Knowledge Organisers

"I have come that they may have life and have it to the full"

John 10: 10

Year 8

"Let us pick up our books and pencils. They are our most powerful weapon."
Malala Yousafzai

Name: _____

Form: _____

Knowledge Organisers at St John Fisher Catholic School

Why do we have Knowledge Organisers?

Knowledge Organisers show you everything that you need to know for that particular topic of study. It is the 'big picture' of what knowledge you will be taught by the end of the topic. It will give you an excellent understanding of the topic you are studying and to expect by the end.

How do I use it?

Your teachers will use your knowledge organisers with you, explained in the question below, but you can also use it to support your understanding of the topic and develop further knowledge. You will have a test at the end of each unit of study and an end of year exam which will cover all that you have learnt so it is important that this new knowledge is embedded for you to recall it later.

Use the Look, Say, Cover, Write, Check system to learn the information on your organisers. Complete any support/challenge tasks outlined. Research tells us that this method of practising is a good way to remember the knowledge. Over time, you will build up this knowledge and be able to recall it.

Use the Knowledge Organiser when completing class and homework especially with key vocabulary.

How will my teachers use it?

Your teachers may set homework to learn parts of the Knowledge Organiser or set tasks from what is on there. You will be expected to complete between 30 minutes – 45 minutes of homework for each subject according to the homework timetable.

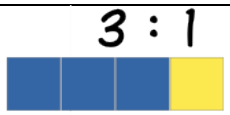
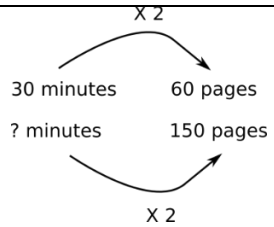
Your teachers may use the Knowledge Organiser in the lesson to support the new knowledge being taught so you must always keep this booklet with you.

You may be given low stake quizzes in your lessons which will test your recall of the current knowledge but also previous knowledge as the year progresses.

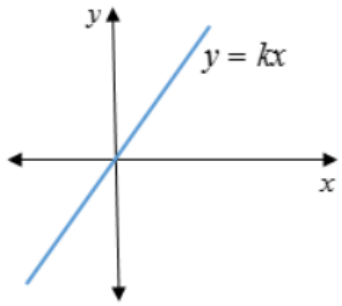
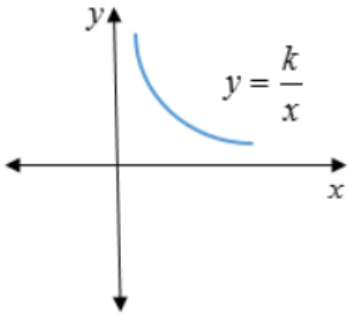
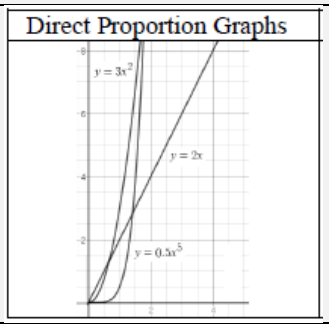
What do I do if I lose it?

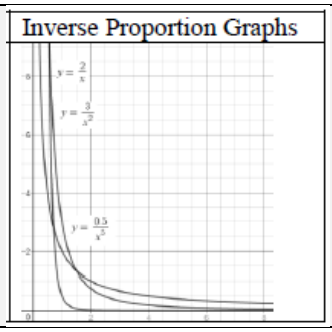
All Knowledge Organisers are on the school website. However, you can purchase a copy at student services.

Maths: Ratio

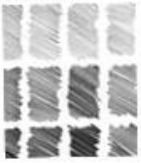
Topic/Skill	Definition/Tips	Example
1. Ratio	Ratio compares the size of **one part** to **another part**. Written using the ':' symbol.	
2. Proportion	Proportion compares the size of **one part** to the size of the **whole**. Usually written as a fraction.	In a class with 13 boys and 9 girls, the proportion of boys is $\frac{13}{22}$ and the proportion of girls is $\frac{9}{22}$
3. Simplifying Ratios	**Divide** all parts of the ratio by a **common factor**.	5 : 10 = 1 : 2 (divide both by 5) 14 : 21 = 2 : 3 (divide both by 7)
4. Ratios in the form 1 : n or n : 1	**Divide** both parts of the ratio by one of the numbers to make **one part equal 1**.	5 : 7 = 1 : $\frac{7}{5}$ in the form 1 : n 5 : 7 = $\frac{5}{7}$: 1 in the form n : 1
5. Sharing in a Ratio	**1. Add** the total parts of the ratio. **2. Divide** the amount to be shared by this value to find the value of one part. **3. Multiply** this value by each part of the ratio. Use only if you **know the total**.	Share £60 in the ratio 3 : 2 : 1. 3 + 2 + 1 = 6 60 ÷ 6 = 10 3 x 10 = 30, 2 x 10 = 20, 1 x 10 = 10 £30 : £20 : £10
6. Proportional Reasoning	Comparing two things using **multiplicative reasoning** and applying this to a new situation. Identify one multiplicative link and use this to find missing quantities.	
7. Unitary Method	Finding the **value of a single unit** and then finding the necessary value by **multiplying** the single unit value.	3 cakes require 450g of sugar to make. Find how much sugar is needed to make 5 cakes. 3 cakes = 450g So 1 cake = 150g (÷ by 3) So 5 cakes = 750 g (x by 5)
8. Ratio already shared	Find what **one part** of the ratio is worth using the **unitary method**.	Money was shared in the ratio 3:2:5 between Ann, Bob and Cat. Given that Bob had £16, found out the total amount of money shared. £16 = 2 parts So £8 = 1 part 3 + 2 + 5 = 10 parts, so 8 x 10 = £80
9. Best Buys	Find the **unit cost** by **dividing** the **price by the quantity**. The **lowest** number is the best value.	8 cakes for £1.28 → 16p each (÷by 8) 13 cakes for £2.05 → 15.8p each (÷by 13) Pack of 13 cakes is best value.

look
say
cover
write
check

Topic/Skill	Definition/Tips	Example
1. Direct Proportion	If two quantities are in direct proportion, **as one increases**, the **other increases** by the **same percentage**. If y is directly proportional to x, this can be written as $\boldsymbol{y \propto x}$ An equation of the form $\boldsymbol{y = kx}$ represents direct proportion, where k **is the constant of proportionality**.	
2. Inverse Proportion	If two quantities are inversely proportional, **as one increases**, the **other decreases** by the **same percentage**. If y is inversely proportional to x, this can be written as $\boldsymbol{y \propto \frac{1}{x}}$ An equation of the form $\boldsymbol{y = \frac{k}{x}}$ represents inverse proportion.	
3. Using proportionality formulae	**Direct**: **y = kx** or **y ∝ x** **Inverse**: **y =** $\boldsymbol{\frac{k}{x}}$ or **y ∝** $\boldsymbol{\frac{1}{x}}$ 1. **Solve to find k** using the pair of values in the question. 2. **Rewrite the equation** using the k you have just found. 3. **Substitute the other given value** from the question in to the equation to **find the missing value**.	p is directly proportional to q. When p = 12, q = 4. Find p when q = 20. 1. p = kq 12 = k x 4 so k = 3 2. p = 3q 3. p = 3 x 20 = 60, so p = 60
4. Direct Proportion with powers	Graphs showing **direct proportion** can be written in the form $\boldsymbol{y = kx^n}$ Direct proportion graphs will always start at the origin.	

