



Year 8 Knowledge Organiser

Term 3

Art Knowledge Organiser. Year 8 Project 3: Glorious Food

LINE

TONE

PATTERN

TEXTURE

FORM

COLOUR

What will they learn? (overview of knowledge)

Students will continue to build on observational skills covered in project one. The topic of Food will be a vehicle for learning further drawing skills and analysis of current and past artists.

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
- ☐ Making their own final piece using taught construction techniques and recycled objects.

Support/Challenge:

<http://www.artnet.com/artists/wayne-thiebaud/>
<https://www.peteranton.com>

Below are some key words we will be using in the classroom:

COLOUR	TONE	LINE	FORM
DRAWING	SCULPTURE	SYMMETRY	PAPIER-MÂCHÉ
HARMONIOUS	COMPLEMENTARY	PRIMARY	DARK
CONSTRUCT	3-DIMENSIONAL	BRIGHT	PAINT
DESIGN	OBSERVE	OBJECTS	ANALYSE



Your diagnostic reading task:



Explore how Martin Luther King Jr's 'I have a dream speech' persuades his audience.



You will be learning about PIRATE MOUSE persuasion.

Yr 8 -Term 3.1

The power of words - oratory

In this half term, you will be learning how words can carry power. The power to persuade, the power to shift attitudes and even the strength to change the world. You will explore the oratory of some of the world's best orators and explore how they influence their audiences and achieve their purposes.

Language techniques:

- Metaphor
- Onomatopoeia
- Simile
- Alliteration
- Personification
- Pathetic fallacy
- Sibilance
- Emotive language
- Hyperbole
- Assertion

Structural devices:

- Single line paragraphs
- Discourse markers
- Repetition
- Questions
- Quotes
- Cyclical structure
- Tripling
- Lists
- Pairs
- DIIE sentences
- Varied sentence forms

What are we assessing you on?

Reading skill 4:

To be able to explore how a writer has used language to influence their audience.

Reading skill 5:

To explore how a writer has used structural techniques to have an effect on their audience.

Reading skill 6:

To use the most relevant and well chosen quotes to support your points.

Who are some of the orators that we shall study this term?

Martin Luther King: 'I have a dream' 1963 – a speech supporting the civil rights of black people in America.

Elizabeth I: 'Tilbury address' 1588 – the queen rallies her troops against the invading Spanish Armada.

Harvey Milk: 'The last words of Harvey Milk' 1978 – a speech to promote gay rights.

Nelson Mandela: 'I am prepared to die' 1964 – a speech supporting equality and democracy in Apartheid South Africa.

Hilary Clinton: 'Women's rights are human rights' 2020 – a speech supporting the equality of gender in society.

Greta Grunberg: 'You did not act in time' 2019 – a speech on climate change.

Sojourner Truth: 'Ain't I a woman?' 1827 - a speech asking for equal treatment in after gaining her freedom from slavery

Your final summative task:



How has Sojourner Truth in 'Ain't I a woman?' used language, structure and form to persuade her audience?



**What are we assessing you on?****Writing skill 1:**

Accurate spelling, punctuation and grammar.

Writing skill 4:

Writing and structuring an effective narrative.

Writing skill 5:

Crafting language and structural devices to have an effect on the reader and to create mood and atmosphere.

Writing skill 7:

Writing in accurate paragraphs and linking them together using appropriate discourse markers.

In this half term, you will be learning how to become a master storyteller. You will be learning how to use language and structure to create mood and atmosphere, shape compelling plots and believable characters as well as learning how to introduce a twist into your writing.

To help us to do this, we will be studying the great British short story 'The Landlady' by Roald Dahl as well as a selection of other classic short stories from British and World Literature.

Structure key terms:**Freytag's pyramid:**

How a short story is usually structured.

Dialogue:

Speech between characters.

Focus shifts:

Using paragraphs to zoom in and out and highlight an event or characters' importance to the story.

Minor sentences:

One word used for emphasis.

Main clause/simple sentence:

Usually used to keep information clear or as a series to build pace and tension.

Compound and complex sentences:

Linked clauses used to provide detail.

Single line paragraphs:

To emphasise an important point.

Flashback/flash forward:

Not using a chronological structure.

Cyclical structure:

The ending links to the beginning.

Exposition:

The opening descriptions of setting, time and character.

Genre:

Indicating the type of narrative through the use of common motifs.

Language key terms:**Figurative language:**

The use of metaphors, similes and personification to establish mood, atmosphere or character.

Mood:

Influencing how the reader feels when reading the text.

Pathetic fallacy:

Using the weather and setting to help establish or suggest a mood.

Juxtaposition:

Creating a contrast between two characters, settings or images.

Evocative vocabulary:

Words which are chosen to have a specific emotional effect on the reader.

Personification:

The attribution of a human characteristic to something non human.

Onomatopoeia:

Using words which sound like the event they describe – 'smash' or 'clash'.

Sensory language:

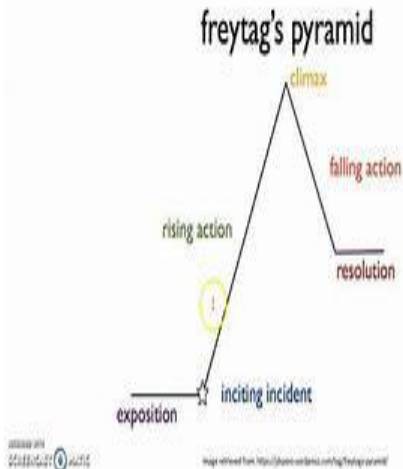
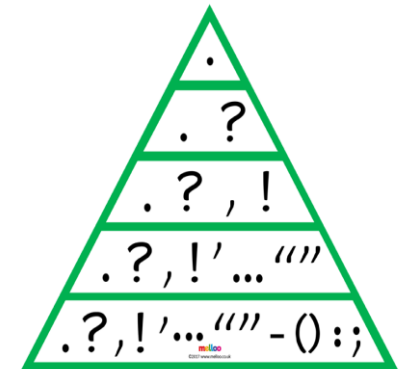
Appealing to the five senses within description.

Sibilance:

