

Buckler's Mead Academy

Knowledge Organiser

Year 8

Autumn 2022

"In a time of turbulence and change, it is more true than ever that knowledge is power"

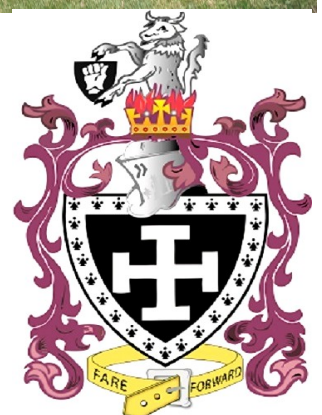
John F Kennedy

Inspiring Education for All

Name:

Tutor:

Ready, Responsible, Respect



Homework Timetable

	Week A	Week B
Monday		
Tuesday		
Wednesday		
Thursday		

Your Knowledge Organiser

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How to Use Your Knowledge Organiser

Self –Quizzing

Your Knowledge Organiser contains all of the key information you need to know for each subject area.

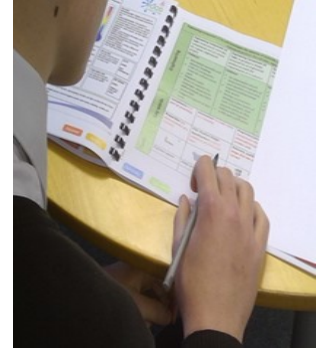
Your Knowledge Organiser will allow you to revise this key information and make sure it is stored in your long-term memory

The best way to use this resource is by self-quizzing.

“look, cover, write and check”

Look, Cover, Write, Check, Correct

First, look through and read the information on a section of your knowledge organiser



Then, cover the section so you can no longer see the information

Next, Try and **write out** the key definitions or facts that you need to know



Now, uncover the section of your Knowledge Organiser and check how correct you were

Finally, correct anything that you wrote down that was incorrect in **purple**

Knowledge Quiz

You teacher will quiz you on your knowledge organiser during the learning cycle .

Record your score from each quiz in the mark box.

Quiz 1					
Quiz 2					
Quiz 3					

Quiz 1					
Quiz 2					
Quiz 3					

Quiz 1					
Quiz 2					
Quiz 3					

LINE

the path left by a moving point, e.g. a pencil or a brush dipped in paint. It can take many forms, e.g. horizontal, diagonal or curved.

tone

means the lightness or darkness of something. This could be a shade or how dark or light a colour appears

TEXTURE

the surface quality of something, the way something feels or looks like it feels. There are two types: Actual and Visual

SHAPE

an area enclosed by a line. It could be just an outline or it could be shaded in.

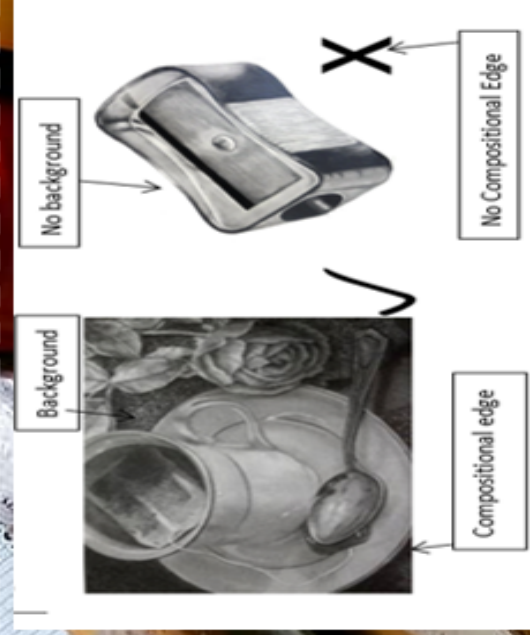
PATTERN

a design that is created by repeating lines, shapes, tones or colours. can be manmade, like a design on fabric, or natural, such as the markings on animal fur.

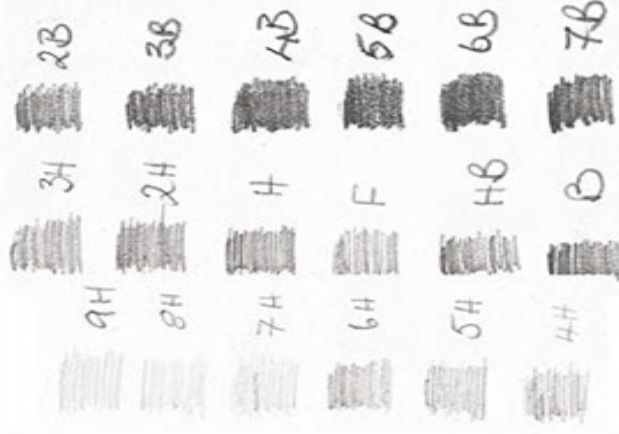
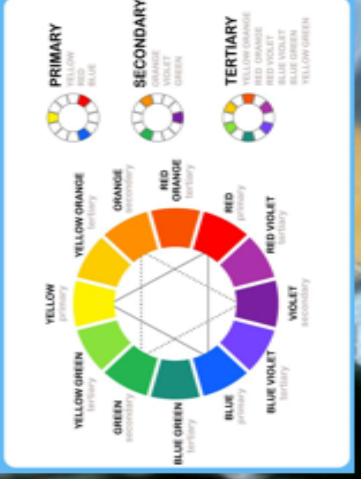
COLOUR

There are 2 types including Primary and Secondary. By mixing any two Primary together we get a Secondary

Observational drawing
Anything can be drawn
from observation, including
objects and still life
arrangements, figure and
portrait studies, landscapes
and other realistic views.



Color Wheel



Sketching graphite Pencils come in a range of grades, from 9B to 9H, that describe the tone of the line that each pencil will produce. The H stands for hard and the B for black. The harder pencil leaves less graphite on the surface resulting in lighter mark-making.

Computing

Python -> English	
<code>print('hello!')</code>	Prints a value on screen (in this case, hello!)
<code>input('')</code>	Inputs a value into the computer.
<code>x=input('')</code>	Inputs a value and stores it into the variable x.
<code>x=int(input(''))</code>	Inputs a value into x, whilst also making it into an integer.
<code>print(str(x))</code>	Prints the variable x, but converts it into a string first.
<code>if name == "Fred":</code>	Decides whether the variable 'name' has a value which is equal to 'Fred'.
<code>else:</code>	The other option if the conditions for an if statement are not met (eg. name = 'Bob' when it should be Fred)
<code>elif name == "Tim"</code>	elif (short for else if) is for when the first if condition is not met, but you want to specify another option.
<code>#</code>	# is used to make comments in code – any line which starts with a # will be ignored when the program runs.

