



Huish Episcopi Academy

The best in everyone™

Part of United Learning

Knowledge Organisers

Year 8

Autumn Term A

Name:

Tutor Group:

Respect

•

Ambition

•

Resilience

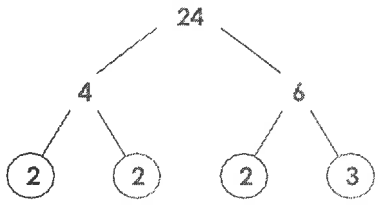
Huish Episcopi Academy Year 8 English Knowledge Organiser – Gothic

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. - Gothic novels emphasise mystery, horror and the uncanny. '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. - Queen Victoria was at the end of her reign. - 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 → Base →  ← Index	
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. $24 = 2 \times 2 \times 2 \times 3 \rightarrow 24 = 2^3 \times 3$	3) Prime factor trees	

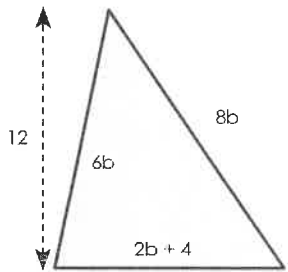
Rounding

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	<table><tr><td>Round to...</td><td>0.007638 to 3 sf</td><td>0.007638 to 2 sf</td><td>0.007638 to 1 sf</td><td>2.0507 to 3 sf</td><td>2.0507 to 2 sf</td><td>2.0507 to 1 sf</td></tr><tr><td>Answer</td><td>0.00764</td><td>0.0076</td><td>0.008</td><td>2.05</td><td>2.1</td><td>2</td></tr></table>	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						
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	$\frac{15}{7} = 2\frac{1}{7}$	2) Converting a mixed number to an improper fraction	$3\frac{4}{5} = \frac{(3 \times 5) + 4}{5} = \frac{19}{5}$
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.	$\frac{2}{7} + \frac{2}{5} = \frac{10}{35} + \frac{14}{35} = \frac{24}{35}$	
4) Multiplying fractions	Multiply the numerators. Multiply the denominators. Simplify where possible.	$\frac{4}{5} \times \frac{3}{8} = \frac{12}{40} = \frac{3}{10}$	
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.	$\frac{4}{5} \div \frac{3}{8} = \frac{4}{5} \times \frac{8}{3} = \frac{32}{15} = 2\frac{2}{15}$	

Solving Equations 1

1) Inverse operations	Addition and Subtraction are inverse operations. Multiplication and Division are inverse operations. 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. $4x \rightarrow$ The coefficient of x is 4. $x \rightarrow$ 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. E.g. $5x - 2 = 2x + 7$.			
8) Solve	Use inverse operations to find the solution of an equation.			
	E.g. 1. (One step) $\begin{array}{rcl} \frac{x}{4} = 12 & & \\ \times 4 & & \times 4 \\ \hline x = 48 \end{array}$	E.g. 2. (Two step) $\begin{array}{rcl} 3p - 7 = 8 & & \\ +7 & & +7 \\ \hline 3p = 15 & & \\ \div 3 & & \div 3 \\ \hline p = 5 \end{array}$	E.g. 3. (Unknown on both sides) $\begin{array}{rcl} 2x + 10 = 19 - 9x & & \\ +9x & & +9x \\ \hline 11x + 10 = 19 & & \\ -10 & & -10 \\ \hline 11x = 9 & & \\ \div 11 & & \div 11 \\ \hline x = \frac{9}{11} \end{array}$	
9) Form and solve a linear equation	E.g. 1 Jake is y years old. Lily is 15. Kobe is 3 years younger than Jake. They have a total age of 36. Work out their individual ages. $\begin{aligned} y + 15 + y - 3 &= 36 \\ 2y + 12 &= 36 \\ 2y &= 24 \\ y &= 12 \end{aligned}$ Jake: 12, Lily: 15, Kobe: 9		E.g. 2 The area of the triangle is 120 cm^2 . Find the value of b .  $\begin{aligned} \frac{12(2b + 4)}{2} &= 120 \\ \frac{24b + 48}{2} &= 120 \\ 12b + 24 &= 120 \\ 12b &= 96 \\ b &= 8\text{cm} \end{aligned}$	

Huish Episcopi Academy Year 8 Science Knowledge Organiser 8.01 Heating and Cooling

