

Knowledge Organisers are designed to help and support you to learn the key knowledge within the subjects you study.

In addition to your Knowledge Organisers Learning Consultants may still provide Independent Learning to further develop your skills, knowledge and understanding within the subject.

'The best advice I ever got was that knowledge is power and to keep reading'.

David Bailey.

Using your Knowledge Organisers

Expectations:

- Study at least one section of a Knowledge Organiser for independent learning (homework) each evening. Aim to spend at least 30 minutes on this.
- You will also be tested in your lessons on the information on your Knowledge Organiser.

How to get the most out of your Knowledge Organisers:

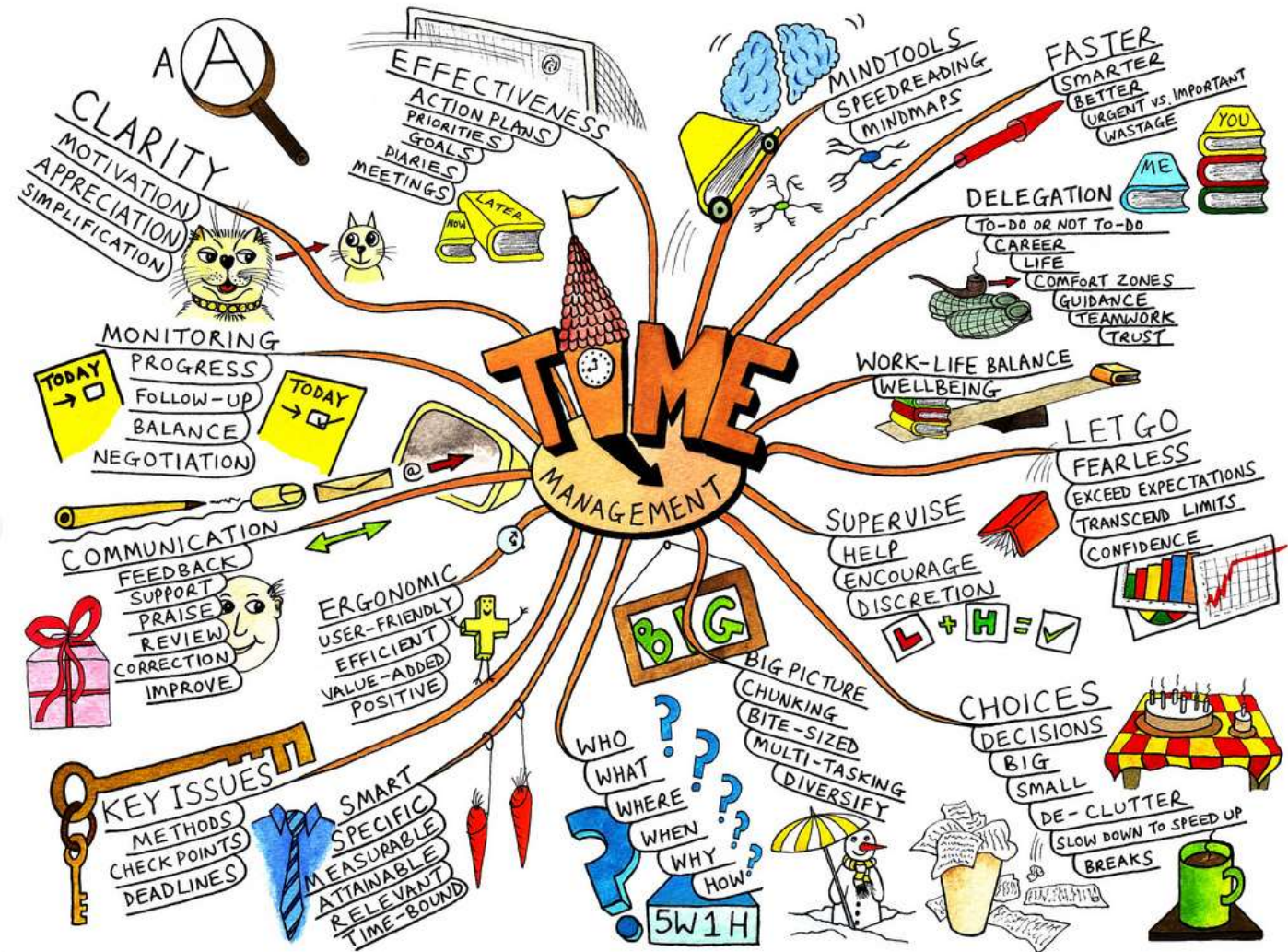
- Sometimes your Learning Consultant may tell you how to use certain sections of your Knowledge Organisers. In addition, they are a very useful tool for independent study and will help ensure that you know many of the facts and key areas of information in each of your subject areas. You can use your Knowledge Organisers in a number of different ways, including:
- Use the 'Thinking Hard' strategies to refine your notes from the Knowledge Organiser
- Write your own challenging questions on a section. Leave these until the next day to answer
- Ask someone to write or ask you questions based on a section.
- Put keywords into complete sentences
- Look, Cover, Write and Check key words and terminology to help with spelling
- Carry out further research on a topic
- Create mind maps, flash cards, timelines, diagrams to aid with revision
- Self test

