# Huish Episcopi Academy
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Part of United Learning

# Knowledge Organisers
# Year 8
# Autumn Term A

| Name: |
| Tutor Group: |

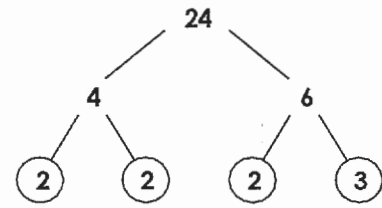Respect • Ambition • Resilience

| Key Vocabulary & Terminology | | |
|---|---|---|
| 1 | Setting | The time and place where a story happens. |
| 2 | Pathetic fallacy | When the weather or nature shows human emotions to match what's happening in the story. |
| 3 | Fragment | A group of words that looks like a sentence but is missing something important, like a subject or verb. |
| 4 | Sentence demarcation | The correct use of punctuation (like full stops and capital letters) to show where one sentence ends and another begins. |
| 5 | Transgressive | Something that breaks rules or goes against what's normally accepted in society. |
| 6 | Ambiguity | When something is unclear because it can be understood in two or more different ways, leading to confusion or uncertainty. |
| 7 | Uncanny | Something that feels creepy or strange because it's almost normal—but not quite. |
| 8 | Narrative Voice | The way a story is told, including who is telling it and how they sound. |
| 9 | supernatural | Something that cannot be explained by the laws of science and that seems to involve otherworldly beings such as gods or magic. |
| 10 | superstition | The belief that particular events cannot be explained by reason or science and/or the belief that particular events bring good or bad luck. |

| Key Vocabulary & Terminology | | |
|---|---|---|
| 11 | Gothic fiction | Refers to a style of writing that is characterised by elements of fear, horror, death, gloom and extreme emotions. |
| 12 | Convention/trope | A common idea, theme, or feature used a lot in stories, movies, or shows or is typical of a certain genre. |
| 13 | characterisation | A literary device in which a writer develops a character. |
| 14 | mood | The feel or atmosphere perceived by a reader in a piece of literature. |
| 15 | symbolism | The use of symbols to express ideas or qualities. |

| Key Context | | |
|---|---|---|
| 16 | The gothic genre | • The gothic genre became popular in the late 18th & 19th centuries, during a time of great discovery and change.<br>• Gothic novels emphasise mystery, horror and the uncanny.<br>• 'The gothic sensibility in literature is seen by some as an attempt to deal with the feared and unknown consequences of social change.' (Steve Roberts, University of Brighton) |
| 17 | Setting | • Typical gothic settings are: medieval castles, old graveyards, crumbling buildings, gloomy chambers, dark forests and wild, strange or dangerous locations. |
| 18 | Era | • 'Dracula' was written at the end of the 19th century in the Victorian era.<br>• Queen Victoria was at the end of her reign.<br>• This was a time of uneasiness and reflection. |

## Powers and Roots

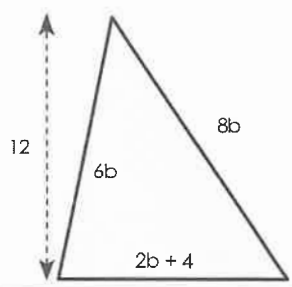| | | | |
|---|---|---|---|
| **1) Square number** | The result of multiplying a number by itself. It will always be positive. The first 12 square numbers are: 1, 4, 9, 16, 25, 36, 49, 64, 81, 100, 121, 144. | **2) Square root** | The opposite of squaring a number to find the original factor. E.g. $\sqrt{64} = 8$ or $-8$ because $8^2 = 64$ and $(-8)^2 = 64$ |
| **3) Cube number** | The result of multiplying a number by itself, then itself again. The first 10 cube numbers are: 1, 8, 27, 64, 125, 216, 343, 512, 729, 1000. | **4) Cube root** | The opposite of cubing a number to find the original factor. E.g. $\sqrt[3]{8} = 2$ because $2^3 = 8$. Note: $(-2)^3 = -8$ so $\sqrt[3]{8} \neq -2$ |
| **5) Index notation** | **Example** $a \times a \times a \times a = a^4$. The number 4 is called the index (plural indices). This tells us how many times the "base" $a$ has been multiplied by itself. | Power $\longrightarrow$ $2^3$ $\longleftarrow$ Index; Base $\longrightarrow$ | |
| **6) Multiplying powers** | $a^m \times a^n = a^{m+n}$ ADD the powers only if the bases are the same. E.g. $a^5 \times a^3 = a^{5+3} = a^8$ | **7) Dividing powers** | $a^m \div a^n = a^{m-n}$ SUBTRACT the powers only if the bases are the same. E.g. $a^6 \div a^2 = a^{6-2} = a^4$ |
| **8) Indices with brackets** | $(a^m)^n = a^{m \times n}$ MULTIPLY the powers. E.g. $(a^3)^5 = a^{3 \times 5} = a^{15}$ | **9) Indices with brackets** | $(ab)^n = a^n \times b^n$ Raise each number or variable to the same power. E.g. $(2p)^4 = 2^4 \times p^4 = 16p^4$ |
| **10) Power of 0** | $a^0 = 1$. Any number or variable to the power of zero equals 1. | **11) Power of $\frac{1}{2}$** | $a^{\frac{1}{2}} = \sqrt{a}$ E.g. $16^{\frac{1}{2}} = \sqrt{16} = 4$ |