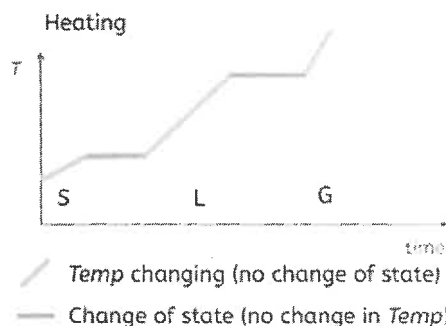
UNIT 1 SCIENTIFIC KNOWLEDGE

1	Absorption	The act of something being taken in by an object or substance
2	Convection	Movement of a hotter fluid to a colder region
3	Density	Quantity to describe an object's heaviness for its size
4	Dissipate	Scatter or break up
5	Emit	Give out
6	Exothermic	A chemical reaction that transfers energy to its surroundings
7	Internal energy	The total energy within an object due to the motion and position of its particles
8	Matter	Something consisting of particles; it has mass and occupies space
9	Opaque	Material which absorbs most of the light incident on its surface, and transmits none
10	Pressure	Quantity resulting from a force acting on a surface
11	Radiation	The transfer of energy from an energy source outwards, in all directions, by particles or waves
12	Sublimation	State of change which shifts directly between the solid and gas states
13	Temperature	A physical quantity that is a measure of the average energy of particles due to their motion
14	Translucent	Material which transmits some of the light incident on its surface, and absorbs some
15	Transparent	Material which transmits most of the light incident on its surface

UNIT 2 SCIENTIFIC SKILLS

1	Hazard	An object or situation
2	Hypothesis	A statement about a research question that suggests the result of the investigation
3	Interval	The difference between measured values
4	Range	Minimum and maximum values of the variables
5	Rate	Speed at which something is changing or happening
6	Repeatability	A measure of the closeness of experimental results by the same person using the same method
7	Reproducibility	A measure of the closeness of experimental results by different people or using different methods
8	Resolution	The ability for an instrument to measure the smallest amount of change; the higher the resolution, the smaller the measurements it can handle

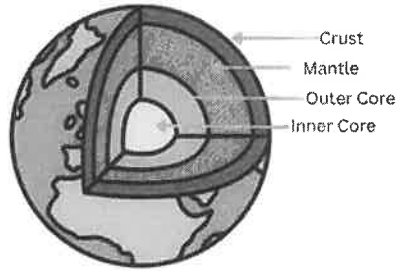
UNIT 4 CHEMICAL LITERACY



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 <u>solid</u> nickel and iron

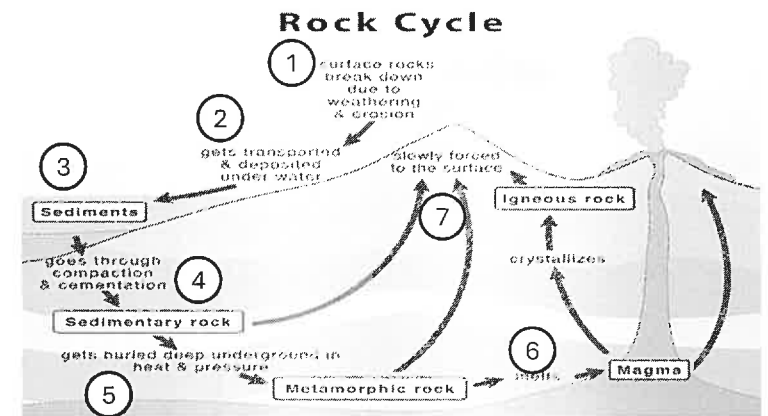


2. Types of rock

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.

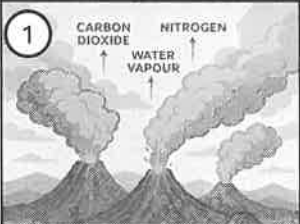
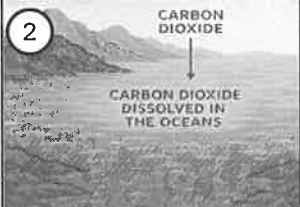
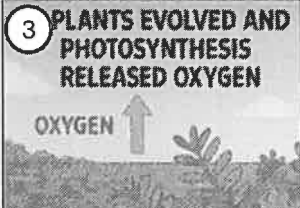
3. The rock cycle

