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# Knowledge Organisers
# Year 8
# Autumn Term 2

| |
|---|
| Name: |
| Tutor Group: |

Respect • Ambition • Resilience

# Huish Episcopi Academy Year 8 English Knowledge Organiser – Dystopian Fiction

| Key Vocabulary & Terminology | | |
|---|---|---|
| 1 | **Tyranny** | A cruel and oppressive government or rule. |
| 2 | **Allegory** | A story that can be interpreted to reveal a hidden meaning, typically a moral or political one. |
| 3 | **Communism** | A type of government where all wealth is shared. |
| 4 | **Rebellion** | An organized fight against authority or government. |
| 5 | **Comrade** | A friend or trusted companion. |
| 6 | **Democracy** | A system of government where power lies with the people, who exercise it by voting for leaders or large political decisions. |
| 7 | **Commandment** | An important rule given by a higher authority. |
| 8 | **Propaganda** | Information, usually biased, used to promote a political cause or point of view. |
| 9 | **Manipulation** | To control someone or something to your own advantage, usually dishonestly. |
| 10 | **Totalitarianism** | A form of government that has total control over its citizens. |

| Key Vocabulary & Terminology | | |
|---|---|---|
| 11 | **Exploitation** | Treating someone unfairly in order to benefit from their work. |
| 12 | **Hysteria** | Uncontrollable emotion or excitement. |
| 13 | **Corruption** | The abuse of power for personal gain. |
| 14 | **Treachery** | A betrayal of trust. |
| 15 | **Censorship** | Blocking something from being read, seen or heard. |

| Key Context | | |
|---|---|---|
| 16 | **Allegorical meaning** | George Orwell wrote *Animal Farm* (published in 1945) as an allegory of the Russian Revolution (1917) and the rise of Stalinism, using animals to represent key figures and events in Soviet history. |
| 17 | **Authorial intent** | The novella criticises how revolutionary ideals of equality and freedom can be corrupted by power and propaganda. This is represented in how the pigs gradually become indistinguishable from the oppressive humans they replaced. |
| 18 | **Historical context** | Written during World War II, when Britain and the USSR were allies, Orwell faced resistance to publishing the book — highlighting his courage in exposing totalitarian hypocrisy despite political pressures |

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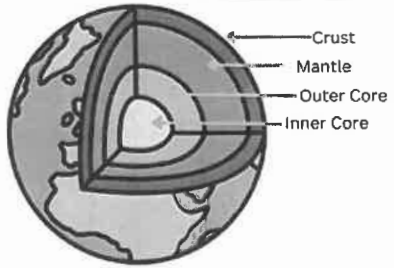
# Huish Episcopi Academy Year 8 Knowledge Organiser 8.02 EARTH and ATMOSPHERE

## 1. Structure of the Earth

| | | |
|---|---|---|
| 1 | **crust** | Top layer of the Earth that is relatively thin and rocky |
| 2 | **mantle** | Thickest layer made from molten rock that can flow |
| 3 | **outer core** | Made from liquid nickel and iron |
| 4 | **inner core** | Centre of the Earth made from solid nickel and iron |

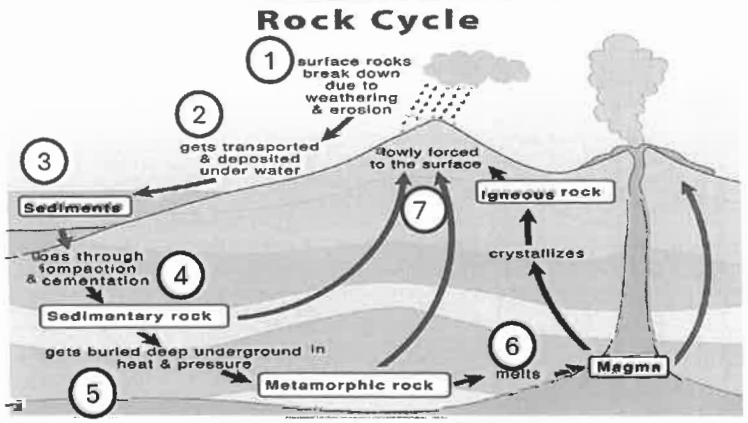



## 2. Types of rock

| | | |
|---|---|---|
| 1 | **sedimentary** | A soft and porous rock. Made of broken remains of other rocks by weathering, which are joined together. Contains layers and fossils. |
| 2 | **igneous** | A hard rock made from molten rock that has cooled and solidified. Does not contain fossils. Contains crystals. |
| 2a | **intrusive igneous rock** | Igneous rock formed inside the Earth. Cools slowly and contains large crystals. |
| 2b | **extrusive igneous rock** | Igneous rock formed outside the Earth. Cools quickly and contains small crystals. |
| 3 | **metamorphic** | Formed from high heat and pressure acting on other rocks. Contains distorted layers and crystals. |

## 3. The rock cycle

| | | |
|---|---|---|
| 1 | **Weathering and erosion** | Weathering breaks down rocks on the surface of the Earth |
| 2 | **Transportation and deposition** | Rivers and streams transport rock particles to other places. Rock particles are deposited in lakes and seas |
| 3 | **Sedimentation** | Rock particles form layers in lakes or seas |
| 4 | **Compaction and cementation** | Pressure from the above layers compresses the layers and causes particles to cement together |
| 5 | **High temperature and pressure** | Rocks underground get heated and put under pressure, and are changed into metamorphic rock |
| 6 | **Melting** | Rocks underground that get heated so much they melt and turn into magma. Some reaches the surface as lava and cools quickly to form extrusive rock |
| 7 | **Slow uplift to the surface** | Some magma rises slowly cooling slowly within the earth to form intrusive rock |

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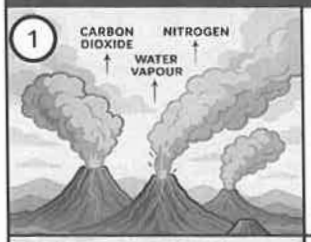
# Huish Episcopi Academy Year 8 Knowledge Organiser 8.02 EARTH AND ATMOSPHERE