## Prime Factorisation

| | | | |
|---|---|---|---|
| **1) Prime numbers** | A prime number only has two distinct factors: 1 and itself. 2 is the only even prime number. 1 is not a prime number. Prime numbers between 1 and 100: 2, 3, 5, 7, 11, 13, 17, 19, 23, 29, 31, 37, 41, 43, 47, 53, 59, 61, 67, 71, 73, 79, 83, 89, 97. | | |
| **2) Prime factor decomposition** | The process of expressing a number as a product of its prime factors. $24 = 2 \times 2 \times 2 \times 3 \twoheadrightarrow 24 = 2^3 \times 3$ | **3) Prime factor trees** |  |

## Rounding

| 1) Significant figures | The total number of digits in a number, not counting zeros at the beginning of a number or at the end of a decimal number. 345 000 has 6 significant figures. 0.3047 has 4 significant figures. 10.500 has 3 significant figures. | | | | | |
|---|---|---|---|---|---|---|

| 2) Rounding to significant figures | Round to... | 0.007638 to 3 sf | 0.007638 to 2 sf | 0.007638 to 1 sf | 2.0507 to 3 sf | 2.0507 to 2 sf | 2.0507 to 1 sf |
|---|---|---|---|---|---|---|---|
| | Answer | 0.00764 | 0.0076 | 0.008 | 2.05 | 2.1 | 2 |

| 3) Estimate | Find a rough or approximate answer by calculating with numbers rounded to one significant figure. e.g. $2.3 \times 18.4 \approx 2 \times 20 = 40$ $\approx$ "approximately equal to" |
|---|---|

## Fractions

| 1) Converting an improper fraction to a mixed number | $\dfrac{15}{7} = 2\dfrac{1}{7}$ | 2) Converting a mixed number to an improper fraction | $3\dfrac{4}{5} = \dfrac{(3 \times 5) + 4}{5} = \dfrac{19}{5}$ |
|---|---|---|---|
| 3) Adding and subtracting fractions | Make the denominators the same (find the LCM). Use equivalent fractions to ensure fractions have a common denominator. Add/subtract the numerators only. | | $\dfrac{2}{7} + \dfrac{2}{5} = \dfrac{10}{35} \cdot \dfrac{14}{35} - \dfrac{24}{35}$ |
| 4) Multiplying fractions | Multiply the numerators. Multiply the denominators. Simplify where possible. | | $\dfrac{4}{5} \times \dfrac{3}{8} = \dfrac{12}{40} = \dfrac{3}{10}$ |
| 5) Dividing fractions | Keep the first fraction the same. Change the second to its reciprocal. Multiply the fractions. Simplify or convert to a mixed number where possible. | | $\dfrac{4}{5} \div \dfrac{3}{8} = \dfrac{4}{5} \times \dfrac{8}{3} = \dfrac{32}{15} = 2\dfrac{2}{15}$ |

## Solving Equations 1

| 1) Inverse operations | Addition and Subtraction are inverse operations.<br>Multiplication and Division are inverse operations.<br>Squaring and taking the square root are inverse operations. | 2) Variable | A letter used to represent any number. |
|---|---|---|---|
| 3) Coefficient | The number to the left of the variable. This is the value that we multiply the variable by.<br>$4x$ ➤ The coefficient of $x$ is 4.<br>$x$ ➤ The coefficient of $x$ is 1. | 4) Term | A single number, variable or numbers and variables multiplied together. |
| 5) Collecting like terms | Combining the like terms in an expression. $7x + 3y - 2x$ is simplified to $5x + 3y$. | 6) Expression | A mathematical statement which contains one or more terms combined with addition and/or subtraction signs E.g. $4x + 3y$. |
| 7) Linear equation | Contains an equals sign (=) and has one unknown.<br>E.g. $5x - 2 = 2x + 7$. | | |

| 8) Solve | Use inverse operations to find the solution of an equation. | | |
|---|---|---|---|
| | E.g. 1. (One step)<br><br>$\quad\quad\dfrac{x}{4} = 12$<br>x4 $\quad\quad$ x4<br>$\quad\quad x = 48$ | E.g. 2. (Two step)<br><br>$\quad 3p - 7 = 8$<br>+7 $\quad\quad\quad$ +7<br>$\quad 3p = 15$<br>÷3 $\quad\quad\quad$ ÷3<br>$\quad p = 5$ | E.g. 3. (Unknown on both sides)<br><br>$\quad 2x + 10 = 19 - 9x$<br>+9x $\quad\quad\quad\quad$ +9x<br>$\quad 11x + 10 = 19$<br>-10 $\quad\quad\quad\quad$ -10<br>$\quad 11x = 9$<br>÷11 $\quad\quad\quad\quad$ ÷11<br>$\quad x = \dfrac{9}{11}$ |