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



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	
 1 CARBON DIOXIDE NITROGEN WATER VAPOUR	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.
 2 CARBON DIOXIDE CARBON DIOXIDE DISSOLVED IN THE OCEANS	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.
 3 PLANTS EVOLVED AND PHOTOSYNTHESIS RELEASED OXYGEN OXYGEN	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 Religious Education Knowledge Organiser – Autumn A – Religious Authority/Islam

Section A		
1	Abraham	The first person to believe in one God; Founder of Abrahamic Faiths.
2	Bible	The Holy book of Christianity.
3	Christianity	The religion followed by Christians
4	Church of England	Formed by Henry VIII - now the main Christian denomination in England.
5	Incarnation	The Christian belief of God in human form as Jesus.
6	Islam	The religion followed by Muslims
7	Judaism	The religion followed by Jewish people
8	Messiah	A person promised by God who would bring peace and justice; Christians believe Jesus was the Messiah.
9	Moses	A key prophet in Judaism who led the Israelites out of Egypt and received the Ten Commandments.
10	Pope	The leader of the Catholic Church, believed to be the successor of Peter.
11	Prophets	People chosen by God to deliver messages and guide others back to God's ways.
12	Protestant	Started by Martin Luther in the 16th century; Believed all Christians should read and interpret the Bible for themselves.
13	Rabbi	Jewish teachers who study and explain the Torah and help people understand how to live by its laws.
14	Roman Catholics	A Christian denomination which is led by the Pope and Bishops.
15	Talmud	A collection of Jewish teachings and discussions about how to live according to the Torah.
16	Ten Commandments	Ten important laws given by God to Moses on Mount Sinai.
17	Torah	The holiest book in Judaism, containing laws and teachings given by God to Moses.

Section B		
1	Abrahamic Faiths	The three largest world faiths, all believed to go back to Abraham; Islam, Christianity, Judaism.
2	Allah	The Arabic word for God in Islam
3	Immanent	The belief that Allah is also close to his creation and sustains it.
4	Jahannam	The Arabic word for hell.
5	Jannah	The Arabic word for heaven or paradise
6	Makkah	The birthplace of Muhammad and the holiest city in Islam
7	Monotheism	The belief in one God.
8	Muhammad	The last prophet in Islam - The "Seal of the Prophets." Revealed the Qur'an by Angel Jibril
9	Polytheism	The belief in multiple Gods.
10	Qur'an	The holiest book in Islam, considered to be the exact word of Allah.
11	Sunnah	The example of Muhammad's life used as a guide by Muslims
12	Tawhid	The belief in the oneness of Allah
13	Transcendent	The belief that Allah is outside of time and space/creation.

Religious Authority	
Qur'an	The holy book of Islam, believed to be the literal word of God
Surah	A chapter of the Qur'an
Muhammad	The final prophet in Islam, believed to have received the Qur'an
Sunnah	The example of Muhammad's life used as a guide by Muslims

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	Pope	The Head of the Catholic Church
7	Wealth	The amount of valuable possessions someone has
8	Protestant	A new form of Christianity which rejected the Catholic Church
9	Reformation	A religious movement which created the Protestant religion
10	Royal supremacy	The king replaced the pope as head of the Church in England
11	Dissolution	Closure
12	Transubstantiation	Catholic ritual performed during Mass

Key People		
13	Richard Whiting	Abbot of Glastonbury Abbey
14	Martin Luther	A German monk
15	Anne Boleyn	Second wife of Henry VIII and mother of Elizabeth I
16	Henry VIII	King of England, 1509-1547
17	Catherine of Aragon	First wife of Henry VIII and mother of Mary I
Key Dates		
18	1517	Martin Luther's '95 Theses'
19	1533	Annulment of the royal marriage
20	1534	Act of Supremacy
21	1536	Dissolution of the Monasteries and the Pilgrimage of Grace
22	1539	Richard Whiting's execution

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 wears 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 1.1 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 goûté / 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 disaster
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



Huish Episcopi Academy Year 8 Knowledge Organiser Term 1.2 les vacances

5.Places and countries		
1	Je préfère/ 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/ je 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 - Knowledge Organiser - German - Term 1 - Die Ferien

Wohin fährst du normalerweise?		
1	Normalerweise fahre ich nach...	I normally go to...
2	Meistens verbringe ich meine Ferien in...	I mostly spend my holidays in...
3	In den Sommerferien fahre ich nach...	In the summer holidays, I go to...
4	Ich übernachtete in...	I stay in...
5	Ich fahre mit...	I travel by
6	auf Urlaub fahren	to go on holiday
7	ins Ausland fahren	to go abroad

