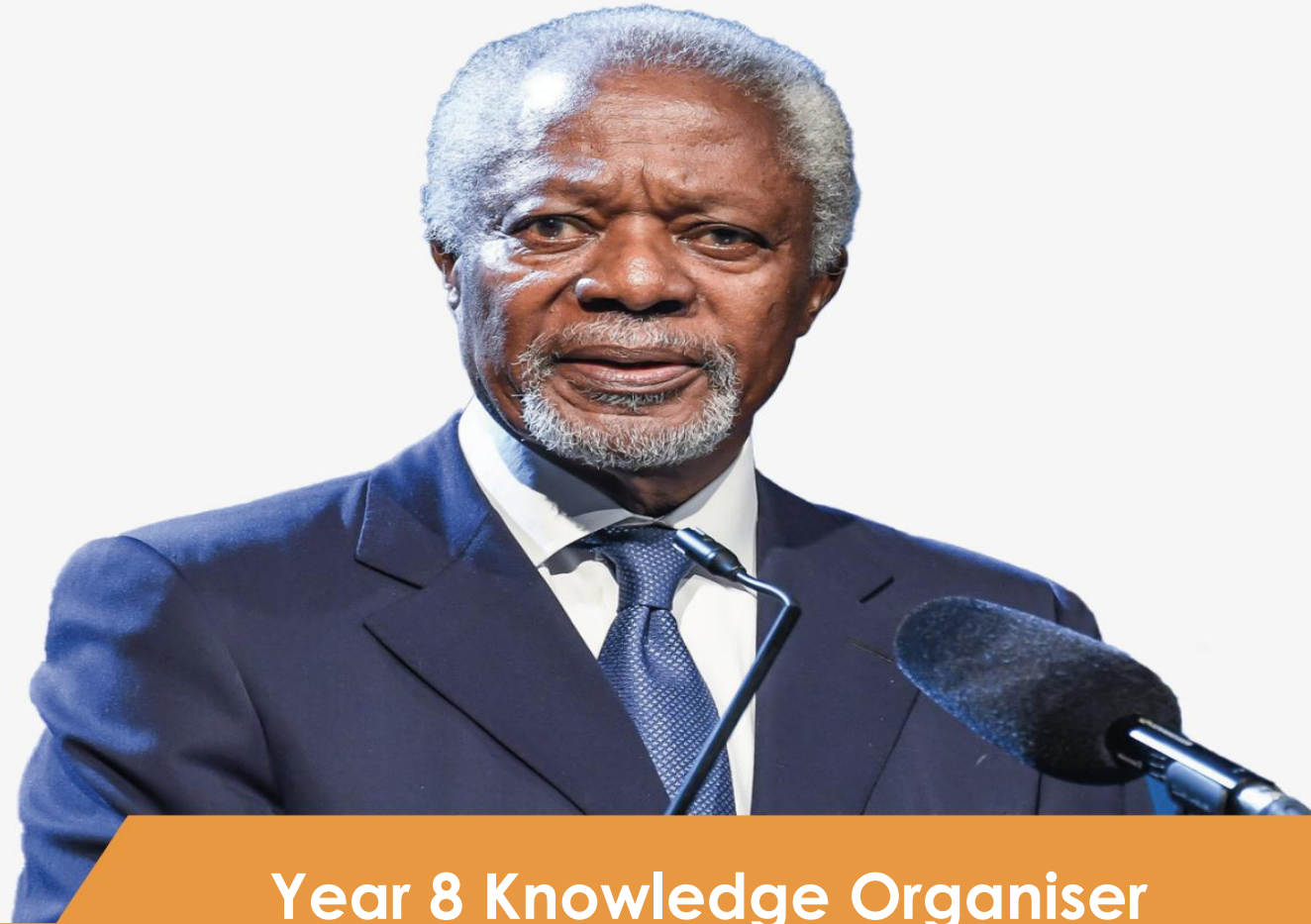




**Frank Field**  
Education Trust

*“Knowledge is power.  
Information is liberating.  
Education is the premise  
of progress, in every  
society, in every family”*

- Kofi Annan



**Year 8 Knowledge Organiser**

Learning Programme 2

Pupil Name:

Form Group:

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## Instructions to use the Knowledge Organiser

### Use of the Knowledge Organiser

Every school day you should be studying at least 1 section of your Knowledge Organiser (KO) for homework.

The timetable outlines the tasks you will study during that week.

Your subject teacher will set the relevant homework task from the Knowledge Organiser booklet and inform you of when the homework is to be handed in.

Your homework is to be completed in your subject exercise book, unless the instructions are different within the task.

You need to bring your Knowledge Organiser and exercise books with you EVERYDAY to the academy.

You will also be tested in your lessons on knowledge from the organisers every week to ensure that the core knowledge is retained over time.

You should also be developing your core knowledge by developing your self-testing, revision and study skills techniques alongside the homework tasks.

You can use any of the adjacent techniques on top of the core homework tasks to enhance your revision skills.

### Self-testing, revision and study skills techniques

You can use your KOs and book in a number of different ways but you should not just copy from the Knowledge Organiser into your book. Use the 'How to self-test with the Knowledge Organiser' booklet to help you.

Below are some possible tasks you could do in your workbooks, no matter which task you do you should always check and correct your work in a different coloured pen.

- Ask someone to write questions for you
- Write your own challenging questions and then leave it overnight to answer them the next day
- Create mind maps
- Create flashcards
- Put the key words into new sentences
- Look, cover, write and check
- Mnemonics
- Draw a comic strip of a timeline
- Use the 'clock' template to divide the information into smaller sections. Then test yourself on different sections
- Give yourself spelling tests
- Definition tests
- Draw diagrams of processes
- Draw images and annotate/label them with extra information
- Create fact files

## How do I self quiz?

### How to use...Flashcards

1. On one side of the flash card, write the word or question.
2. On the other side, write the definition for the word, or answer to the question.
3. Once you have completed your set of cards, put them in a pile. Then for each card, see if you can remember the definition or answer to the question. Tick or cross when you get it right or wrong.
4. When you get the card right, place it in the 'correct' pile. When you get it wrong, place it in the 'wrong' pile. Repeat until all cards are in the 'correct' pile.

You can also use the Leitner Method: <https://www.youtube.com/watch?v=C20EvKtdJwQ>

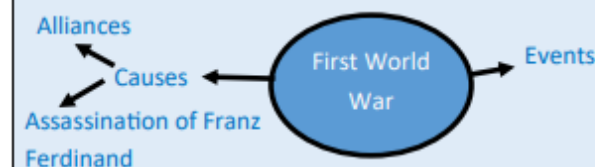
### How to use... Look, Cover, Write, Check and Correct

1. Write your key words into the 'Look, Cover' column and then cover it.
2. Write out the meaning, definition or spelling in the 'Write' column.
3. Put a 'tick' or 'cross' in the 'Check' column depending on if you got the answer right.
4. If you got the answer incorrect, write the correct answer in the 'Correct' column.

Look , Cover	Write	Check	Correct
Noun	A person, place or	✓	
Algorithm	Algorithm	X	Algorithm

### How to use... Mind Maps

1. Write out your topic or idea in the centre. E.g. The First World War.
2. Off of the main bubble, write out important categories to organise your ideas. E.g. causes of WWI and events in WWI
3. Then add your knowledge off of these branches. You might even be able to make connections between them.
4. Once made, then redraw as many of the connections as possible from memory. Correct any errors.



### How to use... Explaining a process/ idea further

Your teacher might ask you to explain a key idea, process or event from your learning. This could be the water cycle (Geography), photosynthesis (Science) or something else. In your answer, try to use the words **because**, **but**, and **so**. These will help you to:

1. **Because:** helps to explain a reason, cause or why something works.
2. **But:** helps to explain a limitation or problem.
3. **So:** helps to explain what happens next in a sequence, process or event.

Check your sentences to see if your explanations or right or wrong. Correct any errors.

### How to... Summarise a process/idea

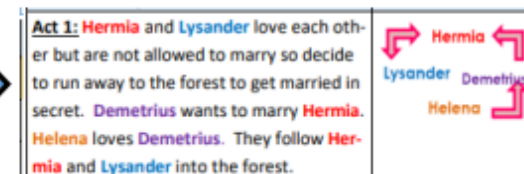
Rather than expand or explain a process, your teacher might ask you to summarise it into its key parts. E.g. summarising the plot 'A Midsummer Night's Dream' in English.

1. Read through the relevant part of your knowledge organiser as directed by your teacher.
2. Write out the (up to) 5 most important parts in your KO book, leaving a two lines in-between.
3. For each part, add **one** main idea.
4. E.g. here, the 4 key characters are picked out, and the direction of love is shown through the arrows. Check and correct any errors.

### How to use... Subject Specific Tasks or Questions

Your teacher might choose to set a task that is not outlined here, and which is specific to that topic or their subject.

In this case, your teacher will outline specifically what it is you need to do, and how. This will still include you checking and correcting any errors.