## 4. Earth's resources

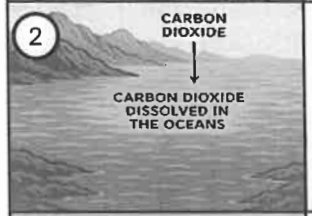
| | | |
|---|---|---|
| 1 | **material** | What an object is made of eg glass, plastic or paper. |
| 2 | **natural material** | A material found in nature eg wool, wood. |
| 3 | **synthetic material** | Made by humans eg plastics |
| 4 | **clay ceramic** | Non metallic material formed by heating and cooling clay, which transforms it into a hard material. |
| 5 | **property** | A characteristic that describes an object or substance. |
| 6 | **brittle** | Easily broken or shattered. |
| 7 | **biodegradable** | Materials that can be decomposed (broken down) by microorganisms eg bacteria. |
| 8 | **monomer** | The smallest part of a polymer. |
| 9 | **polymer** | A long chain molecule made up of many repeating units. |
| 10 | **natural polymer** | A polymer that occurs naturally and is found in plants and animals eg DNA, cellulose |
| 11 | **synthetic polymer** | A man-made polymer created by chemically linking monomers and manufactured using chemicals taken from crude oil. |
| 12 | **hydrocarbon** | A compound containing hydrogen and carbon only. |
| 13 | **crude oil** | A mixture of hydrocarbons of different lengths. |
| 14 | **composite material** | A material made from two or more different types of material eg concrete, fibreglass. |
| 15 | **fossil** | The preserved remains or trace of a dead organism from millions of years ago. |
| 16 | **fossil fuel** | Carbon rich natural resources formed millions of years ago from the remains of dead organisms. Coal, crude oil and natural gas are fossil fuels. |

## 5. Evolution of the Earth's atmosphere

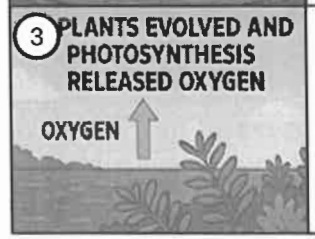



Scientists think that the Earth's atmosphere resembles the atmospheres of Mars and Venus. They cannot be sure as this happened billions of years ago and there is no direct evidence.

4.6 billion years ago the Earth was covered in volcanoes. It was very hot. The volcanoes released water vapour, nitrogen and carbon dioxide.




As the Earth cooled, the water vapour cooled and condensed to form oceans. Carbon dioxide dissolved into the oceans reducing the percentage of carbon dioxide in the atmosphere.




Plants then evolved and photosynthesised to reduce the amount of carbon dioxide and increase the amount of oxygen

**carbon dioxide + water → glucose + oxygen**

## 6. Composition of the current atmosphere

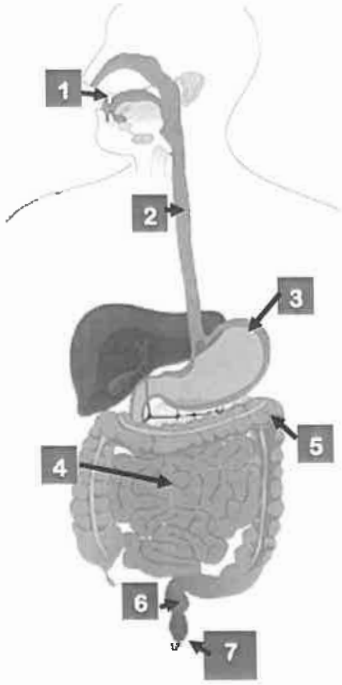
| | Gas | Percentage (%) |
|---|---|---|
| 1 | Nitrogen | 78 |
| 2 | Oxygen | 21 |
| 3 | Other gases e.g. carbon dioxide | 1 |

The modern atmosphere has seen a significant rise in carbon dioxide levels due to human activities (e.g. fossil fuel combustion).

# Huish Episcopi Academy Year 8 SCIENCE Knowledge Organiser THE DIGESTIVE SYSTEM

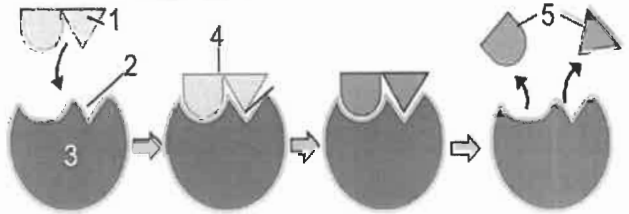
## UNIT 4. Parts of the digestive system

| | | |
|---|---|---|
| 1 | **Mouth** | Mechanical digestion by chewing. saliva from salivary glands, contains the enzyme amylase |
| 2 | **Oesophagus** | Muscular tube which moves ingested food to the stomach by peristalsis |
| 3 | **Stomach** | Mechanical digestion by churning. cells in the lining of the stomach release acid to kill bacteria and produce the enzyme protease |
| 4 | **Small intestine** | Large molecules are broken down into small soluble molecules. Has a large surface area; good blood supply and thin membranes to increase absorption into the blood |
| 6 | **Large intestine** | Water absorbed into the blood stream |
| 6 | **Rectum** | Stores faeces |
| 7 | **Anus** | Ring of muscle allowing faeces to exit the body |




## UNIT6. Enzymes

| Number | Organ |
|---|---|
| 1 | Substrate |
| 2 | Active site |
| 3 | Enzyme |
| 4 | Enzyme-substrate complex |
| 5 | Products |




## UNIT 5. Food tests

| Food group | What we use | Method |
|---|---|---|
| Starch | Iodine | Add a few drops of iodine to the food sample. It will go from orange / brown to blue / black in the presence of starch |
| Sugars | Benedict's | Add benedict's solution to the food sample, heat in a hot water bath. If sugars are present it will turn from blue to brick red |
| Proteins | Biurets | Add biurets to the food sample. It will go from blue to lilac |
| Lipids | Ethanol and water | Add ethanol to the food sample and shake, add water and shake. If present the solution will go from clear to cloudy white |

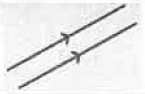
## UNIT 7. Nutrition

| Nutrient | Function |
|---|---|
| **Carbohydrate** | Quick release energy |
| **Protein** | Growth and repair |
| **Fat** | Energy store, insulation and protection of organs |
| **Vitamins and minerals** | Maintain health e.g. calcium for strong teeth and bones |
| **Fibre** | Helps digestive system run smoothly, by helping the food to pass through the gut |

## Angles in Parallel Lines 1

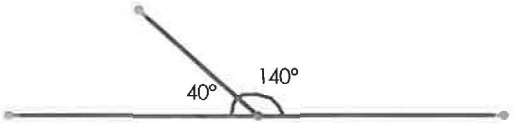
**1) Parallel lines**

Always equidistant.
Parallel lines have the same gradient.
They never meet however far they are extended.