Wohin bist du in den letzten Ferien gefahren?		
1	Ich bin nach... gefahren.	I went to...
2	Ich bin mit... gefahren.	I travelled by...
3	Es war (sehr) sonnig / heiß	It was (very) sunny / hot.
4	Ich habe traditionelles Essen probiert.	I tried traditional food.
5	Ich habe viele Sehenswürdigkeiten besichtigt.	I visited lots of places of interest.
6	Ich habe Fotos gemacht.	I took photos.
7	Ich habe Eis gegessen.	I ate ice-cream.
8	Ich habe mich gesonnt.	I sunbathed.
9	Ich habe in... übernachtet.	I stayed in...

Wie bist du dorthin gefahren? Wo hast du übernachtet? Wie war es?		
1	Wir sind mit dem Flugzeug gefahren.	We travel /travelled by plane
2	mit dem Boot und mit dem Auto	by boat and car
3	Die Reise hat drei Stunden gedauert.	The journey took 3 hours
4	Es war langweilig / lang	It was boring / long
5	Wir haben... übernachtet.	We stay / stayed...in
6	in einem Vier-Sterne-Hotel	in a four-star hotel
7	in einer Jugendherberge	in a youth hostel
8	auf einem Campingplatz / in einem Wohnwagen	at a campsite / in a caravan
9	in einem Gathaus	in a guest house
10	bei meiner Großeltern	at my grandparents' house
11	auf einem Kreuzschiff	on a cruise ship
12	Es war toll	It was great
13	Es hat Spaß gemacht	It was fun
14	Es war eine Bombe	It was a blast
15	Die Ferien waren eine Katastrophe	The holidays were a disaster
16	Ich möchte dort zurückfahren	I would like to go back there
17	Es ist mein Traumurlaub	It is my dream holiday



Huish Episcopi Academy -Year 8 - Knowledge Organiser - German - Term 1 - Die Ferien

Connectives		
1	weil	because
2	da	because
3	denn	because
4	aber	but
5	trotzdem	however
6	dennoch	nevertheless
7	obwohl	although

Hast du eine tolle Zeit gehabt?		Wann?
1	Wie gut!	How good
2	Wie schlecht!	How bad !
3	Wie schrecklich!	How awful !
4	Was für eine Katastrophe!	What a disaster !
5	Was für ein Alptraum!	What a nightmare!
6	Letzten Sommer	Last summer
7	Letztes Jahr	Last year
8	Letztes Schuljahr	Last (school) year
9	Vor drei Monaten / zwei Wochen	3 months / 2 weeks ago

Wohin fährst du lieber?		
1	Ich fahre lieber nach...	I prefer to travel to...
2	Ich verbringe lieber meine Ferien in....	I prefer to spend my holidays in...
3	an der Küste	at the coast
4	auf dem Land	in the country
5	in den Bergen	in the mountains
6	in einer Stadt	in a city
7	in Deutschland	in Germany
8	in den Vereinigten Staaten / in den U.S.A.	in the United States / in the U.S.A.
9	in Frankreich	in France
10	in Griechenland	in Greece
11	in Spanien	in Spain
12	in Italien	in Italy
13	in der Schweiz	in Switzerland
14	in Schweden	in Sweden
15	in Vereinigtes Königreich	in the United Kingdom
16	in England	in England
17	in (Nord)Irland	in (Northern) Ireland
18.	In Schottland	in Scotland
19.	in einem deutschsprachigen Land	in a German-speaking country



Huish Episcopi Academy Year 8 Music Knowledge Organiser Autumn - Tonality and Structure

Section 1 - Elements of Music			Section 2 – Element related terms	
1	Melody	The tune	Stepwise	The melody moves by step
			Skipwise	The melody moves by leaps / jumps
2	Articulation	The way that the notes are played or sung.	Legato	Smooth
			Staccato	Short and spiky
			Accent	Stronger note with more emphasis
3	Dynamics	The loudness/softness of the music	Forte	Loud
			Piano	Quiet
4	Structure	The order of sections in a piece of music	Binary	Piece of music with two different parts AB
			Ternary	Piece of music with three different parts ABA
			Theme and Variations	Original musical idea, followed by a changed versions of the idea, A, A1, A2 etc ...
5	Tonality	The overall sound of the piece as outlined by the key it is in.	Major	Happy / bright / joyful sound
			Minor	Sad / Serious / Gloomy