Week	Subject	Task
<b>LP2.1</b>	English	Complete Page 1 of the SPAG booklet.
	Maths	Complete the Maths homework task set on Sparx Maths.
	Science	Create a poster or infographic describing the main components of a healthy diet. Include examples of foods for each component and explain their importance.
	History	Create a mind map of positives and negatives of the British Empire.
	RE	Create a fact file for the founding of Buddhism.
	Art	Explain the key features of Marcia Baldwins work, explore your own opinions, reflecting on your thoughts.
	Technology	Define the statement: Product Design.
	IT	Complete the fortnightly knowledge check homework on Teams.

Week	Subject	Task
<b>LP2.2</b>	English	Complete Page 2 of the SPAG booklet.
	Maths	Complete the Maths homework task set on Sparx Maths.
	Science	Write a step-by-step method for testing foods for carbohydrates, proteins and lipids. Include a diagram of the test and explain what a positive result looks like.
	Geography	Write a paragraph to describe the spread of the population in China.
	Spanish	Log onto your personal Languagenut account and complete the appropriate homework task.
	Drama	Make notes on the style, key influences and intention of Frantic Assembly.
	Music	Create a revision card about folk music from different cultures.
	PE	Create a list of the positions (team sports) or events in your sport (athletics).

Week	Subject	Task
<b>LP2.RLW</b>	ALL	<p>This week is an opportunity to work on knowledge that has been identified during lessons as key areas for development.</p> <p>This could be additional revision and recall tasks from the knowledge organisers or it could be specific tasks set by classroom teacher.</p>

# Homework tasks

Week	Subject	Task
<b>LP2.3</b>	English	Complete Page 3 of the SPAG booklet.
	Maths	Complete the Maths homework task set on Sparx Maths.
	Science	Write a short report on the effects of an unhealthy diet on the body. Include at least two real-life examples or case studies.
	History	List 5 facts about the why the British Empire could be viewed as an embarrassment.
	RE	Draw and label the Dharma Wheel.
	Art	Create a fact file about Henri Matisse's work, explore the key features and create a spider diagram.
	Technology	Draw a 'Geometric' clock design.
	IT	Complete the fortnightly knowledge check homework on Teams.

Week	Subject	Task
<b>LP2.4</b>	English	Complete Page 4 of the SPAG booklet.
	Maths	Complete the Maths homework task set on Sparx Maths.
	Science	Explain the role of enzymes in the digestive system. Create a comic strip or storyboard showing how enzymes help break down food.
	Geography	List 5 facts about the Three Gorges Dam.
	Spanish	Log onto your personal Languagenut account and complete the appropriate homework task.
	Drama	Look at the keywords. Learn their spelling and definition. Then use look, cover, write, check to test yourself.
	Music	Create a 5 question quiz with answers about the features of folk music.
	PE	Practice some of the key techniques that are used within your sport/activity at home.

# Homework tasks

Week	Subject	Task
<b>LP2.5</b>	English	Complete Page 5 of the SPAG booklet.
	Maths	Complete the Maths homework task set on Sparx Maths.
	Science	Research and explain how the periodic table is organized. Create a quiz with at least five questions about the periodic table for your classmates.
	History	Look, cover, write, check what happens to slaves when they get to the Americas.
	RE	Describe what enlightenment is, in your own words.
	Art	Draw a pencil outline of one of the images on your knowledge organiser, ensure this is half an A4 page.
	Technology	Choose a product you have studied and write up how it was designed.
	IT	Complete the fortnightly knowledge check homework on Teams.

Week	Subject	Task
<b>LP2.6</b>	English	Complete Page 6 of the SPAG booklet.
	Maths	Complete the Maths homework task set on Sparx Maths.
	Science	Compare and contrast the arrangement and reactivity of Group 7 elements. Present your findings as a Venn diagram or comparison table.
	Geography	Make a table of the positives and negatives of the One Child Policy.
	Spanish	Log onto your personal Languagenut account and complete the appropriate homework task.
	Drama	Explain how you have used three of the techniques in your own performances in lessons during this learning programme.
	Music	Create a poster about how folk music can be used to tell stories through music.
	PE	Use a method of your choice to revise the rules for your sport/activity.

Week	Subject	Task
<b>LP2.7</b>	English	Complete Page 7 of the SPAG booklet.
	Maths	Complete the Maths homework task set on Sparx Maths.
	Science	Explain why Group 0 elements are not arranged by reactivity. Write a paragraph describing their unique properties.

## Natural Forms

This Learning Programme you will be focusing on refining work by exploring ideas, selecting, and experimenting with appropriate media, materials, techniques, and processes.

1. How to refine your work.
2. How to select and explore multiple materials
3. Select key media to explore specific techniques
4. Identify successful use of materials
5. Explore multiple materials
6. Evaluate your use of processes
7. Identify successful experimentation.

KEY VOCABULARY	DEFINITION
Media	The materials used
Tone	Shades, ranging from dark to light
Shape	The outside line, joined to create a shape
Texture	Representation of how something feels
Pattern	A design in which shapes, lines and colours are repeated
Line	Basic visual element, used to create shapes
Form	Three dimensional shape, height, width, and depth
Colour	Different shades and tones
Review	An evaluation of artwork
Reflect	Think carefully and make comments



## AO2 Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.

### What does this mean?

You need to demonstrate that you are able to explore, progress and improve your ideas through a development journey of experimentation, trails, samples, working things out as you go.

Refinement means to improve. You will learn from doing something then working out how to do it better and then having another go. This may take many steps.

AO2 should be seen as an integral part of your creative journey and not a separate thing.

### How does it link with AO1?

Experimenting in response to your chosen artists

### How does it link with AO3?

Recording your ideas and observations as you experiment and as your ideas develop. Recording your decisions.

### How does it link with AO4?

Your experimentation and refinement of ideas should lead to a skilful personal and meaningful response.

### How do I show this in my work?

- Refine a dominant idea by trying various compositions
- Refined techniques in a variety of media
- Have you developed an idea and not just used your first idea?
- Clearly demonstrate purposeful trialling of materials supported by notes
- Attempts to mimic the style/technique of an artist in your own work
- Selection and rejection of ideas
- Problem solving
- Showing stages of development

### Reaching for the level 8/9:

#### How do I show

A highly developed ability to thoughtfully refine ideas.

A highly developed ability to effectively select and purposefully experiment with appropriate media, materials, techniques and processes.

The level to which you experiment. Do you go through a number of processes refining along the way? Have you copied the artists work in a superficial way or have you really explored their technique? Have you taken risks and shown a highly developed creative journey as a result? Are your ideas unique?

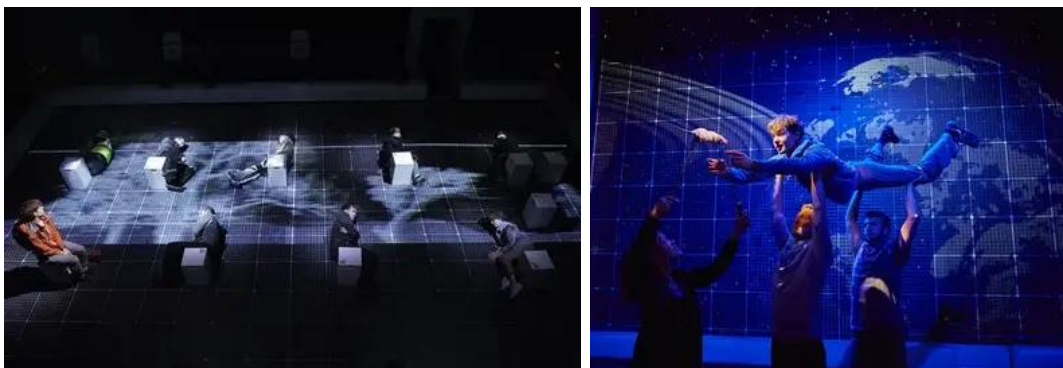
### Annotate your own work

- What have you produced and why?
- How does it link to the artist you have been looking at?
- Has the technique been successful and why?
- How might your work now develop?
- What have you learnt?
- What are your decisions?

**Refinement is important, not just repetition**

## Year 8 Drama LP2 Knowledge Organiser

This Learning Programme you will be learning about the theatre company Frantic Assembly and their approach to Physical Theatre.



### Key Vocabulary

<b>Collaboration</b>	Working together with other individuals.
<b>Atmosphere</b>	Mood or feeling in a performance.
<b>Ensemble</b>	A group or chorus of actors.
<b>Devising</b>	The process of creating theatre.
<b>Round-by-through</b>	A building block device to create movement with a partner.
<b>Hymn-hands</b>	A building block device to create movement.
<b>Chair duets</b>	A building block device to create contact work.

LP2.1

LP2.2

LP2.3

LP2.4

LP2.5

LP2.6

LP2.7

- Frantic Assembly is a renowned theatre company that tells stories through movement.
- Frantic Assembly was formed in 1994 by Scott Graham, Steven Hoggett and Vicky Middleton. Despite having no formal training in drama, they were inspired to create a unique company that focussed on non-realistic pieces characterised by movement and music, whilst still ensuring the narrative maintained central to the work.
- Most notable works include 'The Curious Incident of the Dog in the Night-Time', 'Things I Know to be True' and 'Love Song'.
- Their work is inspired by Volcano Theatre Company and DV8.

