Dutch farmers known as Boers . The British wanted to control the Boers' land because diamonds and gold had been discovered there.		Britain was the most powerful country in the world. The Boers were poor and untrained. Nevertheless, during ' Black Week ' in 1899, the Boers won several surprise victories against the British, for example at Spion Kop . The British army had to bring in reinforcements. However, due to poverty and poor living conditions at home, 40% of new recruits were too unfit to fight. The British eventually defeated the Boers, although 45,000 British soldiers died and the war cost £211 million.				During the years before World War I, Britain had undergone rapid industrialisation. In cities like London and Glasgow, people had to live in overcrowded slum housing with toilets shared by up to 40 people and no running water.	In Europe, some people were turning towards communism : this involved using the power of the government to make society freer and fairer. In 1917, communists killed the Russian royal family and took power. The Russian Revolution terrified governments across Europe because the communists tried to share wealth amongst the people.		In Glasgow, communists working at the shipyards on Clydeside threatened to go on strike and stop building ships for war unless their demands for better conditions were met. In response, the government kept rents low. The Glasgow Women's Housing Association called a rent strike in 1915, refusing to pay rent to protest the poor quality of housing. They wanted the government to take control of housing.		
SIGNIFICANCE 1 The Boer War showed that it was not easy for Britain to defend the Empire. It showed Britain's rivals - like Germany - that she could be defeated.		SIGNIFICANCE 2 The war revealed that British men were not fit enough to fight a war. This led the Liberal government elected in 1906 to introduce the first elements of the welfare state , which included sick pay and free school meals.				SIGNIFICANCE 1 The threat of communism abroad and the strikes on Red Clydeside forced the government to develop the welfare state . For example, Labour MPs elected from Red Clydeside passed the 1924 Housing Act which led to the building of half a million decent houses which could be rented cheaply.					
KPI 2 Votes for Women						KPI 5 After World War I					
Role of Women in Britain	Suffragists		Suffragettes			Debt	The Amritsar Massacre		Votes for Women		
Britain in the 19 th Century was a patriarchal society. Women could not vote and were expected to stay at home and look after children.	The suffragists were women who protested for the right to vote using peaceful and legal methods. The main suffragist group was the NUWSS, led by Millicent Fawcett . The NUWSS put pressure on MPs to introduce new laws giving women the right to vote. They also organised protests like the 1907 Mud March , which was attended by 3,000 people.		The suffragettes used illegal methods to protest. Led by the Pankhurst family and the WSPU, suffragettes smashed windows, set bombs in politicians houses, and went on hunger strike . In 1913, Emily Davison was killed when she ran in front of the King's horse at the Epsom Derby .			Although Britain won, World War I was expensive. Britain took out loans from the USA and was £7.4 billion in debt by 1919.	Although Britain had promised some independence to India after the war, this promise was broken. When Indians, led by Mahatma Gandhi , began non-violent protests against British rule, the British responded with violence. In 1919, 400 Indian protestors were shot dead by British forces led by General Dyer . This was known as the Amritsar Massacre .		The contribution of women to the war persuaded Parliament to act. In 1918, the Representation of the People Act was passed, giving all women over 30 the vote. In 1928, all women over 21 were given the vote, the same as men.		
SIGNIFICANCE 1 Although the suffragists and suffragettes gained publicity for women's suffrage, the government did not allow women to vote. During World War I, most protests stopped.						SIGNIFICANCE 1 The war weakened the British Empire by making Britain poorer and encouraging Indians to protest. Events like the Amritsar Massacre made Indians even more desperate for independence.		SIGNIFICANCE 2 The war encouraged Parliament to give women the right to vote.			
KPI 3 World War I											
Overview		Trench Warfare			Women		The Empire				
In 1914, war broke out between the alliance of France, Britain, and Russia and the alliance of Germany, Austria-Hungary, and Italy. Battles took place in France and Belgium, called the Western Front , and in Russia, called the Eastern Front . There was also fighting the Middle East and parts of Africa.		In 1914, the German army advanced into France. However, they were stopped by the French and British armies. Each side dug trenches . Life in the trenches was difficult. Soldiers lived under constant threat of enemy attack. They were very muddy, uncomfortable and the toilets overflowed. These conditions caused some soldiers to develop medical problems such as trench foot .			During World War I, women were needed to do jobs that men had done before. Over one million women worked in factories, producing munitions for the army. This work was very dangerous, with many dying in explosions or from diseases caught in factories.		Britain's colonies sent men to fight for Britain during the war. 1.5 million Indians fought for Britain. Britain encouraged Indian soldiers to join the army by promising India some independence from the Empire.				
SIGNIFICANCE 1 Women's contribution to the war effort proved that they were the equal of men and encouraged the government to give them the vote.		SIGNIFICANCE 2 British men and women sacrificed so much that the government felt pressured to improve their lives. In 1919, the government promised to build ' Homes for Heroes ' to replace old slums .				SIGNIFICANCE 3 The experience of fighting a war together brought Britain closer to her colonies . However, Indians now saw themselves as equals and were hungry for independence .					