Using repeated 's' sounds to either create a soothing or threatening tone

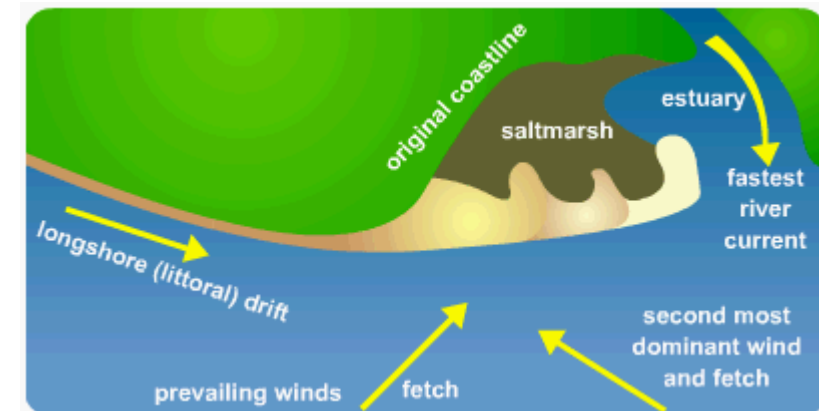
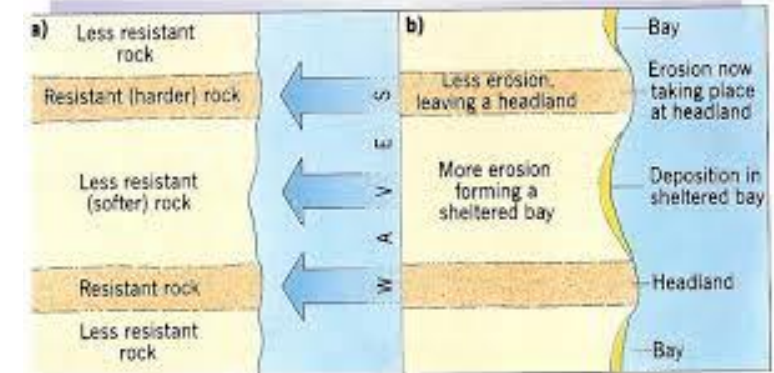
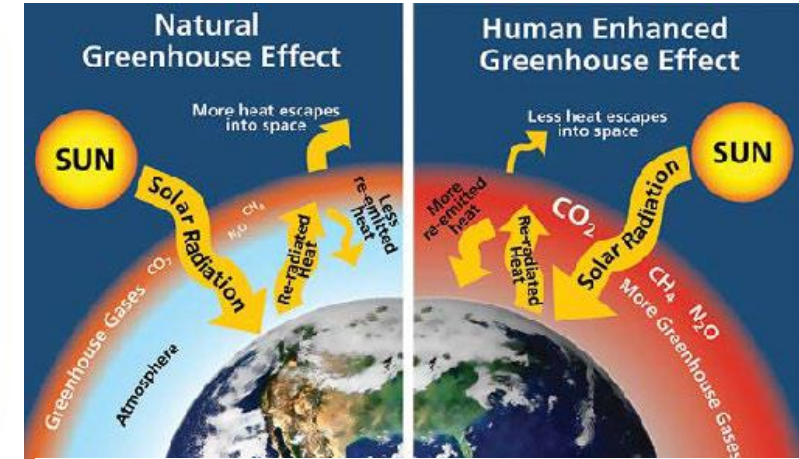
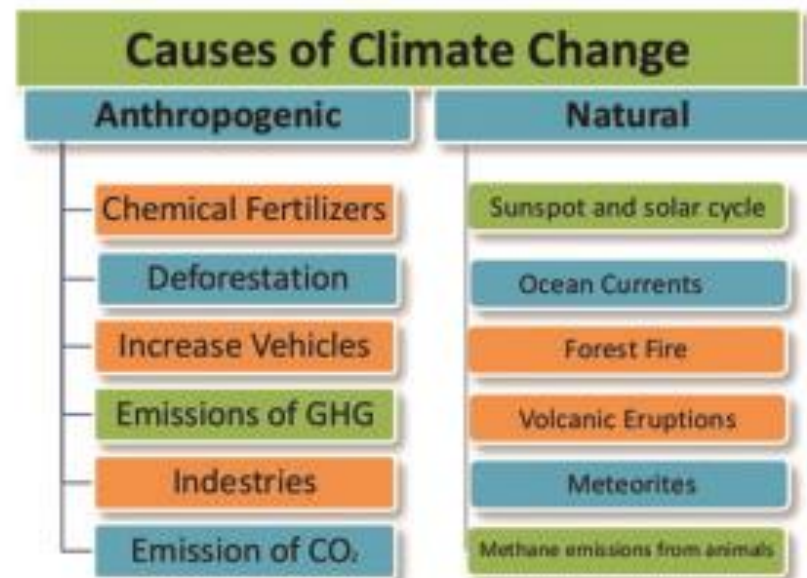
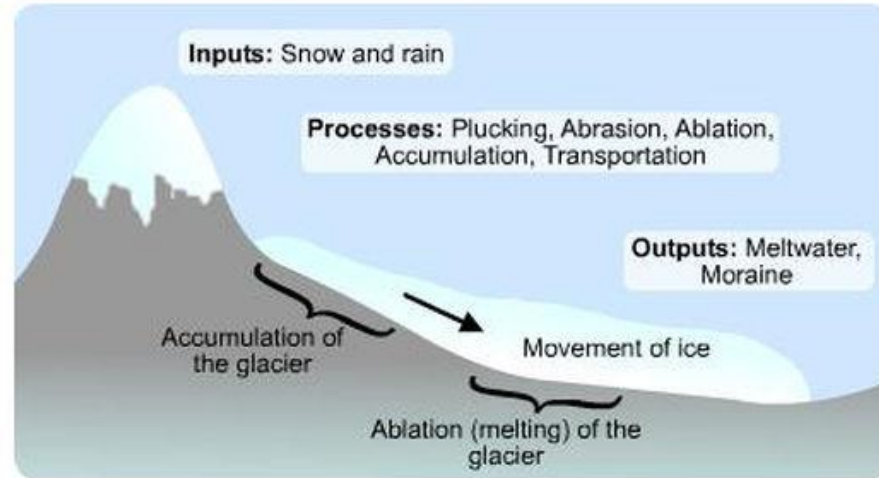
Discourse markers:

ADDING and also as well as moreover too furthermore additionally	SEQUENCING first, second, third... finally next meanwhile after then subsequently	ILLUSTRATING for example such as for instance in the case of as revealed by... illustrated by	CAUSE and EFFECT because so therefore thus consequently hence
COMPARING similarly likewise as with like equally in the same way..	QUALIFYING but however although unless except apart from as long as if	CONTRASTING whereas instead of alternatively otherwise unlike on the other hand.. conversely	EMPHASISING above all in particular especially significantly indeed notably

The pyramid of punctuation:

Geography - Year 8 Term 3 – Coasts, Glaciation and Environmental Issues

Key Terms	
Abrasion / Corrasion	Erosion caused by the rubbing of material carried by rivers, glaciers and the sea.
Glacier	A slow-moving tongue of ice that flows down former river valleys under gravity.
Arete	A narrow knife-edged ridge formed during glaciation when two corries erode towards each other.
Corrie	A deep, rounded hollow with a steep back wall and sides formed by glacial erosion.
Deposition	The laying down of material carried by water, wind or ice.
Freeze-thaw	A form of physical weathering in which rock is split by water in cracks repeatedly freezing and thawing.
Ice Age	A very cold period of climate change when glaciers covered large areas of land and ice created distinctive landforms.
Moraine	Loose rock that is transported, and later deposited, by a glacier.
Spit	An accumulation of sand or shingle that grows outwards from a coastline or across a river mouth.
Weathering	The breakdown of rocks by climate, chemicals, plants and animals.
Hydraulic Action	The wearing away of rocks by the sheer force of water.



