



Huish Episcopi Academy

The best in everyone™

Part of United Learning

Knowledge Organisers

Year 8

Spring Term 2

Name:

Tutor Group:

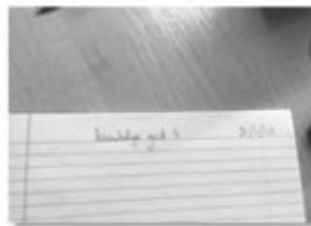
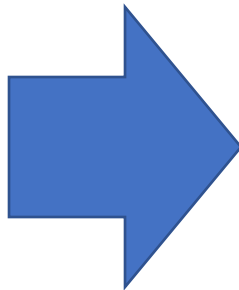
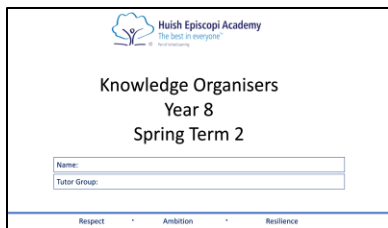
What are knowledge organisers? How will they help me?

Your knowledge organisers contain all the critical knowledge you must know. This will help you revisit and revise knowledge you have learned in lessons, so that you can remember it in the long term. Research has shown that students remember 50% more when they test themselves after learning; this is why we set homework using the self-quizzing ('look, cover, write, check') method. We have set all our knowledge organisers out into sections, so that you can see how topics are ordered. Every knowledge organiser is set out in the same format, to reduce distractions and so that you know what to expect. We have used tables to make it easier to self-quiz, with concise definitions so that they are easier to learn.

Please note:

1. You must have your knowledge organiser booklet with you every day, for every lesson.
2. You must keep your knowledge organiser booklet, even after you have finished the topic or year.

You will need...



1) Write today's date and the **title** from the knowledge organiser and underline with a ruler



2) Write out the **keywords** leaving two lines between each word



3) Cover the definitions apart from the first: **read it, cover it, say it in your head, check it**



4) If you got it right, move on and **quiz yourself** on the rest in your head, one by one



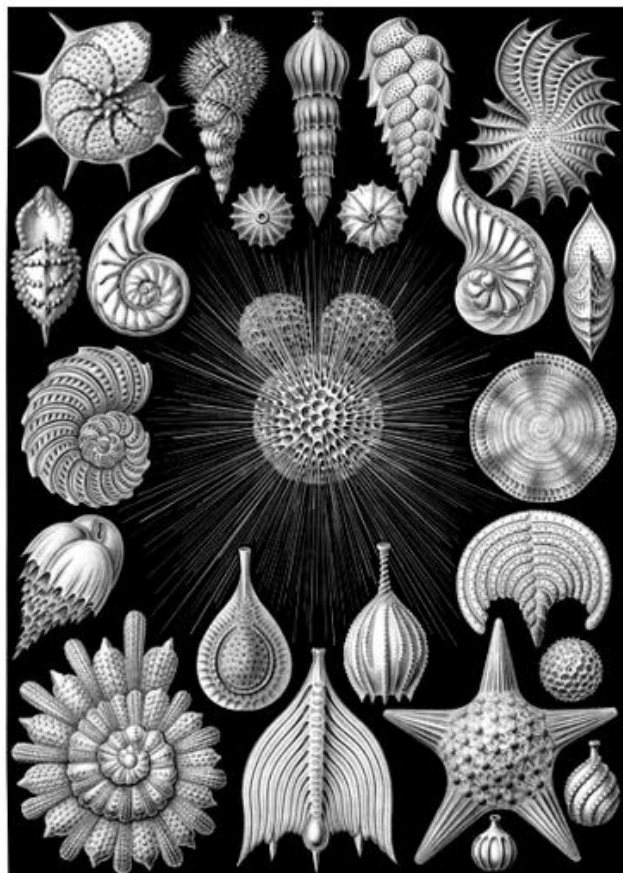
5) Cover up **all** the definitions and write them out **from memory**



6) Check your answers using green pen
- **Tick** any definitions which are correct
- **Correct** any definitions not completely correct

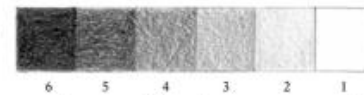
Under the Sea

Illustrations by Ernst Haeckel



Tasks for home learning - Homework.

1. Enlarge and draw a detailed pencil drawing of one of these sea creatures, use shade and tone to complete the work. (Use the shading bar to help)



2. Using coloured pencils draw a section of the sea anemone picture, recreate the texture and pattern.

3. Design and colour your own under sea creature based on the ideas that you see here.

Please do your work on paper and bring it to your Art lesson. (See your Art teacher if you need help with homework)

Keywords

Detail	an isolated element within a work of art, particularly from a painting, sculpture or building.
Texture	the surface quality of a piece of work.