Mind Mapping

Mind Mapping is a process that involves a distinct combination of imagery, colour and visual-spatial arrangement. The technique maps out your thoughts using keywords that trigger associations in the brain to spark further ideas.

How to mind map:

<https://www.youtube.com/watch?v=u5Y4pIsXTV0>

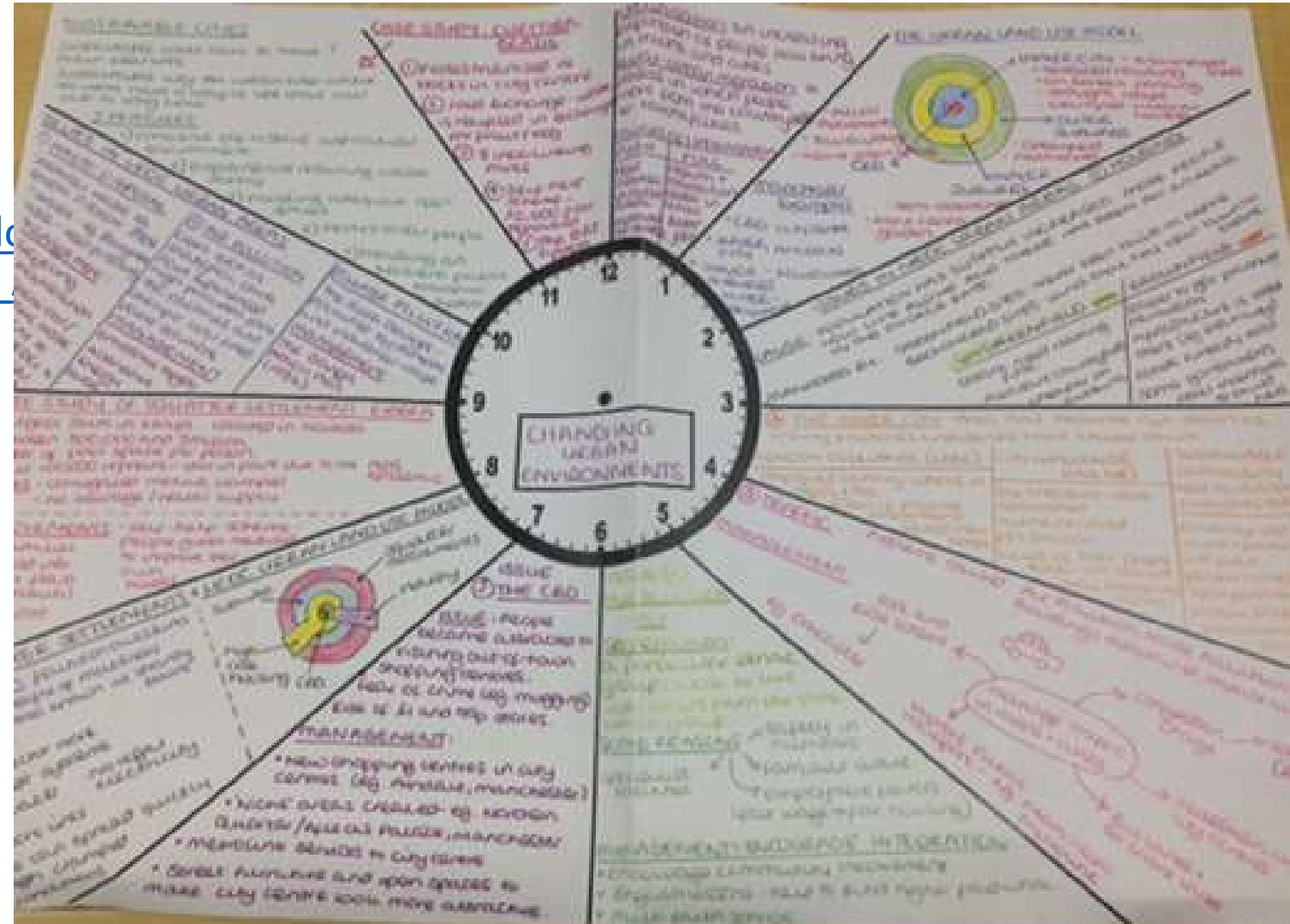


Revision Clock

Make notes in each chunk of the clock. Revise each slot for 5 minutes, turn the clock over and then try to write out as much information as you can from one of the segments. Eg. all the information in the 2-3pm segment.

Revision clock template:

https://www.google.co.uk/search?q=revision+clock&rlz=1C1GZU9W_C9154M1N2_6919A7Z1_720019&oeq=1&as_ssp=1543251070019



Flash Cards



- To make your own, take some card and
- cut into rectangles roughly 10cm x 6cm
- You could write down the key content of the topic and then try to reduce this to keywords to summarise the topic
- You could then write the keyword on one side and the definition on the other.
- Then go through your cards looking at one side and seeing if you can remember the keyword/definition on the other side.
- Prioritise cards you have previously got wrong.

The Thinking Hard Process

Knowledge and understanding

Reduce
Transform
Deconstruct
Derive



Reduce it



Transform it



Deconstruct
it



Derive it

Analysis and application

- Prioritise
- Categorise
- Criticise
- Trends and patterns
- Practise



Prioritise
it



Categorise
it



Criticise it



Find
Trends/
patterns

Flexibility of thinking

- Make connections
- Compare
- Extend
- Create



Connect it



Compare it



Extend it



Create it



Reduce it

Reduce the key information into 20 words.

Reduce it

Key information:



Reduce it

Sum up the key information into 5 bullet points.

1.

2.

3.

4.

5.



Reduce it

Write 3 questions that the knowledge organiser has answered so far.

Reduce it

1.

2.

3.



Reduce it

Sum up the content of the knowledge organiser into three key words and justify why you have chosen them.

1.

2.

3.

Reduce it



Transform it

Transform the knowledge organiser into a series of pictures.

Transform it



Transform it

Transform the knowledge organiser into a piece of poetry.