Year 8 history knowledge organiser half term 3: causes of the Civil War and Oliver Cromwell

Keywords and definitions

Monarchy	A form of government where the monarch rules
Parliament	Responsible for making laws, deciding taxes and checking the government is doing its job properly.
King Charles I	King of the three kingdoms of England, Scotland, and Ireland from 27 March 1625 until his execution in 1649
Dissolution	Dissolution is the official term for the end of a Parliament

The English Civil War was a series of civil wars and political disagreements between Parliamentarians ("Roundheads") and Royalists ("Cavaliers") over the way King Charles ruled England

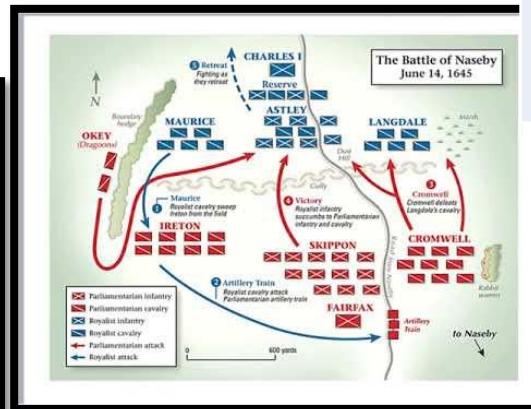
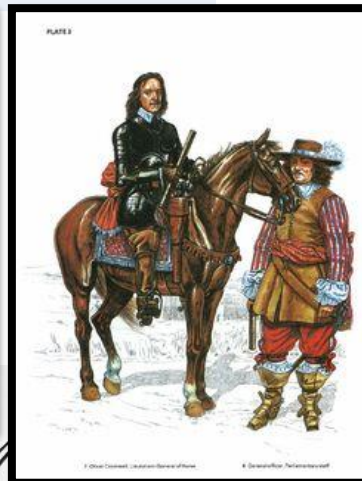
Keywords and definitions

Puritan	Christians who wanted to "purify," or simplify, the Church of England
Oliver Cromwell	English general and statesman who led the Parliament of England's armies against King Charles I during the English Civil War and ruled the British Isles as Lord Protector from 1653 until his death in 1658.
Roundhead	Supporters of the Parliament of England during the English Civil War (1641–1652).
Cavalier	Supporters of King Charles I in the English Civil War.



Charles I

Oliver Cromwell



YEAR 8 - ALGEBRAIC TECHNIQUES...

Brackets, Equations & Inequalities

@whisto_maths

What do I need to be able to do?

By the end of this unit you should be able to:

- Form Expressions
- Expand and factorise single brackets
- Form and solve equations
- Solve equations with brackets
- Represent inequalities
- Form and solve inequalities

Keywords

- Simplify:** grouping and combining similar terms
Substitute: replace a variable with a numerical value
Equivalent: something of equal value
Coefficient: a number used to multiply a variable
Product: multiply terms
Highest Common Factor (HCF): the biggest factor (or number that multiplies to give a term)
Inequality: an inequality compares two values showing if one is greater than, less than or equal to another

Form expressions

For unknown variables, a letter is normally used in its place

More than – ADD

Less than/ difference – SUBTRACT

e.g 4 more than t $\longrightarrow t + 4$
 8 less than k $\longrightarrow k - 8$

Only similar terms can be grouped together

e.g Find the perimeter of this shape
 (Perimeter = length around outside of shape)

 $t + 2t + 1 + t + 2t + 1 \longrightarrow 6t + 2$

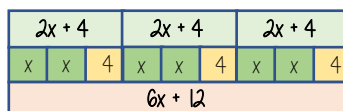
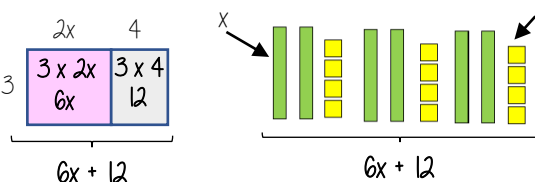
Directed numbers

$++ \longrightarrow +$
 $-- \longrightarrow +$
 $+ - \longrightarrow -$
 $- + \longrightarrow -$

e.g $a = -5$ and $b = 2$
 $a^2 = a \times a = -5 \times -5 = 25$
 $b + a = 2 + -5 = -3$

Multiply single brackets

$3(2x + 4)$



Different representations of $3(2x+4) = 6x + 12$

Factorise into a single bracket

$8x + 4$



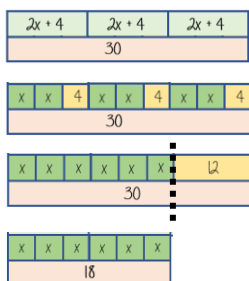
The two values multiply together (also the area) of the rectangle

$$8x + 4 \equiv 4(2x + 1)$$

Note:
 $8x + 4 \equiv 2(4x + 2)$
 This is factorised but the HCF has not been used

Solve equations with brackets

$3(2x + 4) = 30$



$$3(2x + 4) = 30$$

Expand the brackets

$$6x + 12 = 30$$

$$-12 \quad -12$$

$$6x = 18$$

$$-6 \quad -6$$

Substitute to check your answer.
 This could be negative or a fraction or decimal

$$\begin{matrix} x \\ 3 \end{matrix} \quad x = 3$$

Simple Inequalities

< less than

$\leq$ Less than or equal to

> More than

$\geq$ More than or equal to

$$x < 10$$

Say this out loud
 "x is a value less than 10"

Note:
 $x < 10$ and $10 > x$
 represent the same values

$$x + 2 \leq 20$$

"my value + 2 is less than or equal to 20"

$$x \leq 18$$

The biggest the value can be is 18

$$10 > x$$

Say this out loud
 "10 is more than the value"

Form and solve inequalities



Two more than treble my number is greater than 11

Find the possible range of values

Form

$$x \longrightarrow x3 \longrightarrow +2 \longrightarrow 11$$

$$3x + 2 > 11$$

Solve

$$x \longleftarrow -3 \longleftarrow -2 \longleftarrow 11$$

$$x > 3$$

Check

This would suggest any value bigger than 3 satisfies the statement

$$3 \times 3 + 2 = 11 \checkmark$$

$$10 \times 3 + 2 = 32 \checkmark$$

Algebraic constructs

Expression

A sentence with a minimum of two numbers and one maths operation

Equation

A statement that two things are equal

Term

A single number or variable

Identity

An equation where both sides have variables that cause the same answer includes $\equiv$

Formula

A rule written with all mathematical symbols e.g area of a rectangle $A = b \times h$

YEAR 8 - REPRESENTATIONS...

Tables and Probability

@whisto_maths

What do I need to be able to do?

By the end of this unit you should be able to:

- Construct a sample space diagram
- Systematically list outcomes
- Find the probability from two-way tables
- Find the probability from Venn diagrams

Keywords

Outcomes: the result of an event that depends on probability

Probability: the chance that something will happen

Set: a collection of objects

Chance: the likelihood of a particular outcome

Event: the outcome of a probability — a set of possible outcomes

Biased: a built in error that makes all values wrong by a certain amount

Union: Notation 'U' meaning the set made by comparing the elements of two sets

Construct sample space diagrams



Sample space diagrams provide a systematic way to display outcomes from events

The possible outcomes from tossing a coin

The possible outcomes from rolling a dice

	1	2	3	4	5	6
H	1H	2H	3H	4H	5H	6H
T	1T	2T	3T	4T	5T	6T

This is the set notation to list the outcomes $S =$

$$S = \{1H, 2H, 3H, 4H, 5H, 6H, 1T, 2T, 3T, 4T, 5T, 6T\}$$

In between the $\{ \}$ are a_i the possible outcomes

Probability from sample space

The possible outcomes from rolling a dice

The possible outcomes from tossing a coin

	1	2	3	4	5	6
H	1H	2H	3H	4H	5H	6H
T	1T	2T	3T	4T	5T	6T

This is the set notation that represents the question P

What is the probability that an outcome has an even number and a tails?