5. Inverse Proportion with powers	Graphs showing **inverse proportion** can be written in the form $\boldsymbol{y = \frac{k}{x^n}}$ Inverse proportion graphs will never start at the origin.	

Knowledge Organiser. Year 8 Project 1: Still Life

LINE	TONE	PATTERN	TEXTURE	FORM	COLOUR
					

What will they learn? (overview of knowledge)

Students will learn several drawing techniques, using the topic of still life as a means to practise and develop their drawing skills. They will also analyse the work of still life artists, with an emphasis on the Cubist movement. This project is designed to build upon their prior learning encompassing the 4 assessment objectives and the formal elements.

What skills will they learn/develop?

- Drawing skills – shape, tone and detail
- Depicting objects and form using drawing skills and paper
- Critical analysis of art and artists
- Use of paint, oil pastels and felt pen
- Constructing their own final piece using drawing techniques and knowledge of colour theory and tone.

Support/Challenge:

https://www.tate.org.uk/art/art-terms/s/still-life
https://www.ducksters.com/history/art/cubism.php

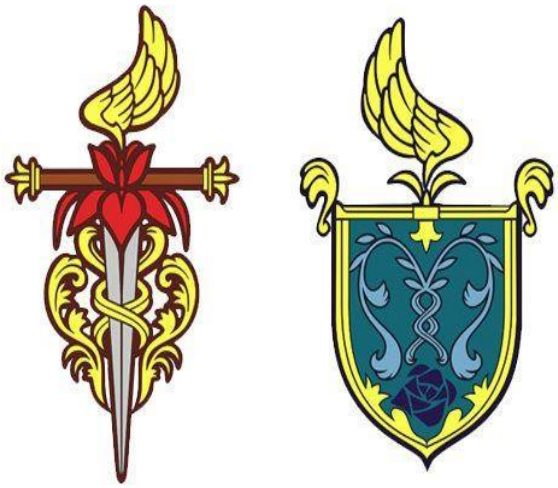
COLOUR	TONE	LINE	FORM
DRAWING	TEXTURE	SYMMETRY	ELLIPSES
HARMONIOUS	COMPLEMENTARY	PRIMARY	DARK
COMPOSITION	3-DIMENSIONAL	CUBISM	PAINT
PENCIL	OBSERVE	OBJECTS	ANALYSE

Assessment	
A01	Analysis of Cubist art using formal elements – teacher assessed
A02	Drawing objects using ellipses and cubes – self-assessed
A03	Pencil drawings – homework and lessons. Peer assessed
A03	Gridding technique – drawing from artwork. Self assessed.
A04	Large still life composition. Teacher assessed.

English: Romeo and Juliet

Key Vocabulary

Shakespeare
Patriarchal
Love
Destiny
Free Will
Iambic Pentameter
Sonnet
Drama
Tragedy
Monologue
Soliloquy
Foreshadowing
Symbolism



Key Writing skills

Brackets/Parenthesis
Semi-Colon
Ellipses
Direct Speech
Connectives

Key Spelling Rules

Plurals
Homophones
Suffixes
Prefixes
Phonetics

What you can do?

- Learn the spellings using: Look Say Cover Write Say
- Research and practise the writing skills: https://www.bbc.co.uk/bitesize/topics/zr6bxyc
- Research and practise the spelling rules: https://www.bbc.co.uk/bitesize/topics/zbmv2sg

Synonyms for Love

Tenderness
Intimacy
Devotion
Adoration
Endearment
Romance
Passion
Lust
Affection
Infatuation

Rules for Direct Speech

1) Use of speech marks when someone is talking
2) Always start speech with a capital letter
3) Always start a new line for a new speaker
4) Always end the speech with an appropriate punctuation mark before the closing speech mark

Synonyms for Conflict

Dispute
Quarrel
Squabble
Disagreement
Friction
Antagonism
Antipathy
Battle
Clash
Rivalry

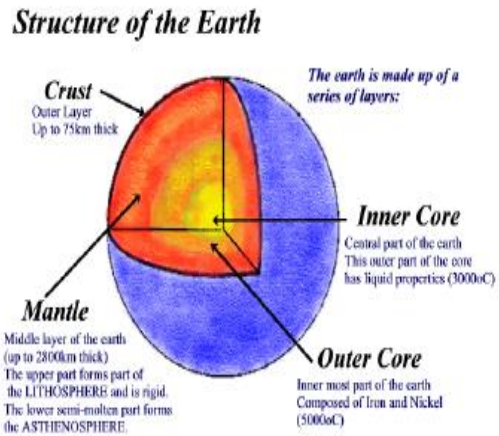
How to prepare for a successful Literature essay

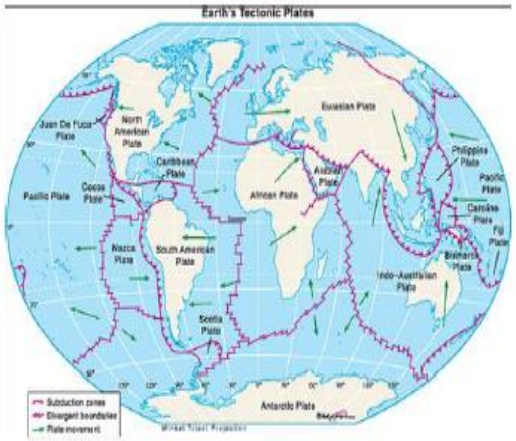
Read the question carefully and consider your viewpoint → Look at the extract and identify 3 quotes which link to your viewpoint → Link these ideas to elsewhere in the play adding a quotation if you can → Pick out language and structure features in the quotes → Consider why Shakespeare includes this in his play - contextual factors about the time and the impact he wants to have on the audience

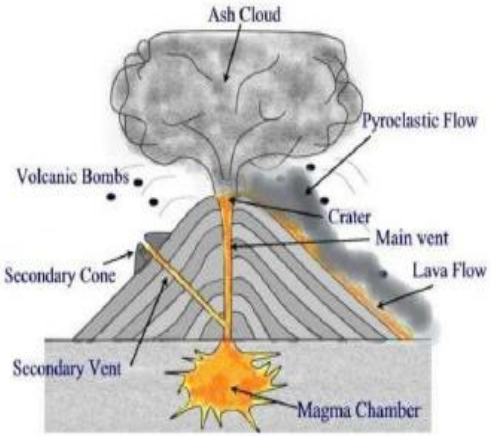
Geography - Year 8 Term 1 – Volcanoes and Earthquakes

Key Terms

Active	A term used to describe a volcano that has erupted recently.
Dormant	A term used to describe a volcano that has erupted in the last 2000 years but not recently.
Extinct	A term used to describe a volcano that has not erupted in the last 2000 years and is not expected to erupt again.
Hazard	A natural danger to people, their property and way of life.
Epicentre	The point on the Earth's surface immediately above the centre of an earthquake.
Focus	The origin point of an earthquake. This is usually some distance below the Earth's surface.
Magma	Molten rock beneath the Earth's surface.
Geothermal Energy	The use of the heat of the Earth in volcanic regions to convert water into steam and turn turbines to generate clean electricity.
Richter Scale	A scale used to measure the strength of an earthquake.
Plate Margin	The boundary between two sections of the Earth's crust, they can be destructive, constructive or conservative.
Plates	Separate and large sections of the Earth's crust on which the continents and oceans are located.
Tsunami	A very large wave created by an earthquake under the ocean bed.