Transform it



Transform it

Transform the knowledge organiser into a mnemonic.

Transform it



Transform it

Transform the knowledge organiser into a series of flash cards

Transform it



Deconstruct it

Now that you have some new information, write the title in the box and deconstruct it. From the title and new information, tell us what the knowledge organiser is all about.

Deconstruct it

Title:



Deconstruct it

Take part of the Knowledge organiser and deconstruct it into a flow chart or a process diagram. What are the links?

Deconstruct it

Title:



Prioritise it

Prioritise the knowledge you have learnt from sections of your organiser.
From most important to least important.

Prioritise it

1. _____

2. _____

3. _____



Categorise it

Order the information from you Knowledge Organiser into different categories or groups.

Categorise it



Criticise it

Can you criticise parts of your knowledge organiser? Is all the information factually true? How do we know?

Criticise it

Topic or title:



Practice it

Write your own exam question based on your knowledge organiser.

Answer it.

Practice it

Exam Question:



Connect it

Connect it

Write down 4 key words from your knowledge organiser.

Connect them to each other using lines and say why they connect along the line.



Connect it

Connect it

How the information on the knowledge organiser link to another topic we have studied?



Connect it

Connect it

You're the information on the knowledge organiser to answer your 'Big picture' questions.



Connect it

Connect it

Draw a mind map showing how aspects of your knowledge organiser are linked together



Compare it

Compare two aspects of your knowledge organiser. How are they different? How are they the same?

Compare it



Extend it

Write down 5 key words from the knowledge organiser.
Define those key words and use them in a sentence.

Extend it

Key words:



Extend it

Collect or draw ten pictures to represent the information on the knowledge organiser.

Extend it



Extend it

Write 50 words to explain the content on your knowledge organiser.

Extend it



Create it

Create it

Create a
'foldable'
To show what
you have
learnt from the
knowledge
organiser.