KPI 6 World War II			KPI 9 Britain and the Postwar World				
Britain’s role in World War II Britain fought against Hitler’s Germany in World War II. For a time in 1940, Britain stood alone against Nazi Germany. During the Battle of Britain, the Royal Air Force defeated the Luftwaffe and stopped Hitler invading. Britain lost many colonies during the war, including Singapore , which was captured by Japan in 1942. In 1941, Russia and the USA joined the war against Hitler. By 1945, the allies defeated Germany.		The Blitz During 1940-1, the Luftwaffe bombed British cities. More than 40,000 people were killed in the Blitz . The government took a greater role in people’s lives to protect them during the Blitz , this included evacuating children to the countryside, enforcing a blackout , and building bomb shelters. The government also introduced rationing to make sure the country did not run out of food.	Women During World War II, British women played an important role. Women worked in factories and on farms, doing work normally done by men. Women also made up most of the workforce at Bletchley Park , a secret intelligence base where early computers were used to break Nazi codes.	The Suez Crisis Although the Empire was in decline, the British still had important bases across the world. One of these was the Suez Canal , located in Egypt . In 1956, the Egyptian president, Nasser , nationalised the canal. The British prime minister, Eden , responded by making a secret plan with France and Israel to attack Egypt. When America found out about the plan, they ordered British troops to withdraw. The US President Eisenhower threatened to withdraw US loans. Eden had to back down.		Britain and Europe After World War II, France , Germany , and other European countries formed the European Community . This made trade and migration between member countries easier and made war less likely. Without an Empire, Britain turned to Europe. France blocked British entry twice, but Britain finally voted to join the European Community in 1973. Being part of Europe allowed Britain to become wealthier because it could trade freely with Germany and France . Britain also had to follow European law, for example making sure men and women were paid equally for the work they did. Membership of the EC also led to immigration from countries like Poland and Romania .	
SIGNIFICANCE 1 Women proved their ability to work outside the home		SIGNIFICANCE 2 The British Empire declined as Britain lost colonies and fell further in debt	SIGNIFICANCE 3 The government took a greater role in the lives of ordinary people, preparing the way for the welfare state .		SIGNIFICANCE 1 The Suez Crisis showed that Britain could not hold on to its colonies if they wanted independence . The British Empire was over.		SIGNIFICANCE 2 Entry into the European Community was significant because it led to immigration and better trade opportunities.
KPI 7 1945				KPI 10 Equal Pay			
The Welfare State In the 1945 General Election, the country elected a Labour government who were committed to building a welfare state for the people who had sacrificed so much during World War II. During the 1940s, the government introduced a National Insurance Act which provided sick pay and built 1.25 million new homes.		The NHS Most importantly, the government set up the National Health Service in 1948. This meant that everyone could get free healthcare ‘ from the cradle to the grave .’ The NHS provided free GP visits, hospital care, and medicines. As a result, life expectancy has increased from 63 in 1945 to 81 today.	Decolonisation In 1945, Britain was bankrupt and owed billions to the US. More money was also being spent on the welfare state . As a result, Britain could not afford a large empire and India won independence in 1948.	Ford Machinists Strike In 1968, women working at the Ford car factory in Dagenham went on strike. They were paid 15% less than men doing the same work and wanted equal pay. The strike lasted three weeks and car production was stopped. With the help of Barbara Castle , a Labour politician, the strikers won a pay rise, although they were still not paid the same as men.		Equal Pay Act 1970 The Ford strike inspired women to protest about inequality at work, leading to a march for equal pay in 1969. In 1970, MPs passed the Equal Pay Act which made it illegal to pay women less than men for the same work. Despite the act, by 1997 the average woman still earnt 17.4% less than the average man.	
SIGNIFICANCE 1 The creation of a ‘ cradle to grave ’ welfare state in 1945 meant the government now accepted full responsibility for people’s lives			SIGNIFICANCE 2 Britain could no longer afford to a large empire		SIGNIFICANCE 1 The Ford strike started a movement which led to the government taking action on the gender pay gap . Women now moved towards economic, as well as political, equality.		
KPI 8 Immigration				Alliance Bankrupt Boers Blackout Blitz Clydeside Communism Colonies ‘Cradle to Grave’ Decolonisation Epsom Derby European Community Gender pay gap Hitler Hunger Strike Immigration Independence Industrialisation Labour Party Liberal Party	a group of countries fighting together Run out of money Dutch farmers in South Africa No lights allowed after dark German bombing of UK cities Shipbuilding area of Glasgow Political idea of equality Parts of an empire Throughout your life When colonies leave an empire Famous horse race Group of European countries, now EU Gap between male/female wages German leader in WW2 Stopping eating as a protest People moving to a new country Free from an empire More people working in factories Party of poor people, pro government Party of rich people who help poor	Luftwaffe Munitions Nazis Patriarchal Rationing Recruits Rent Strike Royal Air Force Russian Revolution Singapore Slums Strike Suez Canal Suffragettes Suffragists Textile Mills Trenches Trench Foot Welfare State Western Front	The German air force Shells and bullets Political party ruling Germany 1933-45 Run by men Limiting how much food you can have People joining the army Stopping paying rent as a protest The British air force When communists took power in Russia, 1917 British colony in southeast Asia Poor quality housing Stopping work as a protest Canal across Egypt, important for British trade Violent protestors for women’s votes Non-violent protestors for women’s votes Factories making cotton and cloth Narrow holes in the ground for protection Disease caused by standing in cold mud When the government looks after people Trench warfare between Ger, Fr, and Br in WW1
Empire Windrush In 1948, a ship called the Empire Windrush brought 500 Jamaicans to London. This was the start of the mass immigration of people from British colonies to Britain. In the years that followed, the British government encouraged migration because Britain needed people to work in the NHS and help rebuild cities after the Blitz.		Later Immigration In the 1960s, Indians and Pakistanis arrived in Britain fleeing violence. Many found work in textile mills in Manchester. During the 1970s, Asian people who had been kicked out of ex-British colonies Uganda and Kenya also settled in Britain.					
SIGNIFICANCE 1 The relationship with the British Empire changed as people who lived in British colonies came to live in Britain			SIGNIFICANCE 2 The welfare state benefited from migrant workers				