Main Features of a Volcano

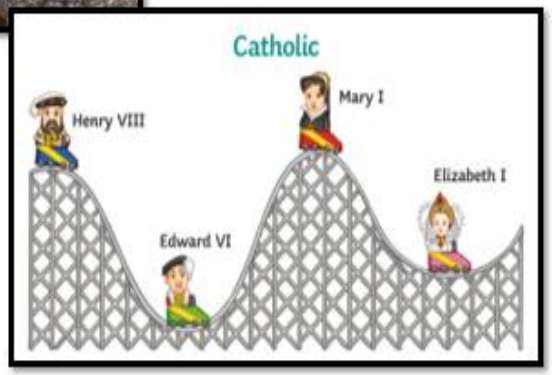
Richter Magnitude	Earthquake effects
0-2	Not felt by people
2-3	Felt little by people
3-4	Ceiling lights swing
4-5	Walls crack
5-6	Furniture moves
6-7	Some buildings collapse
7-8	Many buildings destroyed
8-Up	Total destruction of buildings, bridges and roads

Year 8 history knowledge organiser term 1:the Tudors and religion

Keywords and definitions	
Roman Catholic	A branch of the Christian religion headed by the Pope in Rome. Before the Reformation all Christians in western Europe were Roman Catholics.
Protestant	A branch of the Christian religion, founded during the Reformation.
Reformation	A Christian movement to reform the Roman Catholic Church that led to the founding of the Protestant religion
Monarch	The king or queen

The Tudors are one of the most famous families ever to rule England. They were in power from 1485 when Henry Tudor was crowned King Henry VII, until the time Queen Elizabeth I died, without an heir, in 1603

Keywords and definitions	
Puritan	Christians who wanted to "purify," or simplify, the Church of England
Coronation	The ceremony during which a king or queen is crowned
Court	The place where the monarch is living, also the group of people serving him or her



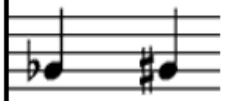
Year 8 Music Term 1 – Blues Music

Keywords:

Chord
Walking Bass
Call and Response
Ensemble
Rhythm
12 Bar Blues
Bar Line
Improvisation
Blues Scale
Flat
Sharp
Slave Trade
Swing
Notation

Musical Symbols/Pictures:

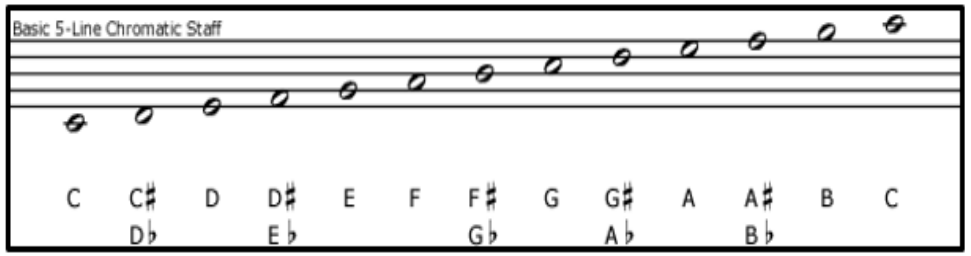
Name	Symbol	Rest	
Semibreve			4
Minim			2
Crotchet			1
Quaver			½
Semiquaver			¼



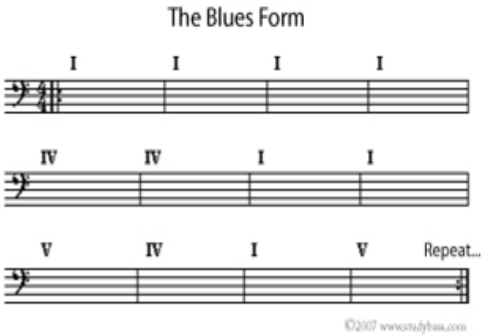
Flat Sharp

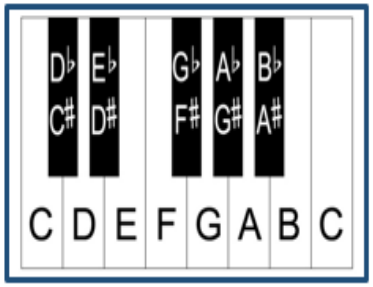
Music Resources you can use at home:

Soundtrap
Soundation
Musictheory.net
Kahoot Quizzes
Quizlet Quizzes
Practice using YouTube



Want to learn an instrument? We do instrumental lessons and clubs at SJF! Ask Mrs Harmson for more information





By the end of this unit, you will have learnt about blues music and how to play a 12 bar blues structure. You will also use this knowledge to compose your own blues music song using chords, walking bass line and improvisation

VOCABULAIRE ANNÉE 8 T1A: ACTIVITÉS SPORTIVES

Les sports et autres activités physiques	Sports and other physical activities
les boules	bowls
la danse	dance, ballet
l'équitation	horse-riding
l'escalade	rock climbing
le hand(ball)	handball
la natation	swimming
la pétanque	French bowls
la planche à voile	windsurfing
le roller	roller-skating
le skate	skateboarding
le surf	surfing
le vélo	cycling
la voile	sailing
le VTT	mountain bike
le tennis	tennis
le foot(ball)	football
le rugby	rugby
l'escrime	fencing
la motoneige	snowmobile
la plongée	scuba diving
le patin à glace	ice skating
le parapente	paragliding
la randonnée	hiking
le saut à l'élastique	bungee jumping
le ski	skiing
le snowboard	snowboarding
les claquettes	tap dancing
le tir à l'arc	archery

Expressions temporelles et connecteurs	Time phrases and connectives
cet été	this summer
cet hiver	this winter
pendant	during
tous les lundis	every Monday
le matin	in the morning
le soir	in the evening
donc	so
mais	but
ou	or

Opinions	Opinions
j'aime	I like
je n'aime pas	I don't like
j'adore	I love
je déteste	I hate
je préfère	I prefer
c'est ma passion	I'm passionate about it
c'est / ce n'est pas [+adj]	it is / it is not [+adj]
je trouve ça [+adj]	I find it / that [+adj]
très	very
assez	quite
un peu	a little bit
trop	too
carrément	completely
vachement	really
vraiment	truly
génial	great
intéressant	interesting
amusant / rigolo / marrant	funny
sympa	nice
chouette	fab
horrible	horrible
débile	stupid
barbant / rasoir / ennuyeux	boring
bizarre	weird
nul	rubbish
Les phrases-clé	**Key structures**
je voudrais	I would like
il/elle voudrait	He/She would like
j'aimerais	I would love
il/elle aimerait	He/She would love
jouer à	To play
faire de	To do

Tous les mercredis, je joue au tennis avec mon père. J'aime jouer au tennis parce que c'est chouette.	Every Wednesday, I play tennis with my dad. I like to play tennis because it's fab.
Cet été, je voudrais faire de la voile avec mes amis. Je pense que c'est intéressant et amusant.	This summer, I would like to do sailing with my friends. I think that it's interesting and funny.