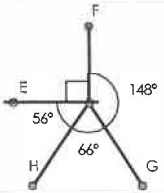
**2) Angles on a straight line**

Angles on a straight line sum to 180°



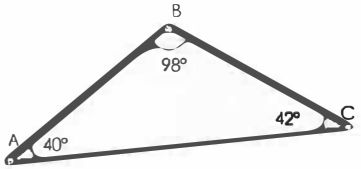

**3) Angles around a point**

Angles around a point sum to 360°



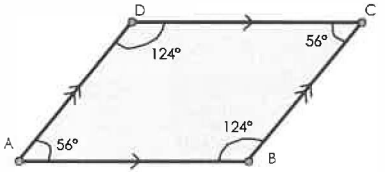

**4) Angles in a triangle**

Angles in a triangle sum to 180°



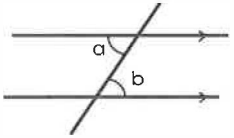

**5) Angles in a quadrilateral**

Angles in a quadrilateral sum to 360°



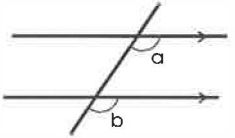

**6) Alternate angles**

Alternate angles are equal, so a = b



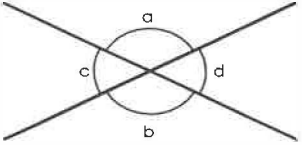

**7) Corresponding angles**

Corresponding angles are equal, so a = b



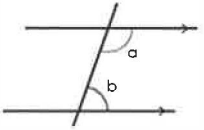

**8) Vertically opposite angles**

Vertically opposite angles are equal, so, a = b and c = d



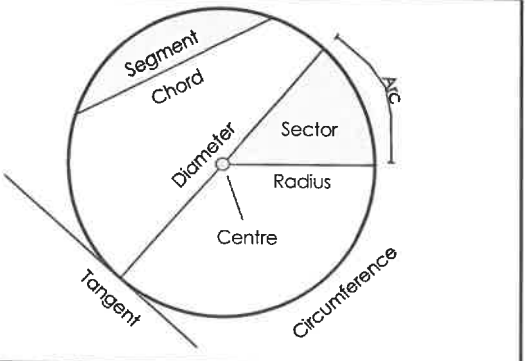

**9) Co-interior angles**

Co-interior angles sum to 180°, so a + b = 180°



## Circumference

| | |
|---|---|
| **1) Diameter** | A straight line going straight through the centre of the circle and touching the circumference at each end. |
| **2) Radius**<br>**Plural: radii** | A straight line joining the centre to the circumference. |
| **3) Chord** | A straight line joining any two parts of the circumference. |
| **4) Tangent** | A straight line that touches the circumference at a single point. |
| **5) Arc** | A section of the circumference. |
| **6) Sector** | The area bound by two radii and an arc. |
| **7) Segment** | The area bound by the circumference and a chord. |




**8) Circumference**

The perimeter of the circle.
$C = \pi \times \text{diameter}$
$C = \pi d$

$d = 5cm$

$c = \pi d$
$c = \pi \times 5$
$c = 5\pi$ cm

$c = 15.70796327cm$
$c = 15.7cm$ (3*sf*)

**9) π (PI)**

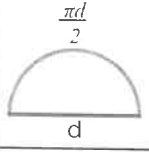
The ratio of a circle's circumference to its diameter.

It has an estimated value of $\frac{22}{7}$ or 3.14 rounded to 3 significant figures.

**10) Revolution**

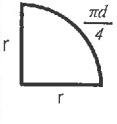
A revolution is a full turn of a circle.
The distance covered by one revolution is equal to the circumference of the circle.

**13) Semi circle**



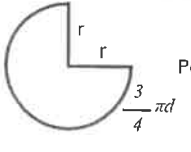

Perimeter $\frac{\pi d}{2}$ + d

**12) Quarter- circle**




Perimeter $\frac{\pi d}{4}$ + 2r

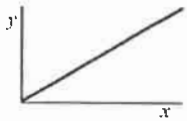
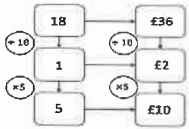
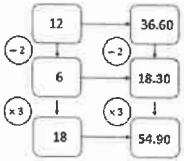
**14) Three-quarter circle**




Perimeter $\frac{3}{4}\pi d + 2r$

# Maths
## *Autumn Term B*

## Direct Proportion

| | | | |
|---|---|---|---|
| **1) Proportion** | A relationship between two quantities. | **2) Direct proportion** | A relationship between two variables where, as one increases, the other also increases.<br>The graphical representation of this relationship is a straight line through the origin.<br>  |
| **3) Unitary method** | To find the value of one unit first.<br>  | **5) Best buy** | Better value for money means that the cost is cheaper when buying an identical item or amount. Equal quantities must be compared. |
| **4) Multiple intersections** |  | **6) Recipes** | **Option 1:** Find the amount of ingredients needed for a specific number of people.<br>**Option 2:** Find how much of the recipe can be made with the quantities available in the question. |

# Huish Episcopi Academy Year 8 Religious Education Knowledge Organiser Unit 1 Islam

| 1. Islamic terms | | |
|---|---|---|
| 1 | Allah | "The God" in Arabic. |
| 2 | caliphate | An area ruled by a Muslim leader (caliph). |
| 3 | Five Pillars | Basic obligatory acts for believers; foundation for Muslim life. |
| 4 | Hadith | Collections of says by Prophet Muhammad. |
| 5 | Islam | "Peace" - the religion of Muslims. |
| 6 | Islamophobia | Dislike of or prejudice against Islam or Muslims. |
| 7 | Greater Jihad | The spiritual struggle to be the best Muslim you can be. |
| 8 | Lesser Jihad | Defending Islam from threat (very strict rules apply). |
| 9 | Prophet Muhammad | Religious, social and political leader and founder of Islam. |
| 10 | Qur'an | The central text (religious scriptures) of Islam revealed by Allah to Muhammad. |
| 11 | Revelation | A message from God to human beings. |
| 12 | Shia | Meaning 'House of Ali' |
| 13 | Sunni | Meaning followers of the Sunnah. |
| 14 | Sunnah | Traditions and practices of the Prophet Muhammad. |
| 15 | Tawhid | The oneness of God. |
| 16 | Ummah | The worldwide Muslim Community. |

| 2. Important events | | |
|---|---|---|
| 1 | Pre-Islamic Arabia | A polytheistic society.<br>Made up of many tribes.<br>Idols kept at the Holy Place of the Ka'ba. |
| 2 | Night of Power | The Angel Jibril first revealed the messages of the Qur'an. |
| 3 | Hijrah | Migration of Muslims from Mecca to Medina – considered to be the start of the religion. |
| 4 | Conquest of Mecca | Muhammad peacefully reclaimed Mecca by uniting the tribes (Ummah) and using an army of 10,000 with fires/torches. |
| 5 | Sunni/Shia split | A division in Islam which occurred after the death of the Prophet Muhammad about who should lead the Ummah. |
| 6 | The Final Sermon | Muhammad delivered his final sermon on Mount Arafat (outside Mecca).<br>- Respect for all humanity. "All mankind is from Adam and Eve"<br>- Honour the rights of women.<br>- Fight Poverty.<br>- Obey the Qur'an fully. |
| 7 | Hajj | One of the Five Pillars of Islam – pilgrimage to Mecca in Saudi Arabi – the holiest of cities. |

