

Fowey River Academy
Year 8 Knowledge Organiser

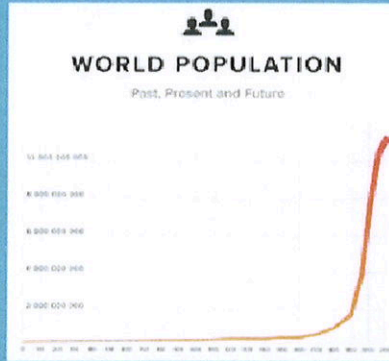
Winter Quadmester

Fowey River Academy Geography

Key Vocabulary

Population	The number of people living in a particular place.
Population distribution	The pattern where people live and how populations are spread out.
Birth rate	The number of births per 1000 of the country's population each year.
Death rate	The number of deaths per 1000 of the country's population each year.
Natural increase/decrease	The difference between the birth rate and death rate.
Underpopulated	When a country doesn't have enough people to make use of the resources and technology available.
Overpopulated	When a country has too many people and not enough resources to maintain a reasonable standard of living.

Knowledge Organiser – Semester 2 – How are populations changing? Part 1



Why is population distributed unevenly around the world?

Settlements have built up in areas with natural resources that can support a population, such as water, soil, the ability to grow food and job opportunities. Areas that are often sparsely populated tend to have fewer resources and be harder to live in, such as mountainous areas, deserts or isolated places.

China's One Child Policy

- In 1970 China's population exceeded 800 million, the world's largest population was growing too quickly.
- In 1979 the government introduced the one child policy. Couples were offered incentives – free education, better pensions, free child care and family benefits for one child.
- Problems with the policy included a high rate of abortion and forced female sterilisations.
- The policy reduced the population by 400 million. The policy has been successful but the population pyramid has completely changed.
- In 2014, the policy was abandoned with the intention to balance population development and address the challenges of an aging population.


Population Pyramids



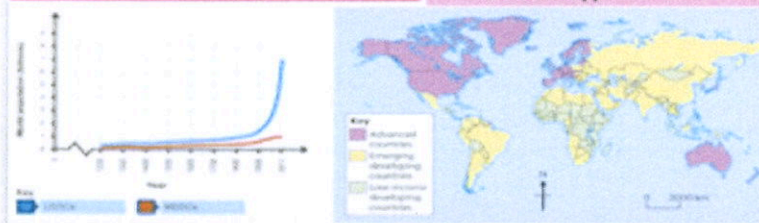
Population pyramids are used to analyse the structure of populations. They show the age and gender distribution of a given population. The shape of the pyramid depends both on the number of people in each age group and the proportion of males to females.

Demographic Transition Model (DTM)

Stage	1	2	3	4	5?
	High stationary	Early expanding	Late expanding	Low stationary	Declining?
Birth rate	High	High	Falling	Low	Very low
Death rate	High	Falls rapidly	Falls more slowly	Low	Low
Natural increase	Stable or slow increase	Very rapid increase	Increase slows down	Stable or slow increase	Slow decrease
Reasons for changes in birth rate	Many children needed for farming. Many children die at an early age. Religious/social encouragement. No family planning.		Improved medical care and diet. Fewer children needed.	Family planning. Good health. Improving status of women. Later marriages.	
Reasons for changes in death rate	Disease, famine. Poor medical knowledge so many children die.	Improvements in medical care, water supply and sanitation. Fewer children die.		Good health care. Reliable food supply.	

C1: Variations in the level of development		C6 ONE CHILD POLICY, CHINA	
LICs	Poorest countries in the world. GNI per capita is low and most citizens have a low standard of living.	K1: Location and Background	Background
NEE	These countries are getting richer as their economy is progressing from the primary industry to the secondary industry. Greater exports leads to better wages.	China is located in Southeast Asia along the coastline of the Pacific Ocean. China is the world's third largest country and along with India is the most populated	<ul style="list-style-type: none"> In the 1960s people were having on average 5.7 children. China could not support this rate of population growth. The new policy meant that any couple having a second child would get a heavy fine, around £3,000, which only the very affluent could afford.
HICs	These countries are wealthy with a high GNI per capita and standards of living. These countries can spend money on services.		

C2 How is population Changing	C3 What causes population to change?
<ul style="list-style-type: none"> The current population is over 7 billion, and most of the growth has taken place within last 100 years. The population is still increasing – but the increase is happening in LICs 	<ul style="list-style-type: none"> births (eg availability of contraception and trends) deaths (eg war and disease) migration (eg people moving into or out of a country)



Impacts

Population pyramids are graphs that show population structures, ie how many males and females of different age groups are in the population in each place.

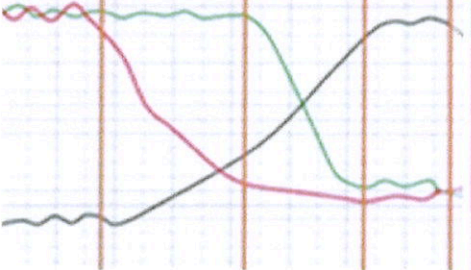
The fertility rate (avg children per couple) has dropped from 5.7 in 1960 to 1.5 in 2011

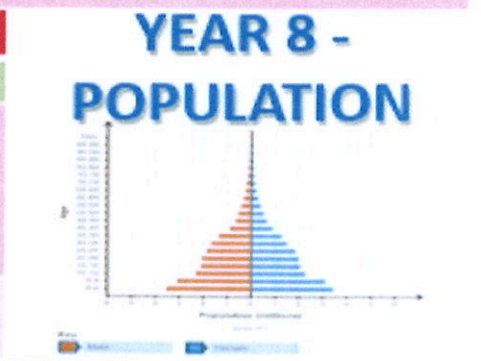
About 400 million births may have been prevented.

The cultural preference for boys has meant that there seems to be a gender imbalance in China.

Increase rates of infanticide due to preference for boys.

C5: Population Pyramids	
Population pyramids are graphs that show population structures, ie how many males and females of different age groups are in the population in each place.	
Wide Base	A wide base means there are lots of young people, and suggests a high birth rate.
Narrow Base	A narrow base means a smaller proportion of young people, suggesting a low birth rate.
Wide & Tall Pyramid	A wide middle, tall pyramid means an ageing population, suggesting that there is a long life expectancy.

C4: The Demographic Transition Model															
The demographic transition model (DTM) shows population change over time. It studies how birth rate and death rate affect the total population of a country.															
	<table border="1"> <thead> <tr> <th>STAGE 1</th> <th>STAGE 2</th> <th>STAGE 3</th> <th>STAGE 4</th> <th>STAGE 5</th> </tr> </thead> <tbody> <tr> <td>High DR High BR Steady</td> <td>BR Low Declining DR Very High</td> <td>Rapidly falling DR Low BR High</td> <td>Low DR Low BR Zero</td> <td>Slowly Falling DR Low BR Negative</td> </tr> <tr> <td>e.g. Tribes</td> <td>e.g. Kenya</td> <td>e.g. India</td> <td>e.g. UK</td> <td>e.g. Japan</td> </tr> </tbody> </table>	STAGE 1	STAGE 2	STAGE 3	STAGE 4	STAGE 5	High DR High BR Steady	BR Low Declining DR Very High	Rapidly falling DR Low BR High	Low DR Low BR Zero	Slowly Falling DR Low BR Negative	e.g. Tribes	e.g. Kenya	e.g. India	e.g. UK
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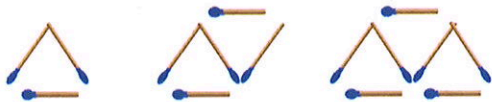
Year 8 Knowledge Organiser

SEQUENCES

Key Concept

Types of Sequence

Sequence as pictures:



Linear sequence:

4, 7, 10, 13, 16, ...



Fibonacci sequence:

(add the previous two terms)

1, 1, 2, 3, 5, 8, ...

Key Words

Sequence: A list which is in a particular order following a pattern.

Term: Each particular part of a sequence.

Linear sequence: A sequence which is formed by adding or subtracting the same amount each time.

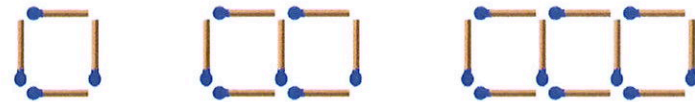
Tip

If a sequence is decreasing, the 'n' term will be negative.

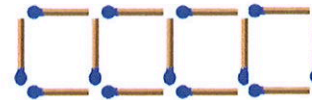
Eg, 15, 11, 7, 3, ...

Nth term = $-4n + 19$

Examples



Next pattern is:



Sequence = 4, 7, 10, 13, ...