VOCABULAIRE ANNÉE 8 T1B: Les Vacances

Aller	To go
je vais	I go/I am going
tu vas	you go/you are going
il va	he goes/he is going
elle va	she goes/she is going
on va	we go/we are going (informal)
nous allons	we go/we are going (formal)
vous allez	you go/you are going
ils vont	they go/they are going
elles vont	they go/they are going

Quelques verbes utiles	Some useful verbs
partir	to leave
voyager	to travel
manger	to eat
boire	to drink
prendre	to take
voir	to see
visiter	to visit
acheter	to buy
faire	to do
trouver	to find
rester	to stay
jouer	to play
dormir	to sleep

Opinions	Opinions
ça va être	it is going to be
ça ne va pas être	it is not going to be
ce sera	it will be
ce ne sera pas	it won't be
je préfère	I prefer
je vais m'amuser	I am going to have fun
je voudrais	I would like
j'aimerais	I would love

Les négations	Negatives
ne…pas	not
ne…plus	no longer/no more/not anymore
ne…rien	nothing
ne…jamais	never

Les endroits	Places
à la montagne	to the mountains
à la plage	to the beach
à la campagne	to the countryside
à l'étranger	abroad
au bord de la mer	to the seaside
en ville	to town
au camping	to a campsite
chez mes grands-parents	to my grandparents' house

Dans ma valise	In my suitcase
un passeport	a passport
un portable	a mobile phone
un livre	a book
un lecteur mp4	a MP4 player
de la crème solaire	some sun cream
des vêtements	some clothes
des lunettes de soleil	some sunglasses
un maillot de bain	a swimming costume
du maquillage	some make-up
une casquette	a baseball cap
de l'argent	some money
une carte	a map

Les logements	Places to stay
un hôtel	a hotel
un appartement	an apartment / a flat
une villa	a villa
un gîte	a holiday cottage
un camping	a campsite
une tente	a tent
une caravane	a caravan
une yourte	a yurt

En général, je vais en vacances au bord de la mer avec ma famille. Je reste dans une tente au camping. J'aime faire du ski nautique.	In general, I go on holiday to the seaside with my family. I stay in a tent at a campsite. I like to do water-skiing.
L'été prochain, je vais aller à l'étranger et je vais visiter des musées. Ça va être barbant !	Next summer, I'm going to go abroad, and I am going to visit museums. It's going to be boring!

Year 8 Product Design Knowledge Organiser

Intent/Aims of unit of study
Understand the key elements of safety, and use of CAD with hand-tools in making a cast pewter keyring and a small wooden trinket box and link to theories

Length of Unit:

12 Weeks

What will they learn? (Overview of knowledge)

They will learn all aspects of Health and safety in the workshop whilst using basic hand tools. They will use these in conjunction with a CAD program (2D Design) to create components for a mould and then to cast molten Pewter. They will develop aspects of technical drawing, including Isometric, one and two point perspective.

Will also learn about different types of metals and alloys and the difference between hard and soft woods

Coping Saw

Blow Torch

Ladle

What skills will they learn/develop?

Identifying the user of the two products they are making
Naming all the hand and machine tools used
Producing TWO final working products
Recognising and understanding properties of different woods
Recognise and use drawing equipment and hand tools
Recognising the differences between different types of technical drawing

WAGOLL

Key Vocabulary and definitions

Moulding is the process of manufacturing by shaping liquid or pliable raw material using a rigid frame called a **mould** or matrix

Alloy An **alloy** is a substance made of two or more metals or of a metal and non-metallic materials. To make an **alloy**, the ingredients are melted and mixed together. When the mixture cools, it hardens. **Alloys** are generally more useful than pure metals

Casting is a manufacturing process in which a liquid material is usually poured into a mould, which contains a hollow cavity of the desired shape, and then allowed to solidify. The solidified part is also known as a **casting**, which is ejected or broken out of the mould to complete the process

Analyse **means** to study or examine something carefully in a methodical way.

Planning is the process of thinking about the activities required to achieve a desired goal. It is the first and foremost activity to achieve desired results. It involves the creation and maintenance of a **plan**

Assessments with dates

Week 1: in class annotating health and Safety rules

Homework 1 H&S in Workshop

Week 3: Homework 2 Metals & alloys

Week 5: Homework 3 tools & Equipment

Week 7: Homework 4 Measuring & Accuracy (Deep marking)

Week 9: Homework 5 Timbers

Week 11: Homework 6 Hardwoods/Softwoods

Emergency Stop

Support/Challenge
Revise: https://www.bbc.co.uk/bitesize/clips/z3dygk7
What parts of a car can you name that you think may be made by casting?
Titanium alloys are expensive, can you say why and give examples of where they would be used?

PSHE- Knowledge organiser- Y8

Themes	Topics	Key learning points
Living in the wider world	Crime	• Crime: an action which goes against the law. It could be against a person, property, the state or a religious offence. • Perpetrator/ offender: someone who has committed a crime or nasty action. • Victim: someone who has been hurt by another person's actions or words • Retribution: to make the offender suffer and pay for what they have done. • Deterrence: to discourage the offender (and others) from committing further crimes. • Reform: Punishments aimed at changing the character of the criminal so that they keep the law in future. • Protection: Society must be protected from violent and persistent offenders. • The ripple effect: one small change can have an enormous impact. • The Crown Court: deals with serious cases - like murder and robbery. • The Magistrates Court: deals with the less serious crimes - like drunk and disorderly, speeding and low value theft.
	Government	• Constitutional monarchy: a country with a king or queen whose powers are limited by a democratic government. • Democracy: a system of government where representative leaders are chosen by election. • Political Party: A group of people with similar political beliefs who are fighting for political power. • Manifesto: A written document of the intentions of a party: a set of policies. • Policy: A plan, proposed rule or action on a particular issue. • General election: The major election where the whole country votes for the MPs in their constituencies and the prime minister and government is chosen. • Constituency: The area represented by an MP.