### Aim / Intention

- Create thrilling, energetic and unforgettable theatre.
- Entertain audiences whilst challenging audiences to engage with complex themes in new exciting ways.
- Attract new young audiences with work that reflects contemporary culture.



### Style

- Frantic Assembly use a physical theatre style; combining movement, design, music and text. Their work spans over theatre, dance, television and film.
- They collaborate with playwrights to develop a text in an innovative and fun way. Typically, they begin their approach through creating movement first by using building blocks.
- The company has developed the Frantic Method, a creative approach which encouraged collaborations and exploration amongst performers.

## The Frantic Method

The Frantic Method is a strategic and creative approach to theatre developed by Scott Graham and Frantic Assembly. It involves devising as a series of tasks broken down into building blocks, encouraging performers to simplify their discoveries and build from there.

## Techniques

**Round-by-through:** 3 individual movements of 'round', 'by' and 'through' into one piece to convey emotion or theme.

**Chair duet:** In pairs, explore different movement patterns while sitting down.

**Hymn hands:** A sequence of movement only with the hands.

**Lifts:** Can be in pairs or larger groups.

**Fluff picking:** Take turns to do the gesture of 'picking' fluff off the other person.

**Approaching devising as a series of tasks:** Each broken down into building blocks, allowing performers to take each moment back to their basic form.

**Mirror and mirror variation:** Use of communication between partners. Person B has to mirror the exact movement person A does.

**Demonstrative movement:** As well as dance and mime, all moves are designed to convey a message.

**10 touches:** Involves a series of touches, embraces, flirtations and rejections.

## Devising Approaches

Start with a **stimulus** (text, image, music, etc.).

Use **physical exercises** to explore ideas.

Develop **movement sequences** collaboratively.

Layer in **text, sound, and lighting**.

Focus on **storytelling through movement**

## Famous Productions

**"Things I Know To Be True"** – A moving family drama using physical theatre to explore relationships.

**"Othello"** – A modern, gritty adaptation of Shakespeare's play.

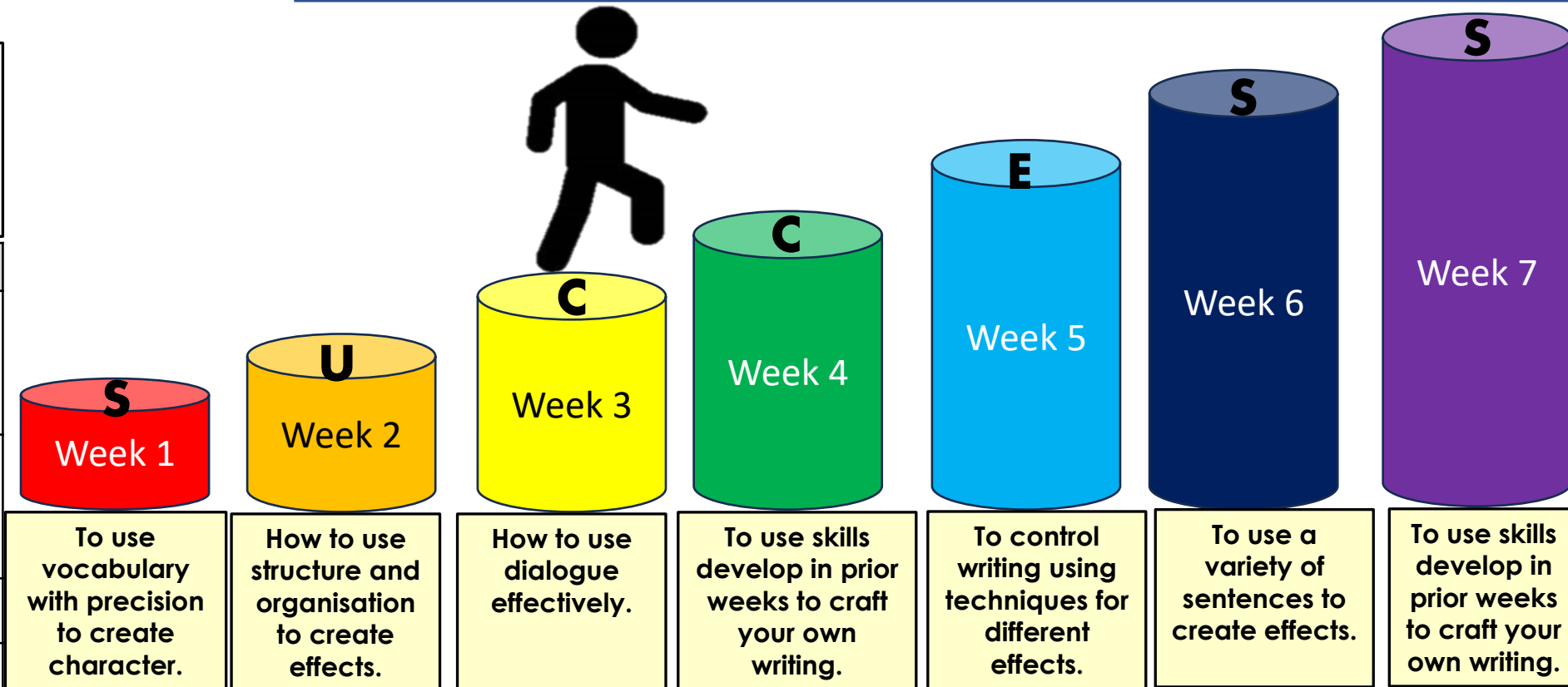
**"The Curious Incident of the Dog in the Night-Time"** – Frantic Assembly co-directed this award-winning production, known for its innovative use of movement and design.



This Learning Programme you will be learning about how writers craft their texts, addressing the different techniques that writers use for effect, and exploring how to adapt your writing style to develop your writing skills.

## Key Vocabulary

Atmosphere	The overall aesthetic effect of a work of art
Structure	Something arranged in a definite pattern of organization
Pacing	Rate of progress
Characterisation	The artistic representation (as in fiction or drama) of human character or motives
Resolution	The point in a literary work at which the chief dramatic complication is worked out



### Retrieval

1. Make sure you are looking at the correct text and the right part of the text.
2. Be aware of how many marks the question is worth. E.g. if it is a 5-mark question you will probably be asked for 5 details.
3. Read the question at least twice to make sure you know exactly what you are looking for.
4. Use skimming and scanning techniques to find the detail(s) you need quickly.
5. Think about how much time you should dedicate to the question – don't be tempted to spend too long on this question and reduce the time you have available elsewhere.

### Using Evidence

- Step 1: Think about which sections of the text support the point or points you want to make.
- Step 2: Highlight the evidence while working through the text – only highlight relevant details.
- Step 3: Ask yourself how this piece of evidence works, what the purpose is and if it uses any specific techniques.
- Step 4: When you begin to write your answer, review the evidence you have selected to make sure it makes a valid point and is relevant to the question.

### Evaluation

1. Read the statement/view in the question carefully.
2. Underline the part of the statement/view that shows the focus of the question.
3. Think about whether you agree/partly agree/disagree with the statement/view. You might find that you agree and disagree for different reasons.
4. Highlight the text to show which evidence you are going to use to support your opinions.
5. Look again at the question. Make sure your evidence and points will provide a clear focused answer.

This Learning Programme you will be learning about China. This includes the location, population distribution, and urban to rural migration.

1

## What is the location of China?

China is located in East Asia. It is the third largest country by land. China is bordered by the Pacific Ocean on its East Coast. There are 14 countries that border China including Mongolia to the North, Myanmar to the South, and Kazakhstan to the West.

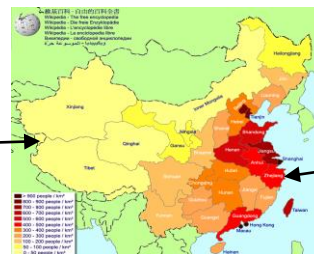


2

## Population Distribution

The East coast of China is the most densely populated area (lots of people). The West of China is much more sparsely populated (not many people).

This side of China is very challenging to live in as it is mostly mountains and deserts.



This side of China is where 94% of the population live. There are lots of cities and large towns around the mouth of the rivers and the coast.

3

## Political Systems

### Communism

- A society with no class system (no rich and poor)
- The main factories and businesses are owned by the government not individuals.
- The Chinese Communist Party took power in 1949.

vs.

### Democracy

- Everyone in a country has the right to vote for who they would like to be in charge.
- People have more rights.
- No one person has full control of the country.

## Key Vocabulary

Import	Bringing items into a country from abroad.
Export	Send items to another country for sale.
Trade	The action of buying and selling goods/items.
Quality of life	The standard of health, comfort, and happiness experienced by an individual or group.
Migrant	A person who moves from one place to another, especially in order to find work or better living conditions.
Urban	A town or city.
Rural	Countryside.

4

## Rural to Urban Migration

*Migration – The movement of people from their usual place to a new area or country.*

Rural to urban migration is when people move from the countryside to the cities or towns. There are lots of reasons for this that can be categories into push and pull factors.