Huish Episcopi Academy Year 8 Music Knowledge Organiser Autumn - Tonality and Structure

Section 3: Other key vocabulary

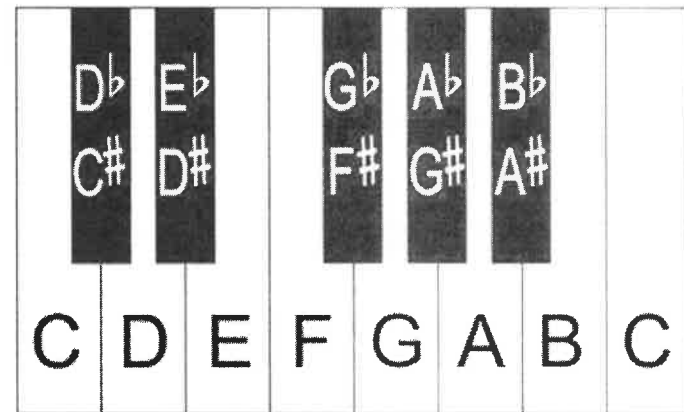
1	Scale	Notes put in ascending or descending order of pitch
2	Tone	A whole step, i.e. C to D
3	Semitone	A half step, i.e. C to C#
4	Major scale	Brighter sounding notes in ascending / descending order of pitch
5	Minor scale	Darker sounding notes in ascending / descending order of pitch
6	Pentatonic scale	Five note scale typical in Eastern European music
7	Chromatic scale	Notes moving half a step at a time in ascending / descending order of pitch

Section 4: Theory

Sharp Flat



Section 5: Keyboard Layout



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

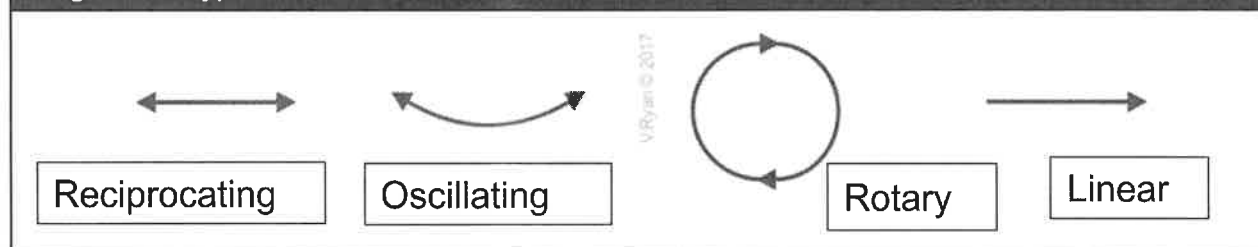


Huish Episcopi Academy Year 8 Textiles Knowledge Organiser Project 1 Mechanical systems

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.

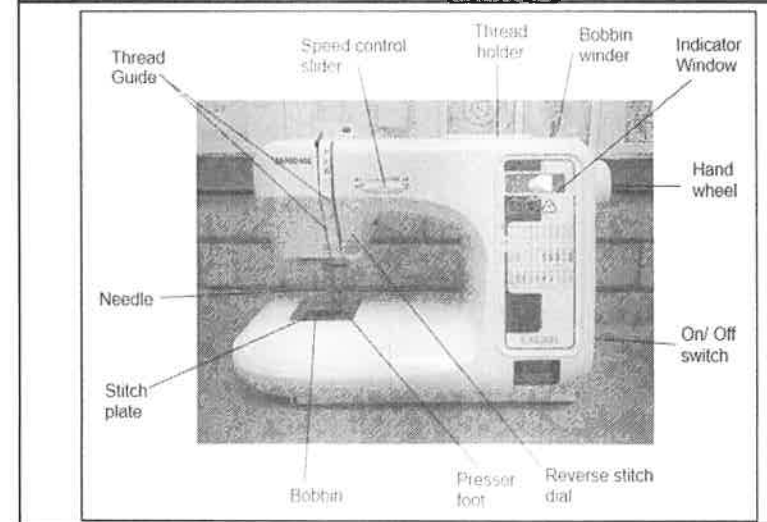
Diagram A - Types of motion



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

Diagram B- The sewing machine



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	Tailor's chalk	Chalk for marking fabric.