Comparative Operators	
<code>==</code>	Equal to
<code>!=</code>	Not equal to
<code>></code>	Greater than
<code><</code>	Less than
<code>>=</code>	Greater than or equal to
<code><=</code>	Less than or equal to

Key vocabulary	
Python	A high level programming language.
Programming	The process of writing computer programs.
Code	The instructions that a program uses.
Sequence	Parts of the code that run in order and the pathway of the program reads and runs very line in order.
Selection	Selects a pathways through the code based on whether a condition is true
Iteration	Code is repeated (looped), either <i>while</i> something is true or <i>for</i> a number of times
Algorithm	A set of rules/instructions to be followed by a computer system
Variable	A value that will change whilst the program is executed. (eg. temperature, speed)
Comparative Operator	When comparing data, an operator is used to solve the equality such as <>, != or ==
Syntax	The punctuation/way that code has to be written so that the computer can understand it. Each programming language has its own syntax.
Data Type	This indicates how the data will be stored. The most common data types are integer, string, and float/real.
String	A collection of letters, numbers or characters. (eg, Hello, WR10 1XA)
Integer	A whole number. (eg. 1, 189)
Float/Real	A decimal number, not a whole number. (eg. 3.14, -26.9)
Boolean	1 of 2 values. (eg. True, False, Yes, No)

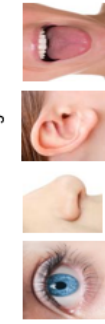
Name:

Date:

Sensory science

Using our senses

A range of senses are used when eating food:



- sight;
- smell;
- hearing;
- taste;
- touch.

A combination of these senses helps to evaluate a food.

Appearance

The size, shape, colour, temperature and surface texture all play an important part in helping to determine first reactions to a food.

Taste

There are five basic tastes:

- bitter;
- salt;
- sour;
- sweet;
- umami.

Touch

Food texture is the way food is felt by the fingertips, tongue, teeth and palate. When food is placed in the mouth, the surface of the tongue and other sensitive skin reacts to its surface texture. This sensation is known as mouthfeel.

Smell (odour or aroma)

The nose detects volatile aromas released from food. An odour may be described by association with a particular food, e.g. herby, cheesy, fishy.

The intensity can also be recorded. Odour and taste work together to produce flavour.

Hearing (sound)

The sounds of food being prepared, cooked, served and eaten all help to influence our preferences. The sound of eating food can alter our perception of how fresh a food is, e.g. crunchy carrots.

Tasting vocabulary (sensory attributes)

Sight	Bubbling Caramelised Clear Coarse Crumbly Dry	Flaky Firm Heavy Icy Juicy Moist	Opaque Smooth Solid Steaming Sticky Thick
Smell	Acidic Aromatic Bland Citrus Earthy Fragrant Brittle Crackle	Fresh Meaty Mild Pungent Savoury Smoky Crisp Crunch	Spicy Strong Sweet Tart Weak Zesty Pop Sizzle
Sound			
Taste	Bitter Bland Floury Hot Mild Piquant	Rich Salty Savoury Smoky Sour Spicy	Strong Sweet Tangy Tart Umami Zesty
Touch	Brittle Bubbly Chewy Close Cloying Coarse	Dry Goey Granular Greasy Moist Open	Short Soft Solid Tacky Tender Waxy

Sensory evaluation and tests

Sensory evaluation analyses and measures human responses to food and drink, e.g. appearance, touch, odour, texture, temperature and taste. In order to obtain reliable results, sensory evaluation tests should be set up in a controlled way to ensure fair testing, e.g. no distracting colours, noise or smells; same size portions; coded samples, and water to drink.

Preference tests - these types of tests supply information about people's likes and dislikes of a product. They are not intended to evaluate specific characteristics, such as crunchiness or smoothness. They are subjective tests and include hedonic, paired comparison and scoring.

Discrimination tests - these types of tests aim to evaluate specific attributes, i.e. characteristics of products (crunchiness). They are objective tests and include triangle, duo trio, ranking and paired comparison.



Key terms

Fair testing: Ensuring that sensory tests obtain reliable results.

Food texture: The way food is felt by the fingertips, tongue, teeth and palate.

Olfactory system: The sensory system used for olfaction, or the sense of smell.

Senses: Sight, smell, hearing, taste and touch are all used when eating food and drink.

Sensory attributes: Words used to describe the appearance, odour, taste and texture of a food product.

Sensory evaluation: Analyses and measures human responses to food and drink.

Intensity

Foods may be described by association, e.g. meaty, minty or fruity.

The intensity (low, medium or high) can also be recorded, e.g. garlicky or salty.

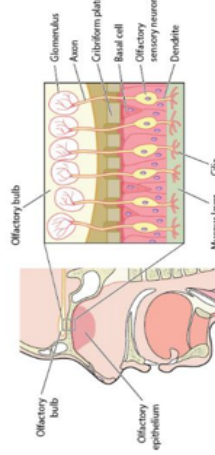
Tasks

1. Write a guide to conducting sensory evaluation tests that are fair and reliable.
2. Research umami and make a dish that is rich in the taste of umami.

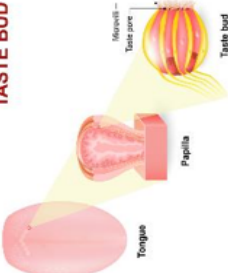
To find out more, go to: <https://bit.ly/2Bzsgg5>

Olfactory system

This is the sensory system used for olfaction, or the sense of smell. As we breathe in, the olfactory receptor cells are stimulated by odours and the olfactory membrane sends neural messages up the olfactory nerve to the brain.



TASTE BUD



Taste receptors

Our tongues are covered with taste buds, which are designed to sense chemicals in the mouth. Most taste buds are located in the top outer edges of the tongue, but there are also receptors at the back of the tongue as well as on the walls of the mouth and at the back of the throat. As we chew food, molecules mix with saliva, enter taste pores and interact with gustatory hairs, also known as taste receptors. This triggers nerve impulses that are transmitted to the brain.