Push factors – Things that **push** people away from the countryside

Pull factors – Things that **pull** people towards a city or urban area.

### Push Factors

- Lack of jobs
- Poor education
- Poor healthcare
- No services/facilities

### Pull Factors

- More job opportunities
- Better healthcare
- Higher wages
- More services/facilities

5

## Industry



The manufacturing industry in China is the largest employer. Many of the world's items, including toys and iPhones, are made in China. There are lots of reasons for this but some include:

- Wages are lower in China so it is cheaper to pay their workers.
- There aren't as strict health and safety laws in China meaning workers can work longer hours in worse conditions.
- Trade links have improved with many large ports being built in China meaning it is easy to send items around the world.

6

## Three Gorges Dam

Hydroelectric Dam – Creating electricity by running water through turbines.

Positives	Negatives
<ul style="list-style-type: none"> <li>- Generates a lot more electricity</li> <li>- Increased trade</li> <li>- Helps control flooding downstream</li> <li>- Generates income from tourism</li> <li>- Increases renewable energy</li> </ul>	<ul style="list-style-type: none"> <li>- Environmental impacts such as landslides</li> <li>- Relocation of over 1 million people</li> <li>- They spent a lot of money (more than planned)</li> </ul>

7

## The One Child Policy

In 1979 the Chinese government decided that their country was becoming too populated (too many people). They tried to stop this by only allowing couples to have one child. This did work! The population went down.

### BUT

There were lots of negatives such as girls were more likely to be put up for adoption, the amount of abortions increased, male children especially were more spoilt, and undocumented children were hidden to avoid fines.

This Learning Programme you will be learning about 'The Norman Conquest. How William took and maintained control of England, how he changed the social structure of England and the impact of this.

## Key Vocabulary

### T2 Words for the world

Empire	A group of countries, people or land ruled by one single country referred to as the "mother" country.
Colony	A country that is part of an empire.
Infrastructure	The basic structures and facilities needed to run a country, such as roads, hospitals etc.
Exploitation	Treating someone unfairly to benefit from them (usually for money).
Transatlantic	Going across the Atlantic ocean
Plantation	A large farm on which crops such as coffee, sugar and tobacco were grown.

### T3 History specific words

Underground Railroad	The network of routes that helped slaves escape. Conductors helped the slaves who were referred to as passengers to escape. Between 40,000 and 100,000 slaves managed to escape to the northern states of America or Canada using the Underground Railroad.
Imperialism	The act of building an empire.
Middle passage	The journey of slaves on ships from Africa to America. Took 8-12 weeks. 1 in 4 died on the way.
Slave Triangle	A three-part trading journey between Europe, Africa and America trading cloth, guns, iron pots, swords, African slaves, sugar, cotton, tobacco.
Abolitionist	Someone who campaigned to end the slave trade

1

## LP2.1 What was the British Empire?

An empire is a group of countries, people or land ruled by one single country referred to as the "mother" country. The British Empire included countries such as India, Australia, Canada and South Africa.



By 1901, Britain ruled the largest empire the world had ever known. This included over 450 million and covered  $\frac{1}{4}$  of the surface of the world.

2

## LP2.2 What were the positives and negatives of the British Empire?

Positives:

Colonies gained:

- Culture, including sports like cricket and rugby.
- Clean drinking water, less people were dying of diseases such as cholera and typhoid.
- Rule of law, colonies gained the British legal system, including the right to a fair trial.
- Farming improved.

Negatives:

Colonies suffered:

- The right to trade with other countries and expand their economies.
- Freedom of religion.
- Slavery - many Africans were forced into slavery.
- Forced to fight in wars that had nothing to do with them
- Exploitation - Britain took raw materials from colonies, who relied on these to help their economies survive.
- Gold theft - Britain stole gold from Africa.
- Native people such as the Aborigines in Australia had their land taken, 80% of their population was killed.

Positives for Britain:

Britain gained:

- Wealth, the Empire brought in exports from across the world and colonies could only trade with Britain.
- Richness of language, words such as pyjamas, bungalow and chutney.
- Were able to send their criminals abroad, so they did not cause problems in Britain.
- Spread Protestant religion.
- Gained power and influence in the world.

3

## LP2.3 Was the British Empire an embarrassment?

- Racial inequality was encouraged.
- Only rich, white men held power.
- Exploitation of others was accepted, and slavery was not seen as wrong.
- Women were seen as men's property.
- Colonial natives were seen as backwards and stupid.

Point - what is your paragraph about?

Evidence - use your knowledge/quote.

Explain - why is this important?  
What impact has it had?

## PEE Sentence starters

P: One way \_\_\_\_\_ was important was...

E. For example...

E. This means that...

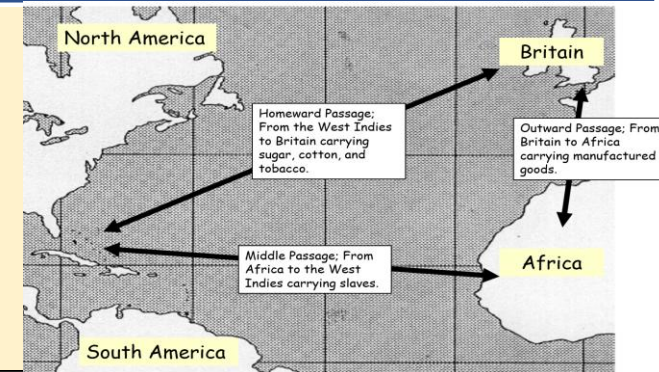
## LP2.4 The Middle Passage and the Transatlantic Slave Trade.

4

The Middle passage was the journey slaves took onboard ships from Africa to the Americas. The conditions were awful. Slaves were chained together by their hands and feet and forced to row. It was hard for slaves to turn or move without hurting themselves. The food was horse beans, boiled to a pulp; of boiled yams (a hard potato) and rice, and sometimes a small quantity of beef or pork.

They sometimes have a sauce of palm oil, mixed with water and pepper.

The transatlantic slave trade involved transporting millions of African slaves to America in exchange for raw materials such as cotton. These materials would be taken to Britain to manufacture goods such as guns. The slave trade made Britain incredibly rich.



5

## LP2.5 How enslaved people were treated.

Life for slaves was difficult; many were kidnapped from their homes in Africa and brought on ships to the Americas. Once they arrived, they would be put in cages like animals and washed so roughly a layer of skin came off. Tar and gunpowder would be rubbed into the wounds on the slave's skin to hide them. Fit, healthy males would receive the highest prices at auction, any slaves left at the end would need to go into the scramble auction.

The Scramble auction was the slaves left at the end of the auction. A set price would be agreed and owners would rush in and grab the slaves they wanted, physically dragging them away.

Punishments for slaves were extremely harsh and brutal they were could be whipped, have their lips burned and even in extreme cases be hung on a metal hook by only one rib.

## LP2.6 Slave resistance and the underground railroad.

6

Slaves used different forms of active (doing something obvious) or passive (doing nothing or hidden) resistance.

Active Resistance (doing something, obvious)	Passive Resistance (to do nothing, sneaky or hidden)
<b>Poisoning the masters</b> Killing animals Revolt Running away	<b>Working slowly</b> Singing Pretending to be insane Beating a drum Feigning illness Breaking tools

The underground railroad was a chain of people that help hide slaves so that they could be free of their masters, it began in 1816. They tried to transport slaves from the South to safety in the North; many people from all backgrounds helped. The conductor (who led group helping the slaves) would show them where to hide in barns, caves and woods. Many waded through water to disguise their scent and confuse the bloodhounds chasing them. Women such as **Harriet Tubman** and **Sojourner Truth** helped hundreds of slaves escape.



7

## LP2.7 The impact of British Empire and its decline.

The British Empire had a lasting impact on the countries that were colonies by creating the Commonwealth, this was a voluntary organisation, to promote friendship between 56 countries who all used to be part of the British Empire, it began in 1931 and carries on today. The Commonwealth gives its members stronger trading relationships, support for development and culture, such as the Commonwealth Games.

The British Empire began to decline after WW1 when it became more difficult and expensive for Britain to run all its colonies, large countries such as Australia were granted independence. The real decline came after WW2, especially in 1947 when India (the jewel in the crown) was given its independence.

1919 The Amritsar massacre. The British massacre peaceful protestors who wanted Indian independence.

1921: Southern Ireland won its independence from Britain.

1947: India gained independence from Britain's Empire

1960's most of Britain's colonies become independent countries

## Key terms

- **Posters use pictures and text to communicate messages.**
  - Good posters include:
    - Clear title so you know what the poster is about
    - Message explains the issue
    - Image relates to the issue
    - Colours are complementary and relate to the poster's purpose
    - Font is easy to read both in size and style
- **Not so good good posters include;**
  - Message colour difficult to see
  - Message font hard to read
  - Chosen fonts are very different
  - Logo colours clash
  - Positioning could be better
- A logo is an image that represents an organisation. Logos are often just icons, but sometimes include text.
- Organisations use logos on their products to make sure people recognise them.
- **Good presentations that get the message across are:**
  - Simple
  - Planned
  - Practiced
- **Good presenters:**
  - Speak clearly
  - Look at the audience
  - Smile

This is text  
*This is text*  
*This is text*



1. Search Engines
2. Features of posters
3. Graphic editing
4. Digital tools
5. Consistent layouts and house style
6. Suitable text and images

This Learning Programme you will learn about Ratio, Rounding, Coordinates.