UNIT NUMBER.9 Properties & Keywords

1	Saturated Fat	Tend to be a solid at room temperature.
2	Unsaturated Fat	Tend to be a liquid at room temperature.
3	Too much fat	Can cause weight gain/ obesity, blocked arteries, and/or Coronary Heart Disease (CHD)
4	Fat Soluble Vitamins	A, D, E K.
5	Obesity	Obesity and overweight is caused when extra calories, particularly those from foods high in fat and sugar, are stored in the body as fat
6	Coronary Heart Disease (CHD)	Coronary heart disease (CHD) is a major cause of death in the UK. It does not always have obvious symptoms.
7	Blocked Arteries	Blocked arteries, also known as Atherosclerosis, is the build-up of fibrous and fatty material inside the arteries
8	Oils	These tend to be a liquid at room temperature.
9	Food labelling	All prepacked food requires a food label that displays certain mandatory information.
10	Traffic light labelling	Gives nutritional information so consumers can make healthy choices and compare products

UNIT NUMBER.11 Fats and Oils

1	Roll of fat in the diet	For Energy, To Insulate the body, to absorb Fat soluble vitamins A, D, E, K, to protect bones and organs
2	Sources of Saturated Fat	Red Meat (Beef, Pork) Cheese, Butter, Processed Foods, Ice Cream Cookies
3	Sources of Unsaturated Fat	Nuts, Plant Foods, Fish, Sun-flower Oil, Green Leafy Vegetable
4	How to reduce fat in your diet	Compare food labels, choose lower fat options. - Grill, bake, poach or steam instead of roast or fry. - Trim excess fat (rind) and skin. - Choose leaner cuts of meat or lower % fat mince - Include more vegetables in meat dishes

Diagram A – Coronary Artery Disease

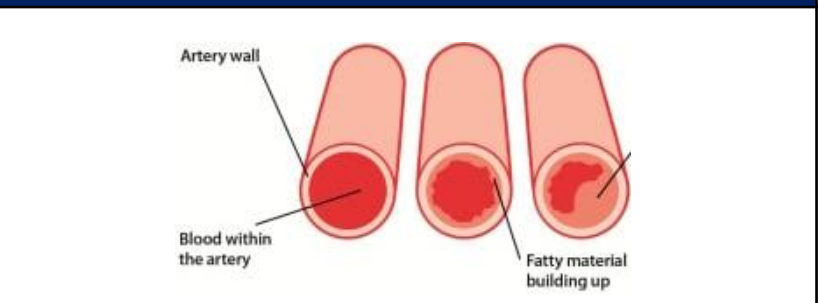


Diagram B – Traffic Light Labelling

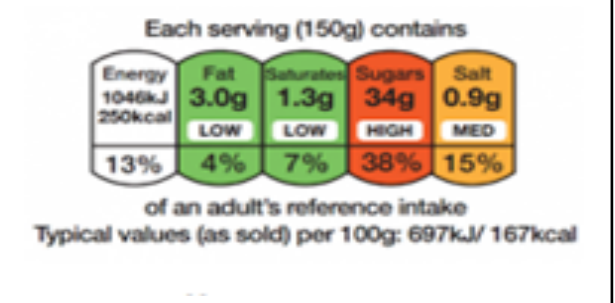


Diagram C - Fats



<https://www.nhs.uk/live-well/eat-well>

1. CAD/CAM

1	CAD	Computer-Aided Design. CAD is the use of computers to create 2D and 3D designs.
2	CAM	Computer Aided Manufacture. CAM . This is the use of machines (controlled by computers) to manufacture products.
3	Techsoft 2D Design	Techsoft 2D design is a CAD programme.
4	Co2 Laser Cutter	A LASER cutter cuts using light. It's power source is electric. It can speed up production and cut very accurately.
5	LASER	LASER stands for (Light amplification of simulated emitted radiation).
6	PC	We use a PC to do CAD work. We can save / edit and share our work with others more easily.

2. Materials, Finishes and Processes

1	Acrylic	A type of cloth or plastic produced by chemical processes. We can engrave on acrylic using a laser cutter.
2	Softwoods – Example Pine	Softwoods come from coniferous trees. These often have pines or needles, and they stay evergreen all year round. They are fast growing; they are considered a sustainable material.
3	Plywood	Plywood is a man-made, manufactured wood. Layers of thin wood is glued together to make sheet material.
4	Danish Oil	Top quality Danish Oil is made to be absorbed into wood, protecting, nourishing and 'feeding' the wood from the inside. It is easy to apply, has an attractive 'natural' low sheen finish and excellent long-term protective properties.
5	Template	A shaped piece of rigid material used as a pattern for processes such as cutting out, shaping, or drilling.