$$P(\text{Even number and Tails}) = \frac{3}{12}$$

In between the $()$ is the event asked for

There are three even numbers with tails

Numerator: the event

Denominator: the total number of outcomes

There are twelve possible outcomes

Probability from two-way tables

	Car	Bus	Walk	Total
Boys	15	24	14	53
Girls	6	20	21	47
Total	21	44	35	100

$$P(\text{Girl walk to school}) = \frac{21}{100}$$

The total number of items

The event

The total in the set

Product Rule

The number of items in event a

x

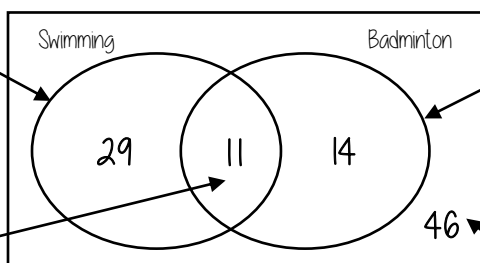
The number of items in event b

Probability from Venn diagrams

This whole curve includes everyone that went swimming

Because 11 did both we calculate just swimming by $40 - 11$

The intersection represents both Swimming AND badminton



100 students were questioned if they played badminton or went to swimming club
40 went swimming, 25 went to badminton and 11 went to both

This whole curve includes everyone that went to badminton

Because 11 did both we calculate just badminton by $25 - 11$

The number outside represents those that did neither badminton or swimming

$$P(\text{Just swimming}) = \frac{29}{100}$$

$$100 - 29 - 11 = 14$$

YEAR 8 - REPRESENTATIONS...

Working in the Cartesian plane

@whisto_maths

What do I need to be able to do?

By the end of this unit you should be able to:

- Label and identify lines parallel to the axes
- Recognise and use basic straight lines
- Identify positive and negative gradients
- Link linear graphs to sequences
- Plot $y = mx + c$ graphs

Keywords

Quadrant: four quarters of the coordinate plane.

Coordinate: a set of values that show an exact position

Horizontal: a straight line from left to right (parallel to the x axis)

Vertical: a straight line from top to bottom (parallel to the y axis)

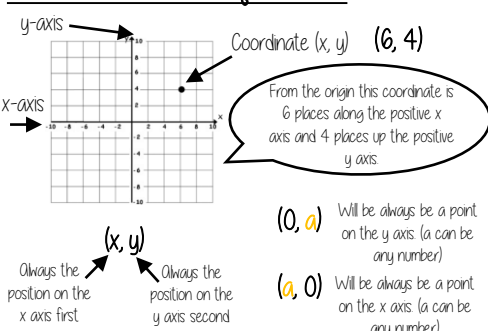
Origin: (0,0) on a graph. The point the two axes cross

Parallel: Lines that never meet

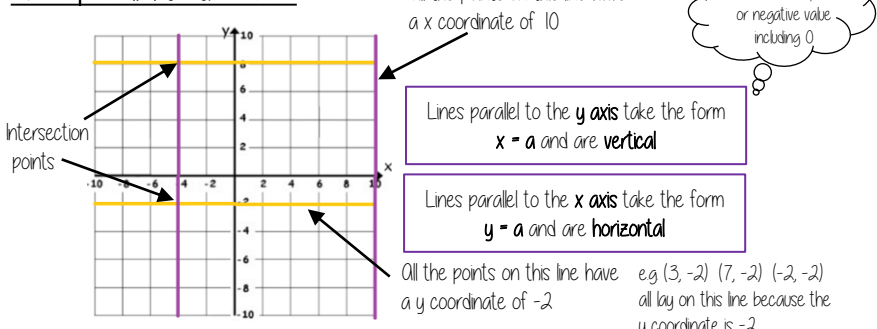
Gradient: The steepness of a line

Intercept: Where lines cross

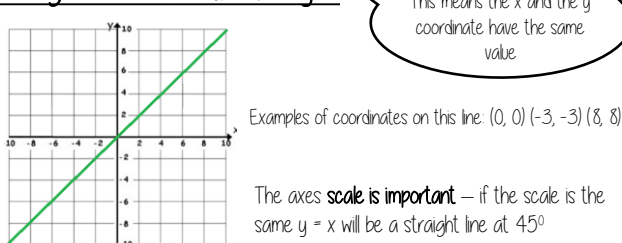
Coordinates in four quadrants



Lines parallel to the axes

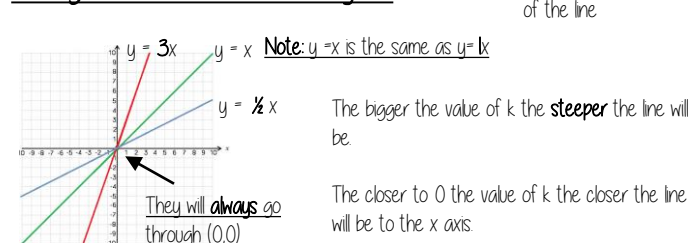


Recognise and use the line $y = x$

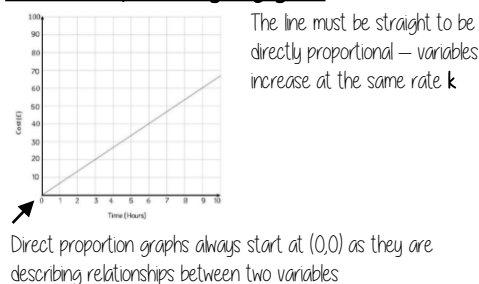


Recognise and use the lines $y = kx$

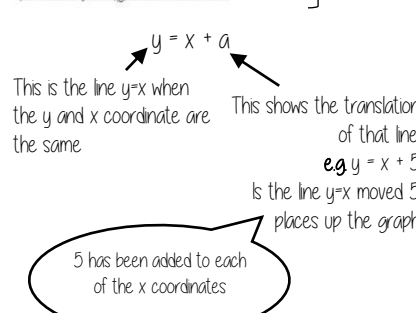
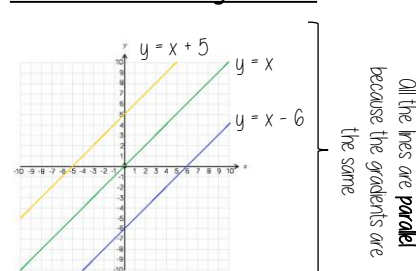
The value of k changes the steepness of the line



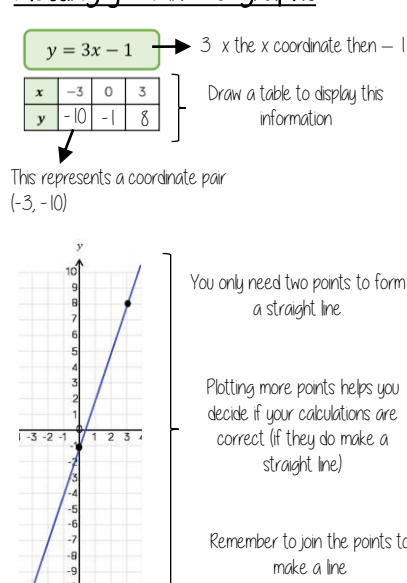
Direct Proportion using $y = kx$



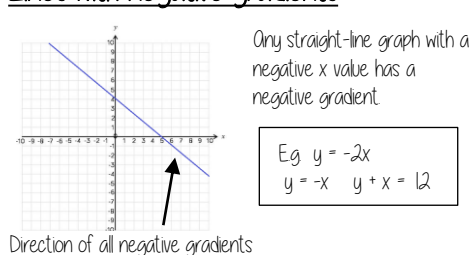
Lines in the form $y = x + a$



Plotting $y = mx + c$ graphs



Lines with negative gradients



YEAR 8 - DEVELOPING GEOMETRY...