Design & Technology

Key word/s	Definition
Anthropometric	The study of the human body and its movement, often involving research into measurements relating to people. It also involves collecting statistics or measurements relevant to the human body, called Anthropometric Data. The data is usually displayed as a table of results, diagram or graph. Anthropometric data is used by designers to make items easier to use.
Ergonomics	Ergonomics involves the study of people and their relationship with the environment around them. It often involves research into the way people interact with products and the environment. Ergonomic products will be designed with the application of anthropometric data to improve their human use.
Primary Research/Primary Data	Research/Data that is gathered first-hand directly from the client such as a questionnaire.
Secondary Research/Secondary Data	Research/Data which has come from second-hand sources such as the results of a survey carried out by someone else or data found on the internet.
Client	Also known as the user; the person or group of people who will buy and/or use the design solution.
Design Fixation	When a designer focuses too much on one particular design idea and doesn't consider alternatives.
Iterative design	A design strategy that follows a make-test-evaluate approach in a repetitive cycle until the perfect final outcome is produced.
User-Centred Design	A design strategy that considers the needs and wants of the user at each stage of the design process.
Systems Approach	A design strategy that starts with identifying the input, process and output elements of a system. The designer will then focus on one area at a time, e.g. the inputs/the process or the outputs, as this makes it easier to test and find errors in the system.
Collaborative Design	When a diverse team of specialists work closely together to create an innovative product.

Advantages of CAD	Disadvantages of CAD
Ideas can be drawn and developed quickly	Expensive to set up
Designs can be viewed from all angles and with a range of materials	Needs a skilled workforce
Some testing and consumer feedback can be done before costly production takes place	Difficult to keep up with constantly changing and improving technology

Drama

Melodrama	A sensational dramatic performance with exaggerated characters and exciting events intended to appeal to the emotions.	Facial Expression	The feelings expressed on a person's face.
Exaggeration	To make something over the top [OTT] by reacting as if it is larger or greater than it really is, but always reacting with control and focus.	Body Language	The way in which a person communicates using gestures, movements, and mannerisms.
Commedia dell'Arte	An Italian form of improvised theatre; popular comedy in Italy from the 16th–18th centuries. Key features include: Stock characters with exaggerated walks and voices Use of mask Masters and Servants Basic plots based on misunderstanding / love Physical humour	Vocals	The way in which the voice is used to present emotion using Tone (Emotion) / Pitch (High or Low) / Pace (Speed) / Volume (Loud or Quiet) / Accent (Region).
Hero	A good character that saves the day.	Space	The area between and around the actors / The theatre space in which the drama takes place.
Villain		Levels	Used to show how high or low status a character is.
Damsel in Distress		Tension	When the body feels tense / The concept of making the audience want to know what will happen next.
Silent Movies		General Terminology	
Pantomime	An evil character that brings misery to others. A pure and innocent beauty. Often mistreated by the villain and saved by the hero. Films presented from the 1890's–1920's. These films would feature no dialogue but would be accompanied by music and captions to assist in telling the story. Family theatre entertainment that is based on a fairy tale or children's story. Key features include: Slapstick comedy Music and dance Jokes Elaborate costumes Audience interaction	Actor	Someone who pretends to be someone else while performing in a film, play, television, or radio programme.
		Audience	The spectators or listeners at a public event such as a film, play, concert, television, or radio programme.
		Character	A person represented in a film, play or story.
		Dialogue	Speech / Conversation between two or more people.
Comedy	A form of entertainment to prompt laughter from the audience. Important forms of modern comedy include: Farce / Slapstick / Sit-coms	Technical Terminology	
Choreographed Movement	The planning and performance of complex movements and steps made by dancers/actors.	Prop	Objects used on stage or screen by actors during a performance or production.
Slow Motion	Movement or action performed to appear slower than reality.	Costume	A set of clothes worn by an actor in a particular role.
		Set	Scenery used to identify the location of a scene / play.
		Lighting	The arrangement of theatre lights to achieve specific effects.
		Sound	The sound used to create atmosphere, emphasise what is happening on stage, set the scene, and indicate time or location.

Community

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Enjoyment

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Key Vocabulary	Subject Terminology
Antisemitism: (n.) hostility towards Jews	Pronoun: a word that can function as a noun phrase used by itself (e.g. I, you)
Stereotype: (n.) a widely held, fixed, oversimplified image or idea of a person	Zoomorphism: figurative language that characterises people and objects with animal attributes
Usury: (n) lending money at unreasonably high rates of interest.	Rhetorical question: question to encourage active participation but that does not require an answer
Hierarchy: (n.) a system in which members of an organisation or society are ranked according to status or authority.	Characterisation: the creation or construction of a fictional character.
Patriarchy: (n) system of society/government where the father or eldest male is head of the family.	Monologue: a speech by one actor in a play or film
Femininity: (n.) qualities regarded as characteristic of women.	Protagonist: the leading character or one of the major characters in a play, film, novel, etc.
Transcendent: (adj.) beyond or above the range of normal or physical human experience.	Antagonist: a person who actively opposes or is hostile to someone or something; an adversary.
Prejudice: (n.) preconceived opinion, not based on actual experience.	Analyse: examine methodically and in detail in order to explain and interpret it.
Justice: (n.) just behaviour or treatment.	Quotation: a group of words taken from a text
Torment: (v.) severe mental or physical suffering.	Roots and stems
Bias: (n.) inclination or prejudice for or against one person or group, especially in a way considered to be unfair.	Tort: to twist Venge: to claim Justus: administration of the law
Unconditional: (n.) not subject to any conditions.	Spellings
Revenge: (n) the action of hurting or harming someone in return for an injury or wrong suffered at their hands.	Shakespeare, Judaism, Christianity, aggressive, biggest, exaggerate, smuggle, struggle, suggestion, appropriate, correspond, possessive
Loyalty: (n.) support or allegiance.	Context
Perspective: (n.) an attitude towards something; a point of view.	MOV was written in 1596. Christianity was practised in England by everyone. You would be imprisoned and tortured for practicing another religion. The Queen was the head of state and the head of the Church. Judaism was forbidden. Queen Elizabeth was a powerful woman and used torture and executions to ensure her people followed the rules.
Sentence Forms:	
If, if, if, then - 3 clauses beginning with 'if' final clause beginning with 'then'. First word, last word - 2 sentences, last word of the first is the first word of the second Noun: which, where, who - Noun followed by a comma and then which, where or who.	