### Key Vocabulary

Simplify	<b>Simplify a ratio</b> means to express it in its simplest form, where both numbers have no common factors other than 1.
Ratio	A <b>ratio</b> compares two quantities, showing how many times one value contains or is contained within the other.
Scale	In mathematics, <b>scale</b> refers to the relationship between the dimensions in a drawing or model and the actual dimensions. It's often used in maps, diagrams, and models.
Significant Figure	A <b>significant figure</b> is any non-zero digit or zero that contributes to the precision of a number. It's used to express numbers to a required degree of accuracy.
Estimate	To <b>estimate</b> means to find an approximate value that is close enough to the correct answer, often used when exact values are not necessary.
Coordinate	A <b>coordinate</b> is a pair of numbers that show the position of a point on a graph or grid, usually written as (x, y).

Simplify a ratio

Simplify 60 : 40 : 100

This could have been done in one step by dividing by 20.

$\div 10$

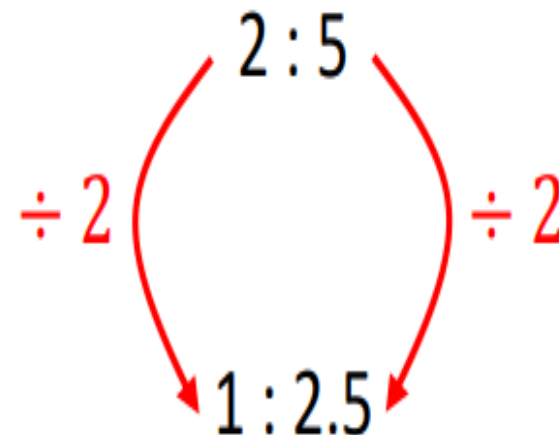
6 : 4 : 10

$\div 2$

3 : 2 : 5

Write ratios in the form 1:n and n:1

Write 2: 5 in the form 1 : n

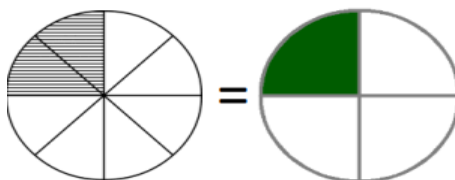


## 2 Ratios, Fractions and Percentages

2 parts  $\rightarrow$  2:6  $\leftarrow$  6 parts

=

1:3



Remember Percentage means Parts per 100.

$$= \frac{1}{4} \overset{\times 4}{=} \frac{25}{100} = 25\%$$

3

Share into a Ratio

Sharing in a ratio: To share in a ratio we can use bar modelling to visualise the steps.

Add the parts of the ratio together.

Share £45 in the ratio 2:7.

$2 + 7 = 9$  parts

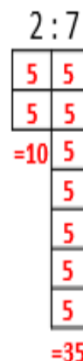
Divide the total by the number of parts.

$45 \div 9 = 5$

2:7  $\times$

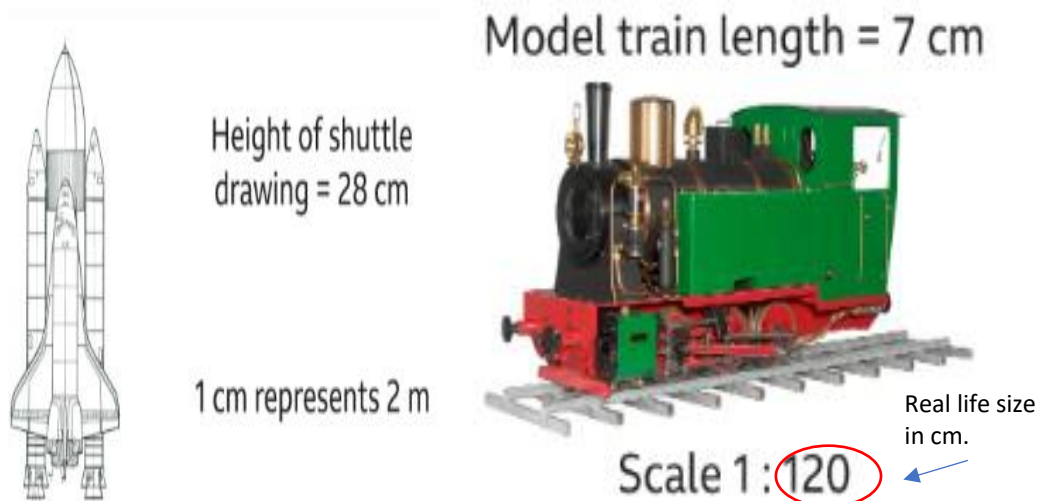
Multiply each part of the ratio by the value of one part,

= £10:£35



4

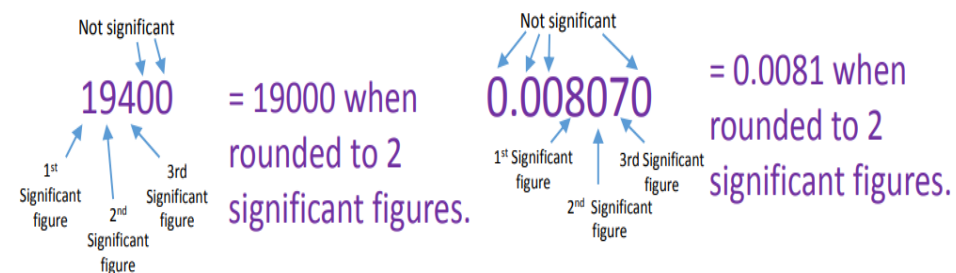
### Draw and interpret scale drawings



5

### Significant figures.

Significant figures (s.f) start from the first non-zero digit in a number. After that any number (including 0) is the next significant digit.



6

To estimate you should round each number in a calculation to 1 significant figure, then calculate.

$$\frac{348 + 692}{0.526} \approx \frac{300 + 700}{0.5} = 2000$$

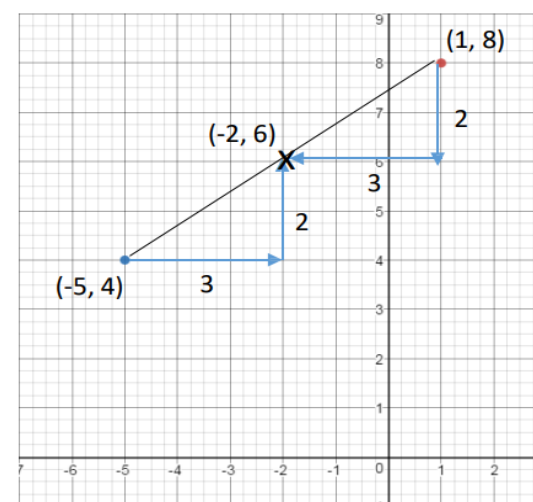
### How to decide if your solution is an underestimate or overestimate.

Decide if you have made each number bigger or smaller by rounding. When dividing remember that if you divide by a number that has been rounded up, your answer will be an underestimate and vice versa.

7

### Coordinates of a Midpoint

#### Graphically



#### Algebraically

Find the midpoint of (7, -2) and (3, 8).

$$x\text{-coordinate} = \frac{7+3}{2} = \frac{10}{2} = 5$$

$$y\text{-coordinate} = \frac{-2+8}{2} = \frac{6}{2} = 3$$

Midpoint = (5, 3)

This Learning Programme you will be learning how to talk about what you do in your free time on your phone, what music you like to listen to and what TV shows you like.

### Key Vocabulary

Noun	A word to identify a person, place or thing
Verb	A word to show an action taking place
Adjective	A word that describes a noun
Adjective agreement	Making sure that the gender of an adjective matches the gender of the noun
Present tense	Referring to an action happening now, or that happens regularly
Preterite tense	Referring to an action that has been completed in the past
Infinitive verb	A verb that tells you the action, but not who is doing it
Conjugate	To change a verbs form to indicate a tense or person
Definite article	Refers to the word 'the' when using nouns

## Year 8 Spanish LP2 Knowledge Organiser

### LP2.1 – Mi vida, mi móvil

#### ¿Qué haces con tu móvil? What do you do with your mobile?

Chateo con mis amigos.	I chat with my friends online.	Hablo por Skype.	I talk on Skype.
Comparto mis vídeos favoritos.	I share my favourite videos.	Juego.	I play.
Descargo melodías o aplicaciones.	I download ringtones or apps.	Leo mis SMS.	I read my texts.
		Mando SMS.	I send texts.
		Saco fotos.	I take photos.
		Veo vídeos o películas.	I watch videos or films.

todos los días	every day
dos o tres veces a la semana	two or three times a week
a veces	sometimes
de vez en cuando	from time to time
nunca	never

### LP2.2 - ¿Qué tipo de música te gusta? – What type of music do you like?

el rap	rap	Me gusta (mucho)...	I like... (very much)
el R'n'B	R'n'B	Me encanta...	I love...
el rock	rock	No me gusta (nada)...	I don't like... (at all)
la música clásica	classical music	la letra	the lyrics
la música electrónica	electronic music	la melodía	the tune
la música pop	pop music	el ritmo	the rhythm
¿Qué tipo de música escuchas?	What type of music do you listen to?	porque es guay/triste/horrible	because it is cool/sad/terrible
Escucho rap.	I listen to rap.	¿Te gusta la música de...?	Do you like... 's music?
Escucho la música de...	I listen to ... 's music.	Me gusta la música de...	I like... 's music.
Escucho de todo.	I listen to everything.	mi canción favorita	my favourite song
		mi cantante favorito/a	my favourite singer
		mi grupo favorito	my favourite group
		En mi opinión...	In my opinion...

