

**Huish Episcopi Academy**

The best in everyone™

Part of United Learning

®

# Knowledge Organisers

## Year 8

## Spring Term B

Name:

Tutor Group:

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Respect

Ambition

Resilience

## Huish Episcopi Academy Year 8 English Knowledge Organiser – Noughts and Crosses

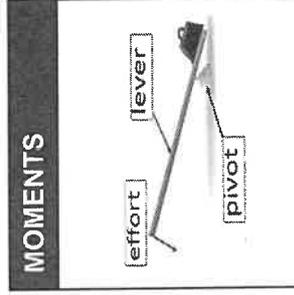
KEY VOCABULARY	
1	Racism when a person is treated worse, excluded, disadvantaged or degraded because of their race or ethnicity.
2	Segregation The official practice of keeping people apart, usually people of different sexes, races, or religions.
3	Oppression A cruel or unjust use of authority or power
4	Division The act of separating something into parts or groups.
5	Colonisation The act of taking control of an area or a country that is not your own, especially using force, and sending people from your own country to live there.
6	Privilege A special advantage or right possessed by an individual or group.
7	Inclusion The act of including someone or something as part of a group.
8	Prejudice An unfair feeling of dislike for a person or group because of race, sex, religion, etc.
9	Activism The process of campaigning in public or working for an organization in order to bring about political or social change.
10	Discrimination Unfair treatment of people and groups based on characteristics such as race, gender, age, or sexual orientation

KEY TERMINOLOGY	
11	Paradox A paradox is a statement, concept, or idea that is self-contradictory.
12	Stage Directions Instructions written into the script of a play, indicating stage actions, movements of performers, or production requirements e.g. set design or staging.
13	Characterisation A device in which in an author builds up a character in a narrative.
14	Soliloquy when a character in a play speaks directly to the audience, expressing their inner thoughts.
15	Cyclical Structure When the writer links the ending of the text back to the beginning.
16	Dramatic Irony A situation in which the audience or reader has a better understanding of events than the characters in a story do.
17	Dual narrative A story that is told from two different perspectives.

KEY CONTEXT	
18	Marjorie Blackman drew on her own experiences as a black British woman.
19	Segregation was banned in the USA in 1964 due to the Civil Rights Act.
20	The Race Relations Act 1965 was the first law in the UK to address the prohibition of racial discrimination.

## Huish Episcopi Academy Year 8 SCIENCE Knowledge Organiser Forces in Action (8PF)

MOMENTS AND WORK DONE	
1	<b>Pivot</b> The point around which a lever turns
2	<b>Lever</b> Simple machine consisting of a bar that turns around a fixed pivot
3	<b>Machine</b> A device that alters the size of a force or the direction in which it acts
4	<b>Moment</b> The turning effect of a force
5	<b>Work Done</b> The energy transferred when a force moves an object

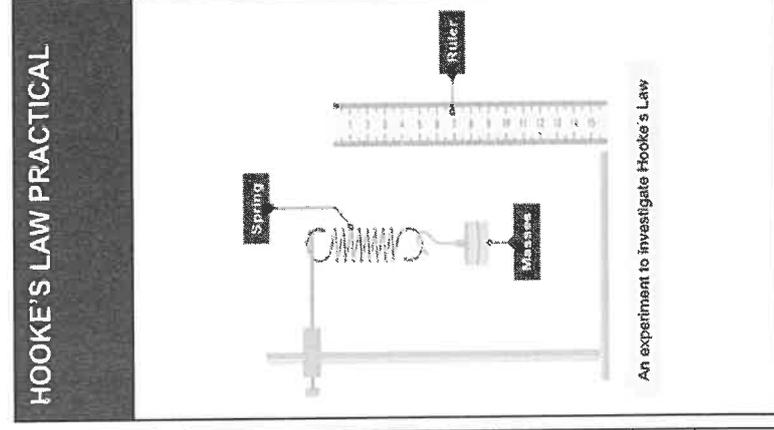


**FORCES IN ACTION (EQUATIONS)**

1	Moment (Nm) = Force (N) x Perpendicular distance (m)
2	Work Done (J) = Force (N) x Distance (m)
3	Force applied (N) = Spring constant (N/m) x Extension (m)
4	Clockwise moment = Anticlockwise moment

**SPRINGS**

1	<b>Deformation</b> When an object is changed in shape or size due to a force being applied
2	<b>Elastic</b> Describes a property that means an object will return to its original shape and size after being stretched or squashed
3	<b>Elastic Limit</b> The point at which an elastic limit will no longer return to its original shape and size as too much force has been applied
4	<b>Extension</b> How much longer an object gets
5	<b>Spring Constant</b> A number for a spring telling us the size of its extension per unit of force applied



**WORKING SCIENTIFICALLY TERMINOLOGY**

1	<b>Independent Variable</b> The variable in an experiment that you change
2	<b>Dependent variable</b> The variable in an experiment that you measure
3	<b>Control Variable</b> The variables in an experiment that you keep the same
4	<b>Proportional</b> A relationship where when one variable increases by a set amount, another variable increases by a fixed value
5	<b>Reproducible</b> When different groups of people do the same experiment and get the same data and/or same conclusion