3. Electronics

1	Printed circuit board (PCB)	One side of the circuit board is often printed with labels, so that each component can be placed in the correct place.
2	Resistor	Resistors limit the flow of current around a circuit and can prevent damage to components.
3	LED	Light-emitting diodes (LEDs) and lamps produce light when a current flows through them in the forward direction.
4	USB cable	5V USB to DC Power cable power.
5	Switch	Turns a circuit on or off.
6	Soldering	Soldering can be done by hand or by machine. Solder is heated until liquid and then added to the components and printed circuit board (PCB) where it cools and sets.
7	Solder	Solder is an alloy of lead and tin - it is a good conductor of electricity, does not rust and has a low melting point.
8	Soldering iron	An electrical tool used for melting solder and applying it to metals that are to be joined

Diagram A – Circuit Diagram

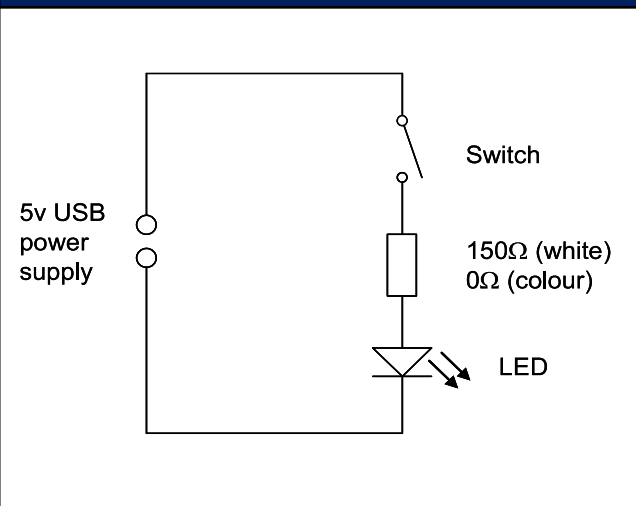
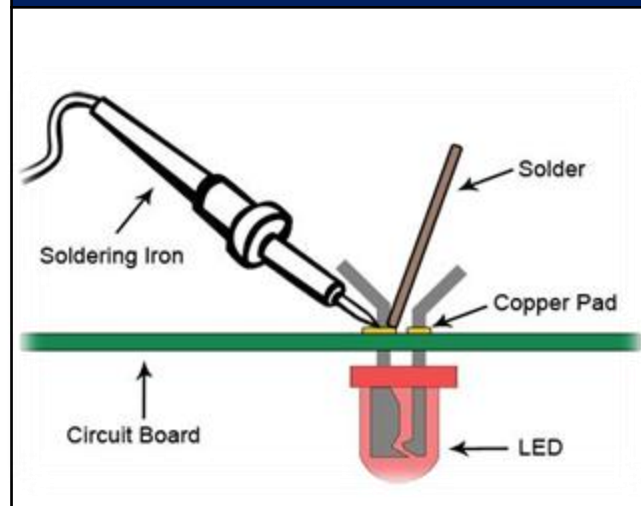


Diagram B - Co2 Laser Cutter

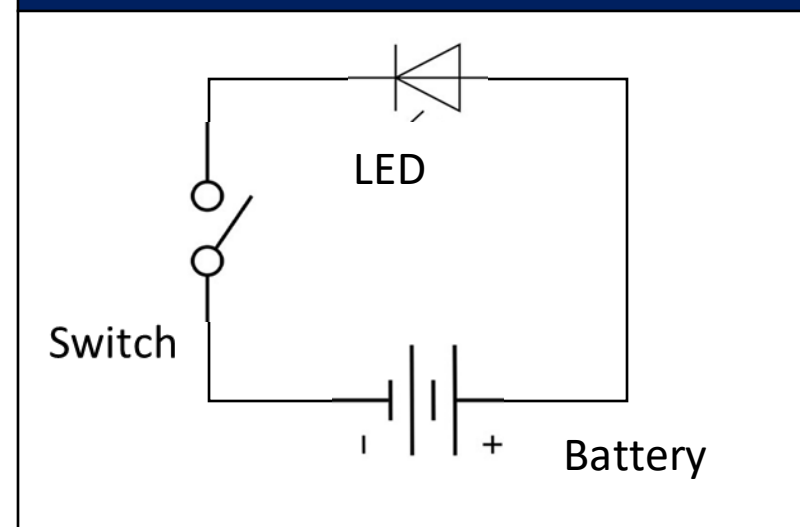


Huish Episcopi Academy Year 8 - Textiles Knowledge Organiser - Project 2 LED Keyrings

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

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

Diagram A - LED circuit



Huish Episcopi Academy Year 8 Drama Knowledge Organiser UNIT 2 Macbeth

UNIT 2 Macbeth		
1	Proxemics	How close or near you are to others on stage
2	Levels	Use of different heights, eg through standing or sitting, to show character status
3	Literal Image	Visually describes things exactly as they are, without hidden or symbolic meaning
4	Non-Literal Image	Visually offers a different understanding of a word or phrase from its original, basic meaning
5	Physicality	Understanding how the character moves, talks, and interacts with their environment
6	Dialogue	Conversation between two or more people, or a speech that is written down as part of a piece
7	Soliloquy	When a character speaks directly to the audience, expressing their inner thoughts
8	Conscience	A person's moral sense of right and wrong, acting as a guide to a character's behaviour
9	Persuasion	The action or process of persuading someone to do or believe something
10	Ensemble	A group of actors who perform together