	CEIAG	• CEIAG: Careers Education, Information, Advice and Guidance • Having high aspirations often lead to improved attainment. • Your CV is the first chance you get to make a good impression on a potential employer. A top-quality CV will considerably boost your chance of getting a face-to-face interview, so it is worth spending time and effort on the content and presentation. • LMI: labour market information- need to be used to inform careers decisions as the world of work is changing rapidly
Health and well being	Mental health	• Health: a state of complete physical, mental and social well being and not merely the absence of disease or infirmity. • Mental and physical health are closely linked: by promoting their physical health (through exercise, healthy food choices and quality sleep) a person is also promoting their mental health. • Mental health includes our emotional, psychological, and social well-being. It affects how we think, feel, and act. It also helps determine how we handle stress, relate to others, and make choices. • It is typical for emotional wellbeing to fluctuate throughout the day or over several days. Concerns arise for emotional wellbeing when someone's mood continues to drop over a long period of time. • Resilience: a skill that helps people to recover quickly from difficulties, change or misfortune; to adapt to and overcome risk and adversity; to persevere and 'bounce back'. • Unhealthy coping strategies: behaviours people use to deal with difficult emotions, which have long term negative consequences. • Healthy coping strategies: behaviours people use to deal with difficult emotions, which have long term positive consequences.

Relationships	SRE	• SRE: sexual and relationship education • Assigned sex: the sex of an individual as assigned at birth, based on their genitals and determined by their reproductive organs and chromosomes. • Gender/gender identity: How a person feels in regards to being male/female/neither/both. • Gender expression: the ways in which a person expresses their gender identity, typically through appearance, dress and behaviour. • Sexual orientation: attraction to people, straight, gay, bisexual etc. May not be fixed in space or time. • Values: Standards of behaviour; a person's judgement of what is important in life. • Consent: A person consents if he/she agrees by choice, and has the freedom and capacity to make that choice. • Contraception: The deliberate use of artificial methods or other techniques to prevent pregnancy as a consequence of sexual intercourse.

Remember!

- We will be open and honest, but not discuss directly our own and others personal/ private life.
- Your teacher will not repeat what is said in the room except if she/he is concerned we are at risk.
- It is ok to disagree but we will not judge.
- Taking part is important but we have the right to pass.
- We will not make assumptions and we will listen to others' point of view.
- We know that there are no stupid questions but we will use appropriate language.
- If we need further help or advice, you know you can talk to your teachers, form tutor and SSOs.

Year 8 Social Media

What you are going to learn:

You are going to explore Social Media and make your own small site.

Length of Unit:

6 Weeks

Key Words to find out about:

Bias
Hierarchy Diagram
Social Media

How many Social Media Platforms to you know and which do you use?

The Lessons:

Week 1: Social Networking

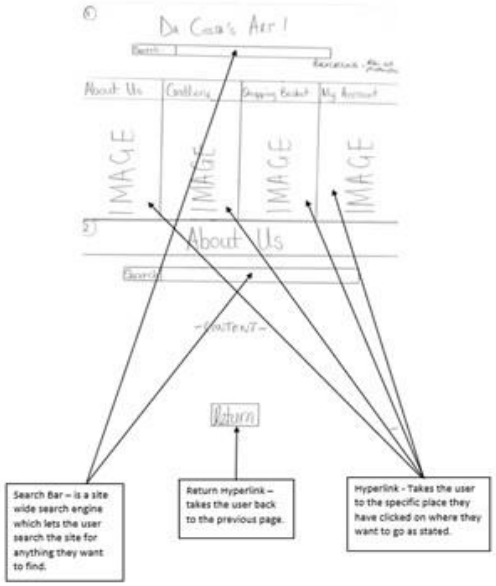
Week 2: Designing a Social Network

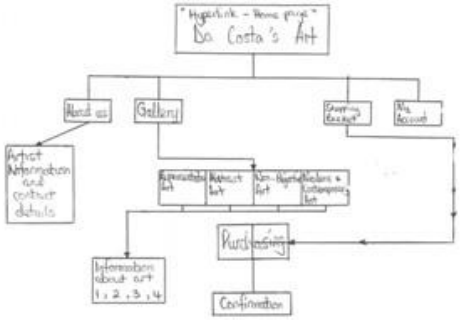
Week 3: Using Dreamweaver

Week 4: Making Social Network

Week 5: Making Social Network

Week 6: Finishing Off





Support/Challenge for Social Media

https://www.nspcc.org.uk

https://www.thinkuknow.co.uk/

https://www.ceop.police.uk/safety-centre/

https://www.childline.org.uk

How old should you be to use Social Media?

Why does Social Media have an age limit? Should it be enforced.

Year 8 TEXTILES Knowledge Organiser

Intent/Aims of unit of study:

To understand how recycled materials can be used in textiles to create a decorative wallhanging. To apply a range of manipulated materials and techniques.

Length of Unit:

12 Weeks

What will they learn? (overview of knowledge)

Students will learn about plastic waste and the ways it is currently being recycled.

One way to recycle is to make decorative textiles pieces. Students will learn how to weave, manipulate materials, plan and create a finished decorative piece.

What skills will they learn/develop?

Textiles Language

Identification of parts of the loom, names of stitches and printing

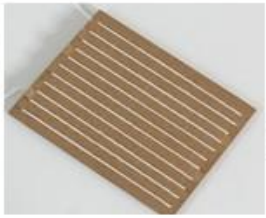
Discussion of how to create a tapestry using a range of stitches and how to print

Planning designs incorporating pattern, colour, shape and texture.

Weave or Tapestry

Needle

Fabric Scissors



Warped- up Loom

Key vocabulary with definitions/examples

Weaving - One of the techniques used to create cloth or decorative wall hangings.

Loom – The frame that is used to hold and create a woven piece.

Warp – Threads that are wrapped vertically around the loom.

Weft – The main part of the woven piece, horizontal in direction, following pattern over, under, over, under etc

Tabby weave – The most common, simplest weaving stitch used for strength.

Mirror Repeat Pattern - a motif which uses lines of symmetry to create a pattern.

Recycling – The action or process of turning waste into a reusable material or object.

Yarn - Spun thread used for knitting, crochet weaving or sewing.

Assessments with dates:

Week 1: Health and Safety **Week 2:** Recycling, plastic waste, HW

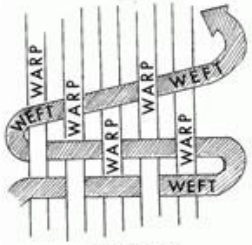
Week 3: CD weaving into. **Week 4:** Finish CD weave, evaluation HW

Week 5: Vegetable printing **Week 6:** Start 4 designs (marked) HW

Week 7: Finish 4 designs **Week 8:** Start final piece HW

Week 9: Final piece, experiment **Week 10:** Final piece (marked). HW

Week 11: Final piece improve **Week 12:** Evaluation, reflection



Weaving technique

Support/Challenge

Revision:

https://www.bbc.com/bitesize/subjects/zvkw2hv

Inspiration:

https://www.vam.ac.uk/

https://www.pinterest.co.uk/sewcial_circle/weaving-inspiration/

Year 8 FOOD PREPARATION AND NUTRITION Knowledge Organiser

Introduction : To develop a range of food skills, increasing in complexity and accuracy to cook a range of dishes safely and hygienically and to apply knowledge of nutrition. To also consider the factors that affect food choice including seasonality, availability and food waste.

Length of unit : **12-13 weeks**

What will they learn/develop ? Food choices and cuisine, seasonality, culture, religion availability and food waste. Enzymic browning, leavened and unleavened bread, staple foods, gelatinisation.