Ratio 1

<p><b>1) Ratio</b></p>	<p>A part-to-part comparison. The ratio of a to b is written a:b</p>	<p><b>2) Ratio as a fraction</b></p>	<p>Fraction of shapes which are squares: <math>\frac{1}{4}</math></p>  <p>Fraction of shapes which are circles: <math>\frac{3}{4}</math></p>
<p><b>3) Equivalent ratios</b></p>	<p>Found by multiplying or dividing all parts of the ratio by the same number.</p>		
<p><b>4) Simplifying ratios</b></p>	<p>Ratios can be simplified by dividing each part of the ratio by the same number.</p> <p><math>25 : 15</math>      <math>\xrightarrow{-5}</math></p> <p><math>5 : 3</math>            <math>\xrightarrow{-5}</math></p>	<p><b>5) Sharing into a given ratio</b></p>	<p>Add the parts together. Divide the total by this. Multiply this by each part of the ratio.</p> <p>Share £18 in the ratio of 5:4</p> <p>Add the part <math>\rightarrow 4 + 5 = 9</math> parts <math>\pounds 18 \div 9 = \pounds 2 \rightarrow 1 \text{ part} = \pounds 2</math></p> <p>5 parts: <math>5 \times \pounds 2 = \pounds 10</math> 4 parts: <math>4 \times \pounds 2 = \pounds 8</math> <math>\pounds 10 : \pounds 8</math></p>
<p><b>6) Unitary Ratio</b></p>	<p>Write the ratio 5:3 in the form 1:n</p> <p><math>5 : 3</math>            <math>\xrightarrow{-5}</math></p> <p><math>1 : \frac{3}{5}</math>            <math>\xrightarrow{-5}</math></p>		

KPI 8.13 Statistics 1

1) **Frequency table**

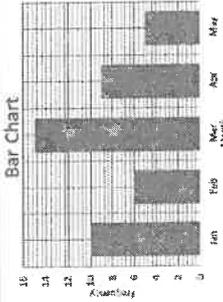
A table showing how often (frequent) something occurs. Can include tally charts.

Score	Tally	Frequency (f)
1		4
2		5
3		5
4		5
5		4
6		2

2) **Bar chart**

A way of displaying data, using horizontal or vertical bars which are the same width and have gaps between them.

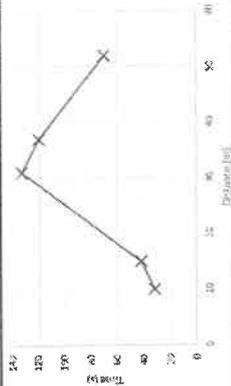
Data can also be presented in dual and composite bar charts in which case a key word would be used.



Bar Chart

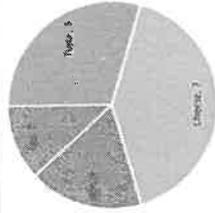
3) **Line graph**

Uses lines to join points on a graph to represent a data set.



4) **Pie chart**

Method of displaying proportional information by dividing a circle up into different-sized sectors.



5) **Stem and Leaf diagrams**

Presents data in a table where the place value columns are split. For example, the tens and the ones columns may be split where the tens become the "stem" and the ones become the "leaf". Stem and leaf diagrams come with a key and must always be written in order.

12	5	0	5	6
34	31	1	2	9
27	22	2	2	7
19	6	3	1	4
39	40	4		0

Key  
2 | 9 = 29

# Introduction to the Dharmic Faiths



## Key Vocabulary

1	atman	The Hindu idea of the soul, the true self, which is reincarnated through a cycle of many lifetimes.
2	Bhakti Yoga	Hindu spiritual path of devotion focusing on loving and worshipping the divine.
3	Brahman	(In Hindu Dharma) the one, divine ultimate reality.
4	Buddha	A title meaning "Enlightened One." It refers to Siddhartha Gautama.
5	Buddhism	Dharmic faith that teaches people how to end suffering by following the Buddha's teachings.
6	dastar	A turban worn by some Sikhs to show respect for their faith and identity.
7	dharma	Often translated as 'duty', it includes human behaviour, justice and living in harmony with the world.
8	Diwali	Hindu festival of lights celebrating the victory of good over evil in the Ramayana.
9	Gurdwara	A Sikh place of worship where people pray, sing and share food.
10	Guru	A spiritual teacher. In Sikhi, there were ten human Gurus who taught important lessons.
11	Hindu	A person who follows Hindu Dharma.
12	Hindu Dharma	A Dharmic faith that teaches people how to live well by following their duty (dharma), seeking truth and aiming for spiritual freedom (moksha).
13	Jnana Yoga	A spiritual path in Hindu Dharma that focuses on learning about God through study, thinking and wisdom.
14	karma	In Hindu Dharma, the idea that actions and choices have consequences; good actions lead to positive outcomes in future lives and bad actions lead to suffering.
15	Karma Yoga	A spiritual path in Hindu Dharma that focuses on doing your duty and helping others without being selfish.
16	Krishna	Hindu deity known for his wisdom, kindness and playful nature (an avatar of Vishnu). He taught Arjuna in the Bhagavad Gita.

## Religious Authority Introduced

<b>Bhagavad Gita</b>	(One of many Hindu sacred texts) narrative in which Lord Krishna teaches Arjuna about life, duty, and making good choices.
<b>Vedas</b>	Oldest and most important texts in Hindu tradition. Ancient scriptures including hymns, prayers and teachings.
<b>Siddhartha Gautama (The Buddha)</b>	A man who became the Buddha after discovering how to overcome suffering.
<b>Guru Nanak</b>	The first Sikh Guru and the founder of Sikhi.