**Huish Episcopi Academy Year 8 History Knowledge Organiser – How far was Elizabeth I's reign a golden age for England?**

| Key Terms | | |
|---|---|---|
| 1 | Armada | A fleet of warships |
| 2 | Assassinate | To kill someone for political or religious reasons |
| 3 | Blackamoor | A Tudor word used to describe an African person |
| 4 | Circumnavigate | To travel all around the world |
| 5 | Communion | The next in line for the throne |
| 6 | Colony | A territory that is ruled by another country |
| 7 | Elite | Belonging to the most powerful group in society |
| 8 | Gentry | Very wealthy and influential landowners |
| 9 | Merchant | A person involved in selling and buying large amounts of goods |
| 10 | New World | A term used to describe the newly discovered lands of the Americas |
| 11 | Privy Council | A close group of Queen Elizabeth's advisers |
| 12 | Puritan | A hard-line Protestant who belived Catholics were damned |
| 13 | Recusant | A Catholic who refused to attend Eliozabeth's Church and was fined as a result |
| 14 | Secular | Non-religious |
| 15 | Social class | A division of society based on social and economic status |
| 16 | Vagabond | A person who wanders from lace to place without a home or job |
| 17 | Yeoman | A man who owned a relatively small area of land |

| Key People | | |
|---|---|---|
| 18 | Edward VI | Protestant successor of Henry VIII 1547–1553 |
| 19 | Mary Tudor | Catholic successor of Edward VI 1553-1558 |
| 20 | Mary Queen of Scots | Catholic cousin of Elizabeth I executed in 1587 |
| 21 | Elizabeth I | Protestant Queen of England 1558–1603 |
| 22 | Francis Drake | First Englishman to circumnavigate the globe |
| 23 | Walter Raleigh | Established the first English colony in North America |

| Key Dates | | |
|---|---|---|
| 24 | 1558 | The Act of Supremacy is passed |
| 25 | 1577 | Francis Drake sets out to circumnavigate the globe |
| 26 | 1585 | Walter Raleigh's colonists arrive on Roanoke Island |
| 27 | 1586 | The Babington Plot is discovered |
| 28 | 1586 | Mary Queen of Scots is executed |
| 29 | 1588 | The Spanish Armada is launched |

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# Huish Episcopi Academy Year 8 Geography Knowledge Organiser Unit 2 Population

## Population distribution

| | | |
|---|---|---|
| 1 | Population distribution | How the population is spread out in a country |
| 2 | Population density | The number of people per km2 |
| 3 | Sparsely populated | Very few people live in an area |
| 4 | Densely populated | A lot of people live in an area |
| 5 | Factor | A reason why people do or do not live in a place. |

## Population growth

| | | |
|---|---|---|
| 1 | Birth rates | The number of births per 1000 people |
| 2 | Death rate | The number of deaths per 100 people |
| 3 | Natural increase | When birth rate is higher than death rate |
| 4 | Infant mortality | Number of babies that die before there their first birthday per 1000 |
| 5 | Life expectancy | The average number of years a person is expected to live |
| 6 | The demographic transition model (DTM) | A graph showing how population changes over time |
| 7 | Population pyramid | A graph to show the structure of a population |
| 8 | Population structure | How many males and females there are in a country and how many people there are in each age group |
| 9 | Economically active | 16-65 age group, working age and can provide taxes. |
| 10 | Elderly/young dependants | Under 16's and 65+ age range, rely on the working age for support via taxes. |

## Ageing population

| | | |
|---|---|---|
| 1 | Ageing population | When a country has a high number of elderly dependants |
| 2 | Reasons people are living longer | Improvements in healthcare, diet and fitness |
| 3 | Disposable income | Money you have left over you have paid all bills |
| 4 | Grey pound | Term used to describe the disposable income pensioners have to spend |
| 5 | State pension | Money people receive from the government when they reach 68 |
| 6 | Social care | Carers and care homes that look after elderly people |

## Migration

| | | |
|---|---|---|
| 1 | Migration | The movement of people from one country to another |
| 2 | Source country | Where the migrants have moved from e.g Poland |
| 3 | Host country | Where the migrants have moved to e.g UK |
| 4 | Push factor | Negatives which cause people to move |
| 5 | Pull factor | Positives that attract people to a place |
| 6 | Economic migrant | A person who moves for work or higher wages |
| 7 | Benefit | Advantages that migrants bring to a country e.g paying tax and doing jobs that others do not want to do |
| 8 | Problem | Perceived issues with migrants such as pressure on the NHS and housing shortages in some areas |

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| ¿Qué te gusta hacer en tu tiempo de ocio? | | |
|---|---|---|
| 1 | Me gusta +inf. | I like |
| 2 | Me chifla | I like /I'm keen on |
| 3 | Me encanta | I love |
| 4 | Me vuelvo loco por | I am mad about |
| 5 | Me apasiona | I am passionate about |
| 6 | Porque lo encuentro | Because I find it |
| 7 | emocionante | exciting |

| ¿Adónde quieres ir? | | |
|---|---|---|
| 1 | ¿Quieres ir al cine conmigo? | Do you want to go to the cinema with me? |
| 2 | Ponen una película buena | There's a good film on |
| 3 | (No) me apetece ir | I (don't) feel like going |
| 4 | Lo siento, no puedo | Sorry I can't |
| 5 | Me parece buena idea | It seems like a good idea to me |
| 6 | No tengo tiempo/dinero | I have time/money |
| 7 | ¿Quedamos a las ocho? | Shall we meet at 8? |
| 8 | Comprar las entradas | To buy the tickets |
| 9 | La taquilla | The ticket office |