Key processes :

Kneading To work dough to develop the gluten that is found in flour. This gives baked good their structure and texture.

Gelatinisation : When liquid and starch are mixed together and heated, the starch grains swell and burst open causing the liquid to thicken

Handling raw meat : Always wash hands with warm water and soap for 20 seconds before and after handing raw meat.

Cross-contamination : Keep raw meat, poultry, fish and their juices away from other food. Wash chopping boards, utensils and counter tops with hot, soapy water after use.

Reducing : Heating up a sauce based product to evaporate the water and make the sauce thicker.

Key vocabulary with definitions/examples :

Food choices : What we select/decide to eat based on many factors eg availability, culture, cost etc

Cuisine : Style of cooking of a particular country or region

Seasonality/seasonal foods : Foods that are only available at certain times of the year.

Culture : Ideas, customs and art of a particular society. Many faiths have specific rules regarding food. For example, Jews don't eat shellfish or pork.

Availability : What food it is possible to obtain in a particular country or region or where you live (area)

Food waste : Food that is discarded due to surplice amount or food spoilage (food gone off)

Enzymic browning : the discolouration of fruits and vegetables due to the reaction of enzymes with oxygen in the air.

Leavened : Baked products that have a raising agent added to make them increase in size procuring light texture

Unleavened : Baked product which do not have raising agent added so tend to be platter and more dense texture.

Staple foods : A source of food central to a diet Usually starchy eg wheat made into bread. Potatoes.

Assessment with dates :

Week 1 : What are staple foods ?
Week 2 : Toad in the hole/savoury rice practical
Week 3 : Enzymic browning experiment
Week 4 : Apple crumble practical
Week 5 Risk assessment task
Week 6 : Chilli con carne/spaghetti bolognese
Week 7 : Gelatinisation and sauce making
Week 8 : Macaroni cheese/cauliflower cheese
Week 9 : Blended sauces and religious influences on food choices
Week 10 : Sweet and sauce chicken or Rogan josh curry
Week 11 : Making chapatis (group work)
Week 12 : Naan bread practical
Week 13 : Evaluation of progress

Sources of Food : Ingredients can be grown, gathered, caught, reared or made/manufactured. This aspect of food is known as FOOD PROVENANCE

Why do we need to do this ? How food is produced has an impact on it's quality, it's nutritional properties, the environment, as well as it's cost. The general rule is 'the closer to its original form, the better the food is for us'

FOOD MILES : What are they and how do they affect the world ?

Cooking skills : Chop, fold, roll, knead, prove, shape, simmer, boil, bake, fry.

Multi cultural foods : Bolognese – Italy Curry, Naan breads, chapatis – India Sweet and sour chicken – China Toad in the hole and apple crumble - British

Support /Challenge :
https://www.foodafactoflife.org.uk
www.grainchain.com
www.fabflour.co.uk

Drama

The space	The area in which you perform
Rehearsal	A practice or trial performance of your play
The script	Written by the playwright, telling the actors what to say and do
Stage directions	Telling the actors what to do

Roles in the Theatre

Actor	The person that performs in the play
Director	Has the overall artistic view of the plat and brings it all together
Designer	The person who designs and creates the set, costumes or lights

RE: ISLAM

There is only **ONE** God (monotheism). The 'oneness' of God is called Tawhid in Arabic

- Muslims call God Allah, which means 'the one true God'
- God cannot be divided and has never had a Son.
- In the Qur'an and the Sunnah, Allah has 99 'names'. E.g the Merciful, the Just, the Almighty…
- Allah is the same God that Jews and Christians worship
- Allah has revealed his will through his prophets
- Muslims share many of the beliefs that Jews and Christians have about God E.g. He is the creator, eternal, omnipotent, omniscient, etc.
- Allah must never be pictured
- Allah is beyond understanding and nothing must ever be compared to Allah. Comparing things to Allah is a terrible sin
- All humans must 'submit' to the will of Allah (Islam means 'submission')

THE NATURE OF GOD

1. Nature of God

Immanent (close by), transcendent (beyond all things), omniscient (all-knowing), beneficent (always kind), merciful (God is always fair), Judge, creator.

a) Al Fatihah (the opening of Qur'an)

Allah described as 'Lord of Lords', 'Merciful', 'Sovereign', a 'Guide.'

b) 99 Names

Allah is beyond all humans and things so can't be pictured as a physical being. God is beyond human understanding. Humans know God through 99 names. E.g. King, Protector, Wise, Light etc. 99 Names are found in Hadith/Qur'an.

c) Tawhid

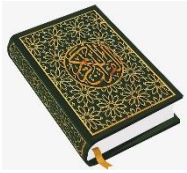
The unity and oneness of Allah. God has no children and he is not anyone's child

Allah is The One God. Allah is infinite. He was not created and cannot be destroyed. Allah is omnipotent and omniscient. He created the whole universe and controls everything in it. Allah is merciful and benevolent. He helps humans by sending messengers in the forms of prophets. is transcendent and immanent. Allah is fair and just. Muslims believe that this life is a test for what will happen to them after death.

Islam means **submission** in Arabic. Allah is the creator and has revealed himself through history to many peoples through prophets. God's final and greatest revelation comes in the form of the Qur'an to Prophet Muhammad. 1.6 billion Muslims worldwide – **2nd largest** religion. 4.5% of UK is Muslim.

THE QURAN

Most important source of authority for Muslims. Complete and **perfect** book of guidance for all humans. Revealed by God to Prophet Muhammad through Angel Jibril. Written in Arabic and final compilation by Caliph Uthman shortly after Prophet's death (632AD). **Unchanged** and literal word of God. Qur'an is known as Umm-ul-Kitab **'Mother of Books'.** Qur'an is a sacred and holy text which is free from distortion unlike other holy books. Qur'an has always existed and was written in Arabic on tablet of stone in heaven. Qur'an is guide for life, teaches everything, learn by heart in Arabic.



THE QURAN

- The word of Allah given to Muhammad through Jibril
- Originally dictated in Arabic
- The original words have never been altered
- Infallible: corrects all previous revelation from God
- Divided into 'Surahs
- Supplemented by the Hadiths and the Sunnah

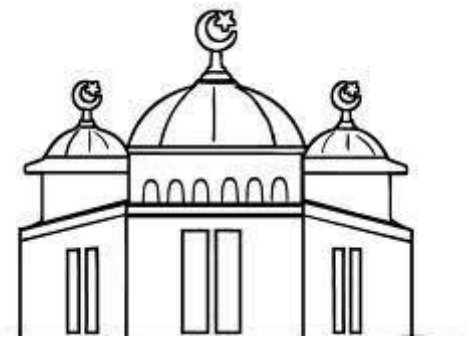
HOLY BOOKS

Kutub – four other holy books from Jewish and

Christian traditions. Originally true revelations from God but have been corrupted over time because not properly written down. Can't be trusted, nothing like Qur'an in terms of authority.