Term to term rule = + 3

Nth term $4, 7, 10, 13, 16, \dots = 3n + 1$

Questions

- Find the next two terms and the term to term rule
 a) 9, 13, 17, 21, ... b) 7, 12, 17, 22, ... c) 9, 7, 5, 3, ... d) 3, 4, 7, 11, 18
- Find the nth term a) 7, 9, 11, 13, ... b) 8, 13, 18, 23, ...
 c) 15, 12, 9, 6, ... d) 1, -3, -7, -11, ...

ANSWERS: 1) a) 25, 29 Rule = +4 b) 27, 32, Rule = +5 c) 1, -1, Rule = -2 d) 29, 47, Rule = add previous 2 numbers 2) a) $2n + 5$ b) $5n + 3$ c) $-3n + 18$ d) $-4n + 5$

LISTING OUTCOMES AND SAMPLE SPACE

Key Concepts

When there are a number of different possible outcomes in a situation we need a **logical** and **systematic** way in which to view them all.

We can be asked to **list** all possible outcomes e.g. choices from a menu, order in which people finish a race.

We can also use a **sample space diagram**. This records the possible outcomes of two different events happening.

Key Words
List
Outcome
Sample space
Probability

Examples

Starter	Main
Fishcake	Lasagne
Melon	Beef Salmon

List all of the combinations possible when one starter and one main are chosen.

F, L	M, L
F, B	M, B
F, S	M, S

Note: You can write the initials of each option in a test. You do not need to write out the full word.

Two dice are thrown and the possible outcomes are shown in the sample space diagram below:

	1	2	3	4	5	6
1	(1,1)	(1,2)	(1,3)	(1,4)	(1,5)	(1,6)
2	(2,1)	(2,2)	(2,3)	(2,4)	(2,5)	(2,6)
3	(3,1)	(3,2)	(3,3)	(3,4)	(3,5)	(3,6)
4	(4,1)	(4,2)	(4,3)	(4,4)	(4,5)	(4,6)
5	(5,1)	(5,2)	(5,3)	(5,4)	(5,5)	(5,6)
6	(6,1)	(6,2)	(6,3)	(6,4)	(6,5)	(6,6)

- 1) What is the probability that 2 numbers which are the same are rolled?

$$\frac{6}{36} = \frac{\text{outcomes where numbers are the same}}{\text{total number of outcomes}}$$

- 2) What is the probability that two even numbers are rolled?

$$\frac{9}{36} = \frac{\text{outcomes where numbers are both even}}{\text{total number of outcomes}}$$

- 1) Abe, Ben and Carl have a race. List all of the options for the order that the boys can end the race.

		Spinner		
		Red	Green	Blue
Coin	Heads	H,R	H,G	H,B
	Tails	T,R	T,G	T,B

- 2a) What is the probability that a head is landed on?
b) What is the probability that a head and a green are landed on?

THEORETICAL PROBABILITY

Key Concepts

Probabilities can be described using **words** and **numerically**.

We can use **fractions, decimals or percentages** to represent a probability.

Theoretical probability is what should happen if all variables were fair.

All probabilities must **add to 1**.

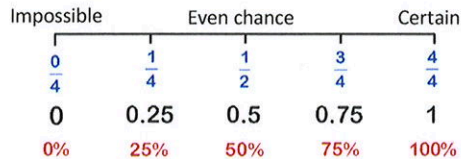
The probability of something **NOT** happening equals:

$$1 - (\text{probability of it happening})$$

Key Words

Theoretical
Probability
Fraction
Decimal
Percentage
Certain
Impossible
Even chance

Probability scale:



There are only red counters, blue counters, white counters and black counters in a bag.

Colour	Red	Blue	Black	White
No. of counters	9	3	5	2

- 1) What is the probability that a blue counter is chosen? $\frac{3}{19} = \frac{\text{number of blue}}{\text{total number of counters}}$
- 2) What is the probability that red is **not** chosen? $\frac{10}{19} = \frac{\text{number of all other colours}}{\text{total number of counters}}$

Examples

There are only red counters, blue counters, white counters and black counters in a bag.

Colour	Red	Blue	Black	White
No. of counters	9	3x	x-5	2x

A counter is chosen at random, the probability it is red is $\frac{9}{100}$. Work out the probability it is black.

$$\begin{aligned} 9 + 3x + x - 5 + 2x &= 100 \\ 6x + 4 &= 100 \\ x &= 16 \end{aligned}$$

$$\begin{aligned} \text{Number of black counters} &= 16 - 5 \\ &= 11 \end{aligned}$$

$$\text{Probability of choosing black} = \frac{11}{100}$$

	1	2	3
Prob	5	4	9

- 1a) Calculate the probability of choosing a 2.
- b) Calculate the probability of not choosing a 3.

	1	2	3
Prob	0.37	2x	x

- 2) Calculate the probability of choosing a 2 or a 3.

ANSWERS: 1a) $\frac{18}{4}$ b) $\frac{18}{9}$ 2) $P(2) = 0.42$ $P(3) = 0.21$

STRAIGHT LINE GRAPHS AND EQUATION OF A LINE

Key Concepts

Coordinates in 2D are written as follows:

x is the value that is to the left/right

y is the value that is to up/down

(x, y)

Straight line graphs always have the equation:

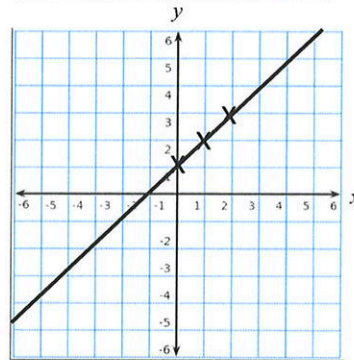
$$y = mx + c$$

m is the **gradient** i.e. the steepness of the graph.

c is the **y intercept** i.e. where the graph cuts the y axis.

Plot the graph of $y = x + 1$

x	0	1	2
y	1	2	3



Examples

Calculate the equation of this line:

$$y = mx + c$$

$$m = \frac{4}{2} = 2$$

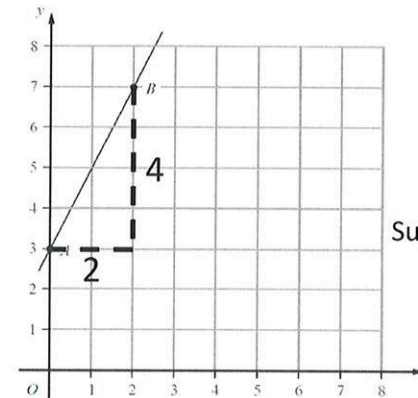
$$y = 2x + c$$

Substitute in a coordinate: (2,7)

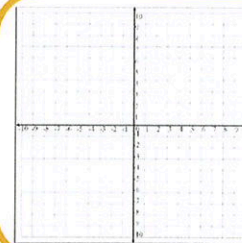
$$7 = (2 \times 2) + c$$

$$3 = c$$

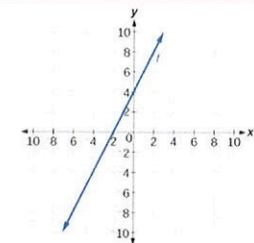
$$y = 2x + 3$$



Key Words
Coordinate
Gradient



- 1) Plot the line $y = 3x - 2$
- 2) Find the equation of the line for the attached graph.



ANSWERS: 2) $y = 2x + 4$

KS3 Electricity and Magnetism Knowledge Organiser

Key Words

potential difference	The amount of push (energy) provided by the battery to a moving charge.
current	The flow of electric charge.
resistance	The measure of how difficult it is for a flow of charge to pass through a component.
independent variable	The variable you change in an investigation to see how it affects the dependent variable.
dependent variable	The variable you measure or observe.
control variable	A variable that could affect the dependent variable so must be kept the same.

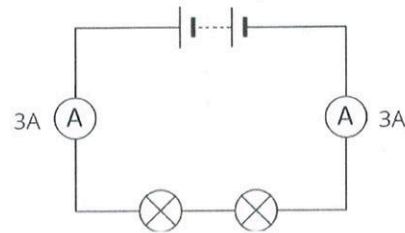
Circuit Diagrams

Electrical circuits are often represented by **circuit diagrams**. They are simple and easy to interpret. **Circuit symbols** are used to represent the **components** used in a circuit.

switch (open)	
switch (closed)	
bulb	
cell	
battery	
ammeter	
voltmeter	
resistor	
motor	

Series Circuits

In a series circuit, the components are connected end to end in a loop as shown in the diagram below. If one bulb breaks, none of the bulbs will be lit as the circuit is no longer complete.



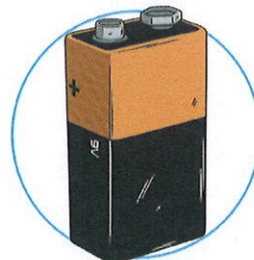
The **current is the same** everywhere in a series circuit. It doesn't matter where you put the ammeter, it will always show the same reading. The more cells or batteries you add, the greater the current. Current is **not** used up.