## Tools for Studying Religion

<b>Theology</b>	is the study of God and ideas about God. Theologians look at how ideas about God influence beliefs in religions and the actions people will do.
<b>Social Scientists</b>	use evidence to see how people are influenced by society.
<b>Social Scientists</b>	look at patterns in what people believe about God and how this may change due to time and place.



# Introduction to the Dharmic Faiths

## Key Vocabulary

17	mandir (or temple)	Hindu place of worship where people go to pray and take part in religious ceremonies.
18	moksha	Freedom from the cycle of birth, death and rebirth (the ultimate goal in Hindu Dharma), where the soul (atman) becomes one with ultimate reality.
19	mukti	Freedom from the cycle of birth and death; a goal in Sikhi.
20	nirvana	A peaceful state of mind in Buddhism where there is no more suffering or desire.
21	Raja Yoga	A spiritual path in Hindu Dharma that focuses on controlling your mind (meditation) and connecting with your inner self.
22	samsara	Cycle of birth, life, death and rebirth in Hindu belief.
23	sari (or saree)	A traditional piece of clothing worn by many women in South Asia, often wrapped around the body.
24	Sikh	A follower of Sikhi, a dharmic faith that teaches equality, honesty and helping others.
25	Sikhi	A dharmic faith that teaches equality, honesty and helping others. Started by Guru Nanak.
26	Vaisakhi	Sikh festival celebrating the start of the Khalsa (the Sikh community) in 1699. It's also a harvest festival in parts of India, especially the Punjab.



## Huish Episcopi Academy Year 8 History Knowledge Organiser – Civil War

Key Terms	
1	Absolutist A ruler who has all the power
2	Bishops' War An uprising in Scotland
3	Interregnum The period after Charles' execution, up to 1660, when England was a republic.
4	Conspiracy A secret plan
5	Eleven Year Tyranny The period when Charles I ruled without Parliament
6	Grand Remonstrance A list of complaints against Charles I
7	Puritans Extreme Protestants
8	Civil War A war fought between 2 or more sides within a country
9	Parliament A group of people who lead the country and pass laws
10	Ship money A tax payable by people in coastal towns
11	John Pym Leading MP who opposed King Charles I
12	Dissolve Shut down
13	Republic A country without a king or a queen
14	Constitution A set of laws and principles that sets out how a country is governed
15	Divine Right of Kings The belief that the king was chosen by God
16	Cavalier The name given to those fighting for King Charles
17	Roundhead The name given to those fighting for Parliament
18	Restoration The period starting in 1660 when England returned to being a monarchy
19	Daemonology A book, written by King James, on the threat posed by witches
20	Interrogate To ask someone a lot of questions, often in a forceful way

Key Terms	
21	1603 James became king of England
22	1605 Gunpowder Plot
23	1625 Charles I became king of England
24	1629 Start of 'Eleven Year Tyranny'
25	1637 Archbishop Laud makes religious changes
26	1640 Charles I recalls Parliament
27	1642 Start of the English Civil War
28	1645-1646 Matthew Hopkins' witch-hunting reaches its peak
29	1648 Parliament wins the second Civil War
30	1649 Charles I executed and England declared a Commonwealth
31	1653 Oliver Cromwell became 'Lord Protector'.
32	1658 Death of Oliver Cromwell.
33	1660 Charles II crowned king beginning the Restoration.
34	1688 The Glorious Revolution
35	1707 The Act of Union

## Huish Episcopi Academy Year 8 Geography Knowledge Organiser Unit 3 Plate tectonics

1. The Structure of the earth	
1	Crust The outer most layer of the earth
2	Mantle The thickest layer of the earth beneath the crust
3	Oceanic Crust Dense crust beneath the oceans
4	Continental crust Less dense crust which forms our continents
5	Convection current Currents in the mantle that cause the plates to move

2. Tectonic Plates	
1	Conservative When two plates rub past each other at different speeds
2	Constructive When two plates move apart from each other
3	Collision When two continental plates move towards each other
4	Destructive When an oceanic and continental plate move towards each other and the oceanic plate sinks
5	Subduction The area where one plate is sinking under another
6	Fold mountain Caused when two continental plates collide
7	Hot Spot An area where the crust is thinner where volcanoes occur away from a plate boundary

3. Earthquakes	
1	Friction Created when two plates rub past each other
2	Seismic waves Created when the plates jolt
3	Epicentre The area above the focus where the damage is most severe
4	Focus The point in the earth's crust where the earthquake happens
5	Fault A crack in the earth's crust
6	Seismometer An instrument used to measure earthquake magnitude (Strength)
7	Primary effect Occur as a direct result of the ground shaking
8	Secondary effect Occur as a result of primary effects e.g.fire
9	Infrastructure Roads, buildings, bridges, water pipes
10	Tsunami A large wave created by an underwater earthquake

4. Volcanoes	
1	Shield Wide, flat, gentle volcanoes
2	Composite Large, cone shape, explosive volcanoes
3	Lava Hot molten rock on the earth's surface
4	Pyroclastic flow Hot ash cloud that moves at great speed
5	Tiltmeter Measure the changes in shape of a volcano
6	Fertile soil A benefit of living close to a volcano meaning higher crop yields
7	The Pacific ring of fire The area around the pacific plate which includes numerous volcanoes