Huish Episcopi Academy Year 8 Food Preparation & Nutrition Knowledge Organiser – H&S & Eat Well Guide

1. Health & Safety

1	Personal Hygiene	Personal hygiene is a practice that you do to keep your body healthy and clean to prevent sickness and spreading germs.
2	Food Hygiene	Good Food hygiene means knowing how to avoid the spread of bacteria when cooking, preparing and storing food.
3	Work place & Kitchen Hygiene	Good workplace cleaning and hygiene means there are less likely to be spills or trip hazards which can cause employees or visitors to have an accident.
4	Hazard	A kitchen hazard is a danger or risk that may cause injury, illness, or damage in a kitchen environment.
5	Cross Contamination	This means bacteria spreading onto food from another place, for example, hands, work surfaces, utensils. Coloured chopping boards are a method to prevent cross contamination.

2. Eat Well Guide

1	The Eat well Guide	Shows eating different foods can make a healthy and balanced diet. It divides food into groups and shows how much of each food group is needed for a healthy diet.
2	Healthy Diet	A diet that is low in fat, salt and sugar, and high in fibre.
3	Carbohydrates	Carbohydrates are required for energy. They are divided into 3 groups: Sugar, Starch & Dietary Fibre.
4	Fruit & Vegetables	Fruit and vegetables are a good source of vitamins and minerals and an excellent source of dietary fibre.
5	Protein	Protein is needed for growth, repair, maintenance and energy.
6	Dairy	Milk and dairy products are great sources of protein and calcium. We need them for strong bones and teeth.
7	Fats & Oils	Fats keep the body warm. It provides energy. It protects and cushions internal organs by covering them with fat. It provides fat-soluble vitamins.
8	Water	We should drink between 6 and 8 cups of water a day in order to stay hydrated. This can vary however depending on factors such as how active we are, the climate and personal circumstances.

Diagram A - Chopping Boards

PREVENT CROSS CONTAMINATION

USE CORRECT COLOUR CODED CHOPPING BOARDS & KNIVES

RAW MEAT

RAW FISH

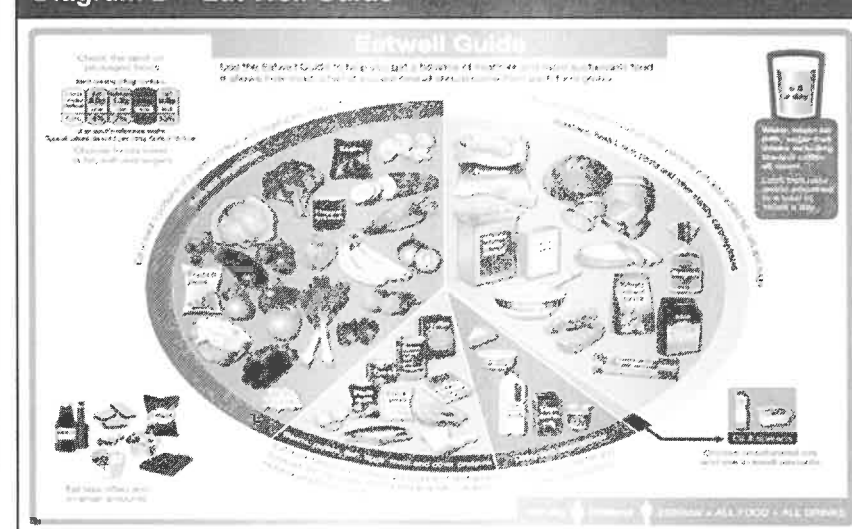
COOKED MEATS

SALADS & FRUITS

VEGETABLES

DAIRY PRODUCTS

Diagram B – Eat Well Guide



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

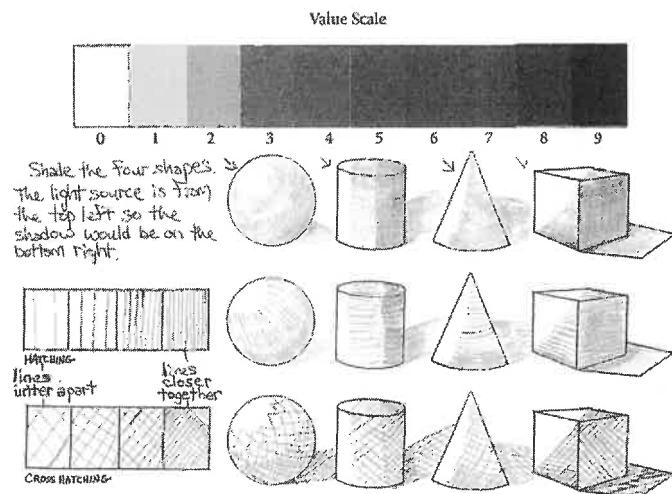
1	Selection	When a program makes a choice between different actions based on certain conditions.
2	Relational (or comparison) operators	Symbols used to compare two values.
3	Logical (or Boolean) expressions	Expressions that evaluate to either true or false. For example, "Is it raining AND is it cold?" 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.