Batteries

Batteries store **chemical energy** and transfer it as electric current in a circuit.

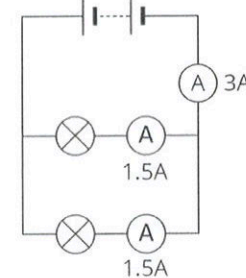
The potential difference of a battery tells us how much **energy** it provides to the components in the circuit.

Batteries contain an **electrolyte** and **two electrodes**. One of the electrodes is **positively charged** and the other is **negatively charged**. A chemical reaction between the two electrodes creates a flow of electrical energy to the circuit.



Parallel Circuits

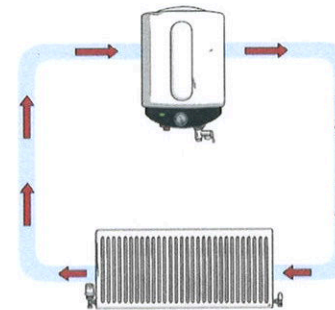
In a parallel circuit, the components are connected on separate branches as shown in the diagram below. This gives the current several different paths to flow down. If one bulb stops working, the other bulbs will remain lit as the circuit is still complete.



The **current is split** between the branches in a parallel circuit.

Modelling Circuits

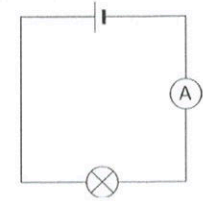
Scientists often use models to help them to explain difficult concepts. Some models are better than others.



In the boiler and radiator model, the pump pushes the water around the system. It does a similar job to a **battery** pushing the **charges** around a circuit. The pipes carry the flow of water around the system, like the **charge** flowing through wires in a circuit. The radiator is similar to a bulb because it transfers **energy** supplied by the system to the surroundings.

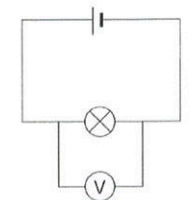
Current

Current is the flow of electrical charge around a circuit. The faster the flow of charge, the higher the current. Current is measured in **amps (A)** using an **ammeter**. An ammeter is connected in **series** with the component.



Potential Difference

Potential difference tells us how hard the battery 'pushes' the electrons around the circuit: the larger the potential difference, the bigger the 'push'. Potential difference is measured in **volts (V)** using a **voltmeter**. A voltmeter is connected in **parallel** with the component.



Resistance

Resistance is a measure of how difficult it is for the current to flow around a circuit.



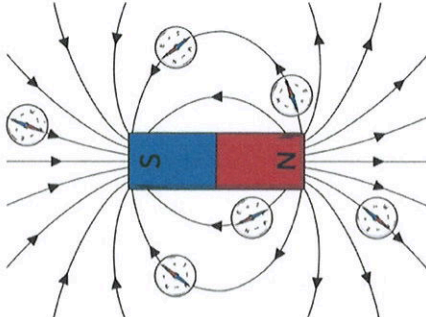
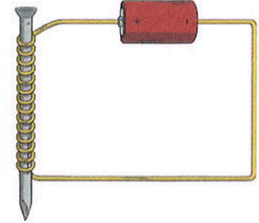
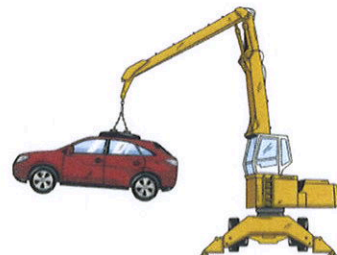
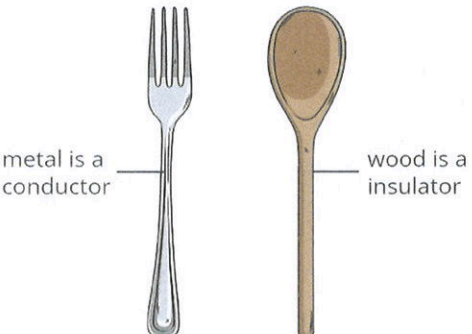
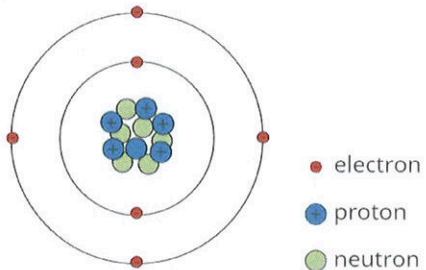
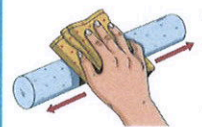

The **higher the resistance**, the less current will flow around the circuit. The **lower the resistance**, the more current will flow around the circuit.

Resistance is measured in **ohms (Ω)**.

Resistance can be calculated using the equation:

$$\text{resistance } (\Omega) = \text{potential difference (V)} \div \text{current (A)}$$

KS3 Electricity and Magnetism Knowledge Organiser

Resistance	Magnetism	Magnetic Field Lines	Electromagnets
<p>Factors that can affect the resistance through a wire include:</p> <ul style="list-style-type: none"> - temperature - width of wire - length of wire - type of material <ul style="list-style-type: none"> • As temperature increases, resistance increases. This is because the metal ions have more kinetic energy so they vibrate more, making it more difficult for electrons to flow. • As the width of the wire increases, resistance decreases because there is more space for the electrons to flow. • As the length of the wire increases, resistance increases because the electrons collide with more metal ions as they flow through the wire. • Some materials are better conductors of electricity than others; they have lower resistance so they allow electrons to flow more easily. 	<p>Magnetism is a non-contact force. Magnetic materials can be magnetised or will be attracted to a magnet. There are three magnetic metals: iron, nickel and cobalt. Steel is also magnetic because it contains iron.</p> <p>A bar magnet is a permanent magnet. It has a north pole and a south pole.</p> <p>Like poles repel. This means that the two poles push each other away.</p>  <p>Opposite poles attract. This means that the invisible magnetic force between the magnets pulls the poles towards each other.</p> 	<p>The magnetic field around a magnet can be shown as a series of lines around the magnet. The magnetic field lines can be plotted using a plotting compass.</p> <p>The compass will always point towards to the south pole, wherever the compass is placed near the magnet. The arrows show the direction of the magnetic field.</p> 	<p>When electrical charge flows in a wire, a magnetic field is created around the wire. The larger the current, the stronger the electromagnet. The strength of the magnetic field can be increased by wrapping the wire around a magnetic material, such as iron.</p>  <p>The strength of an electromagnet can be changed by changing the number of coils of wire around the iron core. This can be measured by counting the number of paperclips that become attracted to the electromagnet.</p> <p>Independent variable – number of coils of wire Dependent variable – number of paperclips picked up Control variables – current supplied to the circuit, core material, width of wire, length of wire, potential difference of the battery or power pack</p> <p>The greater the number of coils, the stronger the electromagnet and the more paperclips it will pick up.</p> <p>Electromagnets are useful because they can be switched on and off. This makes them suitable for sorting scrap metal at a recycling centre.</p> 
<p>Resistance</p> <p>Conductors have low resistance so they allow current to pass through them easily.</p> <p>Insulators have high resistance so it is difficult for current to flow through them.</p> 	<p>Atomic Structure</p> <p>There are two types of charge: positive (+) and negative (-).</p> <p>All objects are made up of atoms. Atoms are made up of three different types of particle: a positive particle (proton), a negative particle (electron) and a particle with no charge (neutron). Atoms contain an equal number of protons and electrons. The number of positive and negative charges are balanced so an atom has no overall charge.</p>  <ul style="list-style-type: none"> ● electron ● proton ● neutron 	<p>Static Electricity</p> <p>Static electricity occurs when a material either loses or gains electrons. Electrons are negatively charged, so objects that lose electrons become positively charged overall, while objects that gain electrons become negatively charged overall.</p>  <p>When a polythene strip is rubbed with a cloth, electrons move from the cloth to the strip. The strip becomes negatively charged and the cloth becomes positively charged.</p>  <p>When you rub a balloon against your hair, electrons are transferred from your hair to the balloon. The balloon and your hair have opposite charges so your hair is attracted to the balloon, making it stand on end.</p>	