1 DYSTOPIA: KEY VOCABULARY (THEME)

1	dystopia	an imagined place in which everything is unpleasant or bad, typically a totalitarian or environmentally damaged one.
2	dehumanise	to treat someone like an object rather than a person. To take away someone's identity and rights.
3	totalitarian	a system of government that requires its people to obey the rules without questions.
4	fatalistic	relating to the belief that all events are predetermined and therefore no one can change the future.
5	futuristic	having very modern technology or design.
6	oppressive	something or someone that limits freedom of thought or action.
7	paranoia	suspicion or mistrust of people.
8	rebellion	the action of resisting authority and control.
9	societal norm	the unwritten rules of behaviour that are considered acceptable in a group or society.
10	tyranny	cruel, unreasonable and oppressive rule or government

2 KEY VOCABULARY (GENRE AND METHODS)

11	dystopian fiction	refers to a genre of writing which explores the loss of civil liberties, living under constant surveillance, and restricted education.
12	foreshadowing	a literary device in which a writer gives an advance hint of what is to come later in the story.
13	mood	the feelings or atmosphere perceived by a reader in a piece of literature.
14	motif	a dominant or recurring idea.
15	symbolism	the use of symbols to represent ideas.

3 DYSTOPIA: KEY INFORMATION (FORM)

16	Dystopia comes from the Greek dys ('bad') and topos ('bad place').
17	The worlds depicted are often controlled by a totalitarian government.
18	Dystopian stories are usually set in the future.
19	Dystopias are often thought to be 'cautionary tales' but are also used to explore the ideas of what is to be human.
20	In dystopian stories, society itself is typically the antagonist as society is actively working against the protagonist's aims and desires

Huish Episcopi Academy Year 7 French Knowledge Organiser Mon collège (my secondary school) [1]

8.1.1 Comment est ton collège (What is your school like?)		
1.	il y a des filles et des garçons	there are boys and girls
2.	c'est un collège mixte	it's a mixed school
3.	C'est situé	it is situated
4.	les bâtiments	the buildings
5.	c'est plutôt grand	it's rather big
6.	les équipements	the facilities
7.	mon uniforme	my uniform
8.	le règlement	the school rules
9.	un pantalon	trousers
10.	une chemise	a shirt
11.	une cravate	a tie
12.	C'est à la campagne	it's in the countryside
13.	on vient en bus	we come by bus
14.	On commence à 9h00	we start at 9 o'clock

8.1.2 Tu fais quoi après l'école? (What do you do after school?)		
1.	on finit à 15h30	we finish at 3.30pm
2.	la journée finit à...	the school day finishes at...
3.	je suis dans un club de foot	I'm in a football club
4.	mon équipe est forte	my team is strong
5.	mon équipe n'est pas bonne	my team is not good
6.	j'ai des leçons de piano	I have piano lessons
7.	on peut (= infinitive)	we can
8.	aller nager	to go and swim
9.	aller faire du vélo	to go and cycle
10.	je fais du footing	I do running
11.	une activité extra-scolaire	extra-curricular activity
12.	aller à l'étranger	to go abroad
13.	aller en voyage	to go on travelling
14.	aller en visite scolaire	to go on a school visit

8.1.3 Que penses-tu de ton collège?		
1.	que penses-tu de... ?	what do you think about...?
2.	mon collège / mon école	my school
3.	mon école primaire	my primary school
4.	il y a trop de règles	there are too many rules
5.	il faut / on doit (+infinitif)	you have to / you must
6.	porter un uniforme	to wear a uniform
7.	il ne faut pas	you shouldn't
8.	bavarder en class	to chat in class
9.	on ne doit pas	you mustn't
10.	dessiner sur les tables	to draw on tables
11.	c'est interdit	it is banned
12.	les règles sont justes	rules are fair
13.	ce n'est pas juste	it isn't fair
14.	porter du maquillage	to wear makeup

8.2.1 Quel travail font-ils? (What work do they do?)		
1.	mon père est policier	my dad is a police officer
2.	ma mère est médecin	my mum is a doctor
3.	infirmier / infirmière	nurse
4.	elle est vendeuse	she is a sales assistant
5.	il était vendeur	he was a sales assistant
6.	pompier / les pompiers	fire man / fire brigade
7.	serveur / serveuse	waiter / waitress
8.	chanteur / chanteuse	singer
9.	il est prof / elle est prof	he / she is a teacher
10.	il travaille dans un bureau	he works in an office
11.	garagiste	mechanic
12.	avocat	lawyer
13.	comptable	accountant
14.	sans emploi / au chômage	unemployed / jobless

Huish Episcopi Academy Year 7 French Knowledge Organiser Mon collège (my secondary school) [2]

8.2.3 Quel est ta matière préférée? (What is your favourite subject?)		
1.	le français ou l'anglais	French or English
2.	la géographie et l'histoire	geography and history
3.	l'informatique	ICT / computer science
4.	les sciences et la religion	science and religion
5.	la physique ou la biologie	physics or biology
6.	la cuisine et la couture	catering and textile
7.	la technologie est géniale	DT is awesome
8.	le français plus que les maths	French more than English
9.	l'espagnol ou l'allemand	Spanish or German
10.	j'aime ça moins que...	I like it less than
11.	j'aime ça plus que...	I like it more than...
12.	ma matière préférée	my favourite subject
13.	mes matières préférées	my favourite subjects
14.	je préfère la chimie	I prefer chemistry