| ¿Qué planes tienes? | | |
|---|---|---|
| 1 | Me gustaría salir | I would like to go out |
| 2 | Hay un concierto el sábado | There is a concert on Saturday |
| 3 | En mi tiempo libre/de ocio | In my free / leisure time |
| 4 | Soy aficionado/a de | I am a fan of |
| 5 | El fin de semana pasado | Lat weekend |
| 6 | Fuimos a | We went to |
| 7 | Asistí a | I attended |
| 8 | Jugué al fútbol/ hockey /rugby | I played football. Hockey /rugby |
| 9 | Fui de compras | I went shopping |
| 10 | Fui a la bolera | I went bowling |
| 11 | Salí con mis amigos | I went out with my friends |
| 12 | Quedamos en | We met in |
| 13 | Comimos | We ate |
| 14 | Bebimos | We drank |
| 15 | Lo pasamos bomba | We had a great time |
| 16 | Fue una experiencia | It was an experience |
| 17 | Inolvidable | Unforgettable |

| ¿Qué quieres tomar? | | |
|---|---|---|
| 1 | Para mí | For me |
| 2 | De primer plato | As a first course |
| 3 | De segundo plato | As a second course |
| 4 | De postre | For dessert |
| 5 | De bebida | To drink |
| 6 | Yo quisiera | I would like |
| 7 | Me gustaría | I would like |

| ¿Que tipo de música te gusta? | | |
|---|---|---|
| 1 | Me encanta | I love |
| 2 | La música pop | Pop music |
| 3 | La música rock | Rock music |
| 4 | La música tecno | Dance music |
| 5 | La música electrónica | Electronic (dance) music |
| 6 | La música clásica | Classical music |
| 7 | La música foclórica | Folk music |
| 8 | La música rap | Rap music |

| ¿Qué tipo de película te gusta? | | |
|---|---|---|
| 1 | Me encantan las películas de x | I like x films |
| 2 | De miedo / terror | horror |
| 3 | De risa | funny/comedies |
| 4 | De acción | Action |
| 5 | De amor | Love |
| 6 | Históricas | historical |
| 7 | De dibujos animados | cartoon |
| 8 | De Pixar | Pixar |
| 9 | De ciencicia ficción | Science fiction |
| 10 | De intriga | Spy |
| 11 | Detectives/ de crimen | crime |
| 12 | Mi actor favorito es | My favourite actor is |
| 13 | Mi actriz favorita se llama | My favourite actress is called |
| 14 | Aburrido | boring |
| 15 | Demasiado largo | Too long |
| 16 | Emocionante | exciting |
| 17 | Espeluznante | terrifying |

**Huish Episcopi Academy Year 8 Knowledge Organiser Term 3 les loisirs**

| 1. Les activités | | |
|---|---|---|
| 1 | Écouter de la musique | To listen to music |
| 2 | promener mon chien | To walk my dog |
| 3 | bavarder sur mon portable | To chat on my phone |
| 4 | regarder une émission de télé | To watch a programme on TV |
| 5 | sortir avec mes amis | To go out with my friends |
| 6 | jouer du piano | To play the paino |
| 7 | aller au cinéma | To go to the cinema |
| 8 | faire de la gymnastique | To do gymnastics |
| 9 | jouer aux jeux vidéo | To play video games |
| 10 | Lire un livre | To read a book |

| Les opinions | | |
|---|---|---|
| 1 | C'est | It is |
| 2 | Ce n'est pas | It isn't |
| 3 | Ils sont | They are |
| 4 | Ils ne sont pas | They aren't |
| 5 | Intéressant(e) | interesting |
| 6 | Informatif/ informative | informative |
| 7 | Éducatif /éducative | educational |
| 8 | Ennuyeux/ennuyeuse | boring |
| 9 | Divertissant(e) | entertaining |
| 10 | Amusant (e) | funny |

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| 3. Les programmes et les films | | |
|---|---|---|
| 1 | Les infos | The news |
| 2 | Un documentaire | A documentary |
| 3 | Un feuilleton | A soap opera |
| 4 | Un jeu télévisé | A game show |
| 5 | Une émission de télé-réalité | To go out with my friends |
| 6 | Une émission de sport | A sports programme |
| 7 | Une série | A serie |
| 8 | une comédie | A comedy |
| 9 | **un film de science-fiction** | A sci-fi film |
| 10 | Un film fantastique | A fantasy film |
| 11 | Un film d'action | An action film |
| 12 | Un film historique | An historic film |
| 13 | Un film d'horreur | A horror film |

| 2. Les opinions | | |
|---|---|---|
| 1 | J'aime | I go/ I am going |
| 2 | Je déteste | You go / you are going ( singular) |
| 3 | Je n'aime pas | He goes/he is going |
| 4 | J'adore | She goes/ she is going |
| 5 | Je préfère | We go/ we are going |

**Huish Episcopi Academy Year 8 Knowledge Organiser Term 2.2 invitation et une fête**

| 4. Une invitation | |
|---|---|
| Tu veux aller....? | Do you want to to....? |
| Oui, bonne idée | Yes, good idea |
| Je veux bien | I want to/ I'd like to |
| D'accord | OK |
| Bof | Meh (not bothered) |
| Peut-être | Maybe |
| Je n'en ai pas envie | I don't want to |
| Non, je ne peux pas | No, I can't |
| Non, je suis désolé(e) | No, I'm sorry |
| À quelle heure..? | What time? |
| À huit heures | At 8 o'clock |
| A huit heures et demie | At 8:30/ half past eight |
| a huit heures et quart | At 8:15 / at quarter past eight |

| 5. Les vêtements | | |
|---|---|---|
| 1 | Je porte | I wear |
| 2 | Je voudrais porter | I would like to wear |
| 3 | Un pantalon | trousers |
| 4 | Un jean | jeans |
| 5 | Un costume | A suit |
| 6 | Une robe | A dress |
| 7 | Une jupe | A skirt |
| 8 | Une chemise | A shirt |
| 9 | une veste | A jacket |
| 10 | Des baskets | trainers |
| 11 | Des chaussures | shoes |

| 8.Les connectifs | | |
|---|---|---|
| 1 | D'abord | first |
| 2 | aussi | also |
| 3 | Et | and |
| 4 | puis | then |
| 5 | après | after |
| 6 | ensuite | next |
| 7 | finalement | finally |

| 6. Aller present tense | | |
|---|---|---|
| 1 | Je vais | I go/ I am going |
| 2 | Tu vas | You go / you are going ( singular) |
| 3 | Il va | He goes/he is going |
| 4 | Elle va | She goes/ she is going |
| 5 | On va | We go/ we are going |
| 6 | Nous allons | We go/we are going |
| 7 | Vous allez | You go/ you are going ( plural) |
| 8 | Ils vont | They go/ they are going ( feminine) |
| 9 | Elle vont | They go/ they are going |

| 7. Les verbes | | |
|---|---|---|
| 1 | Porter | To wear |
| 2 | fêter | To celebrate |
| 3 | manger | To eat |
| 4 | boire | To drink |
| 5 | danser | To dance |
| 6 | chanter | To sing |
| 7 | prendre | To take |
| 8 | écouter | To listen |
| 9 | organiser | To organise |