Point de départ (pages 30–31)

le premier avril	<i>the first of April</i>	la Chandeleur.	<i>Pancake Day.</i>
le deux / trois / dix avril	<i>the second / third / tenth of April</i>	la Saint-Valentin.	<i>Valentine's Day.</i>
Quelle est ta fête préférée?	<i>What's your favourite festival?</i>	l'Aïd.	<i>Eid.</i>
J'adore ...	<i>I love ...</i>	mon anniversaire.	<i>my birthday.</i>
J'aime ...	<i>I like ...</i>	manger du chocolat.	<i>to eat/eating chocolate.</i>
Je préfère ...	<i>I prefer ...</i>	acheter des cadeaux.	<i>to buy/buying presents.</i>
Je n'aime pas ...	<i>I don't like ...</i>	danser.	<i>to dance/dancing.</i>
Je déteste ...	<i>I hate ...</i>	faire une soirée pyjama.	<i>to have/having a sleepover.</i>
Noël.	<i>Christmas.</i>	aller chez mes cousins.	<i>to go/going to my cousins' house.</i>
Pâques.	<i>Easter.</i>	C'est amusant.	<i>It is fun.</i>
le 14 juillet.	<i>Bastille Day.</i>	C'est commercial.	<i>It is commercialised.</i>
le Nouvel An.	<i>New Year.</i>	C'est nul.	<i>It is rubbish.</i>
		C'est sympa.	<i>It is nice.</i>

Noël	<i>Christmas</i>	je n'aime pas du tout ...	<i>I really don't like ...</i>
Pâques	<i>Easter</i>	Je déteste ...	<i>I hate ...</i>
le 14 juillet	<i>Bastille Day</i>	manger des œufs en chocolat.	<i>eating chocolate eggs.</i>
le Nouvel An	<i>New Year's Day</i>	danser et chanter.	<i>dancing and singing.</i>
la Toussaint	<i>All Saints' Day</i>	choisir des cadeaux.	<i>choosing presents.</i>
la Saint-Valentin	<i>Valentine's Day</i>	rendre visite à mes cousins.	<i>visiting my cousins.</i>
l'Aïd	<i>Eid</i>	faire une soirée pyjama.	<i>having a sleepover.</i>
mon anniversaire	<i>my birthday</i>	C'est ...	<i>It is ...</i>
Quelle est ta fête préférée?	<i>What's your favourite festival?</i>	marrant / ennuyeux.	<i>fun, funny / boring.</i>
j'adore ...	<i>I love ...</i>	bête.	<i>silly.</i>
j'aime (beaucoup) ...	<i>I (really) like ...</i>	trop militaire.	<i>too militaristic.</i>
je préfère ...	<i>I prefer ...</i>	trop commercial.	<i>too commercialised.</i>
je n'aime pas tellement ...	<i>I don't particularly like ...</i>		
je n'aime pas ...	<i>I don't like ...</i>		

Unité 1 (pages 32–33) C'est carnaval!

Ma fête préférée, c'est le carnaval.	<i>My favourite festival is carnival.</i>	Il/Elle est dans un parc.	<i>He/She is in a park.</i>
Je retrouve mes copains.	<i>I meet my friends.</i>	Il/Elle danse.	<i>He/She is dancing.</i>
Je porte un masque et un déguisement.	<i>I wear a mask and a costume.</i>	Il/Elle regarde la parade.	<i>He/She is watching the parade.</i>
Je regarde la parade.	<i>I watch the parade.</i>	Il/Elle mange une glace.	<i>He/She is eating an ice cream.</i>
J'écoute la musique.	<i>I listen to the music.</i>	Il/Elle chante.	<i>He/She is singing.</i>
Je mange une crêpe.	<i>I eat a pancake.</i>	Il/Elle porte un déguisement.	<i>He/She is wearing a costume.</i>
Je partage des photos.	<i>I share photos.</i>	Il/Elle porte un masque.	<i>He/She is wearing a mask.</i>
Sur la photo, il y a un homme.	<i>In the photo there is a man.</i>	Je pense qu' ...	<i>I think that ...</i>
Sur la photo, il y a un garçon.	<i>In the photo there is a boy.</i>	il fait beau.	<i>the weather is fine.</i>
Sur la photo, il y a une femme.	<i>In the photo there is a woman.</i>	il fait mauvais.	<i>the weather is bad.</i>
Sur la photo, il y a une fille.	<i>In the photo there is a girl.</i>	il fait chaud.	<i>it is hot.</i>
Il/Elle est dans une parade.	<i>He/She is in a parade.</i>	il fait froid.	<i>it is cold.</i>

je porte un masque	<i>I wear a mask</i>	un groupe de gens / filles / garçons / musiciens / d'enfants	<i>a group of people / girls / boys / musicians / children</i>
je retrouve mes copains	<i>I meet my friends</i>	ils/Elles sont ...	<i>They are ...</i>
je regarde la parade	<i>I watch the parade</i>	dans la rue. / en ville.	<i>in the street. / in town.</i>
je finis mes devoirs	<i>I finish my homework</i>	ils/Elles ...	<i>They ...</i>
je choisis des vêtements ...	<i>I choose ... clothes</i>	marchent / applaudissent	<i>are walking / clapping</i>
j'attends la fête avec impatience	<i>I am looking forward to the festival</i>	dansent	<i>dancing</i>
je rends visite à ...	<i>I visit ...</i>	jouent d'un instrument.	<i>playing an instrument.</i>
j'entends la musique	<i>I hear (the) music</i>	ils/Elles portent des vêtements ...	<i>They are wearing ... clothes.</i>
les spectateurs	<i>spectators</i>	traditionnels / colorés / bizarres / incroyables	<i>traditional / colourful / strange / amazing</i>
chaque année	<i>every year</i>	ils/Elles portent des drapeaux.	<i>They are holding flags.</i>
le matin	<i>(in) the morning</i>		
l'après-midi	<i>(in) the afternoon</i>		
le soir	<i>(in) the evening</i>		
une parade / un défilé	<i>a parade</i>		

Les mots essentiels High-frequency words

le matin	<i>in the morning</i>
l'après-midi	<i>in the afternoon</i>
le soir	<i>in the evening</i>
samedi prochain	<i>next Saturday</i>
le weekend prochain	<i>next weekend</i>
la semaine prochaine	<i>next week</i>
demain	<i>tomorrow</i>

Question words

qu'est-ce que?	<i>what?</i>
comment?	<i>how?</i>
avec qui?	<i>with whom?</i>
pourquoi?	<i>why?</i>
où?	<i>where?</i>
quand?	<i>when?</i>

Year 8 French - Winter J'adore les fêtes!

Essential Question: Quelle est ta fête préférée?

Spelling and accents

- Accents are not optional – spot accents in new words and make sure you remember them when writing.
- The **acute accent** goes uphill ` (e.g. *préférée*).
 - The **grave accent** goes downhill ` (e.g. *à, après-midi*).
 - The **circumflex** is like a little hat, e.g. *fête, Pâques*.
 - The **tréma** is two dots, e.g. *Noël, Aïd*.
 - The **cedilla** occurs under the letter c, e.g. *ça, français*.

Unité 2 (pages 34–35) La fête de la musique

J'attends la fête avec impatience.	<i>I am looking forward to the festival.</i>	Je préfère la fanfare.	<i>I prefer the brass band.</i>
Je vends des disques vinyles.	<i>I sell records.</i>	Ma mère chante dans la chorale.	<i>My mother sings in the choir.</i>
Je finis à midi.	<i>I finish at lunchtime.</i>	Mon frère choisit un groupe folk.	<i>My brother chooses a folk group.</i>
Je choisis un groupe de rock.	<i>I choose a rock group.</i>	le matin	<i>(in) the morning</i>
J'écoute un rappeur.	<i>I listen to a rapper.</i>	l'après-midi	<i>(in) the afternoon</i>
		le soir	<i>(in) the evening</i>

Unité 3 (pages 36–37) Et avec ça?

le fromage	<i>cheese</i>	un demi-kilo de ...	<i>half a kilo of ...</i>
le jambon	<i>ham</i>	une tranche de ...	<i>a slice of ...</i>
un chou-fleur	<i>a cauliflower</i>	Vous désirez?	<i>What would you like?</i>
un haricot vert	<i>a green bean</i>	Je voudrais des tomates,	<i>I'd like some tomatoes, please.</i>
un melon	<i>a melon</i>	s'il vous plaît.	
un œuf	<i>an egg</i>	Et avec ça?	<i>Anything else?</i>
un oignon	<i>an onion</i>	C'est tout?	<i>Is that all?</i>
une banane	<i>a banana</i>	Ça fait combien?	<i>How much is it?</i>
une pomme	<i>an apple</i>	Ça fait 3€50.	<i>That's 3 euros fifty.</i>
une pomme de terre	<i>a potato</i>	Voilà.	<i>Here you are.</i>
une tomate	<i>a tomato</i>	Merci, bonne journée!	<i>Thanks, have a nice day!</i>
un kilo de ...	<i>a kilo of ...</i>		

un artichaut	<i>an artichoke</i>	100 grammes de ...	<i>100 grams of ...</i>
un chou-fleur	<i>a cauliflower</i>	un kilo de ...	<i>a kilo of ...</i>
un citron	<i>a lemon</i>	un demi-kilo de ...	<i>half a kilo of ...</i>
un haricot vert/blanc	<i>a green/white bean</i>	une tranche de ...	<i>a slice of ...</i>
un melon / un oignon	<i>a melon / an onion</i>	un morceau de ...	<i>a piece of ...</i>
une banane / une olive	<i>a banana / an olive</i>	Vous désirez?	<i>What would you like?</i>
une pomme	<i>an apple</i>	Je voudrais ...	<i>I would like ...</i>
une pomme de terre	<i>a potato</i>	Et avec ça?	<i>Anything else?</i>
une tomate	<i>a tomato</i>	C'est tout, merci.	<i>That's all, thanks.</i>
un œuf	<i>an egg</i>	Ça fait combien?	<i>How much is that?</i>
le poisson	<i>fish</i>	Ça fait ... euros.	<i>That's ... euros.</i>
le fromage	<i>cheese</i>	Bonne journée!	<i>Have a nice day!</i>
le jambon	<i>ham</i>		
la salade	<i>lettuce</i>		

Unité 4 (pages 40–41) Tu vas faire un voyage scolaire?