Adverbios	
1	-mente
2	Rapidamente
3	Lentamente
4	Con cuidado
5	De prisa
6	De mala gana
7	Felizmente

Usually means-ly in English

Quickly

Slowly

Carefully

In a hurry

Unwillingly

Happily

**¿Cómo es tu rutina diaria?: What is your daily routine like?**

1	A las siete	At seven o'clock
2	De la mañana	a.m
3	De la tarde	p.m
4	Me gustaría acostarme	I would like to go to bed
5	Más temprano	earlier
6	Más tarde	later
7	Tengo que levantarme	I have to get up
9	Suelo ducharme	I usually have a shower

**Mi Rutina Diaria**

1	Me despierto	I wake up
2	Me levanto	I get up
3	Me ducho	I have a shower
4	Me baño	I have a bath
5	Me visto	I get dressed
6	Desayuno	I have breakfast
7	Almuerzo	I have for lunch
8	Ceno	I have for supper
9	Me peino	I comb my hair
10	Me lavo / me cepillo los dientes	I brush my teeth
11	Me maquillo	I put on make -up
12	Me afeito	I shave
13	Hago mis deberes	I do my homework
14	Salgo de casa	I leave the house
15	Vuelvo a casa	I return home
16	Me acuesto	I go to bed
17	Me duermo	I fall asleep

¿Tienes una vida sana?	
1	Hay que +infinitive You have to
2	Se debe +inf. You must
3	Se debería +inf. You ought to
4	Tengo que +inf. I have to
5	Suelo +infinitive I usually
6	Me gustaría ser más/menos... I would like to be more/less

Mi vida sana	
1	(mal)sano (un)healthy
2	saludable healthy
3	rico delicious
4	sabroso tasty
5	asqueroso disgusting
6	Fumar To smoke
7	Beber alcohol To drink alcohol
8	Tomar droga To take drugs
9	Probar To try
10	nocivo harmful
11	perjudicial harmful
12	dañino harmful
13	dañar To injure/harm
14	Hacer daño a To hurt
15	Perjudicar To damage/harm
16	Creo que I think that
17	(des)afortunadamente (un)fortunately

Mi Vida Sana	
1	Comer cinco porciones de fruta y verduras To eat 5 portions of fruit and veg a day
2	Dormir ocho horas To sleep eight hours
3	Hacer ejercicio To exercise
4	Beber ocho vasos de agua To drink eight glasses of water
5	Evitar el estrés To avoid stress
6	Los hábitos buenos/malos Good/bad habits
7	La comida basura Junk food

### 1. Comment est ta routine ?

1	Je me lève	I get up
2	Je me lave	I have a wash
3	Je me brosse les dents	I brush my teeth
4	Je me douche	I shower
5	Je prends le petit-déjeuner	I have breakfast
6	Je vais au collège (à pied / en bus / en voiture)	I go to school (by foot/ on the bus/ by car)
7	Je quitte le collège	I leave school

### 2. Que changerais-tu au sujet de ta routine ?

1	Je changerais beaucoup/peu	I would change a lot/little
2	Je voudrais (+infinitive)	I would like
3	Je voudrais pouvoir (+infinitive)	I would like to be able
4.	Me lever	To get up
5	Me coucher	To go to bed
6	Manger	To eat
7	Aller au collège	To go to school
8	Rentrer chez moi	To return home
9	Avoir plus de temps au lit	To have more time in bed
10	Avoir plus de temps chez moi	To have more time at home
11	Avoir plus de temps au collège	To have more time at school

### 3. Qu'est-ce que tu as fait hier ?

1	Je me suis levé(e) à	I got up at...
2	Je me suis douché(e)	I showered
3	J'ai pris le petit-déjeuner	I had breakfast
4	J'ai mangé (des céréales/ du pain grillé)	I ate (cereal/toast)
5	Je suis allé(e) au collège	I went to school
6	J'ai bavardé avec mes amis	I chatted with my friends
7	J'ai étudié au collège	I studied at school
8	J'ai joué au foot/sur mon portable/aux jeux vidéo	I played football/ on my phone/ video games
9	J'ai préparé le dîner	I prepared/made dinner
10	J'ai regardé la télé	I watched television
11	J'ai écouté de la musique	I listened to music

### 4. Time and time expressions

1	Après ça	After that
2	Puis	Then
3	Ensuite	Then/next
4	Plus tard	Later
5	À ... heures	At ... o'clock
6	À ... heures et demie	At half past ...
7	À ... heures et quart	At quarter past ...
8	À ... heures moins le quart	At quarter to ...
9	C'était	It was

5. Es-tu en forme ?	
1	Je suis en bonne forme / I'm fit/healthy
2	Je suis sain(e)/en bonne santé / I am healthy
3	Je ne suis pas en forme / I'm not fit
4	Je ne suis pas sain(e)/en bonne santé / I'm not healthy
5	Je bois de l'eau / I drink water
6	Je bois des boissons gazeuses / I drink fizzy drinks
7	Je (ne) mange (pas) sainement / I (don't) eat healthily
8	Je mange des sucreries / I eat sweets
9	Je mange du chocolat / I eat chocolate
10	Je mange des légumes / I eat vegetables
11	Je mange des fruits / I eat fruit
12	J'adore manger du fast-food / I love eating fast food
13	Tous les jours / Every day
14	De temps en temps / From time to time
15	Tout le temps / All the time
16	Rarement / Rarely
17	Ne...jamais / Never
18	Je fais de l'exercice / I exercise
19.	Je (ne) suis (pas) actif/active / I am (not) active