Create it

Create a short
test about what
we have been
learning about
so far.

Write the model
answers in your
book.

Create it

Question 1:

Answer:

Question 2:

Answer:

Question 3:

Answer:



Create it

Create it

Create a series
of flashcards
with the key
information on
from your
knowledge
organiser



Create it

Create a set of
Cornell notes
detailing key
ideas from the
knowledge
organiser.

Create it

Learning Question:

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Year 8 Knowledge Organisers

English

English Knowledge Organiser: Y8 - 19th Century Fiction – Gothic Theme

Structure

- **Foreshadowing** – is anything being hinted at?
- **Opening** – how does the extract begin?
- **Ending** – how does the extract finish? Is there a clear resolution?
- **Flashbacks** – are any included? What do they reveal?
- **Repetition** – are any ideas or patterns repeated? Why?
- **Connections** – how do the paragraphs link together?
- **Narrative perspective** – does this stay the same throughout?
- **Linear/non linear** – is there a clear order to the events?

Language and Imagery

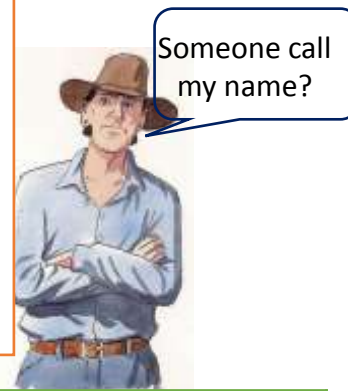
- **Alliteration** - the repeating of initial sounds.
- **Metaphor** - comparing two things by saying one is the other.
- **Simile** - comparing two things saying one is like or as the other.
- **Personification** - giving something non-human human qualities.
- **Onomatopoeia** - words that sound like the thing they describe.
- **Repetition** - does the writer repeat words or phrases?
- **Connotation** - associations that words have
- **Ambiguity/ Ambiguous** - is the word or phrase deliberately unclear? Could it mean opposite things or many different things?
- **Adjectives** - what are the key describing words?

Meaning

What is the extract about?

- What happens in the extract?
- Theme(s) of the extract - what is it really about?
- Where does the extract “get to” from start to end?

SLIM



What do we learn about the characters that might be important?

Characters



What is the **narrative voice**? Is it first or third person?

Who is the telling the story?

Symbols & Motifs in Gothic Literature



Blood
Ghosts/Spirits
Coffins
Cemeteries
Full Moon
Water
Ocean Tides
Landscapes



Key Concepts

Pastoral
Sublime
Binary Opposites
Duplicity
Elegaic
Ethereal
Protagonist
Revenant
Intertextuality
Ancestral Curse
Body-Snatching
Supernatural
Cadaver
Pastiche

Why not find out what these mean...

Social and Historical Context

The key social, moral, cultural and spiritual influences of the time were:

- **Social class** – upper, middle and working classes.
- **Church and religion** – the belief in God and His work
- **Women** – their roles and inequality amongst men
- **Supernatural and Science**
- **Romanticism** – a literary movement popular at the time
- **The French Revolution** (1789-1799)
- **The Industrial Revolution** – and its affects on society
- **The Age of the Enlightenment** (1685-1815)
- **Burke and Hare** – infamous body-snatchers
- **Jack the Ripper** – and how this event influenced writers and society.

Typical settings:

1. Wild landscapes in Northern England that were often remote and inhospitable
2. Medieval style castles, churches or abbeys that were often ruined or decayed
3. Industrial cities where social classes lived among each other
4. 'Exotic' locations to depict colonisation, imperialism, attitudes to race and 'otherness'
5. Volatile and threatening weather (symbolism)

Learning questions

How does the context affect the opening of a novel/extract?

When did the Gothic tradition begin?

What are the specific language devices I would expect to see in a Gothic text?

Can I identify how language/structure is used by the writer for effect?

Can I use Gothic features in my own writing?

Can I comment on the way that Gothic writers tried to affect their readers?

How and why did the Gothic tradition begin?

Can I critically evaluate and create an opinion on a text?



Now that you have some new information, write the title in the box and deconstruct it. From the title and new information, tell us what the topic of Gothic is about.

Deconstruct it

Title:



KING VERENCE BECOMES A GHOST

The following is a conversation between a king who has just been murdered, and Death, who has arrived to tell the king that he must become a ghost.