8.3.1 Il aime son travail? (Does he like his job?)		
1.	Elle aime son travail ?	Does she like her job?
2.	Il aime son travail ?	Does he like his job?
3.	c'est un métier difficile	it's a difficult profession
4.	il travaille avec des enfants	he works with children
5.	elle n'aime pas son travail	she doesn't like her job
6.	il doit se lever tôt	he has to get up early
7.	elle doit travailler	she has to work
8.	elle doit parler avec les clients	she has to talk to clients
9.	elle doit travailler à l'extérieur	she has to work outside
10.	il doit travailler dehors	he has to work outdoors
11.	nettoyer	to clean
12.	ranger	to tidy up, to sort out
13.	ils ont des responsabilités	they have responsibilities
14.	il a toujours aimé...	he has always loved...

8.3.2 Tu vas faire quoi plus tard? (What are you going to do later?)		
1.	je voudrais devenir	I'd like to become
2.	j'espère	I hope
3.	je veux	I want
4.	j'ai envie de voyager	I want, I fancy travelling
5.	je voudrais travailler en France	I'd like to work in France
6.	dans le monde francophone	in the French speaking world
7.	le monde entier	the whole world
8.	avoir ma propre entreprise	to have my own business
9.	ça serait génial	it would be awesome
10.	étudier à l'université	to study at university
11.	un travail bien payé	a well-paid job
12.	donner à des ONG	to give to charities
13.	mon rêve	my dream
14.	mes ambitions	my aspirations

To say 'him', 'her', 'it' or 'them', you need a direct object pronoun. This comes before the verb.

Je le déteste. I hate **him/it**.

Je la déteste. I hate **her/it**.

Je les aime. I like **them**.

The pronouns *le* and *la* shorten to *l'* before a vowel.

Je l'adore. I love **him/her/it**.

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

2.1 Healthy Habits		
1	Sport treiben	To do sport
2	Obst und Gemüse essen	To eat fruit and vegetables
3	Schwimmen gehen	To go swimming
4	Wasser trinken	To drink water
5	fernsehen	To watch TV
6	Schokolade vermeiden	To avoid chocolate
7	organisierter sein	To be more organised
8	bessere Noten bekommen	To get better grades
9	Alkohol und Drogen vermeiden	To avoid drugs and alcohol
10	weniger Fastfood essen	Eat less fast food
11	Süße Getränke	Sugary drinks
12	Früh ins Bett gehen	Go to bed early
13	Kuchen vermeiden	Avoid cake
14	gesund essen	Eat healthily

2.2 Body Parts		
1	der Kopf (e)	Head
2	Das Auge	Eye
3	Die Nase	Nose
4	Das Ohr	Ear
5	Der Mund	Mouth
6	Die Lippe	Lips
7	Der Zahn	Tooth
8	Der Hals	Throat
9	Der Arm	Arm
10	Die Schulter	Shoulder
11	Die Hand	Hand
12	Der Finger	Finger
13	Der Bauch	Stomach
14	Der Po	Bum

2.3 Adjectives		
1	lecker	delicious
2	schmackhaft	tasty
3	salzig	salty
4	ekelhaft	disgusting
5	fettreich	fatty
6	fettarm	low in fat
7	ungesund	unhealthy
8	schädlich	damaging
9	krank	ill
10	süchtig	addictive
11	Erwachsen	grown up
12	tödlich	deadly
13	stinkend	stinky
14	gefährlich	dangerous

2.4 Time Phrases and Opinions		
1	gestern	yesterday
2	als Kind	As a child
3	vorgestern	The day before yesterday
4	letztes Wochenende	Last weekend
5	in der Vergangenheit	In the past
6	in der Zukunft	In the future
7	morgen	tomorrow
8	ich liebe	I love
9	ich hasse	I hate
10	ich finde	I find
11	ich denke	I think
12	Meiner Meinung nach	In my opinion
13	Ich glaube	I believe
14	gefährlich	dangerous

UNIT 4 ABOLITION OF THE SLAVE TRADE - KEY WORDS 1	
Abolition	Ending or stopping something, e.g. slavery.
Boycott	To stop buying and/ or using goods or a service as a form of protest.
Campaign	To work in an organised way towards a common goal.
Colony	A country or area under full or partial control of another country.
Empire	A large group of countries ruled over by a single monarch or sovereign.
Free Market	An economic system in which prices are determined by unrestricted competition by private businesses responding to supply and demand.
Interpretation	Historians' construction of the past as a way of explaining an event or period, using contemporary sources.
Middle Passage	The journey by slave ships from West Africa across to The Americas.
Overseer	The person who directed the daily work of the slaves, usually white.
Plantation	An estate where crops such as sugar, tobacco and cotton are grown.
Trade Triangle	A three-point trade process, from the transportation of commodities to West Africa, enslaved Africans to the Americas and raw materials (sugar, tobacco, coffee and cotton) to Britain.