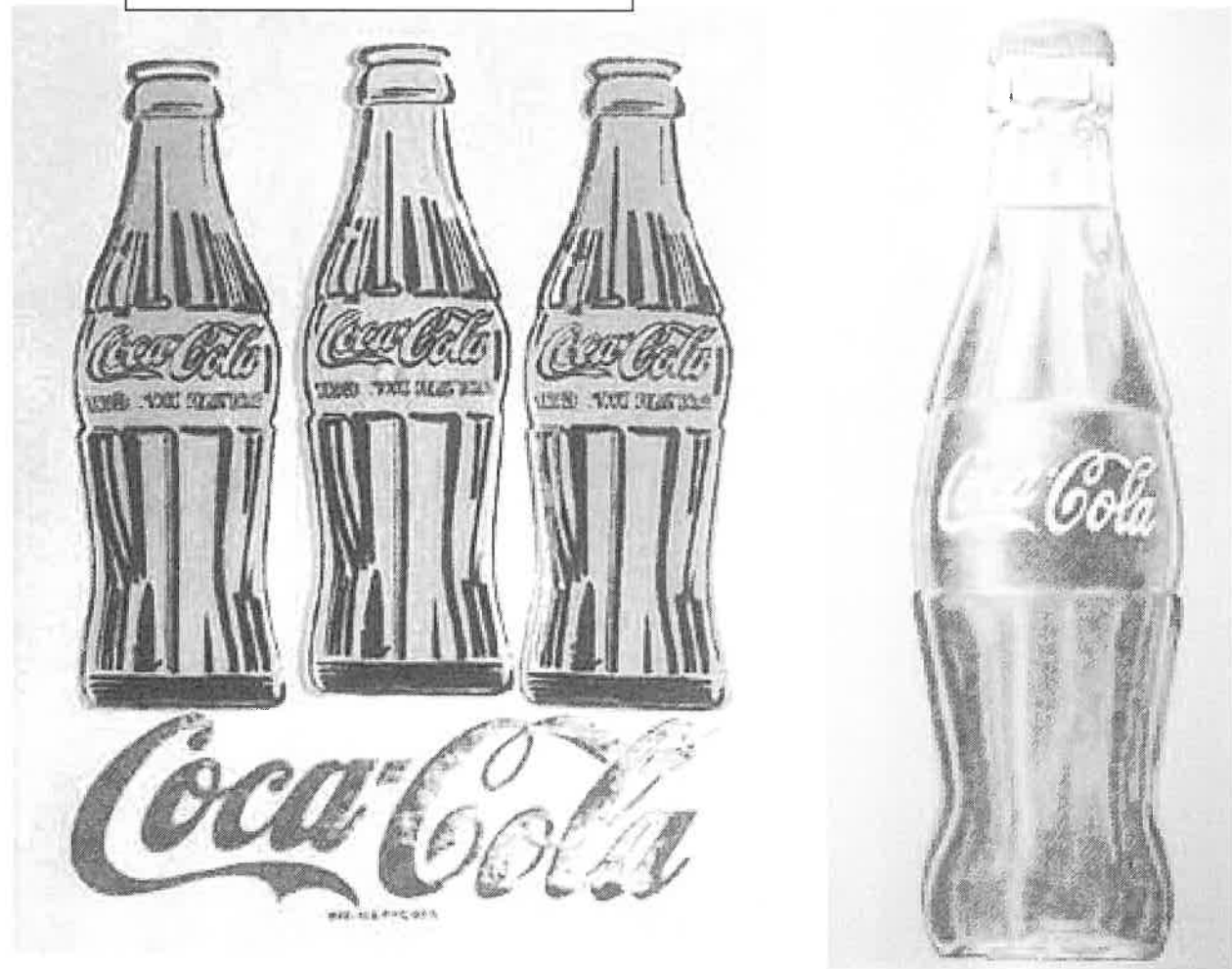
ART YEAR 8

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



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