YOU'RE UNDEAD, YOU SEE. GHOSTS INHABIT A WORLD BETWEEN THE LIVING AND THE DEAD. IT'S NOT MY RESPONSIBILITY. He patted the king on the shoulder. DON'T WORRY, he said, IT WON'T BE FOREVER.

'Good.'

IT MAY SEEM LIKE FOREVER.

'How long will it really be?'

UNTIL YOU HAVE FULFILLED YOUR DESTINY, I ASSUME.

'And how will I know what my destiny is?' said the king, desperately. CAN'T HELP THERE. I'M SORRY.

'Well, how can I find out?'

THESE THINGS GENERALLY BECOME APPARENT, I

UNDERSTAND, said Death, and swung himself into the saddle.

'And until then I have to haunt this place.' King Verence stared around at the draughty battlements. 'All alone, I suppose. Won't anyone be able to see me?'

OH, THE PSYCHICALLY INCLINED. CLOSE RELATIVES. AND CATS, OF COURSE.

The king stared gloomily at the dawn. His dogs. He'd really miss his dogs. And it looked like such a good hunting day.

He wondered if ghosts hunted. Almost certainly not, he imagined. Or ate, or drank either for that matter, and that was really depressing. He liked a big noisy banquet and had quaffed* many a pint of good ale.

He kicked despondently at a stone, and noted gloomily that his foot went right through it. No hunting, drinking, carousing, no wassailing, no hawking ... it was dawning on him that the pleasures of the flesh were pretty sparse without the flesh. Suddenly life wasn't worth living. The fact that he wasn't living it didn't cheer him up at all.

SOME PEOPLE LIKE TO BE GHOSTS, said Death.

'Hmm?' said Verence, gloomily.

IT'S NOT SUCH A WRENCH, I ASSUME. THEY CAN SEE HOW THEIR DESCENDANTS GET ON.

* Quaffing is like drinking, but you spill more.

1. How does Death describe ghosts?
2. How long must Verence remain a ghost?
3. What do you think this destiny might be?
4. What will Verence miss when he is a ghost?
5. What does Death say is a benefit of being a ghost?



WRITE A GOTHIC STORY

Assignment: Write a short story about a night spent somewhere spooky.

HINTS

Setting the scene

Begin your story with two paragraphs setting the scene. What exactly is frightening about the place your character is spending the night? Remember that the setting is usually isolated and the main character is alone.

The spooky character

Include a description of the place's reputation. Why does it strike fear into people? Something evil is lurking. Is the place haunted by ghosts, the home of a vampire, the lair of a werewolf?

The character's feelings

Describe how your character feels at the beginning of the story. Nervous? Excited? Brave? What happens to suddenly frighten him or her? Write about how his or her feelings change because of the events that take place.

Build up suspense

Use short sentences, and drag out the events in the last couple of paragraphs.

The end

Your ending should be strong. Think about whether you will reveal all, or leave your readers guessing about the true nature of the gothic place. You could end the story with a cliff-hanger or a twist in the tale.