Qu'est-ce que tu vas faire?	<i>What are you going to do?</i>	écouter des chorales	<i>to listen to some choirs</i>
je vais ...	<i>I am going ...</i>	goûter du pain d'épices	<i>to try gingerbread</i>
aller en Alsace	<i>to go to Alsace</i>	acheter une boule de Noël	<i>to buy a Christmas bauble</i>
visiter les marchés de Noël	<i>to visit the Christmas markets</i>	manger une tarte flambée / de la choucroute	<i>to eat a pizza-like tart / sauerkraut</i>
choisir des cadeaux	<i>to choose presents</i>	boire un jus de pomme chaud	<i>to drink a hot apple juice</i>
admirer les maisons illuminées	<i>to admire the illuminated houses</i>		

Unité 4 (pages 38–39) Qu'est-ce que tu vas manger?

Qu'est-ce que tu vas manger pour la fête?	<i>What are you going to eat for the festival?</i>	des pois chiches	<i>chickpeas</i>
Je vais manger ...	<i>I am going to eat ...</i>	des carottes	<i>carrots</i>
une salade niçoise.	<i>a tuna and olive salad.</i>	C'est comment?	<i>What is it like?</i>
une tarte flambée.	<i>a pizza-like tart.</i>	C'est très bon.	<i>It is very good.</i>
un couscous aux légumes.	<i>a vegetable couscous.</i>	C'est délicieux.	<i>It is delicious.</i>
une crêpe	<i>a pancake</i>	C'est savoureux.	<i>It is tasty.</i>
des moules-frites	<i>mussels and chips</i>	C'est un plat typique ...	<i>It's a typical dish ...</i>
une quiche lorraine	<i>a bacon quiche</i>	C'est une spécialité ...	<i>It's a speciality ...</i>
du thon	<i>tuna</i>	du nord de la France.	<i>of the north of France.</i>
du fromage blanc	<i>soft white cheese</i>	du sud de la France.	<i>of the south of France.</i>
de la pâte	<i>pastry</i>	de l'est de la France.	<i>of the east of France.</i>
des olives	<i>olives</i>	de l'ouest de la France.	<i>of the west of France.</i>
une salade niçoise	<i>a tuna and olive salad</i>	la crème fraîche	<i>thick sour cream</i>
une tarte flambée	<i>a pizza-like tart</i>	la semoule	<i>couscous grains / semolina</i>
le couscous aux légumes	<i>vegetable couscous</i>	l'ail	<i>garlic</i>
les moules-frites	<i>mussels and chips</i>	un pois chiche	<i>a chickpea</i>
la quiche lorraine	<i>bacon quiche</i>	une courgette	<i>a courgette</i>
la bouillabaisse	<i>fish stew</i>	une carotte	<i>a carrot</i>
les crêpes Suzette	<i>pancakes with orange sauce</i>	C'est un plat typique de ...	<i>It's a typical dish of ...</i>
le thon	<i>tuna</i>	C'est une spécialité de ...	<i>It's a speciality of ...</i>
le fromage blanc	<i>soft white cheese</i>	C'était ...	<i>It was ...</i>
le beurre	<i>butter</i>	délicieux / savoureux.	<i>delicious / tasty.</i>
le vin blanc	<i>white wine</i>	léger.	<i>light.</i>
la pâte	<i>pastry</i>	salé / sucré.	<i>salty / sweet.</i>

Unité 5 (pages 40–41) Le marché de Noël

Qu'est-ce que tu vas faire?	<i>What are you going to do?</i>	écouter des chorales.	<i>to listen to some choirs.</i>
Je vais ...	<i>I am going ...</i>	manger une tarte flambée.	<i>to eat a pizza-like tart.</i>
visiter le marché de Noël.	<i>to visit the Christmas market.</i>	boire un jus de pomme chaud.	<i>to drink a hot apple juice.</i>
acheter un cadeau.	<i>to buy a present.</i>		
admirer les maisons illuminées.	<i>to admire the illuminated houses.</i>		
Quelles sont tes bonnes résolutions pour l'année prochaine?	<i>What are your new year's resolutions?</i>	Je vais ...	<i>I am going ...</i>
Je joue sur mon portable.	<i>I play on my phone.</i>	aller au marché.	<i>to go to the market.</i>
Je finis mes devoirs à la récré.	<i>I finish my homework at break.</i>	aider dans le jardin.	<i>to help in the garden.</i>
Je n'aide pas mes parents.	<i>I don't help my parents.</i>	être patient(e) avec ...	<i>to be patient with ...</i>
Je fais la grasse matinée.	<i>I have a lie-in.</i>	faire du sport.	<i>to do sport.</i>
Je ne suis pas sympa avec ...	<i>I am not kind to ...</i>	laisser mon smartphone dans ma chambre.	<i>to leave my smartphone in my room.</i>
		finir mes devoirs le soir.	<i>to finish my homework in the evening.</i>

Year 8 German - Winter
Wir gehen ins Kino
Essential Question:
Bist du Medienfan?

Im Kino • At the cinema

der Actionfilm(e)	<i>action film</i>
das Drama (Dramen)	<i>drama</i>
der Fantasyfilm(e)	<i>fantasy film</i>
der Horrorfilm(e)	<i>horror film</i>
die Komödie(n)	<i>comedy</i>
die Liebeskomödie(n)	<i>romantic comedy, rom-com</i>
der Science-Fiction-Film(e)	<i>science fiction film</i>
der Zeichentrickfilm(e)	<i>cartoon</i>
Ich bin ins Kino gegangen.	<i>I went to the cinema</i>
Ich habe zu Hause eine DVD gesehen.	<i>I watched a DVD at home.</i>

Wie hast du den Film gefunden?
• What did you think of the film?

Ich habe den Film (furchtbar) gefunden.	<i>I thought the film was (awful).</i>
der Schauspieler(-)	<i>actor</i>
die Schauspieler(in)	<i>actress</i>
blöd	<i>stupid</i>
gruselig	<i>creepy</i>
interessant	<i>interesting</i>
kindisch	<i>childish</i>
langweilig	<i>boring</i>
lustig	<i>funny</i>
romantisch	<i>romantic</i>
schrecklich	<i>terrible</i>
spannend	<i>exciting</i>
unterhaltsam	<i>entertaining</i>

Im Fernsehen • On TV

Was siehst du gern?	<i>What do you like watching?</i>
Ich sehe (sehr/nicht) gern ...	<i>I (really/don't) like watching ...</i>
ich hasse	<i>I hate</i>
gucken/sehen	<i>to watch</i>
die Dokumentation(en)	<i>documentary</i>
die Gameshow(s)	<i>game show</i>
das Musikvideo(s)	<i>music video</i>
die Nachrichten (pl)	<i>news</i>
die Realityshow(s)	<i>reality show</i>
die Seifenoper(n)	<i>soap opera</i>
die Sitcom(s)	<i>sitcom</i>
die Serie(n)	<i>series</i>
die Sportsendung(en)	<i>sports programme</i>

Was liest du gern?
• What do you like reading?