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# Huish Episcopi Academy Year 8 Music Knowledge Organiser Unit 1 Tonality and Structure

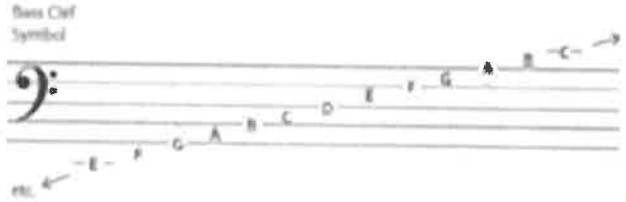
| Section 1: Vocabulary | | |
|---|---|---|
| 1 | **Scale** | Notes put in ascending or descending order of pitch |
| 2 | **Tone** | A whole step, i.e. C to D |
| 3 | **Semitone** | A half step, i.e. C to C# |
| 4 | **Major scale** | Brighter sounding notes in ascending / descending order of pitch |
| 5 | **Minor scale** | Darker sounding notes in ascending / descending order of pitch |
| 6 | **Pentatonic scale** | Five note scale typical in Eastern European music |
| 7 | **Chromatic scale** | Notes moving half a note at a time in ascending / descending order of pitch |
| 8 | **Binary** | Piece of music with two different parts AB |
| 9 | **Ternary** | Piece of music with three different parts ABA |
| 10 | **Theme and Variation** | Orginal musical idea, followed by a changed versions of the idea, A, A1, A2 etc ... |
| 11 | **Staccato** | Notes played separately and detached |
| 12 | **Legato** | Notes played smoothly and attached |
| 13 | **Accent** | Individual notes played louder |
| **Section 2: Musical Elements Terminology** | | |
| 1 | **Tonality** | The key of a piece |
| 2 | **Melody** | The tune |
| 3 | **Articulation** | How a note is played |
| 4 | **Structure** | The order of the sections in a piece of music |
| 5 | **Dynamics** | The loudness of the music |

# Huish Episcopi Academy Year 8 Music Knowledge Organiser Unit 1 Tonality and Structure

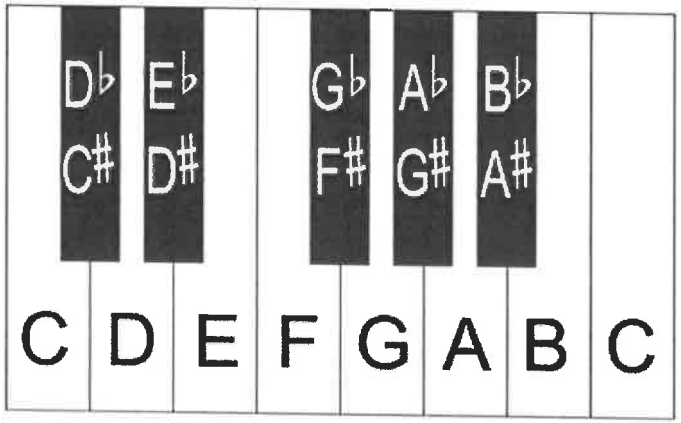
## Section 3: Theory

♭ Flat


♯ Sharp




## Section 4: Keyboard Layout




## Section 5: Musical Context

| | |
|---|---|
| 1 | Edvard Grieg was a Norwegian composer |
| 2 | Incidental music is used in the background of a film or play |
| 3 | 'In the Hall of the Mountain King' is from Peer Gynt (1875) |
| 4 | Antonin Dvorak was a Czech composer |
| 5 | Symphony No. 7 in E minor, New World Symphony |
| 6 | Music inspired by African-American spirituals |

## Huish Episcopi Academy Year 8 Drama Knowledge Organiser UNIT 1: Devising from a Stimulus

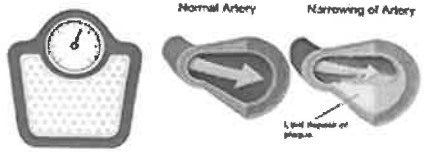
| UNIT 1: Devising from a Stimulus | | |
|---|---|---|
| Section A | | |
| 1 | Stimuli | Anything that inspires or provokes a creative response |
| 2 | Marking the Moment | Where a significant moment in a performance is highlighted for emphasis |
| 3 | Thought Track | Where an actor steps out of a scene to speak their character's thoughts aloud |
| 4 | Hot Seating | Where an actor, in character, is questioned by the rest of the group |
| 5 | Soundscape | The use of sounds to create an atmosphere or setting in a performance |
| 6 | Choral Speech | Where a group of actors speak the same thing at the same time |
| 7 | Flashback | A scene that takes the audience back in time from the current point in the story |
| 8 | Flashforward | A scene that moves the action forward in time, showing events that will happen later in the story |
| 9 | Naturalistic | A style of drama that aims to create a realistic representation of life |
| 10 | Non-Naturalistic | A style of drama that is more abstract and stylised |
| 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 – Fats

| 1. | Fats | |
|---|---|---|
| 1 | Macronutrient | Fat is a macronutrient – it is essential for a balanced diet. There are 3 macronutrients altogether with Fats and Carbohydrates being the other two in the group. |
| 2 | The Functions of Fats | Provide energy, to insulate the body, making all body cells, protecting vital organs such as kidneys, to provide fat-soluble vitamins A,D,E,K, providing essential fatty acids. |
| 3 | Saturated Fats | These are solid at room temperature. Generally found in animal products such as red meat, butter, ghee, cream, hard cheese and eggs. Coconut oil and palm oil are also saturated fats. |
| 4 | Unsaturated Fats | These are liquid at room temperature. Eating unsaturated fats instead of saturated is recommended. Unsaturated fats are found in oily fish such as salmon, sardines & mackerel, nuts and seeds, sunflower and olive oils. |
| 5 | Health risks | Consuming too much fat is associated with health risks including: Weight gain/obesity. Blocked arteries, Coronary Heart Disease (CHD) |
| 6 | Cholesterol | A fatty substance which is needed for normal functioning of the body. Cholesterol is an essential part of cell membranes and helps with the digestion of fats. Cholesterol is made by the body but it is also found in fatty foods. Eating foods that are high in saturated fat will raise cholesterol in the blood. |
| 7 | Essential Fatty Acids | Omega 3 and omega 6 are two polyunsaturated fatty acids that are very important for health. They are called essential fatty acids. Essential fatty acids must be eaten in the diet because the body can't not make them. |
| 8 | Invisible fat | This is fat that is not clearly seen in food, for example crisps, biscuits, cakes and ice cream. |