English Knowledge Organiser: Y8 Descriptive Writing

Descriptive writing		Narrative writing	
Focused creating an image in the reader's mind and describing a scene in detail		Focused on character, setting and plot development with descriptive elements as well as dialogue and action.	
STRUCTURING A DESCRIPTION		LANGUAGE FEATURES	
1. Overview	Describe the bigger picture (wide/panoramic)	1. Pun	A joke exploiting the different possible meanings of a word or the fact that there are words which sound alike but have different meanings
2. Zoom in	Focus on an object and describe it in detail (close up)	2. Symbol	An object or action in a literary work that means more than itself, that stands for something beyond itself.
3. The senses	Sights, sounds, smells, tastes, touch.	3. Onomatopoeia	A word that imitates the sound it represents.
4. A person	Describe a person (or two) in an imaginative way, create personality through the way they move, speak and react.	4. Euphemism	An indirect, less offensive way of saying something that is considered unpleasant
5. Overview	Zoom back out, returning to the bigger picture (wide/panoramic)	5. Personification	A figure of speech in which an object or animal is given human feelings, thoughts, or attitudes
6. Linking theme	Repeated reference to an object, person or idea throughout.	6. Alliteration	Repetition of consonant sounds
STRUCTURING A NARRATIVE		7. Metaphor	A comparison of two things without using the word like or as.
1. Exposition	A narrative device often used at the beginning of a work that provides necessary background information about the characters.	8. Simile	A comparison of two things using like or as
2. Inciting Incident	An event that begins the action/plot.	9. Hyperbole	A figure of speech that uses exaggeration to express strong emotion, make a point, or evoke humor
3. Rising Action	Events leading up to the climax	10. Irony	A contrast or discrepancy between what is stated and what is really meant, or between what is expected to happen and what actually does happen.
4. Climax	Most exciting moment of the story; turning point	11. Connotation	The experience (associations) we bring to a word
5. Falling Action	Events after the climax, leading to the resolution	12. Oxymoron	A figure of speech in which apparently contradictory terms appear in conjunction
6. Resolution	Ends the conflict and leaves reader content	13. Extended Metaphor	When a writer exploits a single metaphor or analogy at length throughout a poem or story.
7. Cliffhanger	A dramatic moment leaving suspense over what is to come	14. Imperative	A command
8. Flashback	A method of narration in which present action is temporarily interrupted so that the reader can witness past events	15. Declarative	A statement
9. The one sentence opener	Start with a one-sentence paragraph or rhetorical question. Your next paragraph should then jump back in time. Recount the events leading up to this first line.	15. Pathetic fallacy	A type of personification where emotions are given to a setting, an object or the weather.
10. Twist in the tale	Tell the story in a way that suggests one thing about a character only to surprise the reader at the end.	16. Emotive language	Language intended to create an emotional response.
11. Flipped narrative	Start with the end - the most dramatic moment (present tense) and then flashback to the events leading up to it.	17. Rhetorical Question	A question asked merely for rhetorical effect and not requiring an answer
12. A tale of two halves	Tell the incident from one character's perspective and then tell the whole thing again from a completely different point of view.		
SENTENCE UPGRADES			
1. -Ing	Grabbing her bag, the woman stormed out of the shop.		
2. Similes	Like a predator stalking its prey, the thief approached the boy.		
3. Preposition	Under the dark clouds, the lamppost gleamed brightly.		
4. Adverb	Cautiously, the girl reached out to touch the creature.		
5. Connective	Despite the weather, the girl plunged into the sea.		
6. -Ed	Petrified, the dog stood rooted to the spot.		
7. Pair of adjectives	Pale and bright, the sun cast its light across the forest below.		
8. Verb adverb	Perched precariously on a thin tree branch, a small robin sang.		
9. Triple noun :	Owls, crickets, mice: the woods were alive with noise.		
10. Triple adjective :	Thin, bare, skeletal: the trees towered over me like fingers.		

Learning questions

How are a range of linguistic devices used for effect?

How do narrative perspectives and time develop my writing?

Structure: can I embed a range of sentence types?

Can I use a range of punctuation for effect?

Can I comment on the way that language is used in other examples?

Am I using a range of sophisticated and ambitious vocabulary?

Have I explored a range of work from different writers?

Can I critically evaluate and create an opinion on a text?

Descriptive Language Features

Feature	Definition	Example
Personification	When you give an object a human characteristic.	
Adjective	A word which describes a noun	
Metaphor	When you say that something is something else	She had a heart of stone.
Simile	Comparing two things, using the words 'like' or 'as'.	
Senses	Sight – Sound - Taste – Touch – Smell	
Onomatopoeia	When a word echoes the sound it describes.	Deafening and dangerous, the rockets <u>banged</u> in the sky.
Adverbs	A word which describes how a verb is done.	
Powerful Vocabulary	If I use all of the above effectively, this is powerful vocabulary.	

Compose a piece of descriptive writing based on the image.



Personification

Alliteration

Metaphors

Similes

Senses

Onomatopoeia

Adjectives/ Adverbs

Powerful Vocabulary

What a week! Surely nothing can happen today at school?

FABULOUS FRIDAY?

As you stand in the playground a helicopter goes overhead and you can hear sirens go off. You know today is going to be as crazy as the rest of the week.

You turn and see outside the school a news crew and journalists. You ask what is going on and you are told that an animal has escaped from a zoo and that it is somewhere in the school. The problem is no one knows *where*. The school doesn't want everyone to panic so students are still in lessons and they are hoping the animal comes out to the grass.

You wonder what animal it is. Then you see it. Heading straight towards you. It doesn't look happy and you don't feel happy with it facing you. Looking around you can see the news crew and journalists have hidden behind a van and that you are on your own.