English



Geography

Key Terms	
HIC	high-income country; a well-developed country that has good healthcare, lots of well-paid jobs and good housing
LIC	low-income country; a developing country that has poor healthcare, few jobs and poor-quality housing
NEE	newly emerging economy, a country that has begun to get richer and develop quickly
Malnourished	being weak or ill because of having too little food
Development	the economic progress of a country and improvements to quality of life
Development indicator	a measurement of a country's level of development
Life expectancy	how long a person can be expected to live
GNI	gross national income, the amount of money a country makes in a year
Literacy rate	how many people can read and write, as a percentage total population over the age of 15
Infant mortality rate	the number of children who die before their first birthday per 1000 live births
Conflict	disagreement, which can sometimes become violent, between groups of people
Diarhoea	symptom of an infection in the intestine that can kill if left untreated
Colonise	one country rules another country
Migrant	a person who moves from one place to live in another
Push Factor	negative things that make people want to move to a new area
Pull Factor	are positive things that make people want to move to a new area
Resources	something that has a value or purpose, such as food, water and energy
Resource insecurity	lack of resources like food, water and energy
Resource security	plentiful supply of resources like food, water and energy
Famine	an extreme shortage of food, which can cause illness and death
Drought	a long period of very little or no rain
Aid	money, food and emergency supplies donated to help improve people's lives
Food insecurity	lack of enough food for a country to feed its people
Food security	enough nutritious food for people to stay healthy
Over nutrition	eating too much unhealthy food—eg junk food or consuming too many calories
Obesity	being very overweight
Contaminated	infected by a poisonous or polluting substance, such as chemicals or human waste
Sanitation	having clean water, good sewerage and good waste disposal to help prevent disease and protect people's health
Fairtrade	a global organisation that farmers get a fair price for the crops and goods they sell

9.1 Global development	
<ul style="list-style-type: none"> ✓ Most people in HICs are rich, while most people in LICs are poor. ✓ Many people in poor countries do not have enough food to eat, and access to a education, or services such as sanitation and clean water. ✓ Inequality between rich and poor countries means that it is more difficult for poorer countries to develop economically and improve the quality of people's lives. ✓ The development of a country can be measured using indicators, such as life expectancy, GNI, birth rate, literacy rate and HDI. 	<h3>9.2 Escaping inequality</h3> <ul style="list-style-type: none"> ✓ Some countries may find it difficult to develop economically because of their location or climate, a lack of good healthcare and education, for social and political reasons, or because of the legacy of their colonial past. ✓ People may choose to leave their home country to escape poverty, war or persecution, and to seek opportunities for a better quality of life. ✓ The journey for migrants is sometimes dangerous. 
6.3 Food inequality	
<ul style="list-style-type: none"> ✓ A country experiences food insecurity when it does not have enough food to feed its people. This can cause undernutrition and famine, and the price of available food increases, making it difficult for people to afford. ✓ South Sudan is a poor country that has been experiencing a famine since 2017 because of poverty, conflict and drought. ✓ Food security is where a country has enough nutritious food for people to eat and stay healthy. ✓ Food security can result in overnutrition, where people eat too many calories. In many HICs have problems with obesity, which is caused by eating more calories than is healthy, drinking alcohol, an unhealthy lifestyle and lack of exercise. 	<h3>9.4 Health inequality</h3> <ul style="list-style-type: none"> ✓ In HICs, higher standards of living and access to good healthcare means that people are healthier than in LICs, where people are poorer, living standards are lower, and many people do not have access to healthcare. ✓ In India many people cannot access or afford healthcare, especially in rural areas. In Japan there is a modern healthcare system that is available to everyone, with regular health checks and most of the cost met by the government. 

Geography

Key Terms

Economy	the wealth of a country
Disposable income	the amount of money left to spend on what you want, once bills have been paid
Colonies	areas controlled by another country
Subsistence farmers	farmers who grow only enough food to feed themselves and their families, leaving little to sell
Informal work	jobs that pay cash-in-hand. Workers don't pay tax but also don't receive benefits such as sick pay
Sparsely populated	few people live there
Terrain	the physical characteristics of land, such as rocky or mountainous
Oases	places in a desert where water is found
Traditional societies	groups of people who have lived in a place for a very long time, passing down knowledge and customs through many generations
Nomads	people who move from place to place, travelling with their animals to find grazing
Semi-nomadic	nomadic people who move from place to place, but may also stay in one area for a while to grow crops
Desertification	where the land is being turned into desert, often through overuse
Over-grazing	when animals eat too many plants so the vegetation cannot recover properly
Hydro-electric power	electricity made by water flowing through turbines in a dam
Political	to do with governments and decisions they make
Telecommunications	communication using technology, such as radio and phone
Corrupt	not honest

Year 8 Topic 2 Focus on Africa

10.1 What is Africa like?

- ✓ Africa is a continent, with 54 countries.
- ✓ The countries of Africa are very diverse, with many geographical, social and cultural contrasts.
- ✓ Africa has many different types of landscapes, from deserts to rainforests and mountains.
- ✓ Africa has many natural resources, such as oil, diamonds, gold, and valuable crops such as cotton, cocoa, coffee and tea.



10.2 Africa Populations

- ✓ Africa has been the home to many different groups and civilisations throughout history.
- ✓ Africa today is very culturally and ethnically diverse, and has thousands of different ethnic groups.
- ✓ More and more people in Africa are moving to towns and cities. In rural areas most people are subsistence farmers, and in cities many people do informal work.
- ✓ Africa has more young people than anywhere else in the world – this brings benefits, but could also bring challenges in the future.



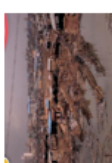
10.3 The Sahara

- ✓ Few people live in the Sahara because it is very dry and very hot. It is difficult to find water, and there is little vegetation. The rocky and sandy terrain makes it hard to get from place to place.
 - ✓ To get enough water, people in the Sahara live near oases, or move from place to place.
- ✓ The causes of desertification are drought, lower rainfall due to climate change, population growth, and human activity such as overgrazing.
 - ✓ The Great Green Wall is a scheme to create a wide boundary of trees and vegetation along the southern edge of the Sahara, to help reduce desertification.



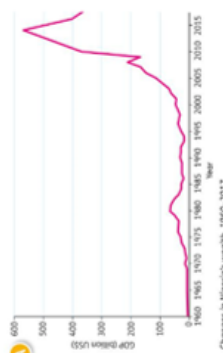
10.4 Nigeria – a country of contrasts

- ✓ Nigeria has a variety of different landscapes, with mountains, high plateaus and two major rivers.
- ✓ Nigeria has four different biomes: desert, rainforest, tropical savannah and semi-arid savannah.
- ✓ Nigeria has the largest population of any African country, with hundreds of different ethnic and tribal groups, and a high proportion of young people.
- ✓ Around half the population live in towns and cities. There are famous Nigerians in sport, literature and the performing arts.