| 9) Form and solve a linear equation | E.g. 1<br>Jake is $y$ years old. Lilly is 15. Kobe is 3 years younger than Jake. They have a total age of 36. Work out their individual ages.<br><br>$y + 15 + y - 3 = 36$<br>$2y + 12 = 36$<br>$2y = 24$<br>$y = 12$<br><br>Jake: 12, Lily: 15, Kobe: 9 | E.g. 2<br>The area of the triangle is 120 cm². Find the value of b.<br><br>$\dfrac{12(2b + 4)}{2} = 120$<br><br>$\dfrac{24b + 48}{2} = 120$<br><br>$12b + 24 = 120$<br><br>$12b = 96$<br><br>$b = 8cm$ |
|---|---|---|

Triangle labels: 12, 8b, 6b, 2b + 4

# Huish Episcopi Academy Year 7 Science Knowledge Organiser 8.04 Chemical Changes

## UNIT 1 CHEMICAL REACTIONS KEYWORDS

| | | |
|---|---|---|
| 1 | atom | the smallest particle of matter, which all things are made of. |
| 2 | element | a pure substance that is made of only one type of atom. |
| 3 | molecule | a small number of atoms chemically joined. |
| 4 | compound | made up of two or more different elements chemically joined. |
| 5 | chemical bond | a strong force that holds atoms together. |
| 6 | chemical reaction | when atoms in are rearranged by breaking existing chemical bonds and forming new ones |
| 7 | reactants | the chemicals we start with in a chemical reaction; always shown on the left of the arrow<br>reactants → products |
| 8 | products | the chemicals we make in a chemical reaction; always shown on the right of the arrow<br>reactants → products |
| 9 | chemical formulae | the way that chemical symbols and numbers are written to should how many of each type of atom are present. |
| 10 | conservation of mass | atoms are not created nor destroyed during chemical reactions, so in any reaction:<br>total mass of reactants = total mass of products |

## UNIT 3 PROPERTIES OF METALS KEYWORDS

| | | |
|---|---|---|
| 1 | conductor | allows electricity or heat to flow easily |
| 2 | sonorous | makes a ringing sound when hit |
| 3 | malleable | easy to reshape without breaking |
| 4 | ductile | can be drawn out into long wires |

## UNIT 2 TYPES OF REACTION

| | | |
|---|---|---|
| 1 | oxidation reaction | when a substance reacts with oxygen and becomes oxidised. |
| 2 | combustion reaction | an example of an oxidation reaction where a fuel is burnt in oxygen. Combustion of fuels makes carbon dioxide and water<br>Fuel + oxygen → carbon dioxide + water |
| 3 | thermal decomposition reaction | when a substance is broken down with heat to form two or more products. |
| 4 | exothermic reaction | when energy is released to the surroundings.<br>Temperature of the surroundings increase. |
| 5 | endothermic reaction | when energy is taken in from the surroundings.<br>Temperature of the surroundings decrease. |

## UNIT 4 CHEMICAL LITERACY

A chemical formula uses chemical symbols and numbers to show how many of each atom is present in a compound.
The small numbers (subscript) go at the bottom.
For example: $CO_2$ is correct;
CO2 and $CO^2$ are wrong.
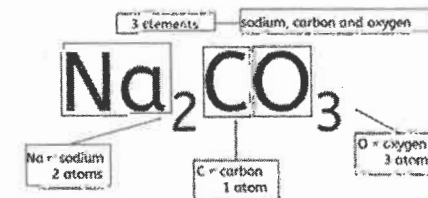


**State symbols**: (s) – solid , (l) – liquid, (g) – gas, and (aq) – aqueous solution (idissolved in water).
The state symbol comes after the chemical formula and is written in lower case and in brackets. E.g. $CuCO_3(s) \rightarrow CuO(s) + CO_2(g)$

**Naming metal and non-metal compounds**
The metal element (furthest left on the periodic table) comes first in the name of the compound. The ending for the non-metal is shortened and changed to '–ide'.
E.g. iron + sulfur → iron sulfide

## UNIT 1. The Periodic Table key terms

| 1 | periodic table | Where elements are arranged in order of atomic number |
| 2 | group | Vertical columns on the periodic table; tells you the number of electrons in an atom's outer shell |
| 3 | period | Rows on the periodic table, tells you the number of shells an atom has |
| 4 | sub-atomic particle | Particles that make up an atom – protons, neutrons and electrons |
| 5 | proton | Subatomic particles in the nucleus of an atom. Has a positive charge and a mass of 1 |
| 6 | neutron | Subatomic particles in the nucleus of an atom. Has a neutral charge and a mass of 1 |
| 7 | electron | Subatomic particles arranged in shells outside the nucleus of an atom. Has a negative charge and a mass that is "very small" |
| 8 | mass number | Total number of protons and neutrons in an atom |
| 9 | atomic number | The number of protons in an atom. The number of protons is the same as the number of electrons |
| 10 | electronic configuration | A set of numbers to show how the electrons in an atom are arranged in shells – 2, 8, 8, 2 |