## Diagram B – Health Risks

**Health risks** associated with consuming **too much fat;**
-Weight gain/Obesity
-Blocked arteries
-Coronary Heart Disease (CHD)




## Diagram C – Sources of fats

**Sources of fat**

**Saturated** Fats

Meat – bacon, beef, pork
Butter
Cheese
Processed foods - cookies
Ice Cream

**Sources of fat**

**Unsaturated** Fats

Nuts
Plant foods- avocado
Fish
Oils-sunflower
Green vegetables

| 2. Function of fats in cooking | | |
|---|---|---|
| 1 | Aeration | Is where air is trapped in a mixture. Example: (making a cake) the fat and sugar are creamed together, trapping air (aeration) the mixture becomes paler. An air-in-fat foam is formed. During baking: trapped air expands, and the cake rises. |
| 2 | Shortening | Is where fat coats the flour particles, preventing absorption of water resulting in a crumbly mixture. Example: Shortbread making |
| 3 | Glazing | Is a cooking technique that uses fat to create a glossy, flavourful coating on the surface of a dish. |

| 3. How to reduce fat intake |
|---|
| Compare food labels and choose lower fat options. |
| Grill, poach, steam or bake instead of roast or fry. |
| Trim excess fat (rind) and skin. |
| Include more vegetables in meat dishes to make portions to go further. |
| Choose leaner cuts of meat or lower % fat mince for example |

# Huish Episcopi Academy Year 8 Food Preparation & Nutrition Knowledge Organiser – Energy

| Energy | | |
|---|---|---|
| 1 | Kilocalories (Kcal) | The energy we take into our bodies by consuming food & drinks and the energy we use is measured in Kilocalories. The NHS recommends that an average female adult requires 2000Kcals per day and an average male requires 2500 Kcals per day. |
| 2 | BMR | Basal Metabolic Rate is the number of kilocalories you need to stay alive for 24 hours.(to breath, keep organs working, digest food and to sit down.) |
| 3 | Macronutrients | The body needs these in large amounts: Proteins, Fats & Carbohydrates |
| 4 | Energy Balance is | The difference between **energy input** (no. of calories put into your body) and **energy output** (no. of calories you burn each day) |
| 5 | Health Issues linked to over consumption of some foods | Health issues which can be brought on if you are overweight: Type 2 diabetes, tooth decay, Obesity, Risk of heart disease and stroke. |
| 6 | Health issues linked to under consumption of some foods | Health issues that can be brought on if you are under weight: Nutrient deficiencies & muscle breakdown, fatigue, mental health problems, anorexia. |
| 7 | Energy-dense Foods | Foods which contain a high number of calories per gram (e.g. biscuits, chocolate.) |
| 8 | Low-energy dense foods | Foods which are low in energy and high in water. |
| 9 | PAL | Physical activity level (PAL) is a measurement of how active you are. |
| 10 | Energy needs | The amount of energy we need will depend on our age, gender, activity level, our health, body size and our circumstance. |

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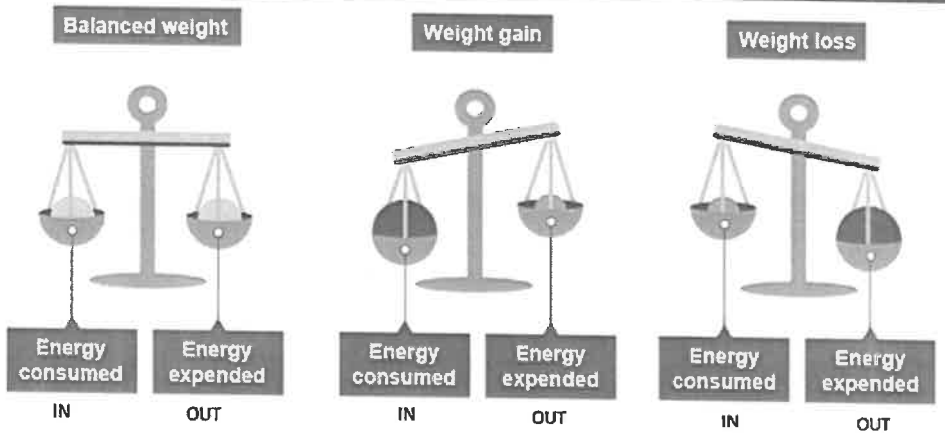
## Diagram D Energy Balance




## Diagram E A table showing data of the number of Kilocalories required for each gender and age group

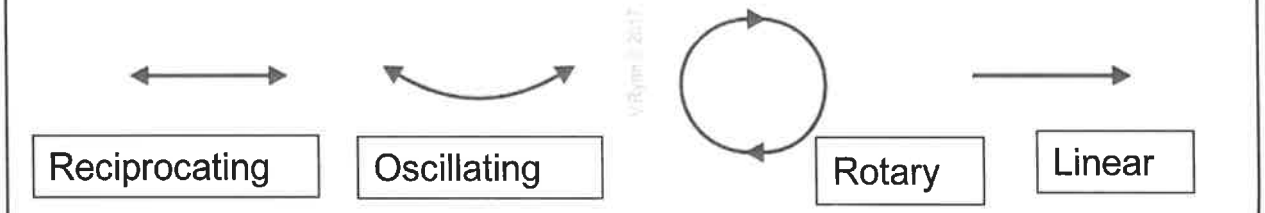
| Gender | Age | Sedentary | Moderate | Active |
|---|---|---|---|---|
| Child | 2-3 | 1000 | 1000 | 1000 |
| Female | 4-8 | 1200 | 1400 | 1800 |
| | 9-13 | 1600 | 1600 | 2200 |
| | 14-18 | 1800 | 2000 | 2400 |
| | 19-30 | 2000 | 2000 | 2200 |
| | 31-50 | 1800 | 2000 | 2200 |
| | 51+ | 1600 | 1800 | 2200 |
| Male | | | | |
| | 4-8 | 1400 | 1600 | 2000 |
| | 9-13 | 1800 | 2200 | 2600 |
| | 14-18 | 2200 | 2800 | 3200 |
| | 19-30 | 2400 | 2800 | 3000 |
| | 31-50 | 2200 | 2600 | 3000 |
| | 51+ | 2000 | 2400 | 2800 |