10.5 Opportunities and Challenges in Nigeria

- ✓ Nigeria has experienced rapid economic development in recent decades. New industries have developed, bringing jobs and increased wealth.
 - ✓ Nigeria's economic development has improved the quality of life for many people, with better health, education and job opportunities.
- Rapid economic growth in Nigeria has also brought economic, social and environmental challenges for many people.



Community

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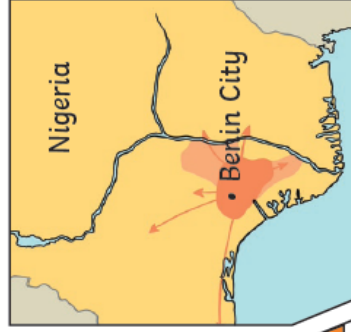
Enjoyment

Success

Ambition

Key Events	
AD 900	The kingdom begins to develop and boundaries are established around the region called Igodomigodo in what is now Nigeria.
AD 1100	The last Ogiso of Igodomigodo, Owodo, dies and there is nobody to rule.
AD 1180	Eweka becomes the new ruler and changes the name Igodomigodo to Edo . He calls himself the Oba .
AD 1300-1700	The 'golden age' of Edo . It has a large, powerful army and skilled craftspeople.
AD 1489	The Edo people begin trading with the Portuguese, who call the place 'Benin'.
AD 1553	The first British ships arrive in Benin. Britain becomes one of the main countries involved in the inhumane practice of buying and selling enslaved people as if they were property. The British forcibly transport enslaved people to the Americas and are keen to gain more control in this area of Africa.
AD 1897	The British enter Benin City without permission. Fighting breaks out (the 'Benin Massacre') and only two British officers survive. As punishment, the British launch the 'Benin Punitive Expedition' and destroy Benin City, stealing many treasures. The Oba is exiled and the British colonise Benin.

Timeline	
0	AD 2000
	Benin Kingdom
	Anglo-Saxon Britain



Religion

The people of **Edo's** beliefs were centred around a creator god named Osanobua and his many children.



People believed that, after death, Osanobua would decide their fate. They would either be reincarnated as another person or would join the spirit world. Spirits would live in villages together, watching the behaviour of their families and punishing bad behaviour.

Ceremonies were led by an **ohen** and were intended to make the **Oba** seem powerful and great, as well as to worship the gods. Ceremonies sometimes involved human sacrifices. Usually criminals or prisoners were sacrificed, although there is evidence of other sacrifices, such as women found at the bottom of wells, dressed in fine clothes.

The people of **Edo** were **animists**. Leopards, crocodiles and snakes were among the animals associated with the gods. Many warriors wore necklaces of leopards' teeth to protect them in battle.

Key Vocabulary	
Ogiso	The title used by the early rulers of Igodomigodo. It means 'kings of the sky'. It is thought that there were around 31 Ogiso rulers.
Oba	The title used by Eweka and subsequent rulers. Eweka was from the Yoruba people and Oba is the Yoruba word for 'king'.
Edo	The name given to the kingdom of Igodomigodo by Oba Eweka. The people also became known as the Edo people.
Yoruba	The name of the people from the holy city of Ife. The histories of the Edo and Yoruba people are closely linked.
ohen	A priest who performed religious ceremonies.
animists	People who believe that humans, animals and objects all have souls or spirits.
brass	A yellowy metal made of a mixture of copper and zinc.

Brass Heads

The people of **Edo** believed that the head was the most important part of a person, where the intelligence was found. When an important person died, artists would make a head of that person. **Obas'** heads, and those of gods or goddesses, were made from **brass**. People believed that the person's spirit could be contacted through the **brass** head. Artists made their work only for the **Oba** and he rewarded them with gifts.

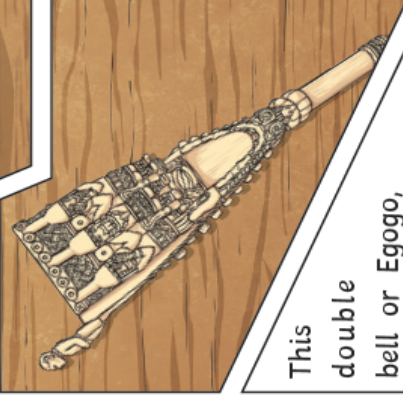


Artefacts from the Benin Kingdom

Masks were made for use in ritual ceremonies and represented a link to the spiritual world. This mask of Queen Idia, who was the mother of **Oba** Esigie, dates back to the 16th century. It is made of ivory and features intricate carvings showing skilled craftsmanship.



This double bell or Egogo, was used by the **Oba** to scare away evil spirits during religious ceremonies and acts of worship. It is believed to be from the 16th century and it features intricate carvings showing the **Oba** and his followers.



Coral beads have a special significance in traditional **Edo** customs. The beads are made from coral stones from the seas, which are polished and shaped. **Edo** chiefs would wear necklaces of coral beads and the **Oba** would wear necklaces, collars and crowns made from them.



Maths

Mathematics - Year 8



In Maths you will receive a separate knowledge organiser.

Your knowledge organiser will help you to:

- Know** which **MET*** skills you should be learning
- Track** when you have learnt, revisited and revised a skill
- Identify** any gaps where you have missed lessons
- Guide** your revision when it comes to assessments

*The **MET (Mathematics Expertise Tower)** shows you all the skills you will master during your lessons and how each skill builds upon the last.

It is arranged into 4 topic areas:

Number & Ratio	Algebra & Graphs	Geometry & Measure	Probability & Statistics
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You can see the full **MET** in the Maths Corridor!

Maths Equipment you must have every lesson:

Pen, pencil, rubber, ruler, protractor, compasses, scientific calculator

USEFUL WEBSITES:

My Login:

Password:



My Login:

Password:



www.bbc.co.uk/bitesize

www.khanacademy.org

<https://corbettmaths.com>

Year 8				Term 1		Term 2		Term 3		Term 4		Term 5		Term 6	
				September	October	November	December	January	February	March	April	May	June	July	
				Expressions, Equations and Pythagoras		Indices and Transformations		Ratio and Graphs		Unit 8 Test		Accurate Drawing		Statistics and Probability	
				Unit 6 Test		Unit 7 Test						Unit 9 Test		Stats & Prob. Test	
												End of Year Test			

Programme of study and assessment calendar

Community

Opportunity

"Inspiring Education for All"