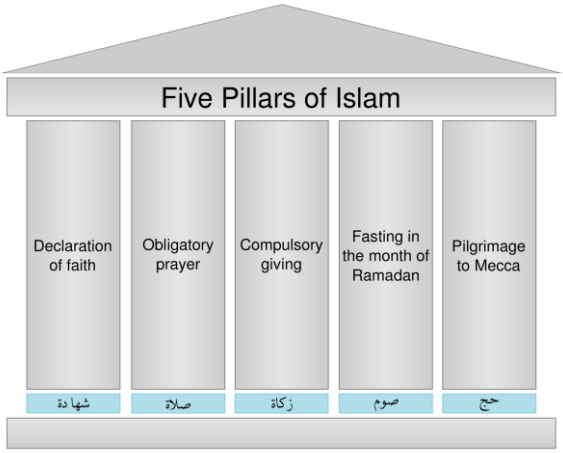
a) Sahifah (Scrolls of Ibrahim) lost
b) Tawrat (Torah)
c) Zabur (Psalms
d) Injil (Gospels)

Features of the Mosque:



1. Minaret - This is where the call to prayer is said (Adhan).
2. Prayer Hall - Where Muslims worship. Men and women have their own prayer rooms.
3. Dome - To symbolise the oneness of God and Heaven.
4. Mihrab - Sign that they are facing Mecca and helps with imam's voice.
5. Minibar - Platform that is used on a Friday to say prayers from.
6. A Mosque will also have a wash room in which a worshipper will carry out Wudu.
7. A Mosque is the focal point for the local community.

THE FIVE PILLARS



1.**Shahadah** - Translates as 'There is no God but Allah, and Muhammad is his Prophet.'

2.**Salah** - It is ritual to pray 5 times a day.

3. **Zakah** - those who can afford to should pay 2.5% of their wealth 8 many pay direct to charities like Islamic Relief.

4. **Sawm** – means no food or drink from dawn to dusk. Everyone should take part if they have hit puberty apart from the elderly, sick, or breastfeeding.

5. **Hajj** – it is the only one that is not compulsory. All Muslims should go if they: have the money; are physically and mentally fit; to Mecca.

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WHY 5 PILLARS ARE IMPORTANT

1. Muslims recite the shahadah which makes it the most special ceremony they have; it shows they reject Christian beliefs about Jesus as the son of God; it sums up Muslim beliefs; Muslims say it 5 times a day.
2. In contact with God 5 times per day and it reminds them they have submitted to God. Salah is as important to Shias and Sunnis and is one of the 10 Obligatory Act.
3. Those who receive khums and zakah benefit because they; have helped a fellow Muslims purify their money; have helped a Muslim have their sins forgiven; have been part of God's plan to help redistribute wealth from the rich to the poor.
4. It is a way of thanking God for the Qur'an and it brings Muslims closer to god. It hep recharge their faith on an annual basis and it bring the community closer which makes it stronger.

5. As a hajji one can die happy as they have followed the example of Muhammad and shown great devotion to God. They have had their sins forgiven and can live as a perfect Muslim.

Worship in Islam:

1. Praying 5 times a day is one of the Five Pillars of Islam (Salah).
2. Prayers are said at dawn; Midday; Mid-afternoon; sunset and night.
3. Prayers can be carried out anywhere, usually using a prayer Mat.
4. Before a Muslim prays, they carry out a ritual wash called wudu which shows they are clean physically and spiritually to pray.
5. There are set rituals and words used during prayer, with the prayers being said in Arabic.
6. It is generally accepted that all Muslims over the age of 7 should pray.

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Year 8 Football

Aims

Principles of attack and defence
Finding, using and denying space
Making decisions quickly and efficiently
Application of game rules
Understanding how to work as a team effectively.

Key Rules

Scoring System Handball
Offside Foul
Foul Throw
Students should be able to referee small sided games and apply the rules appropriately.
Students should also be able to follow the key rules when playing the game.

Key Skills

Passing- accuracy of passing
Possession- keeping the ball
Dribbling- beat a player
Shooting- focus on accuracy
Defending- Tackling, Marking, Deny Space.
Ball Control
Applying key skills in a game situation.

Key Words:
Passing, Possession, Shooting, Accuracy, Power, Teamwork, Tactics, Defending, Attacking, Tackling, Heading,

Key Tactics

. To understand the importance of width and playing into space in order to attack.
To be able to perform and develop defensive strategies i.e. Tackling, jockeying, forcing onto weaker foot.
To understand how to stop opponents from advancing.

Aims

Shot selection in a range of competitive contexts
Using space
More complex strategies to outwit opposition
Application of a set of game rules

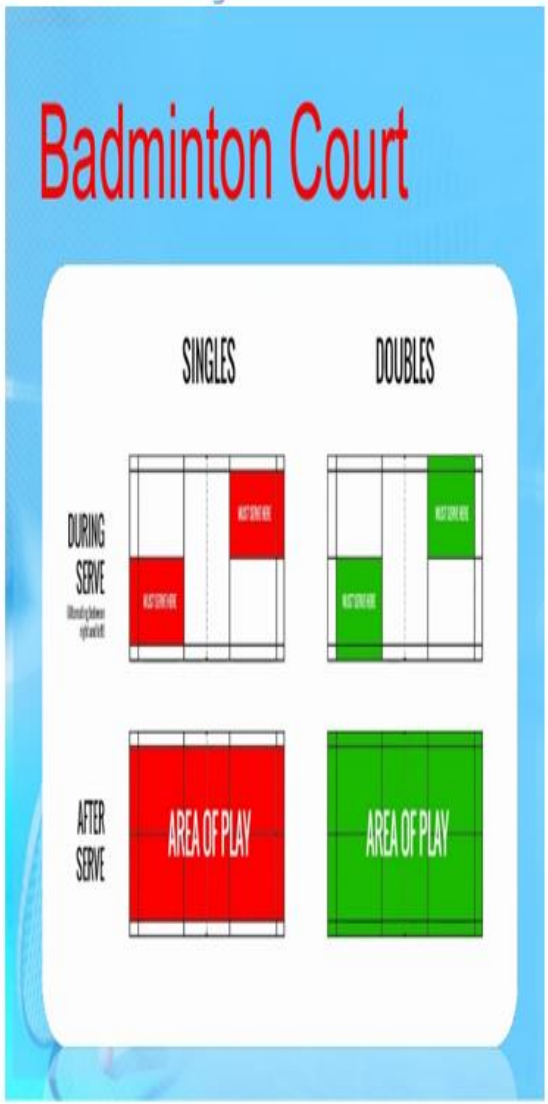
Key Skills

Sending/Receiving – forehand/backhand
Clear
Drop shot
Flick shot
Smash
Service action – variety
Movement around court

Year 8 Badminton

Key Words: Forehand, Backhand, Clear, Serves (long and short), Smashes and Drop Shots. Space, movement, Singles, Doubles.

Key Rules



Year 8 Rugby

Aims

You will be refining core skills whilst developing the tactical understanding of the game through offensive and defensive scenarios. Applying the basic skills in Year 7 and applying them in different competitive scenarios.

Key Rules

Students should be able to referee small sided games and apply the rules appropriately. Students should also be able to follow the key rules when playing the game. Forward Pass, Offside, Pitch Dimensions.