Ich lese gern ...	<i>I like reading ...</i>
Ich lese nicht gern ...	<i>I don't like reading ...</i>
Ich lese lieber ...	<i>I prefer reading ...</i>
Ich lese am liebsten ...	<i>I like reading ... most of all</i>
der Comic(s)	<i>comic</i>
der Roman(e)	<i>novel</i>
die Zeitschrift(en)	<i>magazine</i>
die Zeitung(en)	<i>newspaper</i>
die Website(s)	<i>website</i>
das Fantasybuch(-er)	<i>fantasy book</i>
das Sachbuch(-er)	<i>factual/non-fiction book</i>
die Biografie(n)	<i>biography</i>
das Blog(s)	<i>blog</i>

Wo liest du? • Where do you read?

im Bus	<i>on the bus</i>
im Zug	<i>on the train</i>
im Garten	<i>in the garden</i>
im Park	<i>in the park</i>
im Bett	<i>in bed</i>
im Schlafzimmer	<i>in the bedroom</i>
in der Pause	<i>in the break, at breaktime</i>
in der Schule	<i>in school</i>
in der Badewanne	<i>in the bath</i>
auf dem Sofa	<i>on the settee</i>
auf dem Klo	<i>on the loo</i>
auf dem Hof	<i>on/in the schoolyard</i>
auf dem Handy	<i>on the mobile phone</i>
am Computer	<i>on the computer</i>

Bist du süchtig? • Are you addicted?

eine Stunde pro Tag	<i>an hour a day</i>
zwei bis drei Stunden pro Tag	<i>two to three hours a day</i>
nicht mehr als drei Stunden pro Tag	<i>no more than three hours a day</i>
mehr als 20 Stunden pro Woche	<i>more than 20 hours a week</i>
nur am Wochenende	<i>only at the weekend</i>
nach den Hausaufgaben	<i>after homework</i>
von 20 bis 22 Uhr	<i>from 8.00 to 10.00 pm</i>

Meinungen • Opinions

das finde ich (un)fair	<i>I think that's (un)fair</i>
das geht mir auf die Nerven	<i>that gets on my nerves</i>
das ist (un)gesund	<i>that's (un)healthy</i>
das ist aktiv	<i>that's active</i>
das ist passiv	<i>that's passive</i>
das macht (un)fit	<i>that makes you (un)fit</i>
das macht Spaß	<i>that's fun</i>
das stimmt (nicht)	<i>that's (not) true</i>
du hast recht	<i>you're right</i>
ich bin (nicht) süchtig	<i>I'm (not) addicted</i>
meiner Meinung nach ...	<i>in my opinion ...</i>
Unsinn!/Quatsch!	<i>Nonsense!</i>

Fragen • Questions

Wann?	<i>When?</i>
Wo?	<i>Where?</i>
Was?	<i>What?</i>
Wer?	<i>Who?</i>
Warum?	<i>Why?</i>
Wie?	<i>How?</i>
Wie viel/viele?	<i>How much/many?</i>
Wie oft?	<i>How often?</i>

Oft benutzte Wörter
• High-frequency words

weil	<i>because</i>
letzte Woche	<i>last week</i>
am Wochenende	<i>at the weekend</i>
das nächste Mal	<i>next time</i>
so	<i>so</i>
zu	<i>too</i>
total	<i>totally</i>
gar nicht	<i>not at all</i>
immer	<i>always</i>
ab und zu	<i>now and then</i>
oft	<i>often</i>

Strategie 2

Complex sentences

Try to show as much as possible of the German that you know. Simple sentences in correct German are fine, but if you use more complex sentences it sounds more natural – and more impressive!

- Join shorter sentences together using **und** (and), **aber** (but) or **oder** (or).
- Add an opinion – there are phrases on these **Wörter** pages that you can use.
- Use **weil** (because) to give a reason – but remember the word order with this 'vile' word!
- Add qualifiers such as **sehr** (very), **zu** (too), **ziemlich** (fairly) and **gar nicht** (not at all).
- Learn a few phrases that you can use in a variety of situations – time phrases are always useful.

¿Qué haces con tu móvil? What do you do with your mobile?

Chateo con mis amigos.	I chat with my friends.	Juego.	I play.
Comparto mis vídeos favoritos.	I share my favourite videos.	Leo mis SMS.	I read my texts.
Descargo melodías o aplicaciones.	I download ringtones or apps.	Mando SMS.	I send texts.
Hablo por Skype.	I talk on Skype.	Saco fotos.	I take photos.
		Veo vídeos o películas.	I watch videos or films.

¿Con qué frecuencia? How often?

todos los días	every day	a veces	sometimes
dos o tres veces a la semana	two or three times a week	de vez en cuando	from time to time
		nunca	never

¿Qué tipo de música te gusta? What type of music do you like?

el rap	rap	¿Qué tipo de música escuchas?	What type of music do you listen to?
el R'n'B	R'n'B	Escucho rap.	I listen to rap.
el rock	rock	Escucho la música de...	I listen to ...'s music.
la música clásica	classical music	Escucho de todo.	I listen to everything.
la música electrónica	electronic music		
la música pop	pop music		

Opiniones Opinions

Me gusta (mucho)...	I like... (very much)	¿Te gusta la música de...?	Do you like... 's music?
Me encanta...	I love...	Me gusta la música de...	I like... 's music.
No me gusta (nada)...	I don't like... (at all)	mi canción favorita	my favourite song
la letra	the lyrics	mi cantante favorito/a	my favourite singer
la melodía	the tune	mi grupo favorito	my favourite group
el ritmo	the rhythm	En mi opinión...	In my opinion...
porque es guay/triste/horrible	because it is cool/sad/terrible		

Me gustan las comedias I like comedies

un programa de música	a music programme	el telediario	the news
un programa de deportes	a sports programme	más... que...	more... than...
un concurso	a game show	divertido/a	funny
un documental	a documentary	informativo/a	informative
un reality	a reality show	interesante	interesting
una comedia	a comedy	aburrido/a	boring
una serie policíaca	a police series	emocionante	exciting
una telenovela	a soap opera		

Year 8 Spanish - Winter

Todo sobre mi vida

¿Qué hiciste ayer? What did you do yesterday?

Bailé en mi cuarto.	I danced in my room.	Vi una película.	I watched a film.
Fui al cine.	I went to the cinema.	Salí con mis amigos/as.	I went out with my friends.
Hablé por Skype.	I talked on Skype.	No hice los deberes.	I didn't do my homework.
Hice gimnasia.	I did gymnastics.	ayer	yesterday
Hice kárate.	I did karate.	luego	later, then
Jugué en línea con mis amigos/as.	I played online with my friends.	por la mañana	in the morning
Jugué tres horas.	I played for three hours.	por la tarde	in the afternoon
Monté en bici.	I rode my bike.	un poco más tarde	a bit later

Palabras muy frecuentes High-frequency words

así que	so (that)	nunca	never
más... que...	more... than...	o	or
mi/mis	my	porque	because
su/sus	his/her	también	also, too
normalmente	normally	y	and
no	no/not		

Estrategia 2

The gender of nouns

You can often work out whether a noun is masculine or feminine by looking at the ending of the word:

Most nouns ending in **-o**, **-or** and **-ón** are masculine.

Most nouns ending in **-a**, **-dad**, **-ión** and **-ción** are feminine.

But be careful! There are exceptions, for example:











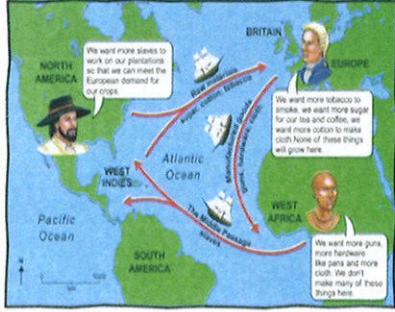

el problema, la foto

To check, use a dictionary: look for the abbreviations *nm* (masculine noun) and *nf* (feminine noun).

Can you work out the gender of these nouns from Module 2 without using a dictionary?

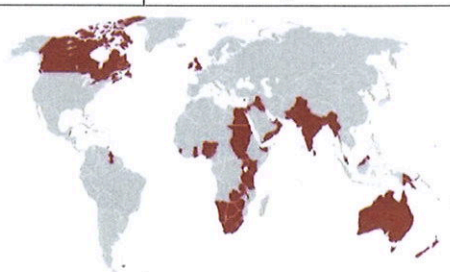
- actividad
- concurso
- televisión
- música
- canción
- amigo
- aplicación
- millón