- What can you use in the playground or in your bag to capture the creature and save the school?
- You might still have some of your superhero strange powers from Thursday left so you are ready to give it a go.



Personification

Alliteration

Metaphors

Similes

Senses

Onomatopoeia

Adjectives/ Adverbs

Powerful Vocabulary



Connect it

Describe where you might use today's knowledge in another subject.

Connect it

First! Think FLAPS:

- Form
- Language
- Audience
- Purpose
- Structure



What form of writing are you being asked to use?
Which language features must you include?
Who is the writing for?
Why are you writing/what are you trying to achieve?
Which structural features must you use?
 You **MUST** use the right **tone** and level of **formality** and you must not drift away from your **purpose** for writing!

Their Opinion
DUCK! AKA 'Weaving'

I understand why some people believe...

Some people may think...

I know how some people feel about...

Some people think this is a good idea because...

SQUASH IT 'Counter Punch'

However,

But,

Although this might be the case,

Never the less,

In contrast to this,

YOUR OPINION
JAB/Right Hook/Uppercut etc.

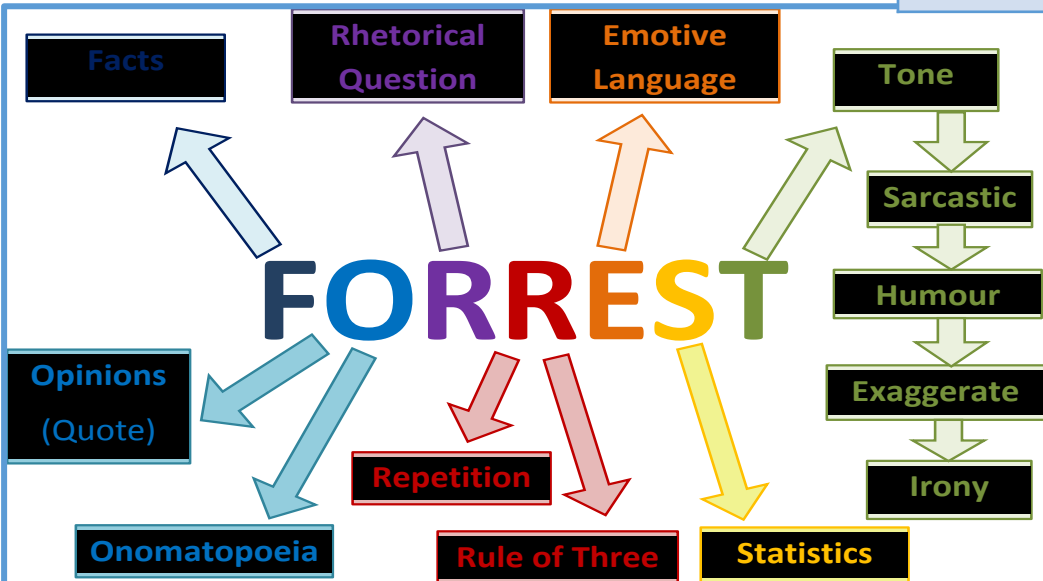
I believe that...

On the other hand,

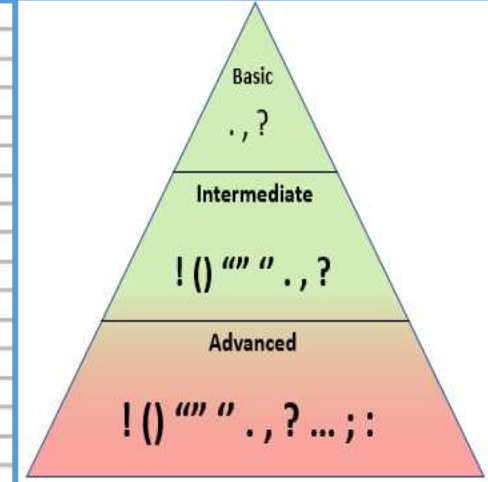
Have they considered...?

I feel strongly that...

I would argue that...