Enjoyment

Success

Ambition

Sports and dance

Quels sports tu préfères?	<i>What sports do you prefer?</i>
je préfère	<i>I prefer</i>
c'est ma passion	<i>I'm passionate about it</i>
les boules	<i>bowls</i>
la danse	<i>dance, ballet</i>
l'équitation	<i>horse-riding</i>
l'escalade	<i>rock climbing</i>
le hand(ball)	<i>handball</i>
la natation	<i>swimming</i>
la pétanque	<i>petanque</i>
la planche à voile	<i>windsurfing</i>
le roller	<i>rollerskating</i>
le skate	<i>skateboarding</i>
le surf	<i>surfing</i>
le vélo	<i>cycling</i>
la voile	<i>sailing</i>
le VTT	<i>mountain bike</i>

Summer and winter sports

les sports d'été/d'hiver	<i>summer/winter sports</i>
les sports extrêmes	<i>extreme sports</i>
je fais du/de la/de l' ...	<i>I do/play ...</i>
je joue au/à la/aux ...	<i>I play ... (+ ball game)</i>
la motoneige	<i>snowmobile</i>
la plongée	<i>scuba diving</i>
le patin à glace	<i>ice skating</i>
le parapente	<i>paragliding</i>
la randonnée	<i>hiking</i>
le saut à l'élastique	<i>bungee jumping</i>
le ski	<i>skiing</i>
le snowboard	<i>snowboarding</i>

Parts of the body and injuries

Qu'est-ce qui ne va pas?	<i>What is wrong?</i>
J'ai mal au/à la/à l'/aux ...	<i>my ... hurts, I have a sore ...</i>
le bras	<i>arm</i>
la cheville	<i>ankle</i>
les dents	<i>teeth</i>
le dos	<i>back</i>
l'épaule	<i>shoulder</i>
le genou	<i>knee</i>
la jambe	<i>leg</i>
le pied	<i>foot</i>
la tête	<i>head</i>

PHONICS

Recap of alphabet

Silent x- aux

Tion- see on

Silent s/x

GRAMMAR

Depuis + present tense

Je voudrais plus the infinitive

J'aime plus the infinitive/revision of opinions

Time phrases (le matin/le soir/l'après-midi, normalement, d'habitude, quelquefois, souvent)

Je pense que

Parce que/car

À, au, à la. Aux

Negatives....word order with ne...pas

Du/de la/de l'/des

Ich spiele (nicht) gern ...	<i>I (don't) like playing ...</i>
Spielst du gern ... ?	<i>Do you like playing ...?</i>
Basketball	<i>basketball</i>
Federball	<i>badminton</i>
Fußball	<i>football</i>
Rugby	<i>rugby</i>
Tennis	<i>tennis</i>
Volleyball	<i>volleyball</i>
Flöte	<i>flute</i>
Geige	<i>violin</i>
Gitarre	<i>guitar</i>
Klavier	<i>piano</i>
Schlagzeug	<i>drums</i>
am Computer	<i>on the computer</i>
in einer Band	<i>in a band</i>
Karten	<i>cards</i>
Schach	<i>chess</i>

Das mache ich am liebsten. *That's what I like doing most of all.*

Ich besuche gern meine Freunde.	<i>I like visiting my friends.</i>
Ich chatte gern im Internet.	<i>I like chatting on the Internet.</i>
Ich sehe gern fern.	<i>I like watching TV.</i>
Ich gehe gern ins Kino.	<i>I like going to the cinema.</i>
Ich gehe gern ins Café.	<i>I like going to the café.</i>
Ich gehe gern einkaufen.	<i>I like going shopping.</i>
Ich fahre gern Rad.	<i>I like cycling.</i>
Ich fahre gern Skateboard.	<i>I like skateboarding.</i>
Ich fahre gern Ski.	<i>I like skiing.</i>
Ich höre gern Musik.	<i>I like listening to music.</i>
Ich lese gern.	<i>I like reading.</i>
Ich tanze gern.	<i>I like dancing.</i>
Ich schwimme gern.	<i>I like swimming.</i>
Ich sehe lieber fern.	<i>I prefer watching TV.</i>
Ich spiele am liebsten Rugby.	<i>Most of all I like playing rugby.</i>
Ich sehe mir gern (Rugby) im Fernsehen an.	<i>I like watching rugby on TV.</i>
Magst du (Sportspiele)?	<i>Do you like (sports games)?</i>
Wie findest du (Quizspiele)?	<i>How do you find (quiz games)?</i>
Ich mag ... (nicht).	<i>I (don't) like ...</i>
..., denn ich finde sie ...	<i>..., because I find them ...</i>
anstrengend	<i>strenuous</i>
cool	<i>cool</i>
klasse	<i>great</i>
interessant	<i>interesting</i>
langweilig	<i>boring</i>
lustig	<i>fun/funny</i>

nützlich	<i>useful</i>
schrecklich	<i>awful/terrible</i>
schwierig	<i>difficult</i>
spannend	<i>exciting</i>
toll	<i>great</i>

Wie oft machst du das? *How often do you do that?*

am Montag/Dienstag, ...	<i>on Monday/Tuesday, ...</i>
am Wochenende	<i>at the weekend</i>
am Morgen	<i>in the morning</i>
am Nachmittag	<i>in the afternoon</i>
am Abend	<i>in the evening</i>
jeden Tag	<i>every day</i>
jeden Monat	<i>every month</i>
jede Woche	<i>every week</i>
einmal/zweimal/dreimal in der Woche	<i>once/twice/three times a week</i>
Ich höre jeden Tag Musik.	<i>I listen to music every day.</i>

Wie geht's?	<i>How are you?</i>
Mir geht's	<i>I am feeling</i>
Ich bin krank	<i>I am ill.</i>
Ich habeschmerzen	<i>I have aache</i>
Mein/meinetut/tun weh!	<i>Myhurts</i>

Phonics	
spiele- shp	Wochenende- V...uh at end
ie- e ei- i	eu- oi
ö- uh	ß- ss
Band/Rad- t sound	sp- shp
Grammar	
Likes and dislikes- gern/nicht gern/lieber/am liebsten	
Present tense verb endings- with correct pronouns	
Some irregular verbs in the present tense	
Denn and weil	
Time phrases	
mein and meine	
tut and tun	
haben and sein in the present tense	