### LP2.3 – prefiero las comedias – I prefer comedies

un programa de deportes	a sports programme	una telenovela	a soap opera
una comedia	a comedy	más... que...	more... than...
un concurso	a game show	divertido/a	funny
un documental	a documentary	informativo/a	informative
un reality	a reality show	interesante	interesting
una serie policiaca	a police series	aburrido/a	boring
el telediario	the news	emocionante	exciting

## LP2.4 - ¿Qué hiciste ayer? – What did you do yesterday?

Bailé en mi cuarto.	I danced in my room.	Vi una película.	I watched a film.
Fui al cine.	I went to the cinema.	Salí con mis amigos/as.	I went out with my friends.
Hablé por Skype.	I talked on Skype.	No hice los deberes.	I didn't do my homework.
Hice gimnasia.	I did gymnastics.	ayer	yesterday
Hice kárate.	I did karate.	luego	later, then
Jugué en línea con mis amigos/as.	I played online with my friends.	por la mañana	in the morning
Jugué tres horas.	I played for three hours.	por la tarde	in the afternoon
Monté en bici.	I rode my bike.	un poco más tarde	a bit later

## LP2.5 – Mi guía – my guide

Uses vocabulary from earlier within the Learning Programme as a recap

### Gramática

The 'he'/'she'/'it' (third person singular) form of different verbs works like this in the present and the preterite:

type of verb	present (he/she/it)	preterite (he/she/it)
-ar	gana (wins) juega (plays)	ganó (won) jugó (played)
-er	come (eats)	comió (ate)
-ir	sale (goes out)	salió (went out)
irregular	hace (does/makes) es (is) va (goes)	hizo (did/made) fue (was) fue (went)

## LP2.6 – Mi vida, tu vida – my life, your life

### SKILLS

Making everything match up  
When you use the 'he'/'she'/'it' form, you often need to change other elements of the sentence:

me gusta I like →  
le gusta he/she likes

mi programa favorito  
my favourite programme →  
su programa favorito  
his/her favourite programme

mis amigos my friends →  
sus amigos his/her friends

así que	so (that)	o	or
más... que...	more... than...	además	in addition, furthermore
mi/mis	my	porque	because
su/sus	his/her	también	also, too
normalmente	normally	sin embargo	nevertheless
no	no/not	y	and
nunca	never		

## LP2.7 – Navidad en España – Christmas in Spain

Ir a la Misa del Gallo – to go to mass cantar villancicos – to sing carols decorar el árbol de Navidad – to decorate the Christmas tree

Hacer una cena especial – to have a special meal mandar postales navideñas – to send Christmas cards

Estar de vacaciones – to be on holiday

This Learning Programme you will be learning about  
**Folk Music**

### Key Vocabulary

Folk	Folk music, type of traditional and generally rural music that originally was passed down through families and other small social groups.
Refrain	A refrain is a part of a song or poem that repeats regularly. Think of it like a catchy phrase or section that comes back repeatedly.
Aural	In music, "aural" refers to the ability to hear and understand sounds.
Pedal	a pedal refers to a pedal point or pedal tone, which is a sustained note, typically in the bass, while the harmony above it changes.
ornamentation	Ornamentation is when extra notes which decorate the music.
texture	How the tempo, melody and harmony are combined in a musical composition. We can use thick or thin to describe texture
Timbre	Timbre is the word we use to describe the particular sound quality of a musical instrument.

## Year 8 Music LP2 Knowledge Organiser

### What is Folk music ?

Folk music is traditional music that belongs to a particular culture or group of people. Most folk music includes singing and musical instruments.

It is music created by ordinary people within a culture, that's been played or sung to one another, for a very long time.

People would learn the music by listening to other people playing it and then copy them. This is called learning music **aurally**.

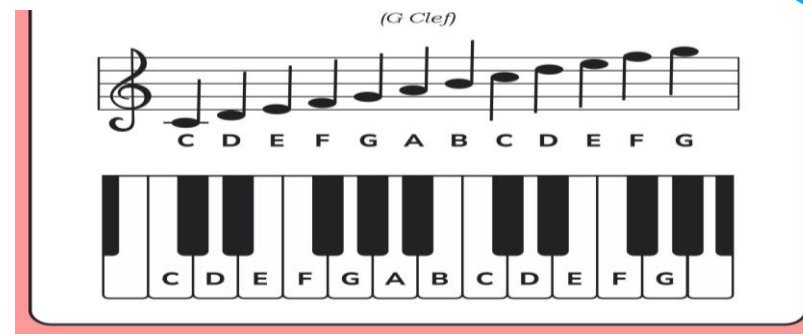
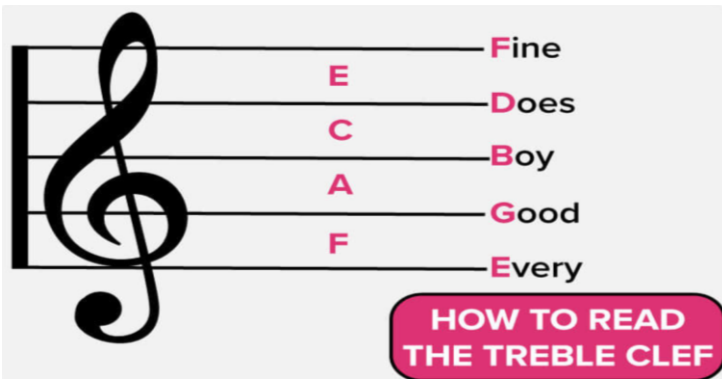
### Common Musical features

#### **Acoustic and traditional instruments**

The use of traditional instruments that are often specific to a particular culture or region. Instruments such as acoustic guitars, fiddles, banjos, and various percussion instruments are commonly used. These instruments help create the distinctive sound associated with folk music.

#### **Aural Tradition and storytelling**

Folk music is primarily passed down through **Aural** tradition, meaning it is learned and shared through listening rather than written notation. This characteristic allows folk songs to evolve over time, as they are adapted and modified by different generations and communities.



During this LP, 2 of the examples we will look at are **Wellerman** and **Drunken Sailor**. These are both Sea shanties and British folk music has a long-standing musical tradition linked with these sailors' work songs. There are even folk music festivals in the UK solely linked to Sea Shanties, these include: Yarmouth Sea songs festival, Falmouth Sea shanty festival and Swanage Folk festival.

4

Folk music exists all around the world. For example, there's English folk music, Scottish folk music, American folk music, Russian folk music and many others.

Each type of folk music is very different and can teach us things about a particular culture.

**Ballads** were a popular kind of folk music. These were folk songs which told a story of love or myths. Sometimes there was a short **refrain** after each verse so that everybody could join in.

Instrumental folk music is used to accompany traditional dances such as a céilí in Ireland.

5

## Folk Instruments



celtic harp



mandolin



bagpipes



banjo



cherokee flute



ukulele



erhu



panpipes



sitar



talking drum



didgeridoo



kalimba

This Learning Programme you will be learning the fundamental movements skills and knowledge of team's games. You will know the rules and regulations of different team sports and look at more advanced skills to outwit opponents

### Key Vocabulary

Tactical Skills	The ability to make smart decisions and apply strategies during a game.
Attack	The actions taken by a player or team to try to score points or goals.
Defence	The actions and strategies used by a player or team to prevent the opponent from scoring.
Free space	An open areas on the field, court or pitch where no players are present, allowing an athlete to move, pass or shoot.
Losing an opponent	Successfully moving away from a defender to create space or gain advantage.
Coordination	The ability to use different parts of the body smoothly and efficiently together.
Agility	The ability to move quickly and easily while changing direction
Reaction Time	The speed at which an athlete responds to a stimulus
Power	The ability to perform a strong and explosive movement quickly.
Stamina	The ability to sustain physical and mental effort over a long period of time.