Area of trapezia and Circles

@whisto_maths

What do I need to be able to do?

By the end of this unit you should be able to:

- Recall area of basic 2D shapes
- Find the area of a trapezium
- Find the area of a circle
- Find the area of compound shapes
- Find the perimeter of compound shapes

Keywords

Congruent: The same

Area: Space inside a 2D object

Perimeter: Length around the outside of a 2D object

π (π): The ratio of a circle's circumference to its diameter.

Perpendicular: At an angle of 90° to a given surface

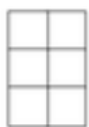
Formula: A mathematical relationship/ rule given in symbols. Eg $b \times h$ = area of rectangle/ square

Infinity (∞): A number without a given ending (too great to count to the end of the number) – never ends

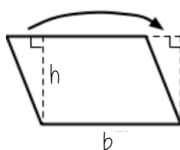
Sector: A part of the circle enclosed by two radii and an arc.

Area – rectangles, triangles, parallelograms

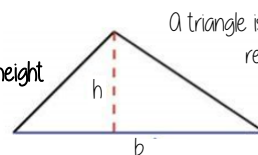
Rectangle
Base x Height



Parallelogram/ Rhombus
Base x Perpendicular height

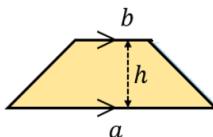


Triangle
 $\frac{1}{2} \times \text{Base} \times \text{Perpendicular height}$

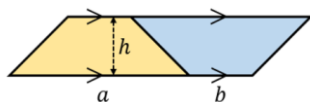


Area of a trapezium

$$\text{Area of a trapezium} = \frac{(a+b) \times h}{2}$$



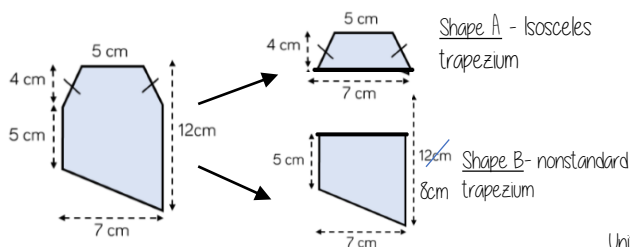
Why?



- Two congruent trapeziums make a parallelogram
- New length $(a+b) \times \text{height}$
- Divide by 2 to find area of one

Compound shapes

To find the area compound shapes often need splitting into more manageable shapes first. Identify the shapes and missing sides etc. first.



Shape A + Shape B = total area

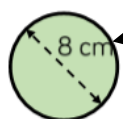
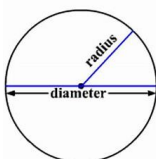
$$\frac{(5+7) \times 4}{2} + \frac{(5+8) \times 7}{2} = 24 + 45.5 = 69.5 \text{ cm}^2$$

Units

Area of a circle (Non-Calculator)

Read the question – leave in terms of π or if $\pi \approx 3$ (provides an estimate for answers)

Area of a circle
 $\pi \times \text{radius}^2$



Diameter = 8 cm
 $\therefore$ Radius = 4 cm

$$\begin{aligned} \pi \times \text{radius}^2 \\ &= \pi \times 4^2 \\ &= \pi \times 16 \\ &= 16\pi \text{ cm}^2 \end{aligned}$$

Find the area of one quarter of the circle



Circle Area = $16\pi \text{ cm}^2$
Quarter = $4\pi \text{ cm}^2$

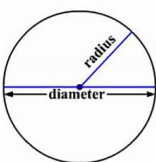
Area of a circle (Calculator)



SHIFT $\times 10^x$

How to get π symbol on the calculator

Area of a circle
 $\pi \times \text{radius}^2$



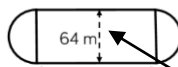
It is important to round your answer suitably – to significant figures or decimal places. This will give you a decimal solution that will go on forever!

Compound shapes including circles

Circumference
 $\pi \times \text{diameter}$

Compound shapes are not always area questions
For Perimeter you will need to use the circumference

Spotting diameters and radii



This dimension is also the diameter of the semi circles

$$\begin{aligned} \text{Arc lengths} &= \pi \times 64 \\ &= 64\pi \end{aligned}$$

Don't need to halve this because there are 2 ends which make the whole circle

Arc lengths + Straight lengths = total perimeter

$$\begin{aligned} &= 64\pi + 150 + 150 \\ &= (300 + 64\pi) \text{ m} \\ \text{OR } &= 501.1 \text{ m} \end{aligned}$$

Still remember to split up the compound shape into smaller more manageable individual shapes first

Blues Music Year 8 Summer

Overview of topic: This topic explores the history and development of Blues music. You will learn how music developed from African slave songs, developed across America in to Country Blues and developed again in too the Blues we know today. You will learn the key musical features of a typical Blues songs and how to play them: The Blues scale, The walking bass and the 12 chords.

Key content/ ideas/ concepts

Origins – African slaves brought their musical traditions with them when they were transported to work in the North American colonies. These **Work songs** were sung rhythmically in time with the task being done. Their songs were passed on orally (word of mouth) and were never usually written down. They used **call and response** where phrases from a lead singer were followed by the others. Early styles of Blues was known as **country blues** and was usually a solo singer accompanied on guitar or piano sometimes with added harmonica or drums.

12 Bar Blues – The 12 bar blues is the name of the structure used in blues music. It is split in to 3 sections, which have 4 bars each.

Chords – A chord is 3 notes played together at the same time. A chord is also called a **triad**. Blues music only uses 3 chords which are played at the start of every bar.

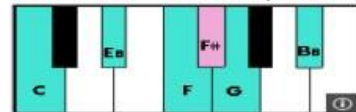
C/// C/// C/// C///

F/// F/// C/// C///

G/// F/// C/// C///

Improvisation – Improvisation is where music is performed 'on the spot'. Music that is improvised isn't traditionally written down, and the performers will use their musical knowledge to perform something from scratch. In Blues music, the improvisation is usually the notes from the Blues scale.

Blues Scale – The blues scale is a certain selection of notes that have been put together to sound 'bluesy'. The scale is often used to create the improvisation.



Walking Bass – The walking bass is the main part of any Blues song. This is usually played by the bass guitar. The tempo of the bass line should be steady, which is why it is called the "walking" bass.



Song Structure– Modern Blues songs can sometimes follow modern pop song structure (Verse-Chorus). Older Blues songs usually consist of 3 lines. Lines 1 & 2 are the same, and line 3 is usually different. (This also ties in with the 12 chords).

Lyrics – The lyrics of Blues songs were often about depression, lack of money/employability, loneliness and them missing their family. The lyrics of line 1 & 2 are usually the same, with line 3 being different.

Musical Elements – Musical elements are often used separately and together to help create the mood and expression the emotion on a song.