MFL - German

Music

The Musical Elements and Band Skills				
A. Pitch	B. Tempo	C. Dynamics	D. Duration	
<p>The highness or lowness of a sound.</p>	<p>The speed of a sound or piece of music.</p> <p>FAST: <i>Allegro, Vivace, Presto</i></p> <p>SLOW: <i>Andante, Adagio, Lento</i></p> <p>GETTING FASTER – <i>Accelerando (accel.)</i></p> <p>GETTING SLOWER – <i>Ritardando (rit.) or Rallentando (rall.)</i></p>	<p>The volume of a sound or piece of music.</p> <p>VERY LOUD: <i>Fortissimo (ff)</i></p> <p>LOUD: <i>Forte (f)</i></p> <p>QUITE LOUD: <i>Mezzo Forte (mf)</i></p> <p>QUITE SOFT: <i>Mezzo Piano (mp)</i></p> <p>SOFT: <i>Piano (p)</i></p> <p>VERY SOFT: <i>Pianissimo (pp)</i></p>	<p>The length of a sound.</p>	
E. Texture	F. Timbre or Sonority	G. Notation	H. Silence	
<p>How much sound we hear.</p> <p>THIN TEXTURE: Small amount of instruments or melodies.</p> <p>THICK TEXTURE: Lots of instruments or melodies.</p>	<p>Describes the unique sound or tone quality of different instruments voices or sounds.</p>	<p>How music is written down.</p> <p>STAFF NOTATION – music written on a STAVE (5 lines.).</p>	<p>The opposite or absence of sound, no sound. In music these are RESTS.</p>	
<p>Piano - treble clef</p> <p>E G B D F</p> <p>F A C E</p>	<p>Guitar - chords</p> <p>Chords: 2 or more notes played at the same time.</p>	<p>Bass clef</p>	<p>Drums</p>	

KS3 PHYSICAL EDUCATION – KNOWLEDGE ORGANISER AUTUMN TERM	
All students will participate in at least 4 of the following activities this term. They are Rugby, Hockey, Basketball, Netball and Trampolining	
INVASION GAMES: Rugby, Hockey, Netball and Basketball	GYMNASTICS: Trampolining
<u>Invasion games:</u> Team games in which the purpose is to 'invade' the opposition's territory to score points whilst trying to make sure the other team does not score.	<u>Spotters:</u> stand around the trampoline and ensure that the person on the trampoline is safe at all times. A spotter will prevent the trampolinist from falling off the trampoline if they get too close to the sides or the ends.
<u>Receiving the ball:</u> when you catch a ball or receive the ball with a stick	<u>Basic Jumps:</u> tuck, pike and straddle
<u>Passing the ball:</u> throwing a ball to your teammate or passing it with your stick to a teammate.	<u>Basic landing positions:</u> Seat landing, Front landing and Back landing
<u>Spatial awareness:</u> when you recognise your position in relation to your opponent and the ball/object you are playing with.	<u>Combinations:</u> Seat to front, front to seat, seat $\frac{1}{2}$ twist to feet, $\frac{1}{2}$ twist to seat, front $\frac{1}{2}$ twist to feet, $\frac{1}{2}$ twist to front
<u>Defending strategies:</u> defending a space or area to stop your opponents from scoring. Defending the goal or try line.	<u>Twists:</u> Swivel hips, Back $\frac{1}{2}$ twist to feet, $\frac{1}{2}$ twist into back
<u>Attacking strategies:</u> Creating space for yourself and your teammates. Moving into space to receive a pass.	<u>Advanced twists:</u> Roller, Cradle, Cat twist, Half turntable, Full turntable
<u>Tackling:</u> forcing your opponent to lose possession of the ball in order for you or your teammates to gain possession.	<u>Basic Somersaults:</u> Hands and knees turnover to feet, back pullover to feet, Back pullover to front, Back to front landing, $\frac{3}{4}$ front to back landing, Front somersault, Back somersault

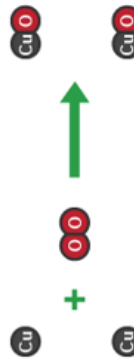
Year 8 Types of reaction and chemical energy

CHEMICAL REACTIONS

- A word equation shows the names of each substance involved in a reaction, and must not include any chemical symbols or formulae.



- The arrow means 'react to make'.
- In a chemical reaction, the atoms are rearranged to make new substances. The total number of atoms does NOT change. The number of atoms is conserved (no atoms are created or destroyed).

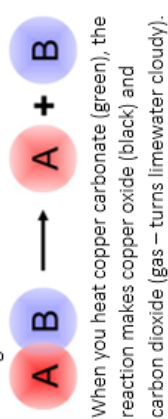


COMBUSTION; exothermic reaction.

- The substance reacts with oxygen (from the air) to produce oxides.
- Methane + oxygen → carbon dioxide + water*
- Fossil fuels are non-renewable and will run out one day.

- Future fuels?** Scientists are finding ways to use cooking oil, chicken faeces and ethanol to fuel homes and vehicles. New cars are being developed to burn hydrogen in their engines, producing only water as the product (as this does not produce carbon dioxide, it will not contribute to global warming).

DECOMPOSITION; each product of decomposition reactions is simpler than the starting substances.



LAW OF CONSERVATION OF MASS

- Mass is conserved in chemical reactions and in physical changes.
- Mass of reactants = mass of products



Balanced equations show: the formulae of reactants and products, how atoms are arranged and the relative amounts of reactants & products.



How can we write balanced symbol equations?

RULE: Do not add or change any little numbers.

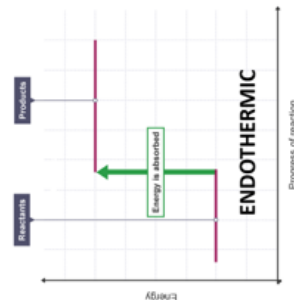
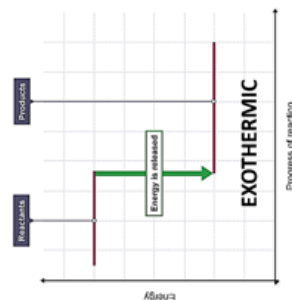
- Write the word equation and add formulae.
magnesium + oxygen → magnesium oxide
 $\text{Mg} + \text{O}_2 \longrightarrow \text{MgO}$
Left = 1 Mg and 2 O Right = 1 Mg and 1 O
2. Balance the amount of oxygen.
 $\text{Mg} + \text{O}_2 \longrightarrow 2\text{MgO}$
Left = 1 Mg and 2 O Right = 2 Mg and 2 O
3. Now balance the magnesium.
 $2\text{Mg} + \text{O}_2 \longrightarrow 2\text{MgO}$
Left = 2 Mg and 2 O Right = 2 Mg and 2 O

BOND ENERGIES

- Bond energy = energy needed to break a bond.
- Bond breaking = endothermic
- Bond making = exothermic

The difference between energy transferred in bond making and breaking determines whether a reaction is endothermic or exothermic. If more heat energy is released when making the bonds than was taken in, the reaction is exothermic.