## UNIT 2. Sub-atomic particles

| Name | Mass | Charge | |
|---|---|---|---|
| proton | 1 | +1 | |
| neutron | 1 | 0 | |
| electron | Very small | -1 | |

## Structure of an Atom



Protons +

Neutrons

Electrons –

Nucleus
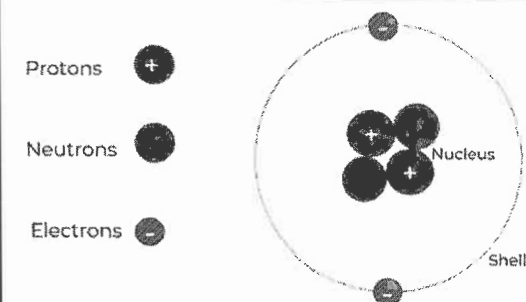
Shells

## UNIT 1. Groups of the periodic table

| Group number | Name of group | Reactivity |
|---|---|---|
| Group 1 | Known as **the alkali metals** | Increase in reactivity as you go down the group, due to electrons being more easily transferred. 1 electron on the outer shell |
| Group 7 | Known as the **halogens** | Decrease in reactivity down the group, due to electrons being harder to gain. 7 electrons on the outer shell |
| Group 0 | Known as the **noble gases** | Unreactive, do not form molecules, as have a full outer shell of electrons |

Relative
Atomic
Mass
number → 7
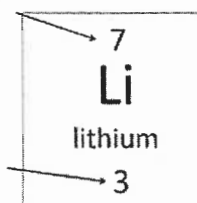
**Li**

lithium

Atomic
number → 3



Group number

Metals   Non-metals

## Huish Episcopi Academy Year 8 History Knowledge Organiser – Henry VIII and the Reformation

### Key Terms

| | | |
|---|---|---|
| 1 | Annulment | To declare a marriage never existed |
| 2 | Corruption | Dishonest behaviour of people in power |
| 3 | Excommunication | To be excluded from the Church |
| 4 | Divine right of kings | The idea that a king is chosen by God |
| 5 | Heir | The next in line for the throne |
| 6 | Heretic | A person who disagrees with the Church |
| 7 | Printing press | A machine which enables mass production of written texts |
| 8 | Protest | An action to express disapproval of something |
| 9 | Protestant | A new form of Christianity which rejected the Catholic Church |
| 10 | Reformation | A religious movement which created the Protestant religion |
| 11 | Revenue | Income for a government such as tax |
| 12 | Royal supremacy | The king replaced the pope as head of the Church in England |
| 13 | Salvation | To be forgiven of sins so that hell is avoided |
| 14 | Transubstantiation | Catholic ritual performed during Mass |
| 15 | Vestments | Robes worn by priests |

### Key People

| | | |
|---|---|---|
| 16 | Richard Whiting | Abbot of Glastonbury Abbey |
| 17 | Martin Luther | A German monk |
| 18 | Anne Boleyn | Second wife of Henry VIII and mother of Elizabeth I |
| 19 | Henry VIII | King of England, 1509-1547 |
| 20 | Catherine of Aragon | First wife of Henry VIII and mother of Mary I |
| 21 | Thomas Cromwell | Henry VIII's chief minister |
| 22 | Thomas Wolsey | The Pope's representative in England |

### Key Dates

| | | |
|---|---|---|
| 23 | 1440 | Gutenberg printing press developed |
| 24 | 1517 | Martin Luther's '95 Theses' |
| 25 | 1533 | Annulment of the royal marriage |
| 26 | 1534 | Act of Supremacy |
| 27 | 1536 | Dissolution of the Monasteries and the Pilgrimage of Grace |

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# Huish Episcopi Academy Year 8 Geography Knowledge Organiser Unit 1 Coasts

## 1. Waves

| | | |
|---|---|---|
| 1 | Fetch | The distance a wave has travelled |
| 2 | Wind duration | How long the wind has been blowing |
| 3 | Swash | The movement of water up the beach |
| 4 | Backwash | The movement of water down the beach |
| 5 | Constructive waves | Strong swash, weak backwash – deposit sediment |
| 6 | Destructive waves | Weak swash, Strong backwash – remove sediment |
| 7 | Sediment transport | Sand, rocks or pebbles are moved from one place to another |