UNIT 4 ABOLITION OF THE SLAVE TRADE - KEY PEOPLE	
John Newton	He worked on slave ships as a young man. After a Christian conversion he renounced the slave trade and became a prominent abolitionist.
Thomas Clarkson	A key campaigner for abolition. He formed the Society for the abolition of the Slave Trade in 1787.
Toussaint L'Ouverture	He led the St Domingue, or Haitian, rebellion. He was an excellent military campaigner and his strategies defeated the French and British.
William Wilberforce	He was an MP for Yorkshire between 1784-1812. In 1787 he was persuaded to lead the political movement by Granville Sharp and Thomas Clarkson.
Olaudah Equiano	He was an ex-slave who had fought repeatedly for his freedom. He wrote an autobiography in 1789 'The interesting narrative of the life of Olaudah Equiano' - a best seller in Britain.
Wat Tyler	A leader of The Enlightenment movement, he was an economist and a philosopher. He believed that free market economies were required for financial success.

UNIT 4 ABOLITION OF THE SLAVE TRADE - KEY WORDS 2	
Abolition Committee	A group of 12 influential men who wanted to end slavery. Many members were Quakers.
Americas	An area which includes the North (USA after 1776) and South America
Contemporary Source	Information used as evidence from the time, e.g. artefact, diary, speech, government document, memoir etc.
Enlightenment	A European intellectual movement of the late 17th and early 18th centuries emphasising reason and individualism over tradition.
Mali (Kingdom)	A kingdom which spread across most of North and West Africa in the 13th –15th centuries
Mutation	Flogging or being kept in irons for slaves who attempted to run away.
Propaganda	Information designed to promote a political cause or point of view
Resistance	Refusing to accept something and challenging it within their means
Scrambles	The secondary slave auction for those slaves who had not been bought at the primary auction.
Underground railroad	A set of routes to help slaves run away from the south to the north, they were very dangerous journeys.

UNIT 4 ABOLITION OF THE SLAVE TRADE - KEY DATES	
1768	Granville Sharp (abolitionist) wins legal case of Johnathan Strong
1776	The colonies declared independence and formed the USA
1778	Petitions flood parliament to abolish the slave trade
1789	Olaudah Equiano wrote the story of his life.
1791	Haitian / St Dominique rebellion led by Toussaint L'Ouverture
1797	William Wilberforce joined 12 opponents of slavery
1804	St Dominique renamed Haiti, a now independent state, after successful rebellion.
1807	The slave trade was abolished by parliament. Slaves could not be bought or sold but could still be owned.
1831	Jamaican slave strike. Plantation owners respond with violence.
1833	Slavery abolished across all British colonies. The act freed nearly 800,000 people

4.1 Representations		
1	Communication	The exchange of information between different computers, devices, or users.
2	Processing	Changing data by performing calculations, executing instructions, and making decisions based on input.
3	Representations [of data]	The different ways that binary information can be shown to an end user. Includes text, images and sound.
4	Storage	Saving data for later use. Can mean short-term storage in RAM or long-term storage in devices like hard drives or solid state drives.
5	Symbols	In computer science, symbols can include letters, numbers, and special characters used to write code and communicate information.

4.3 Binary numbers		
1	Binary Digits (bits)	The most basic unit of information in digital systems. They can have two possible values, 0 or 1.
2	Digital Systems	Devices or systems that use binary digits (0s and 1s). Examples include computers, smartphones, and other electronic devices.
3	Decimal Numbers	The normal number system we use in everyday life, made up of digits from 0 to 9.
4	Conversion (Between Number Systems)	Changing a number from one numerical system to another.

4.2 Characters		
1	Characters	Individual symbols or letters that make up the text. Each letter, number, or special character is considered a character.
2	Coding [Encoding/Decoding]	Changing information into a format suitable for storage or transmission. Decoding is the reverse of this and is where process of converting that information back into its original form.
3	Coding Scheme	Where numbers are used to represent information. Examples include ASCII (American Standard Code for Information Interchange) or Unicode.
4	Representation Size or Length	The amount of space or number of bits needed to store or represent a piece of information.
5	Physical Medium	The material through which data is transmitted or stored. It can include things like hard drives, CDs, and wires.

4.4 Prefixes		
1	Multiples	Larger numbers which are calculated by multiplying a base unit by a whole number. For example, a kilobyte (KB) is a multiple of a byte, as it is 1024 bytes.
2	Prefixes	Letters added to the beginning of a unit to show what the number means. Includes: "kilo-" (meaning 1000 times), "mega-" (meaning 1 million times), and "giga-" (meaning 1 billion times). These prefixes make it easier to write very large numbers.
3	Representation Size	The storage space required to save a piece of information. Often measured in bits or bytes.
4	Units	Used to measure quantities of data. Common units include bits (smallest unit), bytes (a group of 8 bits), kilobytes (KB), megabytes (MB), gigabytes (GB), and so on.