Composers–
Robert Johnson
Muddy Waters
Etta James

Keywords/ Glossary

12 Bar Blues	The structure used in Blues music. There are 3 lines of 4 bars.
Blues Scale	A selection of notes that are put together to create a 'bluesy' scale. The blues scale is used for the notes during improvised sections of music.
Chords	The chords are played at the beginning of each of the 12 bars. The chords used in Blues are C, F & G. <u>Rule for a chord: play a note – miss a note – play a note – miss a note – play a note.</u>
Improvisation	Improvisation is where music is played and made up 'on the spot'. Music that is improvised is not usually written down, and not pre-planned.
Walking Bass	The name for the bassline heard in Blues music. It is usually played at a "walking" tempo.
Call and Response	A performed plays/sings a 'call' and the other performers will 'respond'.

Wider reading

http://www.bbc.co.uk/schools/gcsebitesize/music/popular_music/blues2.shtml

<https://www.misswardmusic.com/blues.html>

<https://www.educationquizzes.com/ks3/music/jazz-improvisation-01/>

HEAD

I CAN PLAY A FULL GAME AND I KNOW MOST OF THE RULES.

I CAN RECOGNISE WEAKNESSES IN OTHER PLAYERS AND CAN USE BASIC TACTICS TO HELP MY TEAM SUCCEED.

I CAN SELECT APPROPRIATE FIELD PLACING.

I CAN COMMENT ON SKILLS, TECHNIQUES AND SET TARGETS TO IMPROVE PERFORMANCE.

HEART (RESILIENCE)

I HAVE WORKED AS A TEAM IN VARIOUS SITUATIONS

I HAVE SHOWED GOOD RESILIENCE WHEN PLAYING AS A TEAM

I HAVE BEEN RESILIENT WHEN BATTING IN A GAME

I HAVE SHOWN RESILIENCE WHEN WORKING IN A TEAM THIS HALF TERM

HANDS

I CAN STRIKE THE BALL WITH POWER AND I AM ABLE TO PLACE THE BALL IN THE GAPS IN THE FIELD.

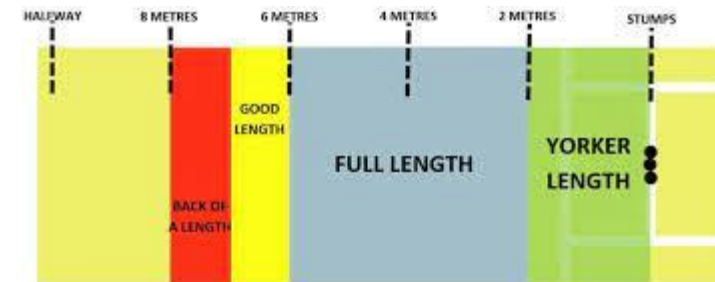
I AM COMPETENT WHEN THROWING, CATCHING AND BATTING SHOWING ACCURACY AND VARIETY.

MY SKILLS HOLD UP WHEN PUT UNDER PRESSURE IN A GAME SITUATION

I CAN BOWL THE BALL USING THE CORRECT OVERARM TECHNIQUE CONSISTENTLY IN A GAME SITUATION



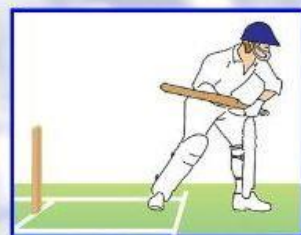
Year 8 Cricket



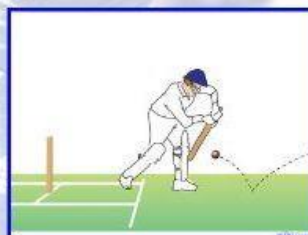
COACHING RESOURCE- THE STRAIGHT DRIVE

When it is your turn to take the role as a coach, these are the key coaching points that you need to encourage your team mate to use so that they can improve their technique of the 'forward drive'.

1. Start in the 'bat up' position with feet side on and shoulder width apart. Use the two 'V' grip.



2. Step into the shot and point front foot in direction you want to hit the ball.



3. Hit the ball into the floor as the bat is moving downwards.



4. Finish with a high elbow and show the name on the bat to the bowler.



Grip

- Dominant hand at the bottom
- V shape made by thumb and index finger



Stance

- Stand sideways on to the bowler
- Feet shoulder width apart



Swing

- Swing the bat back straight
- Eye on the ball



PSHE- Knowledge organiser- Y8 Term 3

Living in the wider world	Crime	• <u>Crime</u>: an action that goes against the law. It could be against a person, property, the state or a religious offence. • <u>Laws</u>: MPs discuss bills for new laws which are then sent to the House of Commons where a vote is taken. A committee of MPs then propose amendments and the bill is sent to the House of Commons to be debated. There is then a final vote in the House of Commons. After this, the process is repeated in the House of Lords before finally being handed back for approval to the House of Commons. The person who gives the final approval and signs the bill to become an Act of Parliament is the Monarch • <u>Civil laws</u>: law that deals with disputes between individuals or groups. • <u>Criminal laws</u>: law which deals with individuals who break the law, • <u>Perpetrator/ offender</u>: someone who has committed a crime or nasty action. • <u>Victim</u>: someone who has been hurt by another person's actions or words • <u>Retribution</u>: to make the offender suffer and pay for what they have done. • <u>Deterrence</u>: to discourage the offender (and others) from committing further crimes. • <u>Reform</u>: Punishments aimed at changing the character of the criminal so that they keep the law in future. • <u>Protection</u>: Society must be protected from violent and persistent offenders. • <u>The duties of the police</u>: to protect people and property, maintain public order, prevent and detect crime and arrest criminals and bring them to court. • <u>The ripple effect</u>: one small change can have an enormous impact. • <u>The Crown Court</u>: deals with serious cases - like murder and robbery. • <u>The Magistrates Court</u>: deals with the less serious crimes - like drunk and disorderly, speeding and low value theft. • <u>Youth court</u>: a special type of magistrates court for young people aged 10-17. • Age of criminal responsibility in England is 10. • <u>Green crime</u>: a crime committed against the environment.
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Be internet citizen	• <u>Disinformation</u>: any information that has been deliberately created to deceive people or give them an inaccurate understanding of an issue. It is often presented as being fact-based but in reality is intentionally false. • <u>Misinformation</u>: accidental sharing of false information. While there is no intention to harm, the negative consequences can be just as powerful. • <u>Deepfake</u>: computer-generated videos of real people doing or saying things that never happened in reality. • <u>Conspiracy Theories</u>: invented explanations for events that are wrongly linked to groups or individuals. • <u>Clickbait</u>: where a publisher posts an intentionally exaggerated or misleading headline, social media post or image, prompting people to click through to their webpage. • <u>Fact</u>: a thing that is known or proved to be true. • <u>Opinion</u>: a view or judgement formed about something, not necessarily based on fact or knowledge. • <u>Biased writing</u>: when an author shows favouritism or prejudice towards a particular opinion, instead of being fair and balanced. • <u>Filter bubbles</u>: when users are suggested content based on previous internet habits and interactions. • <u>Bias</u>: inclination or prejudice for or against one person or group, in a way considered to be unfair. • <u>Stereotyping</u>: when we categorise or make assumptions about people based on basic characteristics. • <u>Echo chambers</u>: social spaces in which ideas, opinions and beliefs are reinforced by repetition within a closed group. • <u>Free speech</u>: the right to hold opinions, and to receive and share information and ideas freely, without fear of retaliation or censorship by the government. • <u>Hate speech</u>: attacks on a person or group based on their race, religion, sex, sexual orientation, gender identity, and/or physical and mental abilities.
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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.



ISLAM



Keywords

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.