Y8 History Knowledge Organiser Winter Semester: Slavery and the British Empire

<p>Between the years 1640-1807, Britain became the world's slave trading nation and was responsible for transporting 3.4 million African people across the Atlantic. Although Britain became the first nation to abolish the slave trade in 1807, its involvement in the trade has left a harmful legacy which is still felt today.</p>		<p>Chronology: what happened on these dates?</p>		<p>Vocabulary: define these words.</p>	
<p>Summarise your learning</p>		<p>1562</p>	<p>The first British slave ship made its journey across the Middle Passage.</p>	<p>Transatlantic slave trade </p>	<p>The forced movement of 12–15 million Africans across the Atlantic.</p>
<p>Topic 1: Transatlantic slave trade and Britain</p>	<p>The transatlantic slave trade brought great wealth to Britain and benefitted many people – some directly, some indirectly. Many coastal towns and cities</p>	<p>1672</p>	<p>The Royal African Company was established to monopolise trading in enslaved people.</p>	<p>Enslaved </p>	<p>To be made into a slave.</p>
<p>Topic 2: West African kingdoms</p>	<p>Prior to the transatlantic slave trade, there were developed empires in Africa – like Benin and Songhai. The transatlantic slave trade did great damage to Africa.</p>	<p>1787</p>	<p>The Abolition Committee was founded in Britain.</p>	<p>The Middle Passage </p>	<p>The journey on which enslaved Africans were transported from Africa to America.</p>
<p>Topic 3: The Middle Passage</p>	<p>The journey from Africa to the Americas that the enslaved Africans were forced to make was a terrible one with huge loss of life.</p>	<p>1807</p>	<p>Parliament passed an Act that abolished Britain's role in the transatlantic slave trade.</p>	<p>Resistance </p>	<p>The refusal to accept or comply with something.</p>
<p>Topic 4: Life in the Americas</p>	<p>Enslaved Africans were sold in the Americas. They were forced to work hard on plantations, and were controlled through fear and violence.</p>	<p>1831–32</p>	<p>The Baptist Rebellion or Great Jamaican Slave Revolt, it was an 11 day rebellion involving 60,000 slaves in Jamaica.</p>	<p>Popular movement </p>	<p>Where a large proportion of the general public support a cause.</p>
<p>Topic 5: Slave resistance and revolt</p>	<p>Enslaved Africans were not passive victims. They resisted their enslavement through both active and passive methods. Some escaped while others violently rebelled.</p>	<p>1833</p>	<p>Parliament passed an Act that abolished slavery in the British Empire.</p>	<p>Boycott </p>	<p>When people refuse to buy or use something as a form of protest.</p>
<p>Topic 6: The road to abolition</p>	<p>A campaign to abolish the slave trade was started by a small group of abolitionists, but quickly spread and gained popular support across the country, ending in the abolition of the slave trade in 1807.</p>	<p>Who were these people?</p>		<p>Petition </p>	<p>A list of requests signed by many people.</p>
<p>Topic 7: Legacy of the Slave Trade post-1807</p>	<p>Although slavery was entirely abolished in the British Empire in 1833. It left a harmful legacy on the world.</p>	<p>Granville Sharp</p>	<p>The lawyer who founded the Abolition Committee.</p>	<p>Abolition </p>	<p>Banning or getting rid of something. E.g. Slave Trade.</p>
		<p>Thomas Clarkson</p>	<p>The abolitionist who dedicated his life to raising awareness of, and campaigning against, slavery.</p>	<p>Emancipation </p>	<p>Freedom from slavery.</p>
		<p>William Wilberforce</p>	<p>The abolitionist who fought for abolition in parliament, introducing a bill that helped to abolish the transatlantic slave trade.</p>	<p>Legacy </p>	<p>The long lasting impact of an event or action that took place in the past.</p>
		<p>Olaudah Equiano</p>	<p>A former slave and abolitionist who wrote a best-selling autobiography of his life.</p>		
		<p>Harriet Tubman</p>	<p>A former slave, American Abolitionist and social activist. Born into chattel slavery, Tubman escaped and made 13 missions to rescue 70 other enslaved people using the underground railroad network.</p>		
		<p>Frederick Douglass</p>	<p>A former slave and American Abolitionist who escaped slavery. He spoke in Sheffield numerous times and met with Mary Ann Rawson, the leader of the female Anti-Slavery Society in 1846.</p>		

Y8 History Knowledge Organiser Winter Semester: Slavery and the British Empire

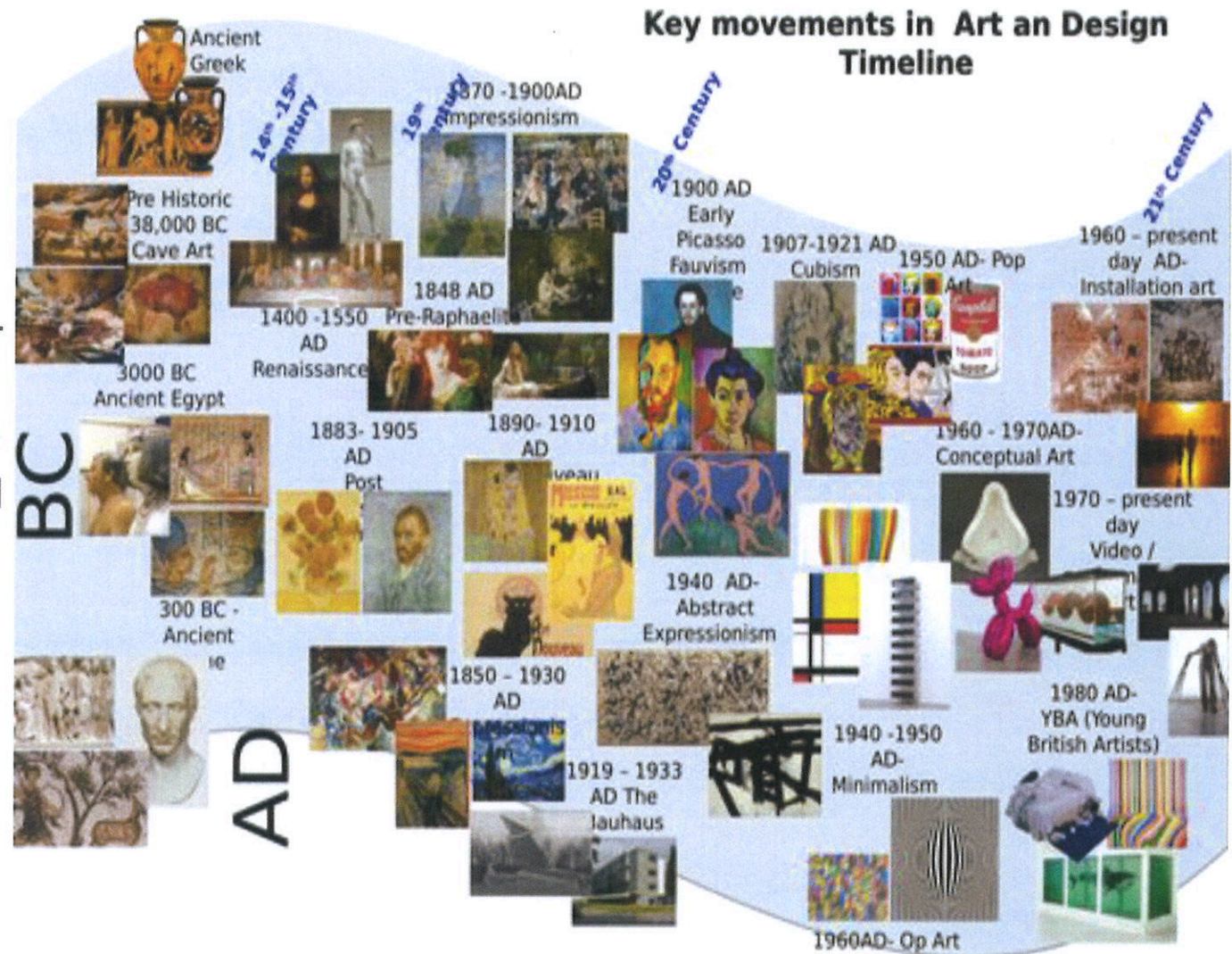
This unit explores the impact and legacy of the British Empire. We study how the Empire was built and which areas across the globe it affected. We also study ways in which people in the British colonies reacted to or fought back the British Empire. We will use our knowledge to analyse different historians' interpretations of the British Empire.