Ensemble Musician		
1	Acoustic	An instrument that resonates naturally, without an amplifier
2	Time signature	Found at the start of the music. Tells you how many beats in each bar
3	Tempo	How fast or slow a piece of music is
4	Riff	A repeated musical phrase
5	Chord	Two or more notes played together
6	Major Chord	Root + 4 semitones + 3 semitones
7	Root	Where the chord note is heard at the bottom of the chord
8	Inversion	Where the chord note is not heard at the bottom of the chord
9	Primary triads	I, IV, V
10	Syncopated	Rhythms that are played on the weak beats (beats 2 + 4)
11	Swung rhythm	First quaver in a pair is played longer than the second quaver
12	Skank rhythm	Off beat chords (played on beats 2 +4)
13	Strummed	Play a stringed instrument by brushing the strings with the fingers

Huish Episcopi Academy Year 8 RE Knowledge Organiser Unit 4 [1]

UNIT NUMBER 1 God and the Problem of evil		
1	God of Classical Theism	The idea of God as the ultimate creator with unlimited power and knowledge.
2	Omnipotent	All-powerful; nothing is beyond God's ability.
3	Omnibenevolent	All-loving; God is loving and entirely 'good'.
4	Omniscient	All-knowing; God knows the past, present and future.
5	Omnipresent	God is everywhere at all times.
6	Transcendent	God exists outside of the laws of space and time.
7	Problem of Evil	<i>"If God is omnipotent and omnibenevolent, why do evil and suffering exist?"</i> - EPICURUS
8	Life as a test theodicy	<ul style="list-style-type: none"> · An OT story about a man tested by Satan e.g. children died, diseased. · Job comes to accept God's infinite wisdom and humans cannot 'explain' evil.
9	Free will Theodicy	<ul style="list-style-type: none"> · God created a "good" world for humans. · It is through our free-will that we choose to sin and cause harm.
10	Soul-making Theodicy	<ul style="list-style-type: none"> · Aquinas' Theodicy: · We were made Imago Dei, not perfect. · Evil/suffering develops empathy and faith, making us 'heaven-worthy'.

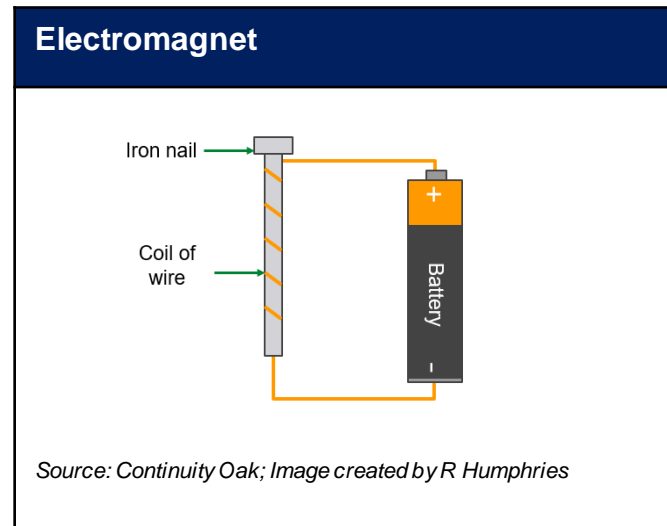
UNIT NUMBER 2 The existence of God		
1	The Design Argument	Evidence of design in the world suggests that God does exist.
2	William Paley's Watch Analogy	If a person finds a watch with <u>it's</u> finely-tuned components, they conclude it must have a designer– the same applies to our universe.
3	Brute Fact	J.L. Mackie– The universe does not need explaining– it just 'is'.
4	Multiverse Theory	There are many possible universes, reducing the unlikelyhood of creating this one.
5	Imperfect Design	This world is not 'finely-tuned' or 'perfect' e.g. natural disasters.
6	Cosmological Argument	<p>Aquinas' argument for the existence of God as God is the cause of the universe.</p> <ul style="list-style-type: none"> · Everything that exists has a cause. · The universe exists. · The universe must have a cause.
7	God of Classical Theism	The Cosmological Argument does not prove an omnibenevolent, omniscient, omnipotent and omnipresent God.
8	Occam's Razor	The simplest explanation is that the universe formed ex nihilo without cause.

UNIT NUMBER 3 Religious Experience		
1	Religious Experience	An experience which has a religious meaning for the person who experienced it.
2	Bernadette of Lourdes	A young French girl who had visions of Virgin Mary with a yellow rose on each foot– now Lourdes is a pilgrimage site.
3	Passive	The experience is uncontrollable.
4	Ineffable	The experience is indescribable.
5	Noetic	The experience brings knowledge.
6	Transient	The experience is temporary.
7	Contradictions	People from all religions have religious experiences: can they all be correct?
8	Scientific Causes	Natural explanations such as hallucinations may be more likely than a supernatural cause.
9	Principle of Credulity	We should believe that things are as they seem to be, until we have evidence that we are mistaken.
10	Principle of Testimony	It is reasonable to trust other people's reports about their religious experiences.