## 2. Processes of erosion and weathering

| | | |
|---|---|---|
| 1 | Hydraulic pressure (Action) | Waves compress pockets of air in cracks in a cliff, causing the crack to widen, breaking off rock. |
| 2 | Abrasion | Eroded material is hurled or scrapes against the cliff, breaking off rock. |
| 3 | Attrition | Eroded material in the sea, hit into each other breaking down into smaller pieces. |
| 4 | Solution | Cliffs e.g. chalk dissolve in seawater |
| 5 | Freeze thaw weathering | Water collects in faults during the day. At night, this water freezes and expands |
| 6 | Biological weathering | Plant roots grow into cracks making them bigger |

## 3. Coastal landforms

| | | |
|---|---|---|
| 1 | Depositional landforms | Landforms created when sediment is dropped by waves |
| 2 | Erosional landforms | Landforms that are created when the sea wares away rock |
| 3 | Headland | More resistant rock that often sticks out into the sea |
| 4 | Bay | Less resistant rock which has been worn away leaving a sheltered area |
| 5 | Wave cut platform | An area of rock left behind after a cliff has collapsed |
| 6 | Longshore drift | The zig zag pattern that moves material along a beach |
| 7. | Prevailing wind | The most common wind direction |
| 8. | Spit | A hooked shaped landform created from longshore drift |

## 4. Coastal Management

| | | |
|---|---|---|
| 1 | Hard Engineering | Man made structures used to stop coastal erosion |
| 2 | Soft engineering | Natural strategies to help slow down coastal erosion |
| 3 | Managed retreat | Remove any coastal management and slow the coast to erode naturally |
| 4 | Groynes | Stone or wooden fences which trap sediment moved by longshore drift |
| 5 | Sea Wall | Concrete walls that act as a barrier and reduce wave energy |
| 6 | Gabions | Cages filled with rocks which reduce wave energy |
| 7. | Beach replenishment | Adding sand to beaches to make them wider |
| 8. | The Holderness Coast | An area of coastline in Yorkshire which eroding very quickly |

# Huish Episcopi Academy Year 8 Knowledge Organiser Term 1 De Vacaciones

## ¿Dónde pasas tus vacaciones normalmente?

| | | |
|---|---|---|
| 1 | Normalmente voy a | I normally go to |
| 2 | Suelo pasar las vacaciones en… | I usually spend my holidays in… |
| 3 | Veraneo en | I spend the summer in |
| 4 | Me alojo en / me quedo en | I stay in |
| 5 | Viajo en | I travel by |
| 6 | Ir de vacaciones | To go on holiday |
| 7 | Ir al extranjero | To go abroad |

## ¿Cómo pasaste las últimas vacaciones?

| | | |
|---|---|---|
| 1 | Fui a | I went to |
| 2 | Viajé en | I travelled by |
| 3 | Hizo (mucho) sol /calor | It was (very) sunny/hot |
| 4 | Probé platos típicos | I tried typical dishes |
| 5 | Visité sitios de interés | I visited tourist sites |
| 6 | Saqué fotos | I took photos |
| 7 | Hice turismo | I went site seeing |
| 8 | Tomé el sol | I sunbathed |
| 9 | Me alojé en | I stayed in |

## ¿Cómo fuiste ?   ¿Dónde te alojaste?   ¿Qué tal fue?

| | | |
|---|---|---|
| 1 | Viajamos en avión | We travel /travelled by plane |
| 2 | En barco y en coche | By boat and car |
| 3 | El viaje duró tres horas | The journey took 3 hours |
| 4 | Fue aburrido / largo | It was boring / long |
| 5 | Nos alojamos en | We stay / stayed in |
| 6 | Un hotel de cuatro estrellas | A four-star hotel |
| 7 | Un albergue juvenil | A youth hostel |
| 8 | Un camping / una caravana | A campsite/a caravan |
| 9 | Una pensión | A guest house |
| 10 | Casa de mis abuelos | My grandparents' house |
| 11 | En un (barco) crucero | On a cruise ship |
| 12 | Fue fenomenal | It was great |
| 13 | Me lo pasé súperbien | I had a great time |
| 14 | Me pasé bomba | I had a blast |
| 15 | Las vacaciones fueron desastrosas | The holidays were a disaster |
| 16 | Me encantaría volver allí | I would love to go back there |
| 17 | Es mi sueño visitar | It is my dream to visit |

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## Connectives

| | | |
|---|---|---|
| 1 | Porque | because |
| 2 | Dado que | Given that |
| 3 | Puesto que | Because |
| 4 | Ya que | Because |
| 5 | Sin embargo | However |
| 6 | No obstante | Nevertheless |
| 7 | Aunque | Although |

## ¿Cómo reaccionaste? / ¿Cuándo?

| | ¿Cómo reaccionaste? | ¿Cuándo? |
|---|---|---|
| 1 | ¡ Qué bien! | How good |
| 2 | ¡ Qué mal ! | How bad ! |
| 3 | ¡ Qué horror! | How awful ! |
| 4 | ¡ Qué desastre! | What a disaster ! |
| 5 | ¡ Qué pesadilla! | What a nightmare! |
| 6 | El verano pasado | Last summer |
| 7 | El año pasado | Last year |
| 8 | El curso pasado | Last  (school) year |
| 9 | Hace + time | Time ago |