Year 8- Writing For A Purpose

Music

Why is music used in TV adverts?

Music is used in adverts as a way for the consumer (who the product is targeted at) to remember the product. By using music, consumers are able to recall (remember) the product. The music can be memorable as well as lyrics with a slogan, for example. Music can also be used to attract a particular consumer e.g. by age, gender, interest.

An **advert** is a moving picture, printed words or image or sound which is used to bring products or an opinion to a group of people.

Suggested listening & watching

Use YouTube to watch the following TV adverts.

Think about:

- why is the music used effective?
- Is the music catchy?
- Does the music use a motif?

Go Compare:

<https://www.youtube.com/watch?v=5RHWUcyfLZM>

M&S Christmas Advert 2019:

https://www.youtube.com/watch?v=IH7Htz_oY3Q

MacDonalds Christmas Advert 2018:

<https://www.youtube.com/watch?v=whYvzjwGTe8>

We Buy Any Car:

<https://www.youtube.com/watch?v=f-yEWZTBQ64>

IKEA:

<https://www.youtube.com/watch?v=w0EKS2YfLc0>

Composing Music For Adverts

Things to think about when composing music for an advert:

1. What is the product?
2. Who is the product targeted at (demographic- what age, gender, group of people, etc)?

Musical Things to think about:

Style of the music- e.g. pop, rock, classical, hip-hop, reggae

Tempo – the speed of the music

Dynamics – loud or soft the sounds are

Timbre – what instrument sounds are used e.g. rock guitar might suit a younger demographic rather than old granny audience!

Jingle- a short phrase which is catchy & repetitive

Key Words

Ident- A **TV ident** is the little bit of video that plays a few seconds before a programme starts, informing the viewer of which **channel** they're watching. A promotional sequence, it's a critical part of a **TV** station's brand identity.