Summarise your learning		Chronology: what happened on these dates?		Vocabulary: define these words	
Topic 1: How and why did Britain build an Empire?	The British built an Empire through discovery, settlers, war and trade. It became the largest Empire the world has ever known and spanned ¼ of the world.	1600	The East India Company is founded.	Empire	A group of states or countries ruled over by one monarch or government.
Topic 2: What were the origins of the British Empire?	The British Empire began in America as Britain tried to imitate the success of Spain. Traders saw the value of goods in the Americas and so established colonies in the New World such as Barbados.	1607	Jamestown, England's first successful colony in the Americas, is founded.	Colony	An area of a country settled by, and under the control of, people from another country.
Topic 3: Why did the USA leave the Empire?	American colonies rose up against the British due to financial, political and military reasons. The USA wrote the Declaration of Independence.	1625	Barbados, England's first colony in the West Indies, is colonised.	Imperialism	Extending a country's power and influence through colonization, use of military force, or other means.
Topic 4: How did settler colonialism impact Australia?	The British realised it would be beneficial to colonise Australia because of its climate and land for farming, huge coastline for fishing and whaling, and raw materials. Britain used Australia as a penal colony for convicts. Settlers were also given free transportation and land. However, colonisation was very destructive for the native Aboriginal people.	1757	Britain gains control of Bengal in the Seven Years War.	Plantation	A huge farm that grows one crop such as cotton, sugar, tobacco etc.
Topic 5: How did British rule impact India?	The British East India Company came to rule India and established a trading monopoly. They became rich by exporting resources and consumer goods back to England at a profit as well as trading British manufactured goods back to the colonies. The British benefitted from taxes, exotic goods, and job opportunities in the Industrial Revolution. The only people who did not benefit were the indigenous groups living in the colonies. Historians still debate whether British rule was a good or bad thing.	1783	The United States of America gain their independence from Britain.	Independence	Being free of control from another country.
Topic 6: How did Opium cause a war with the Chinese?	When the Chinese resisted the Opium Trade and destroyed all the British Opium, this caused a war. The Chinese Army and Navy were no match for the British and as a result China was forced to sign 'unequal treaties' and give ports and land to Britain.	1788	First colonisation of Australia. New South Wales is established as a penal colony.	Monopoly	When one company or person has the sole right to trade a particular good.
Topic 7: What was the impact of the 'Scramble for Africa'?	European ambitions for power, money and resources impacted the African continent. This was known as the Scramble for Africa. Cecil Rhodes played an important role in this period.	1858	Indian War of Independence/Mutiny.	Aborigine	The native and original inhabitants of Australia.
		Who were these people/groups?		Penal	Punishing somebody using the legal system.
		Niall Ferguson	A historian who argues that the empire enhanced global welfare and was a 'Good Thing'.	Scramble for Africa	The race for different empires to control different parts of the African continent.
		David Olusoga	A historian who argues that the empire only focussed on British interests.	Interpretation	A historian's opinion about an event in the past.
		Shashi Tharoor	A historian who argues that only the British benefitted from British Rule not Indians.		
		The East India Company (EIC)	A joint-stock company that became the most powerful company in the world, ruling much of India.		
		Cecil Rhodes	A British imperialist who gained control of huge areas of Africa.		

Memory Mat Yr 8 Art History

The history of art goes back thousands of years. This semester we will explore history of art and develop techniques used in different time periods.

PRINTING,
PAINTING,
DRAWING,
PHOTOGRAPHY,
DIGITAL.



Y8 BLUES

Key Terminology:

Hand Position – how and where your hands should be when playing the keyboard

Fluency – smooth sound

Verse – the section with the lyrics

Tempo – speed of the music

Expression – how the music needs to be shown

Accuracy – correct notes/rhythm being played

Structure - the order of the music

Rhythm - pattern of long and short notes

Patterns – musical repetition

Chords – more than one note played at the same time

Melody – the main tune of the music

Basslines – the lowest section of the music

Improvisation – playing on the spot based on a scale

Blues Scale – a scale that is used in Blues music for improvising

Swing- style of jazz and blues music

Riffs- repeating pattern in music

7ths chords- chords played with the added 7th note.

(e.g: GBDC)

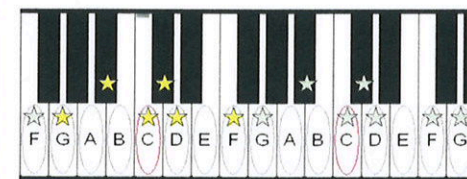
Chord Grid for Blues

G	G	G	G
C	C	G	G
D	C	G	G

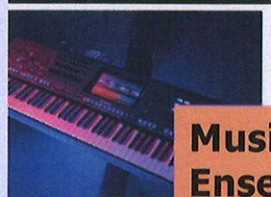
Each box is a BAR. Count to 4 for each box.

The Blues Scale (in G)

G B-flat C C-sharp D F



BLUES



THE 'WALKING' BASS

The 12-Bar Blues Progression

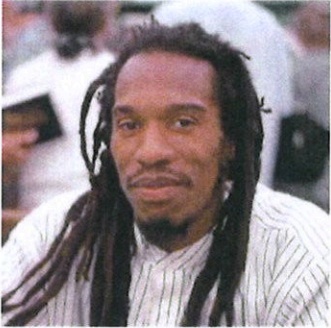


www.calmwater.com

Musical Skills Learnt:

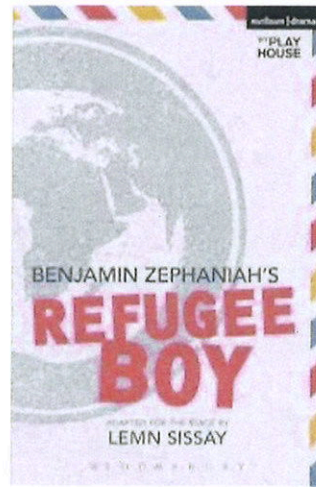
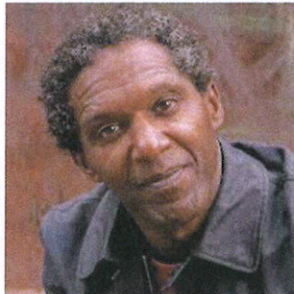
Ensemble, Performing, Theory (Elements of Music), World Music, Culture of Music, Leadership, Confidence, Creativity, Appraising, Composing, scales, improvisation

Year 8 Winter Script development : Refugee Boy



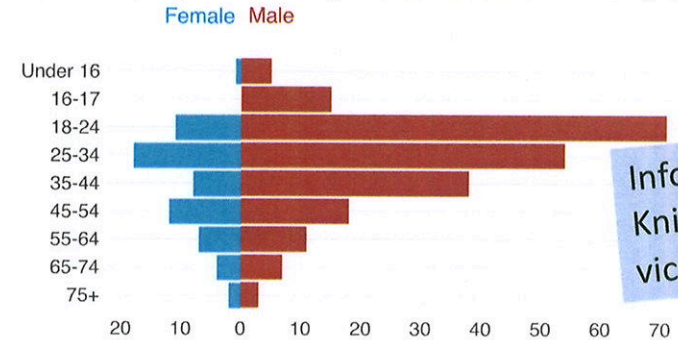
Benjamin Zephaniah

Lemm Sissay



Those stabbed to death are predominantly young men

Number of people killed in England and Wales in 2017-18 by age



Info on Knife crime victims

Source: Office for National Statistics

BBC

A beginner's guide to approaching a text

1. OBJECTIVES:

What does your character want in each unit?

I want to....

I want you to...

2. UNITS

Breaking the text down into chunks

3. TAGS

Giving a title to each unit

<https://youtu.be/BmE-82u4NGI> info on young refugees in UK schools

<https://youtu.be/5jyPurNNxEs> info on refugees from Ethiopia



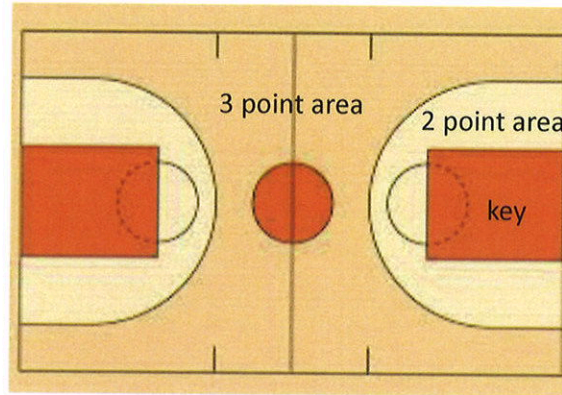
RESEARCH AND FACTS GIVE AUTHENTICITY TO YOUR DEVISED WORK and UNDERSTANDING OF THE TEXT AND CHARACTERS IN REFUGEE BOY

Year 8 Knowledge Organiser- BASKETBALL

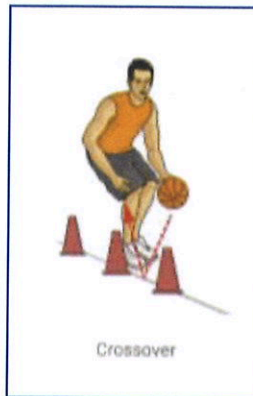
Rules and regulations

- 2 teams of 5 players
- **3 in the key** - cannot be in the key area for longer than 3 seconds before leaving and re-entering
- **Scoring**: 2 points if you score (ball goes through the net) inside the arc
3 points if you score outside the arc/three-point line
- **Tip-off**: The game starts by two players jumping to compete a ball that is thrown straight up by the referee
- **Contact**: you must not interfere with play by touching, or pushing an opponent.
- **Travelling**: You must not move your landing foot or take 3 steps whilst in possession of the ball
- **Double Dribble**: Once you stop dribbling the ball you cannot restart.
You cannot bounce the ball with two hands at the same time

The Court



Dribbling - Crossover



Key Coaching Points

- **W** with fingers behind ball
- Elbows bent
- **Step** into the pass
- **Flick** your wrists forward

Bounce - $\frac{3}{4}$ of the way between you and receiver

Techniques:

Cross-over Dribble

Rebounds

L-Drive

V-Cut

Chest Pass

Bounce Pass

Jump Stop

Set Shot

Lay-up

Pivot

Man-to-man Defence