## ¿Qué sitio / país prefieres?

| | | |
|---|---|---|
| 1 | Prefiero / prefería | I prefer / I preferred |
| 2 | Pasar las vacaciones | To spend my holidays |
| 3 | En la costa | At the coast |
| 4 | En el campo | In the country |
| 5 | En las montañas | In the mountains |
| 6 | En una ciudad | In a city |
| 7 | En Alemania | In Germany |
| 8 | En los Estado Unidos (E.E.U.U.) | In the U.S.A. |
| 9 | En Francia | In France |
| 10 | En Grecia | In Greece |
| 11 | En España | In Spain |
| 12 | En Italia | In Italy |
| 13 | En Suiza | In Switzerland |
| 14 | En Suecia | In Sweden |
| 15 | En El Reino Unido | In The United Kingdom |
| 16 | En Inglaterra | England |
| 17 | En Irlanda  (del norte) | In (Northern) Ireland |
| 18. | En Escocia | In Scotland |
| 19. | En un país de habla hispana | In a Spanish speaking country |

# Huish Episcopi Academy Year 8 Knowledge Organiser Term 1.1 les vacances

## 1. Usual holidays

| | | |
|---|---|---|
| 1 | Normalement ,je vais | I normally go to |
| 2 | D'habitude je passe mes vacances à/en/au | I usually spend my holidays in… |
| 3 | Je passe l'été à/en/au | I spend the summer in |
| 4 | Je reste dans | I stay in |
| 5 | Je voyage en | I travel by |
| 6 | Aller en vacances | To go on holiday |
| 7 | Aller à l'étranger | To go abroad |

## 2. Last holidays

| | | |
|---|---|---|
| 1 | Je suis allé (e) | I went to |
| 2 | J'ai voyagé en | I travelled by |
| 3 | Il faisait tres chaud | It was (very) hot |
| 4. | Il y avait du soleil | It was sunny |
| 5 | J'ai gouté / j'ai essayé des plats typiques | I tasted/I tried typical dishes |
| 6 | J'ai visité des sites intéressants | I visited tourist sites |
| 7 | J'ai pris des photos | I took photos |
| 8 | J'ai fait du toursime | I went site seeing |
| 9 | J'ai acheté des souvenirs | I bought souvenirs |
| 10 | J'ai bronzé | I sunbathed |
| 11 | Je suis resté(e) dans | I stayed in |

## 3. Transports and accommodations

| | | |
|---|---|---|
| 1 | Nous avons voyagé/ on a voyagé | We travelled by plane |
| 2 | En bateau/avion/voiture/bus | By by boat/plane/car/bus |
| 3 | Le voyage a duré trois heures | The journey took 3 hours |
| 4 | C'était ennuyeux et long | It was boring and long |
| 5 | Nous sommes restés dans | We stayed in |
| 6 | Un hotel quatre étoiles | A five star hotel |
| 7 | Une auberge de jeunesse | A youth hostel |
| 8 | Un camping / une caravane | A campsite/a caravan |
| 9 | Une chambre d'hote | A guest house |
| 10 | chez mes grand-parents | My grandparents' house |
| 11 | sur un bateau de croisière | On a cruise ship |

## 4. Opinions and time phrases

| | | |
|---|---|---|
| 1 | C'était/Ce n'était pas | It was/ It wasn't |
| 2 | super | great |
| 3 | affreux | awful |
| 4 | Un cauchemar | What a nightmare! |
| 5 | Un désastre | A desaster |
| 6 | Un voyage incroyable | An incredible trip |
| 7 | l'année dernière | Last year |
| 8 | L'été dernier | Last summer |
| 9 | Il y a deux ans | Two years ago |

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# Huish Episcopi Academy Year 8 Knowledge Organiser Term 1.2  les vacances

## 5.Places and countries

| | | |
|---|---|---|
| 1 | Je préfere/ j'ai | I prefer / I preferred |
| 2 | Passer mes vacances | To spend my holidays |
| 3 | sur la cote | At the coast |
| 4 | A la campagne | In the country |
| 5 | A la montagne | In the mountains |
| 6 | En ville | In a city |
| 7 | Au bord de la mer | At the seaside |
| 8 | En Allemagne | In Germany |
| 9 | Aux États-Unis | In the U.S.A. |
| 10 | En France | In France |
| 11 | En Grèce | In Greece |
| 12 | En Espagne | In Spain |
| 13 | En Italie | In Italy |
| 14 | En Suisse | In Switzerland |
| 15 | En Suède | In Sweden |
| 16 | Au Royaume-Uni | In The United Kingdom |
| 17 | En Angleterre | England |
| 18 | En Irlande | In (Northern) Ireland |
| 19. | En Écosse | In Scotland |