The nature of God

<https://www.bbc.co.uk/bitesize/guides/zdxdqhv/revision/3>

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

- 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**



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 revelation of the Qur'an

<https://www.bbc.co.uk/bitesize/guides/zd6w7p3/revision/4>

HOLY BOOKS

Risalah – Holy

books <https://www.bbc.co.uk/bitesize/guides/zd6w7p3/revision/6>

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.

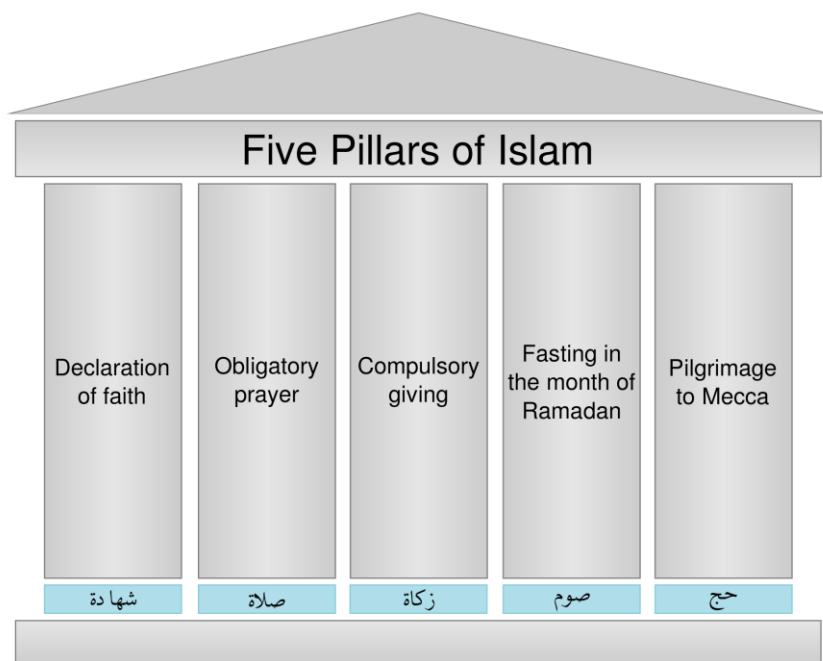
- Sahifah (Scrolls of Ibrahim) lost
- Tawrat (Torah)
- Zabur (Psalms)
- Injil (Gospels)



LIFE OF PROPHET MUHAMMAD

<https://www.bbc.co.uk/bitesize/guides/zd6w7p3/revision/3>

THE FIVE PILLARS



1. **Shahadah** - Translates as 'There is no God but Allah, and Muhammad is his Prophet.' <https://www.bbc.co.uk/bitesize/guides/zhbpfcw/revision/2>

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

<https://www.bbc.co.uk/bitesize/guides/zhbpfcw/revision/2>

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

<https://www.bbc.co.uk/bitesize/guides/zhbpfcw/revision/4>

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.

Pilgrimage <https://www.bbc.co.uk/bitesize/guides/znqck2p/revision/5>

Intro to the Five Pillars of Islam

<https://www.bbc.co.uk/bitesize/guides/zhbpfcw/revision/1>

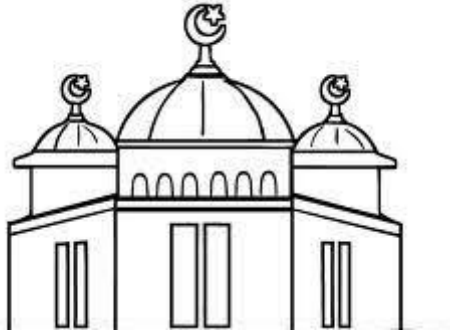
WHY 5 PILLARS ARE IMPORTANT

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 helps recharge their faith on an annual basis and it brings 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.



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 washroom in which a worshipper will carry out Wudu.
7. A Mosque is the focal point for the local community.

SOURCE OF WISDOM AND AUTHORITY

"God bears witness that there is no god but Him, as do the angels and those who have knowledge" (Surah 3:18)

"Keep up the prayer: prayer restrains outrageous and unacceptable behaviour" (Surah 29:45)

"Alms are meant only for the poor, the needy...to free slaves and help those in debt, for God's cause and for travellers in need" (Surah 9:60).

"The believers, both men and women, support each other; they order what is right and forbid what is wrong" (Surah 9:71)

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.

"Today I have perfected your religion for you, completed my blessing upon you" (Surah 5:3)

FESTIVALS (BOTH EIDS AND ASHURA)

<https://www.bbc.co.uk/bitesize/guides/zhbpfcw/revision/7>

Id-ul-Adha-Festival of sacrifice that marks the annual completion of Hajj. Commemorates the story of Ibrahim and Ismail. Ibrahim has seen a dream that he was sacrificing Ismail and interpreted it to mean that he needed to do this in real life, but God stopped him from carrying out the sacrifice.

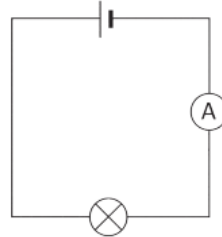
Ashura: Solemn day of remembrance- Commemorates the day Imam Husayn, Muhammad's appointed, was martyred along with his family and companion in Karbala, Iraq. The Day of Ashura also coincides with the day Musa (Moses) and his followers were saved from pharaoh in Egypt.

Science – Year 8 – Term 3 part 1 – Electricity

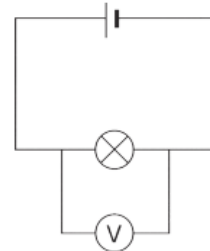
Electrical circuits are often represented by **circuit diagrams**. They are simple and easy to interpret. **Circuit symbols** are used to represent the **components** used in a circuit.

switch (open)	
switch (closed)	
bulb	
cell	
battery	
ammeter	
voltmeter	
resistor	
motor	

Current is the flow of electrical charge around a circuit. The faster the flow of charge, the higher the current. Current is measured in **amps (A)** using an **ammeter**. An ammeter is connected in **series** with the component.



Potential difference tells us how hard the battery 'pushes' the electrons around the circuit: the larger the potential difference, the bigger the 'push'. Potential difference is measured in **volts (V)** using a **voltmeter**. A voltmeter is connected in **parallel** with the component.



Resistance is a measure of how difficult it is for the current to flow around a circuit.

The **higher the resistance**, the less current will flow around the circuit. The **lower the resistance**, the more current will flow around the circuit.

Resistance is measured in **ohms (Ω)**.

Resistance can be calculated using the equation:

$$\text{resistance } (\Omega) = \text{potential difference } (V) \div \text{current } (A)$$

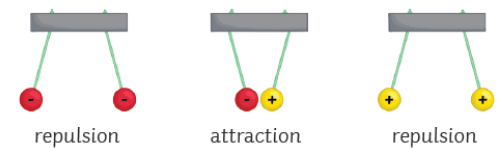
Conductors have **low resistance** so they allow current to pass through them easily.

Insulators have **high resistance** so it is difficult for current to flow through them.

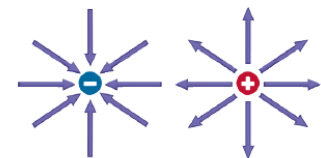
Static

A build-up of static is caused by friction. When materials are rubbed together, the electrons move from one to the other. One material becomes positively charged and the other is negatively charged. The positive charges do not move.