Exothermic (Exit)	Endothermic (Entrance)
Energy is transferred to the surroundings from substances that are reacting.	Energy is transferred from surroundings to substances that are reacting.
Melting and boiling, combustion, respiration neutralisation	Freezing and condensing, thermal decomposition, photosynthesis
Temperature of surroundings increase (negative energy change)	Temperature of surroundings decrease (positive energy change)
Self-heating cans, hand-warmers	Sports ice pack



KEYWORD	DEFINITION
Catalyst	Substances that speed up chemical reactions but are unchanged at the end.
Catalytic converter	A part of a car between the engine and exhaust pipe that converts harmful substances made in the engine into less harmful ones.
Chemical bonds	Force that holds atoms together in molecules.
Chemical reactions	A change in which a new substance is formed. Atoms are rearranged and joined together differently.
Combustion (burning)	A chemical reaction in which a substance reacts quickly with oxygen and gives out light and heat.
Conservation of mass	In a chemical reaction, the total mass of reactants is equal to the total mass of products. Mass is conserved in chemical reactions and physical changes.
Conserved	When the quantity of something does not change after a process takes place.
Decomposition	A chemical reaction in which a compound breaks down to form more than one product.
Endothermic reaction	Takes in energy (usually as heat) / transfers energy from surroundings.
Energy level diagrams	Diagram showing the relative energies of the reactants and products. It shows whether a reaction is endothermic or exothermic.
Exothermic reaction	Gives out energy (usually as heat or light) / transfers energy to the surroundings.
Fossil fuels	A fuel made from the remains of plants and animals that died millions of years ago. Include coal, oil and natural gas.
Fuel	A substance that stores energy in a chemical store which it can release as heat (e.g. petrol, diesel, coal...)
Non-renewable	Energy resources that have a limited supply and that cannot be replaced within a short timeframe.
Physical change	One that changes the physical properties of a substance, but no new substance is formed. It is reversible.
Products	Substances that are formed in a chemical reaction, shown on the right of the arrow in a chemical equation.
Reactants	Substances that react together, shown on the left of the arrow in a chemical equation.
Renewable	A fuel that can be easily replaced within a short timeframe.
Thermal decomposition	A chemical reaction in which a compound breaks down on heating to form more than one product.

Year 8 Acid and alkali

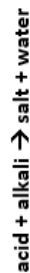
Signs that a chemical reaction is taking place:

- Flames or sparks
- Smell (sweet or foul)
- Change in temperature (hot / cold)
- Loud pop / bang or gentle fizzing (a gas is being given off)



NEUTRALISATION

A chemical reaction happens if you mix together an acid and an alkali. The reaction is called neutralisation. A **neutral solution** is made if you add just the right amount of acid and base together. The products formed are **salt and water**.



Hydrochloric acid + sodium hydroxide \rightarrow sodium chloride + water

USES:

- Soil for crops: Can add base (alkali) to the soil to neutralise some of the soil acid. This makes it suitable to grow crops, like tea.
- Acidic lakes: Acid rain falls in lakes and makes it more acidic. Some animals and plants cannot live there. Base is added to increase the pH.

Chemical reactions are very useful as they make useful substances (medicine, fabrics or building materials). They also transfer energy (burning coal or gas to generate electricity). Sometimes they are not useful (rotting food, rust on bicycles).

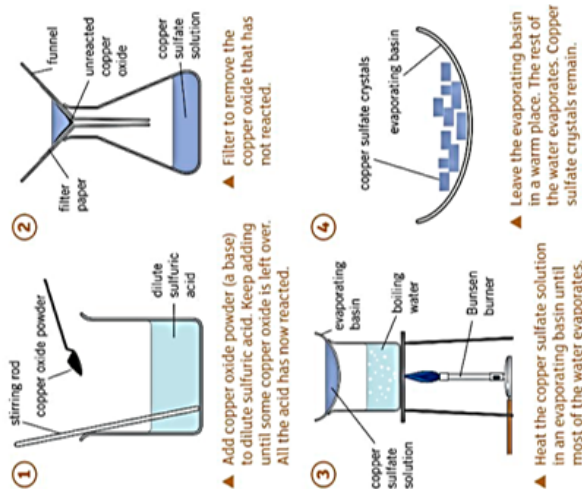
Universal indicator (solution or paper) is a mixture of different indicators. It can show us whether a solution is acid or alkali AND how strongly acidic or alkaline a solution is. This is measured using the pH scale.

neutral solutions = pH 7 exactly
acidic solutions have pH values < 7
alkaline solutions have pH values > 7

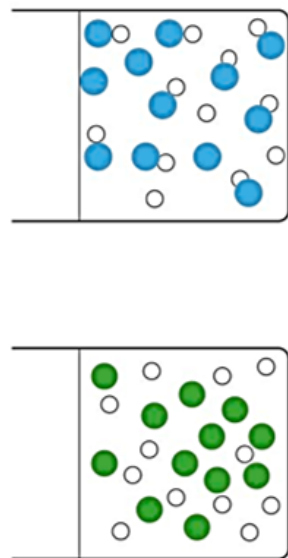
Litmus indicator solution turns red in acidic solutions and blue in alkaline solutions. It turns purple in neutral solutions.

How can you make crystals of salts?

The reactions of acids with metals or bases make salt solutions. Removing water makes salt crystals. The diagrams show how to make copper sulfate crystals.



KEYWORD	DEFINITION
Acid	Solution with a pH value less than 7.
Alkali	A soluble base with a pH value more than 7
Chemical reaction	A change in which atoms are rearranged to create new substances.
Concentrated	A solution is concentrated if it has a large number of solute particles per unit volume.
Concentration	A measure of the number of particles in a given volume.
Dilute	A solution is dilute if it has a small number of solute particles per unit volume.
Indicator	Substances used to identify whether unknown solutions are acidic or alkaline.
pH scale	Shows whether a substance is acid, alkali or neutral. It ranges from 0 – 14.
Physical change	A change that is reversible, in which new substances are not made. E.g. ice \rightarrow water.
Reversible	A change in which it is possible to get back to the original substance.
Salt	A compound in which the hydrogen atoms of an acid are replaced by atoms of a metal element.



▲ All particles split up in a strong acid, such as hydrochloric acid. Only a few particles split up in a weak acid, such as ethanoic acid. The water particles in the solutions are not shown. *Not to scale.*