### 6. Qu'est-ce que tu vas faire pour rester en forme ?

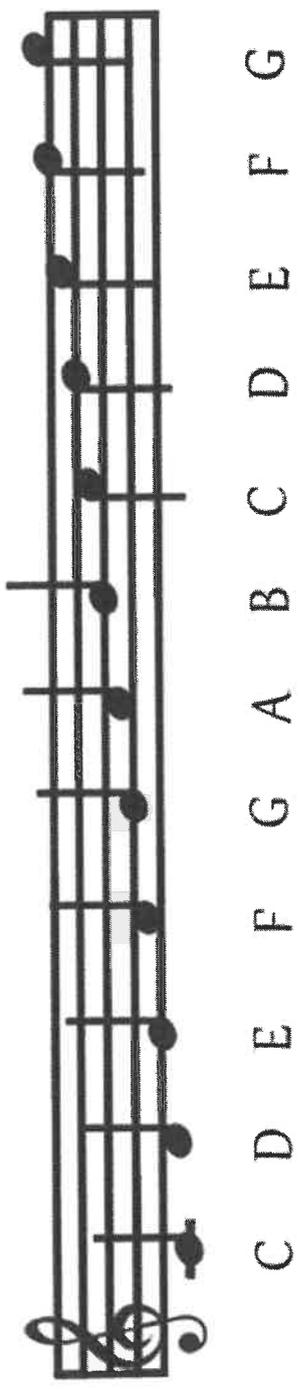
1	Je vais (+infinitive)	I'm going
2	Je dois (+infinitive)	I have to/must
3	Je peux (+infinitive)	I can
4	Je veux (+infinitive)	I want
5	Manger sainement	To eat healthily
6	Manger moins de	To eat less/fewer
7	Boire plus de	To drink more
8	Faire du sport	To do/play sport
9	Faire de l'exercice	To exercise
10	Être plus actif/active	To be more active
11	Dormir plus	To sleep more

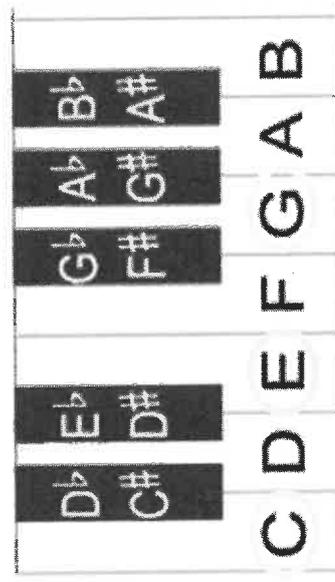
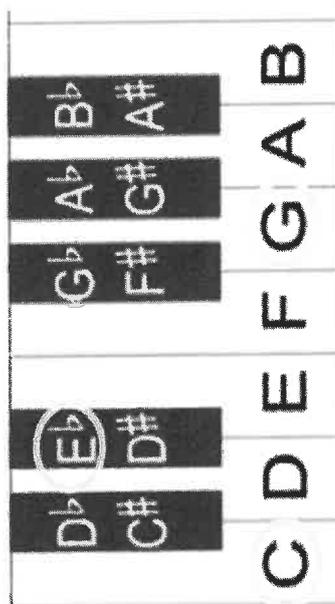
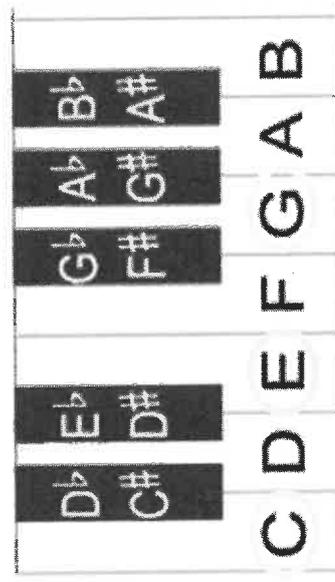
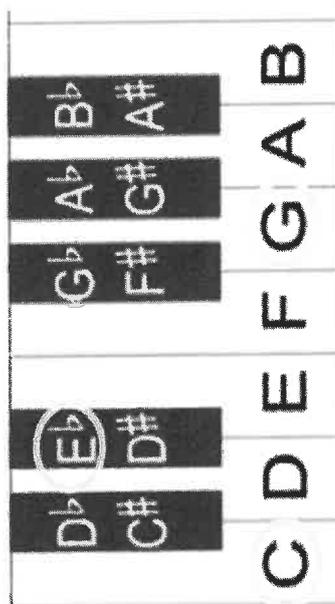
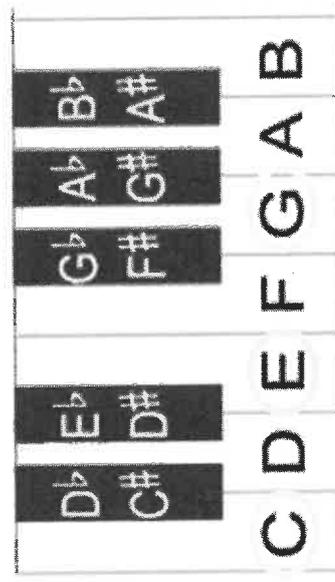
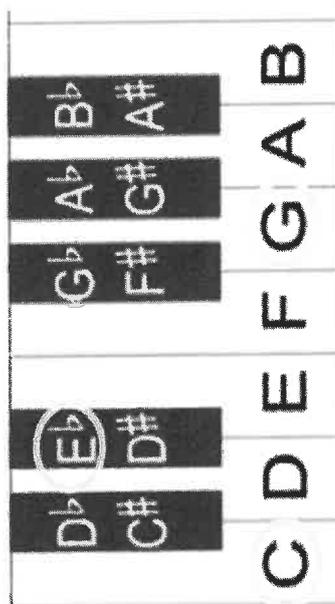
### 7.Opinions