## Y8 LP2 Physical Education Knowledge Organiser - Netball

### Key Skills

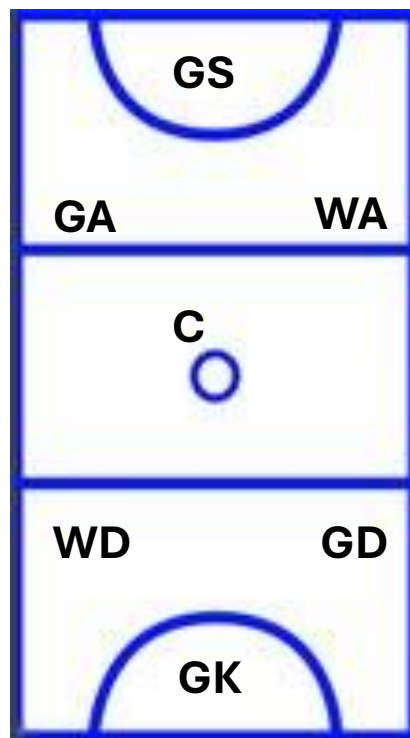
**Passing** – creating power and accuracy when passing, various passes are used within a game; chest, bounce, overhead and shoulder

**Catching** – improve control when catching. A skill used to receive the ball, enabling the team to keep possession of the ball.

**Footwork** - Improving control when catching the ball performing both two- and one-foot landing

**Dodging** – advanced techniques to outwit opponent. A change of speed and direction to get free into space to receive the ball

**Shooting** – Improve control and accuracy when shooting. A skill used by Goal Attack and Goal Shooter within the game to score a goal.



**During the game, a player with the ball can only pivot with their landing foot.**

**A player must pass or shoot for goal within three seconds of receiving the ball**

**A player's movement is restricted by which position they play, so they must stay within their designated area.**

**The ball cannot be thrown over a complete third of the court without being touched by another player**

**Setting of play; a player must set the free/penalty pass with umpire. Taking the pass in the wrong place may result in a free pass the other team**

LP2.1

Students will know what they will be learning during the LP and organise how they will be assessed, students will know how to plan passing and moving drills that demonstrate fluency and confidence.

LP2.2

Students will know how to pivot turn with the ball in control and model passing and movement skills effectively and with defender pressure. Students will know how to use different dodging strategies to move into space in a conditioned game.

LP2.3

Students will know how to model dodging skills and move away from a defender within a game situation and be able to evaluate their own performance highlighting areas of strength and areas for development

LP2.4

Students will complete PRT Task 1 and be able to demonstrate skills learnt with fluency and control. Students will also be able to review their performance in PRT Task 1.

LP2.5

Students will know how to explore positions and strategic formation used to prevent attack from opposition. Students will demonstrate strategic and tactical plays in competitive situations.

LP2.6

Students will know how to demonstrate outstanding knowledge and understanding of the rules and regulations of a team sport and demonstrate skills and tactical decision making in competitive games.

LP2.7

Students will know how to conduct how to explore set plays within a game situation to defend and attack effectively and know how to evaluate their performance against the assessment grid.

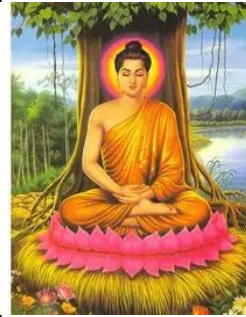
This Learning Programme you will be learning about Hinduism. You will be thinking about the way that these religions started and their core beliefs, festivals and practices.

1

## LP1.1 – The founding of Buddhism

Siddhartha Gautama was born in Northern India around the 6th Century BCE. He was a prince who lived a life of luxury. As a result, he had never seen any pain or suffering in his life as he was sheltered from anything negative. He always had whatever he wanted. Siddhartha felt like he was missing out and wanted to see what was outside of the palace walls, so one day he left the palace to see what it was like in the city. He was horrified. He saw an old person, an ill person and a funeral, none of which he had ever experienced. He hadn't known that people get old, ill or that they die. He saw suffering and did not know why it happened or how to stop it. He also saw a holy man and realized that this man was happier than many others he had seen.

Siddhartha decided he would leave the palace and went to live as a holy man. He starved himself, but still did not get the answers he was looking for. Eventually, Siddhartha decided that he would sit under a tree and think about how to stop suffering. He meditated and eventually, after many days, came up with the answers he was looking for. These became the Four Noble Truths and the Noble Eightfold Path. Siddhartha was then known as the Buddha.



### Key Vocabulary

<b>The Four Sights</b>	Four things Siddhartha saw when he left the palace: an old person, ill person, funeral and a holy man.
<b>Suffering</b>	Feeling physical or emotional pain.
<b>Dukkha</b>	Buddhist word for suffering.
<b>Noble</b>	Something to be respected, as it is morally good or honorable.
<b>Vihara</b>	The name for the Buddhist sacred space/temple.
<b>Meditation</b>	Stilling the body and mind to deepen thinking and allow focus.
<b>Mudras</b>	Hand positions of Buddha statues or pictures that represent different actions or teachings.
<b>Samsara</b>	The cycle of death and rebirth.
<b>Karma</b>	Getting what you deserve, good or bad.
<b>Enlightenment</b>	Achieving a state of no longer wanting more than you have.
<b>Nirvana</b>	When a person becomes free of the cycle of samsara. The highest goal of Buddhist belief.
<b>The Four Sights</b>	Four things Siddhartha saw when he left the palace: an old person, ill person, funeral and a holy man.

2

## LP1.2 – The Four Noble Truths and the Middle Way

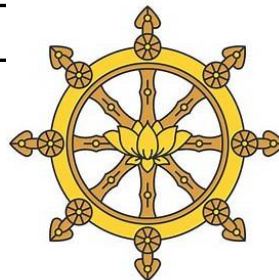
Buddha taught the Four Noble Truths as a way of explaining suffering in the world. They are:

1. Suffering exists.
2. Suffering has a cause. The cause of suffering is greed (wanting more than you have)
3. Suffering can be stopped. The way to stop suffering is to stop wanting things we can't have.
4. The way to stop wanting more than we have is to follow the steps of the Noble Eightfold Path.

3

## LP1.3 – The Vihara and symbols

A Vihara is a Buddhist monastery which is used for worship. Buddhist worship includes offerings such as flowers, water, incense and candles. Buddhist people meditate in the Temple. The Buddhist symbol is an Dharma Wheel, this has eight sides which represents the eight fold path. Another Buddhist symbol is a lotus flower which represents resilience and spiritual awakening as they grow through muddy water and stay pure.



4

## LP1.4 – Can anyone be enlightened?

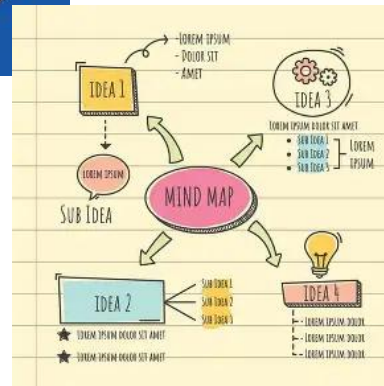
The story of Angulimala suggests to Buddhists that anyone can be enlightened, no matter how terrible the things that they have done are. Angulimala had killed many people on an awful mission and even tried to kill Buddha. However, Buddha took him to his monastery and taught him about the Buddhist way of life which caused him to completely change his mind and live in a different way. Buddhist people study the life of Buddha and how his example should be followed. Buddhism is different from many other faith traditions in that it is not centered on the relationship between humans and a high god. Buddhists do not believe in a personal creator God. In a sense then, Buddhism is more than a religion; it is a tradition that focuses on personal spiritual development. To many, it is more of a philosophy and a humanistic way of life which can be summed up as striving to lead a moral life; being aware of one's thoughts and actions; and developing wisdom, compassion and understanding.



5

## LP1.5 – Mandalas

The Mandala is an important symbol in Buddhism and comes from the Sanskrit word meaning circle. They come from the Hindu tradition and represent the universe and a person's spiritual journey. They can be used by Buddhist people to help them to focus during meditation. Buddhism has become very popular in western culture as people have started to become more interested in meditation, mindfulness and yoga.



6

## LP1.6 – How to improve your knowledge in RE

Developing revision skills in RE and practice different ways of reviewing your learning. Practice writing extended answers to improve your work and include different religious ideas in your writing.

7

## LP1.7- Debate - whether religion should be considered to be central to criminal rehabilitation.

Look at religious ideas about rehabilitation and whether this should be central to criminal rehabilitation. Rehabilitation is the process of re-educating and preparing those who have committed a crime, to re-enter society. The goal is to address all of the underlying root causes of crime in order to ensure inmates will be able to live a crime-free lifestyle once they are released from prison.



This Learning Programme you will be learning about the period

## Key Vocabulary

Element	A substance that cannot be broken down into simpler substances.
Atom	An atom is the smallest part of an element and is made up of protons (+), neutrons and electrons (-).
Ion	An ion is an atom that has gained or lost electrons, giving it electric charge.
Metal	Elements that are typically shiny, good conductors of heat and electricity.
Non-metal	Elements that are dull and poor conductors Found right side of the periodic table.
Digestion	Breaking down large food molecules into smaller molecules that can be absorbed into the bloodstream.
Enzyme	A biological catalyst that speeds up chemical reactions.
Amylase	An enzyme that breaks down starch into sugars during digestion.
Absorption	The movement of digested food molecules from the digestive system into the bloodstream.
Balanced Diet	A diet that includes the right proportions of carbohydrates, proteins, fats, vitamins, and minerals to maintain health.