# Huish Episcopi Academy Year 8 Textiles Knowledge Organiser Project 1 Mechanical systems

## 1. Mechanical systems

| | | |
|---|---|---|
| 1 | Linear Motion | This is a motion that moves in a straight line |
| 2 | Rotary Motion | This is a motion that moves round in a circular direction |
| 3 | Reciprocating Motion | This is a motion that goes backwards and forwards in a straight line |
| 4 | Oscillating Motion | This a motion that goes from side to side |
| 5 | Cam | A cam converts rotary motion to reciprocating motion |
| 6 | Fulcrum | The pivot point of a lever or load |
| 7 | Compression | A pushing force that squashes something together |
| 8 | Lever | A rigid bar resting on a pivot, used to move a fixed load with one end when pressure is applied to the other. |

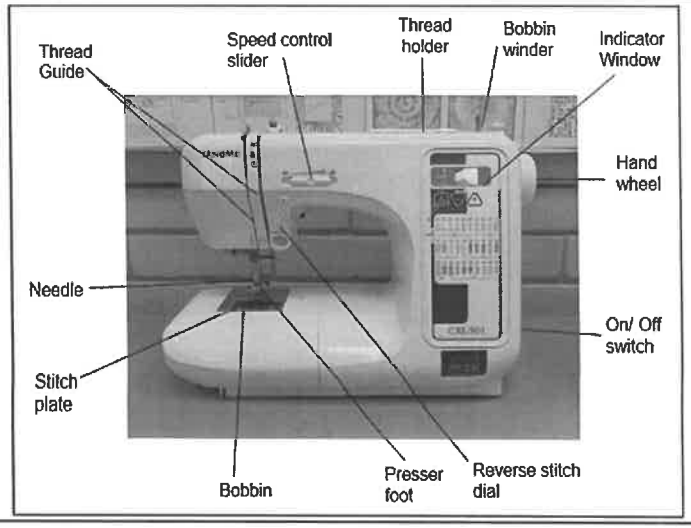
## Diagram A - Types of motion




## 2. Sewing machine keywords

| | | |
|---|---|---|
| 1 | Hand wheel | The hand wheel controls the movement of the take up lever and needle |
| 2 | Indicator window | This shows the stitch selected when sewing |
| 3 | Presser foot | The presser foot holds the fabric in place when sewing. |
| 4 | Reverse stitch dial | Used to secure stitches when sewing. |
| 5 | Straight stitch | A straight stitch is the most basic stitch will use when sewing. |
| 6 | Zig zag stitch | A zigzag stitch is a back-and-forth stitch used to join or neaten fabric. |

## Diagram B- The sewing machine

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| 3.Textiles equipment | | |
|---|---|---|
| 1 | Iron | The process of smoothing or pressing clothes, and fabric. |
| 2 | Thread | Long, thin strands of fibres twisted together to be used in sewing or weaving. |
| 3 | Needle | A needle used in hand sewing to pull a thread through cloth. |
| 4 | Pins | Used to hold fabric together temporarily |
| 5 | Fabric shears | The main tool used for cutting out your fabric. |
| 6 | Quick unpick | A small tool that slides under stitches and cuts the threads. |
| 7 | Bobbin | A small plastic spool that holds thread used in a sewing machine |
| 8 | Sewing Machine | A machine with a mechanically driven needle for sewing or stitching cloth |
| 9 | Ironing Board | A long, narrow board covered with soft material and having folding legs, on which clothes, and fabric is ironed. |
| 10 | Taylors chalk | Chalk for marking fabric. |

| 1 – Programming fundamentals | | |
|---|---|---|
| 1 | Algorithm | A set of step-by-step instructions to solve a problem or complete a task. |
| 2 | Program | A collection of instructions that a computer follows to perform a specific task. |
| 3 | Programming language | A special language used by programmers to write programs. |
| 4 | Program translation and execution | The process of converting the program written in a programming language into a form that the computer can understand and then running it. |
| 5 | Interpreter | A tool that translates and executes a program one line at a time, making it easier to find and fix errors. |
| 6 | Programming environment | A software application that provides tools to write, test, and debug programs. |
| 7 | Input | Information or data that is sent to a computer for processing. |
| 8 | Output | Information or data that comes out of a computer after processing. |
| 9 | Variables | Containers that store data values. |
| 10 | Assignment | The process of giving a value to a variable. |
| 11 | Variables | Containers that store information or data that can change |
| 12 | Operators | Symbols that tell the computer to perform specific mathematical or logical operations, like addition (+) or comparison (==). |
| 13 | Expressions | Combinations of variables, operators, and values that the computer evaluates to produce a result. |
| 14 | Concatenation | When you join two or more strings (pieces of text) together to make one longer string. |
| 15 | Array | A collection of items, like numbers or words, that are stored in a specific order. |

| 2 Multi-branch selection and iteration | | |
|---|---|---|
| 1 | Selection | When a program makes a choice between different actions based on certain conditions. |
| 2 | Relational (or comparison) operators | Symbols used to compare two values. |
| 3 | Logical (or Boolean) expressions | Expressions that evaluate to either true or false. For example, "Is it raining AND is it cold?" could be a logical expression. |
| 4 | Conditions | Statements that a program checks to decide what to do next. |
| 5 | Randomness | When something happens in an unpredictable way. |
| 6 | Multi-branch selection | When a program has multiple choices to decide from, based on different conditions. |
| 7 | Iteration | When a program repeats a set of instructions multiple times. |
| 8 | Counting | When a program keeps track of how many times something happens. |
| 9 | Flags | Special markers or indicators used in programs to show whether certain conditions are true or false. |
| 10 | Integer | A type of data that represents whole numbers, like 1, 2, or 3. |
| 11 | String | A type of data that represents text, like "hello" or "123". |
| 12 | Execution | The process of running a program or a specific set of instructions. |
| 13 | Walk-through | Going through a program step-by-step to understand how it works and to find any errors. |
| 14 | Debugging | The process of finding and fixing errors or bugs in a program. |
| 15 | Stepping | When you go through a program one instruction at a time to see what happens at each step. |