Too much static can cause a spark. If the potential difference is large enough, the electrons can jump across the gap - this is the spark.

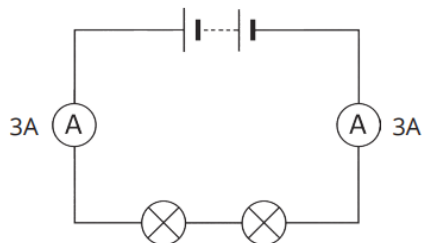


Electric charges create an **electric field**. The closer you get to the object, the **stronger** the field. The electric field can be shown by drawing field lines, they go from **positive to negative**.



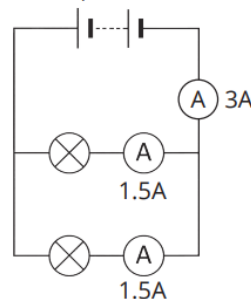
If a charged object is placed near the field, it will experience a force. The force becomes stronger as the charged object gets closer.

In a series circuit, the components are connected end to end in a loop as shown in the diagram below. If one bulb breaks, none of the bulbs will be lit as the circuit is no longer complete.

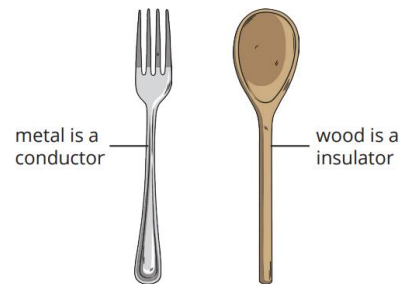


The **current is the same** everywhere in a series circuit. It doesn't matter where you put the ammeter, it will always show the same reading. The more cells or batteries you add, the greater the current. Current is **not** used up.

In a parallel circuit, the components are connected on separate branches as shown in the diagram below. This gives the current several different paths to flow down. If one bulb stops working, the other bulbs will remain lit as the circuit is still complete.

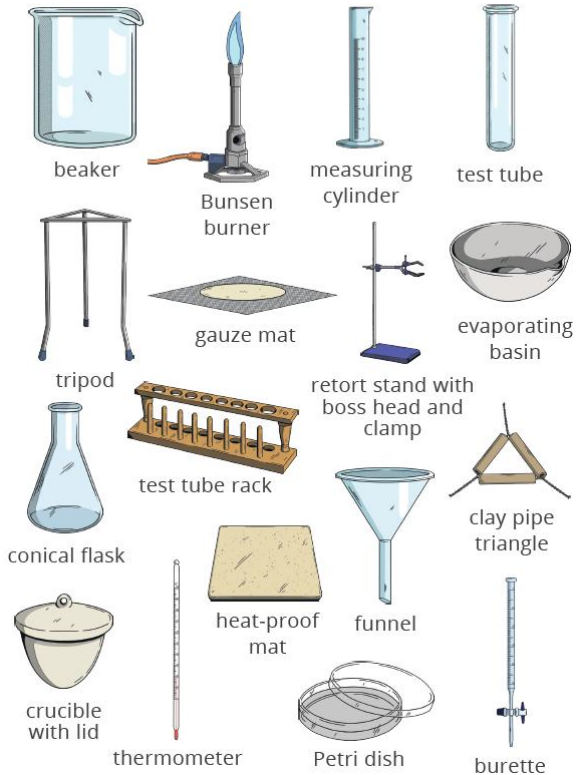


The **current is split** between the branches in a parallel circuit.

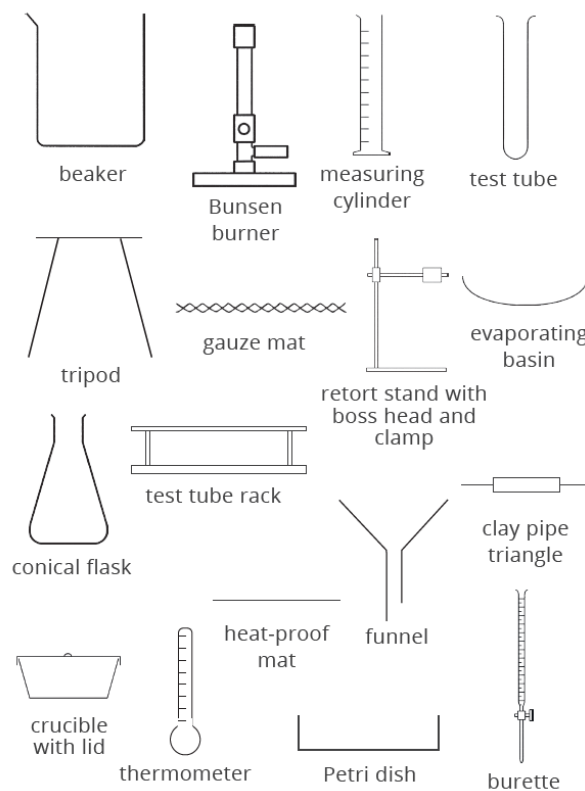


Science – Year 8 – Term 3 part 2 – Thinking Scientifically

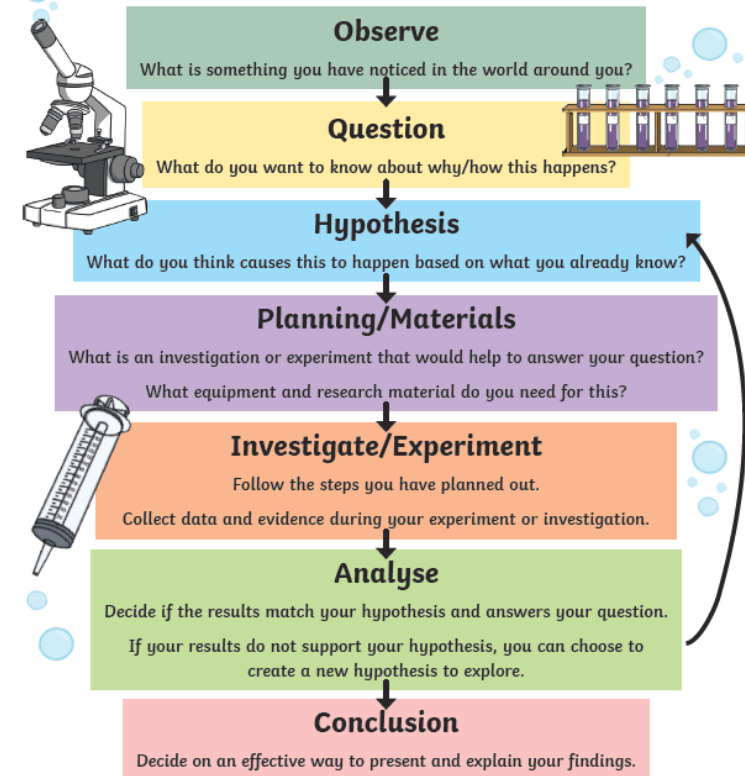
Science Equipment



Science Equipment



The Scientific Method



Key Terms	Meaning
accurate	close to the true value or in other words the value that you would expect.
repeatable	if the original experimenter repeats the investigation using same method and equipment and obtains the same results.
independent variable	the values are changed or selected.
dependent variable	the values are changed or selected.
control variables	all other variables need to be kept the same to get valid results.
fair test	one in which only the independent variable has been allowed to affect the dependent variable.
reproducible	if the investigation is repeated by another person, or by using different equipment or techniques, and the same results are obtained.