Jingle- short song or tune which is catchy and created to stick in the audience's head to remind them of the product

Motif- a recurring musical idea

Repetitive- an idea which is performed again

Year 8 cycle 2 subject organiser

Online and the media

Your online self

Key terms:

- Personal Information = Information about me that I'm comfortable having made public for anyone to know.
- Private Information = Information about me that only certain people should be able to know
- Personal data is any information that relates to an identified or identifiable living individual. Different pieces of information, which collected together can lead to the identification of a particular person, also constitute personal data

How do companies collect data?

- By using 'cookies' to collect data about the websites people visit
- By using mobile phone apps to collect data on where people are and what products or services they are interested in
- By registering some details and opt in or out of marketing information from other 'trusted' companies
- By using info from social networking profiles to provide adverts/special offers
- By you registering some details and to opt in or out of marketing from company

Your responsibilities online

Responsibility 1: To respect other users' personal data (for example photos), and not to post these data without the users' consent.

Responsibility 2: To keep my passwords undisclosed, even from my best friends, and choose difficult passwords to that purpose.

Responsibility 3: Not to harass/bully others on the internet.

Responsibility 4: To avoid strangers online, and report harmful or any sort of suspicious behaviours I may encounter online.

Responsibility 5: To respect other people's intellectual property on the internet.

Responsibility 6: To be able to have freedom of expression on the internet, but at the same time respect other people's identities and values.

Responsibility 7: To help my friends and younger children navigate safely on the internet.

Responsibility 8: To protect my image in the digital world, as in the real world.

Responsibility 9: To always cross check the validity of online information.

Responsibility 10: To navigate only to websites appropriate for my age, respect age restrictions and read 'Policy' and 'Terms' of the websites I use.

Your rights online

Right 1: To protect my privacy, feel safe and enjoy the internet.

Right 2: To preserve the right to control my personal data online.

Right 3: Not to be harassed/bullied on the internet.

Right 4: To easily report anything that worries/upsets/disturbs me on the internet to the competent internet providers.

Right 5: To learn how to stay safe on the internet.

Right 6: To be able to find quality online content and not to be confronted with unpleasant or hurtful things on the internet.

Right 7: To be able to play and talk with my friends on the internet.

Right 8: To help my friends stay safe on the internet.

Right 9: To be able to tell someone I trust if something has worried me on the internet.

Right 10: To be able to create my own content on the internet.

The eight principles of the Data Protection Act

Anyone who processes personal information must comply with these eight rules.

- 1) They must make sure that personal information is:
- 2) Fairly and lawfully processed;
- 3) Processed for limited purposes;
- 4) Adequate, relevant and not excessive;
- 5) Accurate and up to date;
- 6) Not kept for longer than is necessary;
- 7) Processed in line with your rights;
- 8) Not transferred to other countries without adequate protection.

Your digital footprint

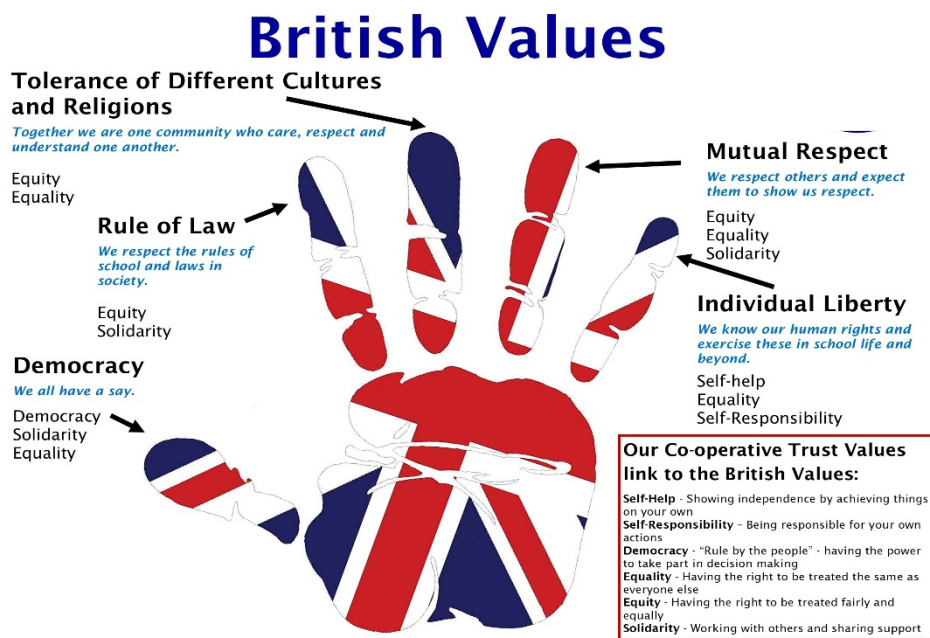
A digital footprint is a trail of [data](#) you create while using the Internet. It includes the [websites](#) you visit, [emails](#) you send, and information you submit to [online](#) services.