1	C'était...	It was...
2	Fatigant	Tiring
3	Sain	Healthy
4	Malsain	Unhealthy
5	Amusant	Fun
6	Énergisant	Energising

## Huish Episcopi Academy Year 8 Music Knowledge Organiser Unit 2: The Ensemble Musician

Section 1	
1	<b>Scale</b> Notes put in ascending or descending order of pitch
2	<b>Chord</b> Two or more notes played at the same time
3	<b>Major Chord</b> A chord with a happy / bright / joyful tone
4	<b>Minor Chord</b> A chord with a sad / gloomy / serious tone
5	<b>Primary Chords</b> The three main chords in any given key - Chords I, IV and V (1, 4 and 5)
6	<b>Root note</b> The "home" or starting note of the chord / scale
7	<b>Interval</b> The distance between any two given notes
8	<b>Semitone</b> Smallest interval, moving up or down a half step on the keyboard e.g. C to C#
9	<b>(Whole) Tone</b> An interval which moves up or down by 2 semitones on the keyboard e.g. C to D
10	<b>Rhythm</b> The duration of notes and how they are organised
11	<b>Syncopation</b> Off-beat rhythm. Emphasis on beats 2 and 4
12	<b>Skank rhythm</b> Off-beat rhythm specific to Reggae music
13	<b>Swung rhythm</b> When the first quaver in a pair is played longer than the second
14	<b>Reggae</b> Traditional music from Jamaica.
15	<b>Riff</b> A repeating musical pattern
16	<b>Ensemble</b> A group of musicians, playing together

<p><b>Section 2</b></p>	<p>Treble clef notation</p> 
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<p><b>Section 3</b></p>	<table border="1"> <tr> <td data-bbox="869 190 933 2184"> <p>Major chord pattern</p> </td> <td data-bbox="933 190 1372 2184">  <p>4 semitones 3 semitones</p> </td> </tr> <tr> <td data-bbox="869 929 933 1176"> <p>Minor chord pattern</p> </td> <td data-bbox="933 929 1372 1176">  <p>3 semitones 4 semitones</p> </td> </tr> </table>	<p>Major chord pattern</p>	 <p>4 semitones 3 semitones</p>	<p>Minor chord pattern</p>	 <p>3 semitones 4 semitones</p>
<p>Major chord pattern</p>	 <p>4 semitones 3 semitones</p>				
<p>Minor chord pattern</p>	 <p>3 semitones 4 semitones</p>				

## Huish Episcopi Academy Year 8 Drama Knowledge Organiser UNIT 2: Macbeth

### UNIT 2: Macbeth

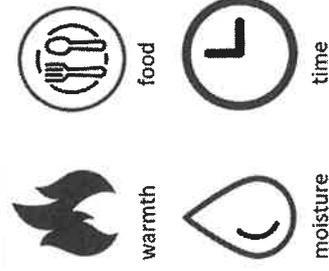
Section A	
1	Singular An actor speaking part of a verse by themselves
2	Ensemble A group of actors working together to create a unified performance
3	Physicality An actor using a range of movement skills to help transform themselves into the character they are playing
4	Imagery Storytelling using 'language' seen with the eyes, designed to appeal to the senses.
5	Choral Movement Where a group of actors move in the same way at the same time
6	Choral Speech Where a group of actors speak the same thing at the same time
7	Conscience Alley Persuasive arguments to help a character make a decision
8	Interpretation An actor's own idea of how to represent something
9	Motivation What drives a character to say what they says and to do what they does
10	Emotion Memory An actor's memory of something that creates an emotional reaction
Section B	
1	Projection How loud or quiet your voice is
2	Pitch How high or low your voice is
3	Pace The speed at which an actor delivers their lines or performs their actions
4	Emphasis The stress or importance placed on certain words or phrases in dialogue
5	Tone The emotion shown in your voice
6	Gesture Movements of the hands, arms, or body that express ideas or emotions
7	Eye Contact Looking directly into another character's eyes, or avoiding this
8	Facial Expression Movements of the facial muscles to convey emotions and reactions
9	Posture The way an actor holds and positions their body
10	Body Language The non-verbal communication conveyed through an actor's movements

## Huish Episcopi Academy - Year 8 Food Preparation & Nutrition Knowledge Organiser – Costings, Bread Rolls & Raising Agents