## 6. What I like/ I would like/ I am going to do

| | | |
|---|---|---|
| 1 | J'aime/j'adore/ je déteste/ ja n'aime pas | I like/j'adore/I hate/I don't like |
| 2 | Je voudrais/ j'aimerais | I would like |
| 3 | Je vais | I am going |
| 4 | rester dans un hôtel | To stay in a hotel |
| 5 | voyager en avion | to travel by plane |
| 6 | prendre des photos | To take some pictures |
| 7 | faire du ski | To go skiing |
| 8 | Acheter des souvenirs | To buy some souvenirs |
| 9 | Me détendre sur la plage | To relax on the beach |
| 10 | Nager dans la mer | To swim in the sea |
| 11 | Voir des sites historiques | To see historic sites |

## 7.Connectives

| | | |
|---|---|---|
| 1 | Parce-que/car | because |
| 2 | Puisque | Because |
| 3 | Mais | But |
| 4 | cependant | However |
| 5 | néanmoins | Nevertheless |
| 6 | Bien que | Although |

## 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 |

## Section 3: Theory



♭ Flat

# Sharp

Treble Clef Symbol

Bass Clef Symbol

## Section 4: Keyboard Layout
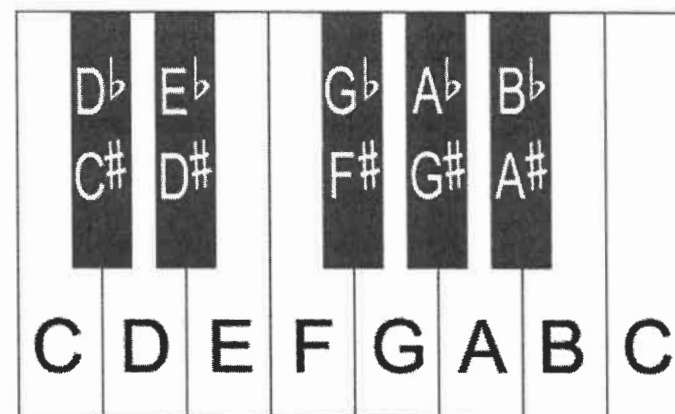


## Section 5: Musical Context

| | |
|---|---|
| 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

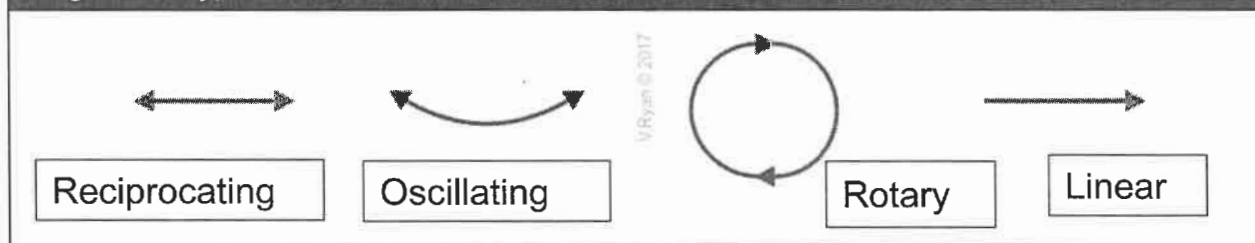| | | |
|---|---|---|
| 1 | Stimuli | Anything that inspires or provokes a creative response |
| 2 | Marking the Moment | Where a significant moment in a performance is highlighted for emphasis |
| 3 | Thought Track | Where an actor steps out of a scene to speak their character's thoughts aloud |
| 4 | 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 |

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

## 1. Mechanical systems

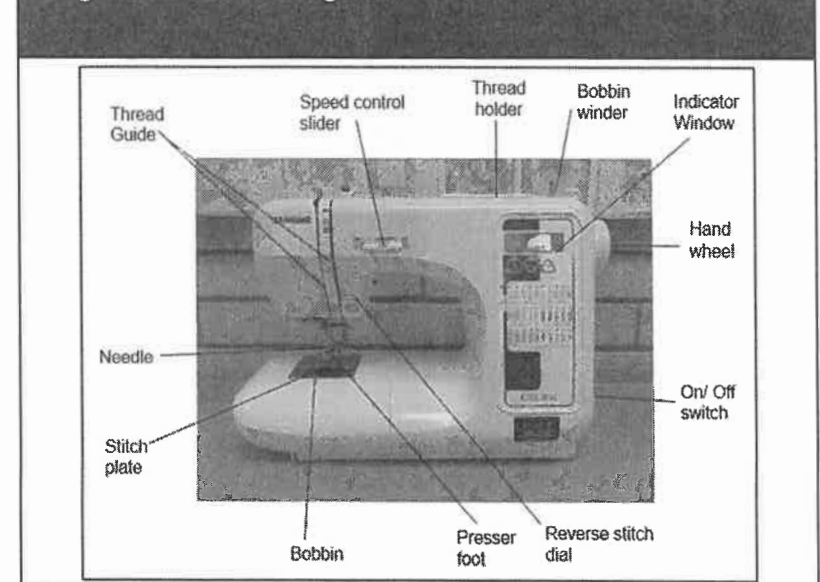| | | |
|---|---|---|
| 1 | Linear Motion | This is a motion that moves in a straight line |
| 2 | Rotary Motion | This is a motion that moves round in a circular direction |
| 3 | Reciprocating Motion | This is a motion that goes backwards and forwards in a straight line |
| 4 | Oscillating Motion | 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. |