Key Skills

- Passing/Receiving
- Ball handling
- Tackling
- Rucking/Mauling
- Dodging
- Evading
- Kicking

Key Words:
Passing, Possession, Tackling, Accuracy, Power, Teamwork, Rucking, Mauling, Dodging, Timing, Space, Offside, Technique

Key Tactics

Use a variety of tactics in small sided and full sided games.

To understand how to create and use space in conditioned and competitive games.
To apply correct lines of attack and defence.

Year 8 Basketball

Aims

In this unit pupils focus on how to use basic principles of attack and defence to plan strategy and tactics for basketball. They work on improving the quality of their skills using various techniques. In all games activities, pupils think about how to use skills, strategies and tactics to outwit the opposition.

Key Rules

Double Dribble, Travelling and No Contact.
Students should be able to referee small sided games and apply the rules appropriately.
Students should also be able to follow the key rules when playing the game.

Key Skills

Ball familiarisation
Passing- 3 types
Possession – Keep ball
Set Shot
Lay Ups – Practice and Game
Dribbling- Beat a Defender
Evaluate basic strengths and weaknesses
Apply key skills in a game situation.

Key Words:
Passing, Possession, Shooting, Dribbling, Control, Accuracy, BEEF, Lay Ups, Double Dribble, Travelling, Tactics

Key Tactics

Use a variety of tactics in small sided and full sided games.

To understand how to create and use space in conditioned and competitive games.

Year 8 Trampolining

Aims

Students will perform basic and begin to apply more advanced movements in trampolining. Pupils will accurately replicate skills and movements individually and in combination focusing on the correct techniques. Pupils will show creativity, control, fluency and aesthetics in developed sequences.

Key Principles

Stay on the Cross
No jewellery, footwear.
One trampolinist at a time.
Spotters.
Arms Up, Legs Straight, Toes Pointed.
Clear Start and Finish.

Key Skills

Balance on the trampoline.
Body Tension
Aesthetics -pointed toes, straight legs, arms etc.
Basic Shapes, Seated Landings, Front Landings, Rotation.
Evaluate basic strengths and weaknesses
Apply key skills in a mini routine.

Key Words:
Balance, Body Tension, Aesthetics, Fluency, Tuck, Pike, Straddle, Seat Landings, Front Landings, Travel, Routine, Performance, Evaluation, Feedback.

Key Tactics

Show fluency in routines, routines should have good flow.

Routines should demonstrate good aesthetics of performance, body tension and creativity.

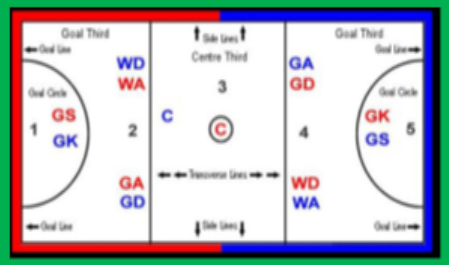
Year 8 Netball

Aims

In this unit pupils focus on how to use basic principles of attack and defence to plan strategies and tactics for netball. Pupils will work on improving the quality of their skills with the intention of outwitting opponents. In all games activities, pupils think about how to use skills, strategies and tactics to outwit the opposition.

Key Rules

Positional Play
Areas on the Court
Footwork



Key Skills

Passing – Different types of passing
Shooting
Running Step, Dodging
Defence – interception/Marking
Turn in Air- catch one/two handed.
Attack and Defensive play
Positional plays on the court
Set Play to outwit opponents.

Key Words:
Passing, Footwork, Running Step, Pivot, Movement, Rotation, Possession, Accuracy, Defence, Intercept, Marking, Space, Teamwork, Positional, Shooting, Evaluation.

Key Tactics

To understand how to create and use space in conditioned and competitive games.
Principles of attack and defence using a range of strategies.
Finding, using and marking space

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Aims

Pupils will gain an understanding of warm ups, cool downs and health importance through physical tasks. Experience different methods of training and fitness testing. Understand changes in Heart Rate and health implications of being unfit. Be able to name the basic fitness components and muscle groups.

Key Skills

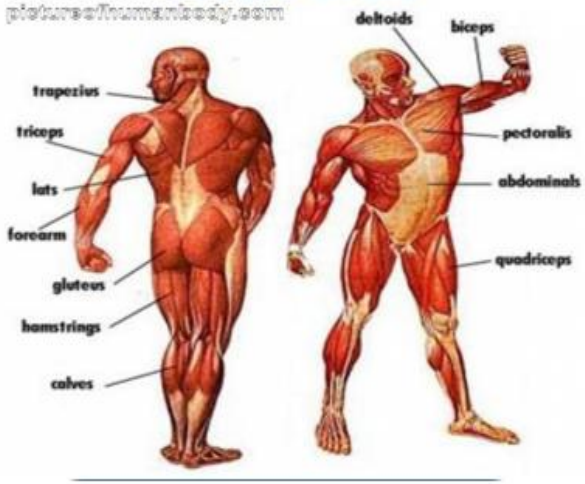
Methods of Training – Circuit, Boxercise, Continuous, Weight, Interval, Sports Specific
Muscle Groups
Health Related Fitness Components
Heart Rate – Short Term and potential long term effects.
Fitness Tests

Year 8 Fitness

Key Words:
Fitness, Methods of Training, Heart Rate, Quadriceps, Hamstrings, Biceps, Triceps, Abdominals. Strength, Power, Cardiovascular Endurance, Muscular Endurance, Balance, Speed, Flexibility, Warm Up, Cool Down

Key Components

Muscles



Year 8 Athletics

Aims

In this unit pupils will accurately replicate running, jumping and throwing skills and learn specific techniques for events in order to improve performances. In all athletic activity, pupils will engage in performing and improving their skills and personal bests in relation to speed, height and distances.

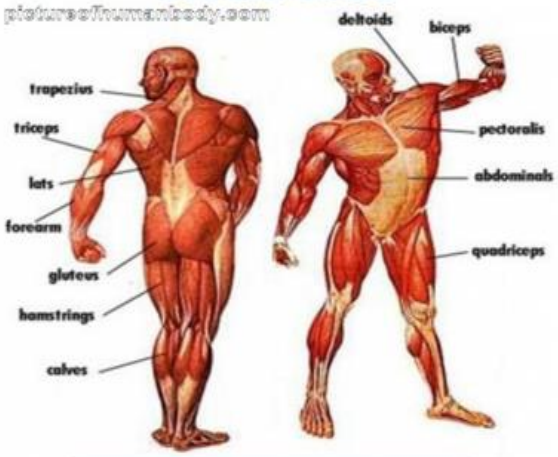
Key Skills

Sprinting/Speed/Power
Pacing/Cardiovascular endurance
Starts
Drive
Take off, flight, landing
Throwing actions
Relay

Key Words:
Throwing – Distance, Angle of Release, Power, Technique, Height.
Running – Speed, Power, Strength, Technique, Pacing, Endurance
Jumping – Speed, Approach, Arms, Legs, Height, Landing, Momentum

Key Components

Muscles



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