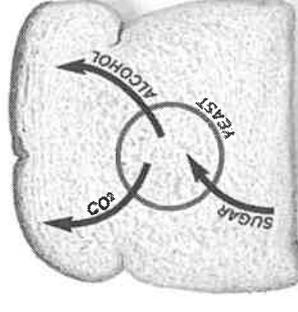
1. Raising Agents	
1	Raising Agents A raising agent is an ingredient or process that introduces a gas into a mixture, when heated it expands and causes a mixture to rise e.g. Air, carbon dioxide or steam.
2	Adding gas to a mixture The 3 ways that gas can be added to a mixture are Biological, Chemical and Mechanical.
3	Biological Raising Agent Yeast is a biological process that releases Carbon Dioxide Gas.
4	Yeast Is used to make a variety of bread doughs for Pizza, bases, Hot Cross Buns, Chelsea Buns, Dough balls, brioche buns etc.
5	Yeast Yeast is a living organism and requires special conditions for growth. It needs Warmth, Food, Moisture and Time.
6	Fermentation Fermentation is when yeasts reproduce (budding) by consuming the sugars within a food product (e.g. flour), producing <u>CO<sub>2</sub> gas</u> and <u>alcohol</u> as byproducts.
7	Chemical Raising Agents Baking Powder, Bicarbonate of Soda and Cream of Tartar are chemical raising agents that release Carbon Dioxide Gas into a mixture.
8	Baking Powder Is used to raise a variety of cake batters, biscuits, scones etc.
9	Baking Powder Is a mixture of bicarbonate of soda (alkaline) and cream of tartar (acid).

1. Raising Agents	
10	Baking Powder Is pH neutral and has no taste. It needs moisture and acid to work so it is often combined with eggs and sugar which help to activate it.
11	Bicarbonate of Soda Is used to make Gingerbread, honeycomb and Soda Bread.
12	Bicarbonate of Soda Is an alkaline and taste soapy. Needs to be combined with a stronger flavour (e.g ginger) and an acidic ingredient.
13	Bicarbonate of Soda Needs moisture and acid to work so it is often combined with yoghurt, buttermilk or milk recipes (all acidic)
14	Mechanical Raising Agent Whisking, beating, sieving, folding, creaming rubbing-in are all examples of mechanical raising agents.
15	Creaming Is where fat and sugar are creamed together, air is added to the mixture, and is enclosed by the fat.

**Diagram A - Yeast needs special conditions for growth known as Fermentation.**



**Diagram B - Fermentation**



Huish Episcopi Academy - Year 8 Food Preparation & Nutrition Knowledge Organiser – Costings, Bread Rolls & Raising Agents

2. Costing a recipe – Factors affecting cost production	
1	Energy Costs can affect the cost of production
2	Global Demand The demand for food can affect food prices
3	Ingredients Organic/Fair Trade
4	Shop bought Factory expenses/wages/company profit
5	Weight Of the product (quantity of ingredients)
6	Production Methods JIT, one off, batch, mass and continuous production
7	Portion Size Serving consistent portions, restaurants can better predict their inventory needs, order more accurately, and minimize the excess that often ends up in the food waste.
8	Weather Extreme weather events like droughts and floods can damage crops
9	Climate Change Long term shifts in weather patterns can affect crop yields

3. Bread Rolls – The Function of Bread Ingredients	
1	Strong White Flour Provides bulk and structure
2	Oil Provides Texture, Softens the dough
3	Yeast Biological raising agent, creates CO <sub>2</sub> on heating, causes mixture to rise
4	Salt Regulates pH level of dough to aid action of the yeast, also adds flavour
5	Warm Water Provides warmth and moisture to aid activation of yeast

4. Bread Rolls – Key Words	
1	Kneading Kneading bread ensures that the protein found in flour (gluten) is stretched to give bread a stretchy, elastic and smooth texture.
2	Kneading This helps the bread to expand when it is heated
3	Knocking Back This process bursts the tiny air bubbles that have formed in the dough and then forces them to reform again in the final shape you want, which results in a smoother texture.
4	Knocking Back Is the technical term for punching or pressing down on the dough after the bread's first rise.

Diagram C - Cost a recipe: How to calculate the cost of a recipe

Cost of a recipe = (cost of ingredients bought ÷ quantity of ingredients bought) X quantity of ingredients required for the recipe

## Huish Episcopi Academy Year 8 Textiles Knowledge Organiser Project 2 LED keyrings

1. Context	
1	Key ring A metal ring, with a tab or decorative object attached.
2	LED <b>Light Emitting Diode</b> - an electronic device that gives off light when it receives an electrical current.
3	Cultural The <b>ideas, customs, and social</b> behaviour of a society.
4	Day of the Dead <b>The Day of the Dead</b> , a festival which is celebrated in <b>Mexico</b> , where friends and family remember loved ones that have passed away.
5	Template A piece of paper used as a <b>template</b> for cutting out a shape.
6	E textiles <b>Electronic textiles</b> , are products created with <b>conductive threads</b> enabling digital components such as <b>batteries and lights</b> to be embedded in them.

**Embroidery – Back stitch**



**Embroidery – Blanket stitch**

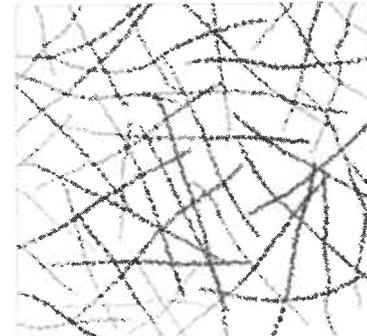


**Embroidery- French Knot**

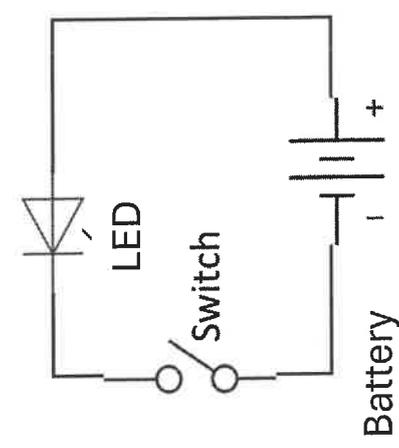


2. Techniques and materials	
1	Applique When pieces of <b>fabric</b> are <b>sewn or stuck</b> on to a larger piece to form a picture or pattern
2	Felt <b>Felt</b> is a material that is produced by <b>matting and pressing</b> fibres together.
3	Modern material <b>Modern materials</b> are developed through the invention of new or improved processes. E.g. conductive thread
4	Embroidery <b>Embroidery</b> is decorating fabric using a needle to apply thread.