## 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



## Diagram A - Types of motion



Reciprocating    Oscillating    Rotary    Linear

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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. |

# ART YEAR 8

## Techniques and key words for the Autumn Term

- Line: a line is a path traced by a moving point

- Shape: these are two dimensional areas, shapes are always flat

- Form: a form has height, width and depth, a form always has three dimensions

- Value: how light or dark shading/colours are

- Texture: the way a surface looks or feels

- Space: artists use space to create the illusion of depth
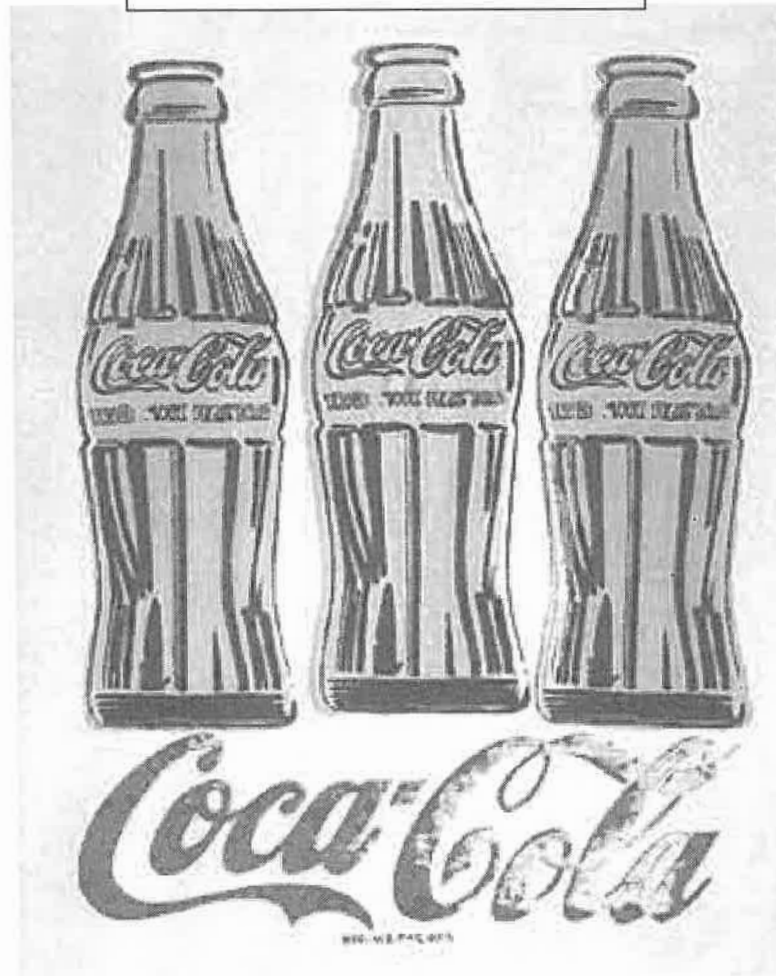
- Colour: the spectrum of light captured by our eyes

### Value Scale

0   1   2   3   4   5   6   7   8   9
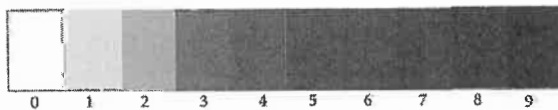
Shade the four shapes. The light source is from the top left so the shadow would be on the bottom right.

HATCHING-
lines further apart          lines closer together

CROSS HATCHING-
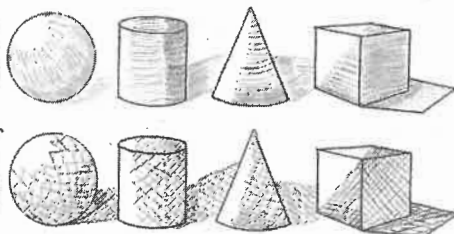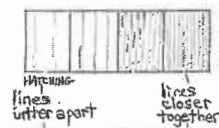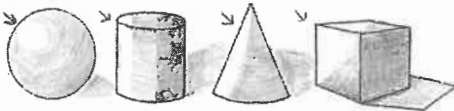
## Coca cola bottles by Andy Warhol

**Making something look 3D** • To prevent objects looking flat, a range of tonal shading is essential to make objects look 3D • Pressing harder and lighter with a pencil creates the different tones • As a surface goes away from you the tones usually darken • Shading straight across a surface will make an item appear flat • Use the direction of your pencil to help enhance the 3D surface • Including shadows will also help make objects appear 3D and separate objects from each other