A "passive digital footprint" is a data trail you unintentionally leave online. For example, when you visit a website, the [web server](#) may log your [IP address](#), which identifies your [Internet service provider](#) and your approximate location. While your IP address may change and does not include any personal information, it is still considered part of your digital footprint. A more personal aspect of your passive digital footprint is your search history, which is saved by some [search engines](#) while you are logged in.

An "active digital footprint" includes data that you intentionally submit online. Sending an email contributes to your active digital footprint, since you expect the data be seen and/or saved by another person. The more email you send, the more your digital footprint grows. Since most people save their email online, the messages you send can easily remain online for several years or more. Publishing a [blog](#) and posting [social media](#) updates are another popular ways to expand your digital footprint. Every [tweet](#) you post on Twitter, every status update you publish on [Facebook](#), and every photo you share on [Instagram](#) contributes to your digital footprint. The more you spend

time on [social networking](#) websites, the larger your digital footprint will be. Even "liking" a page or a Facebook post adds to your digital footprint, since the data is saved on Facebook's servers.

Everyone who uses the Internet has a digital footprint, so it is not something to be worried about. However, it is wise to consider what trail of data you are leaving behind. For example, understanding your digital footprint may prevent you from sending a scathing email, since the message might remain online forever. It may also lead you to be more discerning in what you publish on social media websites. While you can often [delete](#) content from social media sites, once [digital](#) data has been shared online, there is no guarantee you will ever be able to remove it from the Internet.



Values

Values are basic and fundamental beliefs that guide or motivate attitudes or actions. They help us to determine what is important to us. Values describe the personal qualities we choose to embody to guide our actions; the sort of person we want to be; the manner in which we treat ourselves and others, and our interaction with the world around us. They provide the general guidelines for conduct.

What are human rights?

Human rights are the basic rights and freedoms that belong to every person in the world, from birth until death.

They apply regardless of where you are from, what you believe or how you choose to live your life. They can never be taken away, although they can sometimes be restricted – for example if a person breaks the law, or in the interests of national security. These basic rights are based on shared values like dignity, fairness, equality, respect and independence. These values are defined and protected by law. In Britain our human rights are protected by the [Human Rights Act 1998](#).

The British Institute of Human Rights
bihr.org.uk

Our Human Rights Act

 Right to life (Article 2)	 Right not to be tortured or treated in an inhuman or degrading way (Article 3)	 Right to be free from slavery or forced labour (Article 4)	 Right to liberty (Article 5)
 Right to a fair trial (Article 6)	 Right not to be punished for something which wasn't against the law when you did it (Article 7)	 Right to respect for private and family life, home and correspondence (Article 8)	 Right to freedom of thought, conscience and religion (Article 9)
 Right to freedom of expression (Article 10)	 Right to freedom of assembly and association (Article 11)	 Right to marry and found a family (Article 12)	 Right not be discriminated against in relation to any of the human rights listed here (Article 14)
 Right to peaceful enjoyment of possessions (Article 1, Protocol 1)	 Right to education (Article 2, Protocol 1)	 Right to free elections (Article 3, Protocol 1)	 Abolition of the death penalty (Article 1, Protocol 13)

Visit us at www.bihhr.org.uk and follow us on twitter @BIHRhumanrights

Year 8 Term 2.1 - 2.2 Special journeys

Key terms:

Bethlehem, Pilgrim, Nativity, Varanasi, Lord Shiva, Purify, Lourdes, Miracles, Mecca, Hajj, Hajji, Hajjah, Ihram, Kabah

KPI- To describe the rituals performed during Hajj.

The pilgrimage to Makkah is called Hajj and is the fifth Pillar of Islam. Muslims try to go to Makkah during Dhu al-Hijjah, the twelfth month of the Islamic calendar.

Ihram relates to the state of purity and equality before God (Allah) which Muslims enter before going on Hajj. To symbolise this state, male pilgrims wear two lengths of white cloth whilst on Hajj.