**Felt construction**



**LED circuit**



## Huish Episcopi Academy Year 8 Computing Knowledge Organiser – Spring 2

Section 1	
1	<b>Adaptive Design</b> A design approach that creates different layouts for different screen sizes and orientations.
2	<b>Affordance</b> The design aspect that suggests how an element should be used, like a button that looks clickable.
3	<b>Anchor</b> A fixed position element that remains in place while the rest of the content scrolls.
4	<b>App Icon</b> The small image that represents an app on a device's home screen or app drawer.
5	<b>Back Button</b> A navigation element that allows users to return to the previous screen.
6	<b>Breadcrumbs</b> A navigation aid that shows the user's current location within the app's hierarchy.
7	<b>Card Layout</b> A design pattern that uses cards to display content in a visually organised manner.

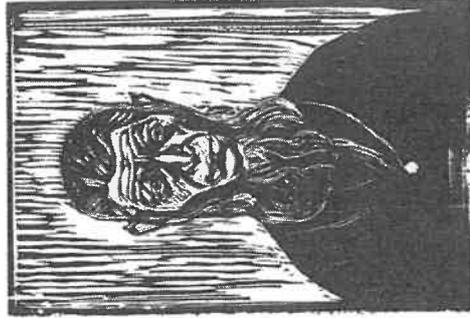
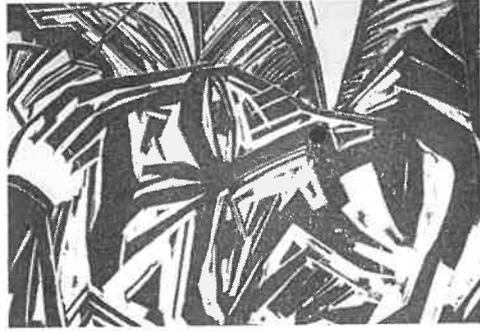
Section 2	
1	<b>Context Menu</b> A menu that appears upon user interaction, offering additional options related to the selected item.
2	<b>Drawer Navigation</b> A hidden menu that slides in from the side of the screen, providing access to different app sections.
3	<b>FAB (Floating Action Button)</b> A circular button that floats above the UI, typically used for primary actions.
4	<b>Gestures</b> Touch interactions like swiping, pinching, and tapping used to navigate and interact with the app.
5	<b>Hamburger Menu</b> A menu icon with three horizontal lines that opens a navigation drawer when tapped.
6	<b>Haptic Feedback</b> Physical feedback, like vibrations, provided by the device in response to user actions.

Section 3	
1	<b>Infinite Scrolling</b> A design pattern where new content loads continuously as the user scrolls down.
2	<b>Loading Spinner</b> An animated icon indicating that content is loading or a process is ongoing.
3	<b>Modal</b> A pop-up window that requires user interaction before returning to the main app interface.
4	<b>Navigation Bar</b> A bar at the bottom or top of the screen providing navigation options.
5	<b>Onboarding</b> The process of guiding new users through the app's features and functionalities.
6	<b>Overlay</b> A semi-transparent layer that appears over the main content, often used for menus or dialogs.
7	<b>Pagination</b> Dividing content into separate pages, typically with navigation controls to move between them.

Section 4	
1	<b>Placeholder</b> Temporary text or graphics used to indicate where content will be loaded.
2	<b>Pull-to-Refresh</b> A gesture that allows users to refresh content by pulling down on the screen.
3	<b>Responsive Design</b> A design approach that ensures the app looks and works well on various devices and screen sizes.
4	<b>Snackbar</b> A brief message that appears at the bottom of the screen, often with an action button.
5	<b>Splash Screen</b> An introductory screen that appears while the app is loading.
6	<b>Swipe</b> A gesture where the user moves their finger across the screen to perform an action.
7	<b>Tab Bar</b> A bar with tabs that allows users to switch between different sections of the app.

## Year 8 Art Knowledge Organiser

Expressionist portraits – The use of line and colour to express mood in painting.



These portraits are made with a technique called woodblock printing, made by a group of artists called the German Expressionists. They originated in Germany and Austria. Expressionist artists attempted to capture emotions and expression through colour and mark making. The Expressionists had many influences, among them Edvard Munch, Vincent van Gogh, and African art.

Rather than flattering the sitter or focusing on external appearances, Expressionist portraits explore "inner feelings" and issues of the psyche.

These portraits have exaggerated features, gestures, expressions and distorted physical characteristics.

Home learning tasks

1. Copy one of the drawings focussing on the strong marks that have been used.
2. Draw the eyes from each of the portraits in pencil/colour pencil.
3. Write down 10 colours and match them to an emotion using colour theory.



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