1

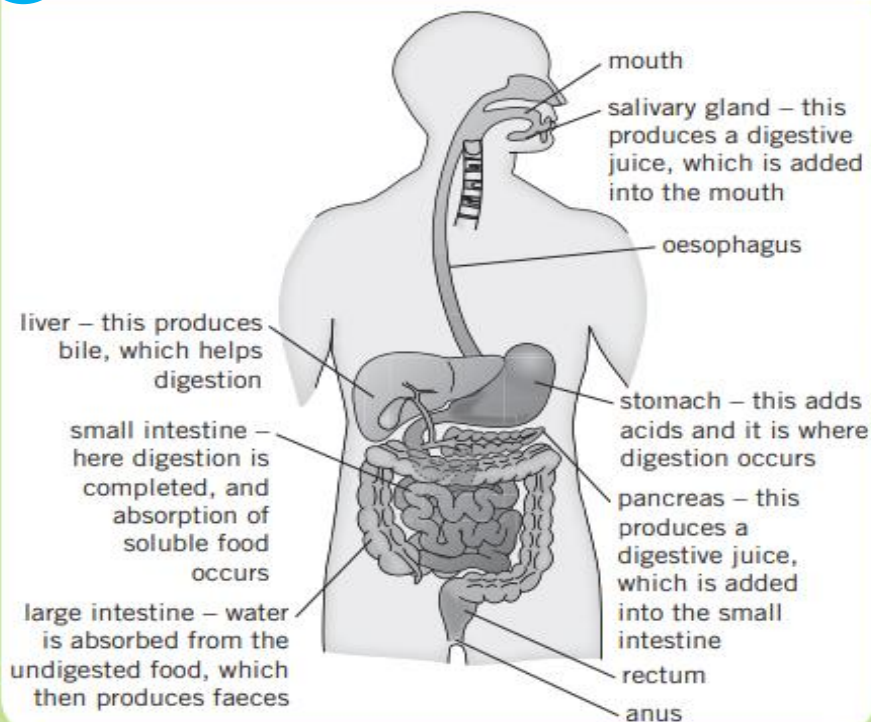
## Nutrients

- A **balanced diet** involves eating the right amount of nutrients for your body to function
- Not eating enough of a nutrient means you have an unbalanced diet, and this can lead to a **deficiency**

Nutrient	Role in your body
carbohydrates	main source of energy
lipids	fats and oils provide energy
proteins	growth and repair of cells and tissues
vitamins and minerals	essential in small amounts to keep you healthy
water	needed in all cells and body fluids
fibre	provides bulk to food to keep it moving through the gut

2

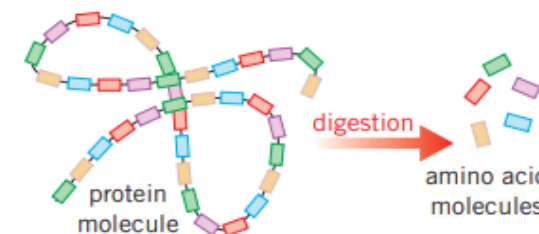
## The digestive system



3

## Enzymes

- Enzymes** are biological **catalysts**, they speed up the digestion of **nutrients**
  - Each enzyme is specific to each nutrient
  - The way the enzyme and nutrient bind with each other is called a lock and key model
- 
- Carbohydrases** break **carbohydrates** down into simple sugars
  - Proteases** break **proteins** down into amino acids
  - Lipase** breaks **lipids** (fats) down into fatty acids and glycerol



## 4

1		2												H	group number					3	4	5	6	7	He
Li	Be												B	C	N	O	F	Ne							
Na	Mg												Al	Si	P	S	Cl	Ar							
K	Ca	Sc	Ti	V	Cr	Mn	Fe	Co	Ni	Cu	Zn	Ga	Ge	As	Se	Br	Kr								
Rb	Sr	Y	Zr	Nb	Mo	Tc	Ru	Rh	Pd	Ag	Cd	In	Sn	Sb	Te	I	Xe								
Cs	Ba	La	Hf	Ta	W	Re	Os	Ir	Pt	Au	Hg	Tl	Pb	Bi	Po	At	Rn								
Fr	Ra																								

## 7

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

most  
reactive

fluorine

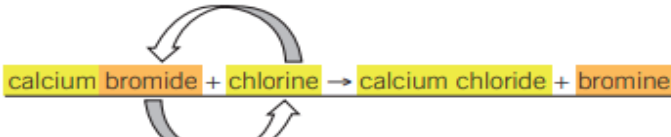
chlorine

bromine

iodine

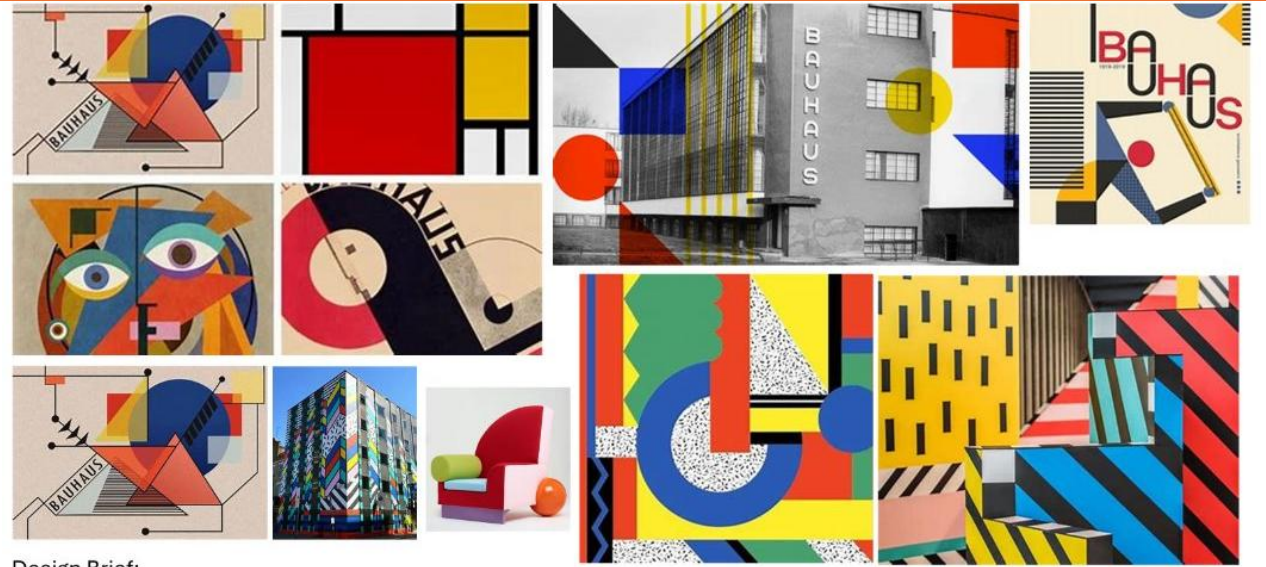
least  
reactive

## 6

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

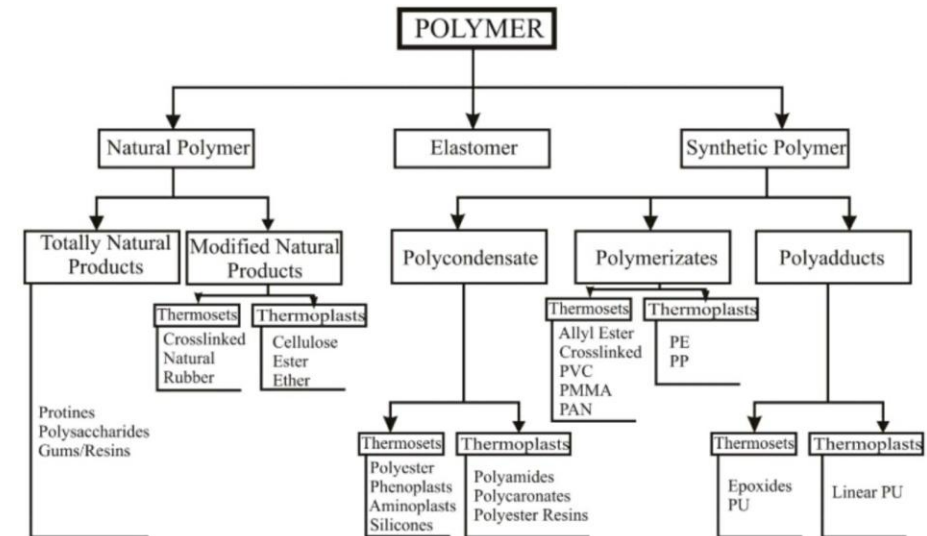
## 5

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

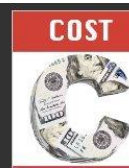



#### Design Brief:

To create an analogue clock, using the Bauhaus and Memphis style. It is to be aimed at your age group +. You will be able to explore 2D and 3D design practices and create your design using acrylic plastic.



- 1: identify key features of cardboard and compare to plastics
- 2: Take inspiration from a design movement to create your own design
- 3: Begin to construct a 3D version of your design
- 4: Understand the properties of polymers and plastics






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