General Key Terms	
Atheism	Disbelief or lack of belief in the existence of God.
Agnosticism	The belief that nothing can be known about God's existence.
Empirical evidence	Evidence for something based on observation or experience.
Fallacy	A mistaken belief, especially one based on unsound arguments.
Analogy	A comparison between things that have similar features to help explain an idea.

8PE Electricity and magnetism		
1	Current	The flow of electrical charge per second measured in Amps (A) using an Ammeter
2	Electron	Subatomic particle, with a negative charge
3	Potential difference	Tells us the amount of energy being carried by the electrons and the amount of energy they are transferring to the components it is measured in volts (V) using a Voltmeter
4	Resistance	Resistance opposes the flow of current in a circuit. Measure in Ohms (Ω)
5	Factors affecting resistance in a wire	<ul style="list-style-type: none"> as the length increases the resistance increases as the cross-sectional area increases, resistance decreases as the temperature increases the resistance increases the material of the component effects the resistance
6	Charge	Amount of electricity travelling in a circuit. Measured in Coulombs (C)
7	Conductor	An electrical conductor is a material which allows electrons to flow through it easily. It has a low resistance
8	Insulator	Material that does not allow electrons to flow through it easily. It has a high resistance
9	Series circuit	Circuit with only one branch
10	Parallel circuit	Circuit with multiple branches
11	Insulator	Material that does not allow electrons to flow through it easily. It has a high resistance

8PE Electricity and magnetism			
	12	Static electricity	Static electricity is caused when electrons are transferred from one insulator to another by friction
	13	Static charges	<ul style="list-style-type: none"> If an object gains electrons, it becomes negatively charged if an object loses electrons, it becomes positively charged opposite charges attract, like charges repel
	14	Solenoid	A coil of wire carrying an electric current to create a magnetic field
	15	Electromagnet	A magnet made by wrapping a coil of wire around an iron bar and passing an electric current through the coil
	16	Increasing the strength of an electromagnet	<ul style="list-style-type: none"> use an iron core increase the number of coils increase the current



Symbol	Component
	Cell
	Battery
	Voltmeter
	Ammeter
	Lamp
	Resistor
	Switch
	Variable Resistor

UNIT .1 Expressing Opinions		
1	Me gusta(n) (mucho)	I (really) like
2	Me encanta (n)	I love
3	Me vuelvo loco por	I am mad about
4	Me emociona	I am excited about
5	Me chifla (n) / me mola(n)	I like (informal)
6	Odio /destesto	I hate
7	Me interesa(n)	I am interested in

UNIT 2 Useful Verbs		
1	Jugar (a)	To play
2	Tocar (un instrumento)	To play (an instrument)
3	Montar (en bici/a caballo)	To ride a bike / a horse
4	Salir	To go out
5	Nadar	To swim
6	Ver la televisión	To watch tv
7	Bailar	To dance
8	Charlar con mis amigos	To chat to friends
9	Cantar	To sing

UNIT 3. Suggesting going out/ Accepting Rejecting the suggestion		
1	¿Quieres ir a ...?	Do you want to go to?
2	Sí, me encantaría	Yes, I would love to
3	Lo siento, no puedo	Sorry I can't
4	Es demasiado caro	It's too expensive
5	Tengo deberes	I have homework
6	Me encanta el cine	I love the cinema
7	Sí, buena idea	Yes, good idea
8	conmigo	With me

The Preterite (Past) Tense

Use the **preterite tense** to talk about completed actions in the past.

visitar (to visit)	beber (to drink)	salir (to leave / to go out)	irregular verbs ir (to go) ser (to be)
visité	bebí	salí	fui
visitaste	bebiste	saliste	fuiste
visitó	bebió	salió	fue
visitamos	bebimos	salimos	fuimos
visitasteis	bebisteis	salisteis	fuisteis
visitaron	bebieron	salieron	fueron

UNIT .4 Types of music		
1	La música x	X music
2	La música pop	Pop music
3	La música tecno	Dance music
4	La música clásica	Classical music
5	La música foclórica	Folk music
6	La música de Taylor Swift	Taylor Swift's music
7	La música rap	Rap music

UNIT 5. Types of Film		
1	Las películas de x	X films
2	Las películas de miedo	Horror films
3	... de risa	Comedy
4	...de Pixar	Pixar
5	...de dibujos animados	Cartoon
6	...de aventura	Adventure
7	...de ciencia ficción	Sci-Fi
8	...de acción	Action
9	...de amor	Love/Romantic

UNIT 6. Giving reasons for (dis) liking		
1	Porque es	Because it is
2	Porque son	Because they are
3	Interesante	Interesting
4	Emocionante	Exciting
5	Entretenido	Entertaining
6	Divertido	Fun
7	Bueno	Good
8	Malo	bad
9	Demasiado largo	Too long
10	Caro	Expensive
11	Aburrido	Boring
12	Una pérdida de tiempo	A waste of time
13	Una pérdida de dinero	A waste of money
14	Tiene mi actor favorito	It has my favourite actor
15	Tiene mi actriz favorita	It has my favourite actress
16	Me gusta la música	I like the music
17	Me gustan los efectos especiales	I like the special effects