On the first day of the Hajj, pilgrims walk around the **Ka'bah** seven times in an anti-clockwise direction

Pilgrims next run between the hills of Safa and Marwah seven times. This is to represent the search of Hagar, Ibrahim's wife, for water for her son Ismail.

Pilgrims travel from Makkah to **Mina** to spend the first night of the Hajj. The next morning they travel on to the plain of **Arafat**, where they stand on or near the **Mount of Mercy** from noon until dusk, praising Allah. Pilgrims spend the second night at Muzdalifah, where they collect small stones to use on the third day when they return to Mina. They throw these stones at three pillars called **Jamarat**, which represent the Devil.

At the end of the pilgrimage, Muslims celebrate the festival of **Eid ul-Adha**.

KPI 2 : To describe a variety of religious pilgrimages

Bethlehem is situated approximately five and a half miles west of Jerusalem. It is the place where Christians believe **Jesus** was born. The most important site in Bethlehem is the Church of the Nativity in Manger Square, which was built in the fourth century. Christian pilgrims travel to Bethlehem, particularly at Christmas time to attend services in the Church of the **Nativity**. Some pilgrims kiss the star representing the birthplace of Christ to show their devotion.

Varanasi is an ancient city on the banks of the River Ganges in Uttar Pradesh, Northern India. It is one of the most sacred sites in India because it is believed to have been the home of **Lord Shiva**. Millions of pilgrims visit Varanasi in order to **purify** themselves by bathing in the River Ganges at sunrise.

Jerusalem remains an important place of pilgrimage for Jewish people. Until the destruction of the Second Temple in 70 CE and the Roman occupation of the city after the Bar Kokhba revolt, it used to be a duty for Jewish people to visit Jerusalem three times every year, to coincide with three major **Jewish festivals** - **Pesach, Shavuot and Sukkot**.

KPI 4: To explain why Hajj is a significant event for Muslims

Duty – the Hajj is the fifth of the Five Pillars of Islam and is an obligation for all Muslims, at least once in their lives. Once they have completed the Hajj, a Muslim man may call himself a **Hajji** and a woman can call herself a **Hajjah**. Following in the footsteps of the Prophet Muhammad .

Five Pillars of Islam - Hajj is the fifth of the Five Pillars of Islam. As such it reflects a Muslim's devotion, loyalty and belief and therefore helps him or her to grow spiritually.

Key belief – the pilgrimage to Makkah reminds Muslims of their key belief in the equality of all humankind before Allah, because each person takes part on exactly the same basis. **Muslim will dress in white – Ihram when beginning Hajj.**

Spirituality - the Hajj prompts Muslims to reflect and think on their own lives. Modern lifestyles are hectic, but the Hajj gives Muslims the opportunity to switch off from work and trivial issues. It also allows Muslims to reconnect with what is really important and focus on spiritual matters.

KPI1 - To explain the difference between a tourist and a pilgrim

When theists go on pilgrimage they travel somewhere that is special to their faith. It might be to places written about in the sacred writings. It may be a place where a miracle once happened or a saint is buried. Often the journey itself matters as much as being at the special place, because it gives the 'pilgrim' – the person on the journey – time to pray and think.

Pilgrimage is an important part of spiritual life for many theists. People have always gone on pilgrimage for many reasons – perhaps to say sorry to God for something they had done wrong (penance), or because they were ill looking for an answer to a problem or difficulty.

KPI 3- To analyse whether miracles take place during Lourdes

Lourdes is considered a special place to visit because prayers and services are believed to bring real **blessings** to the pilgrim.

Pilgrims may visit to be cleansed of their sins and to be **cured** of their illnesses. It is believed that spring water from the grotto can heal people if they are sick. Millions of visitors come to Lourdes each year in the hope of being cured.

The International Medical Committee of Lourdes began in 1947 and passes judgement on whether or not any of the healings that take place in Lourdes are **miracles**. By 2015, 69 cases had been recognised as miracles by the Roman Catholic Church.

The opportunity to focus closely on their faith helps pilgrims feel secure in the knowledge that God will look after them, forgive them for their sins and even cure them of their illnesses.

1	Vivo desde hace cinco años en una ciudad que se llama Vigo y	1	I've been living for 5 years in a city which is called Vigo and
2	que está en el norte de España.	2	which is in the north of Spain.
3	Vigo es una ciudad pintoresca y histórica y es muy animada también.	3	Vigo is a pretty and historic town and it's very lively too.
4	En Vigo, hay cafés y restaurantes dónde se puede comer bien.	4	In Vigo, there are cafes and restaurants where you can eat well.
5	A mí, me gusta ir al restaurante con mis amigos porque lo encuentro divertido.	5	Me, I like to go to the restaurant with my friends because I find it fun.
6	Además, hay un centro comercial moderno donde se puede hacer compras	6	Also there is a modern shopping centre where you can go shopping.
7	Desafortunadamente, no se puede patinar porque no hay pista de patinaje.	7	Unfortunately, you can't skate as there is no skating rink.
8	Vivir en Vigo es estupendo porque siempre hay muchas cosas a hacer.	8	Living in Vigo is great because there are always lots of things to do.
9	Cuando era más joven, me gustaba jugar a los bolos con mi familia pero	9	When I was younger, I used to like going bowling with my family but
10	ahora prefiero nadar porque es más divertido.	10	Now I prefer to swim because it's more fun.
11	El fin de semana que viene, se hace buen tiempo, voy a encontrar mis amigos	11	Next weekend, if the weather is nice, I am going to meet my friends
12	para jugar al fútbol en el parque.	12	to play football in the park.
13	Si yo fuera rico, me gustaría comprar una casa grande y maravillosa.	13	If I were rich, I'd like to buy a big, wonderful house.
14	Quisiera tener una piscina grande porque me encanta nadar y tomar el sol	14	I would like a big pool because I love swimming and sunbathing
15	cuando hace calor.	15	when it's hot.
16	¡Sería realmente genial!	16	It would be really great!

Places

está en ... it is in
el este east
el noreste northeast
el noroeste northwest
el norte north
el oeste west
el sur south
el sureste southeast
el suroeste southwest
el campo countryside
el centro centre
la costa coast
la montaña mountains
una aldea village
una ciudad; the town
un pueblo; a village
un barrio; a neighbourhood
las afueras outskirts

Adjectives

antiguo/a old
bonito/a pretty/ attractive
cómodo/a comfortable
feo/a ugly
grande big
histórico/a *historic*
moderno/a *modern*
pequeño/a small
sucio/a *dirty*
tranquilo/a *quiet, peaceful*

Places in town

hay... there is/are...
un ayuntamiento a town hall
un banco a bank
una biblioteca a library
una bolero a bowling
una calle a street
una catedral a cathedral
un colegio a school
un cine a cinema
una discoteca a nightclub
una estación de tren a train station
un estadio a stadium
un hospital a hospital
un hotel a hotel
una iglesia a church
un instituto a school
una mezquita a mosque
un museo a museum
un parque a park
un parque de atracciones a theme park
una plaza de toros a bullring
una playa a beach
un polideportivo a leisure centre
un restaurante a restaurant
un supermercado a supermarket
una tienda (de ropa) a (clothes) shop

Yr 8 SPANISH TERMS 3 & 4 DONDE VIVO Vocabulary

Activities

bailar en la discoteca to dance in a club
cantar en el coro to sing in the choir
chatear en el móvil to chat on the phone
descansar en casa to relax at home
escuchar música to listen to music
ir a un concierto to go to a concert
ir de compras to go shopping
jugar a la videoconsola to play on the games console
jugar al fútbol to play football
leer libros to read books
montar a caballo to go horse riding
nadar en el mar to swim in the sea
practicar deportes to practise sport
salir con amigos to go out with friends
ver la tele to watch TV
viajar en tren to travel by train

Conditional phrases

me gustaría vivir I'd like to live
habría there would be...
tendría I would have/ it would have
sería... it would be...
estaría It would be

Intensifiers

un poco a little
bastante fairly,
quite
tan so
muy very
demasiado too
(much)

Conjunctions

dónde where
o or
pero but
porque because
que which
sin embargo
however
también also
y and
ya que as

Imperfect phrases

Cuando era más joven When I was younger
me gustaba... I used to like...
me encantaba... I used to love...
hacia... I used to do...
jugaba... I used to play...
fue... it was...

Weather

Hace buen tiempo It's a nice day
Hace calor It's hot
Hace frío It's cold
Hace mal tiempo It's a bad day
Hace sol It's sunny
Hay niebla It's foggy
Hay tormenta It's stormy
Hay viento It's windy
Niebla It's snowing
Llueve It's raining