Techniques
Facts
Opinions
Rhetorical questions
Repetition
Rule of 3
Emotive language
Statistics
Tone (sarcastic/humorous/exaggeration)
Metaphor
Alliteration
Adjectives
Similes
Sentence variety (complex sentences & one word sentences)
Structure – paragraphs/ script form/ stage directions in brackets
Inflated language
Varied vocabulary – WOW words
I, you we – personal pronouns/ direct address
Effective verbs (modals – should have, could have, would have and imperatives)
Effective sentence openers –ly/-ing/-ed and discursive markers/ connectives



Don't forget to PLAN

Year 8 Knowledge Organiser: A Christmas Carol

Key Literary Vocabulary:

Satire- use of humour or ridicule to criticise.

Simile- comparing using 'like' or 'as'.

Metaphor- saying one thing is another.

Personification- making objects human.

Pathetic fallacy- weather to create mood.

Pathos- language to evoke pity.

Allusion- reference to another literary work.

Hyperbole- an exaggerated statement.

Connotation- an associated meaning of a word.

Characterisation- built up description of character in text.

Semantic field- words related in meaning.

Imagery- visually descriptive language.

Context:

1832 – The Great Reform Bill gave many middle class property owners the right to vote for the first time. Large sections of the middle classes, the working classes and women still didn't have the right to vote.

1834 – Poor Law Amendment Act – Led to a cut in aid given to paupers to help them stay in their own homes. Workhouses were created which poor people would have to live and work in, if they were unable to pay for their own housing.

September 1843 – Dickens visits a "Ragged School."

December 1843 – Dickens writes A Christmas Carol focusing on how many of society's ills can be blamed on greed for money and status.

Quotations to Learn:

'as solitary as an oyster' 'as hard and sharp as flint' 'squeezing, wrenching, grasping, covetous old sinner' 'tight-fisted hand at the grindstone' 'no warmth could warm, no wintry weather chill' 'Are there no prisons? Are there no workhouses?' 'decrease the surplus population' "I will honour Christmas in my heart, and try to keep it all the year. I will live in the Past, the Present, and the Future" "I am as giddy as a schoolboy" "I wear the chain I forged in life" 'The clerk's fire was so very much smaller that it looked like only one coal' "he hoped the people saw him in the church, because he was a cripple, and it might be pleasant to them to remember upon Christmas Day, who made lame beggars walk, and blind men see""Another idol has displaced me" "A golden one" "brought two children; wretched, abject, frightful, hideous, miserable'

Themes and Symbols:

Poverty, Fate, Charity, Transformation, Capitalism, Greed, Money, Redemption, Family, Friendship, Religion, Morality, Isolation/Loneliness, Choices, Memory and the past, Compassion, Forgiveness, Guilt and blame, Time, Rationality
Fire, bells, chains, weather

Charles Dickens:

- 1824 – Dickens' father is sent to jail for debt and Dickens has to give up his education until his father inherits some money and he goes to a private school
- Dickens was put to work in a warehouse, pasting labels on bottles. He had experience of poverty.
- Dickens became a writer of fiction and journalism, reporting on court cases and working for radical newspapers on his disillusionment with politics and the class system.

Stave 1 *Marley's Ghost*

Ebenezer Scrooge is at work in his counting house. Scrooge's turns down his nephew, Fred's, invitation to his Christmas party & the request of two men who want money for charity. Scrooge is visited by the ghost of his dead partner, Jacob Marley, who tells Scrooge that, due to his own greedy life, he has to wander the Earth wearing heavy chains. Marley tries to stop Scrooge from doing the same. He tells Scrooge that three spirits will visit him during the next three nights. Scrooge falls asleep.

Stave 2 *The First of the Three Spirits*

He wakes and the Ghost of Christmas Past soon appears to him - they embark on a journey into Scrooge's past. Invisible to those he watches, Scrooge revisits his childhood school days; his apprenticeship with a jolly merchant named Fezziwig, & his engagement to Belle, who leaves Scrooge as he loves money too much to love another human being. Scrooge sheds tears of regret before returning to his bed.

Stave 3 *The Second of The Three Spirits*

Scrooge anticipates the second ghost, sitting up in bed waiting. He is surprised when no spirit arrives. Instead, he follows a light & finds himself in a transformed version of his own room. The Ghost of Christmas Present shows Scrooge Christmas as it happens that year. Scrooge sees the Cratchit family eat a tiny meal in their little home ;Bob Cratchit's crippled son, Tiny Tim, whose kindness & humility warm Scrooge's heart and Fred's Christmas party. Toward the end of the day the ghost shows Scrooge two starved child-like figures; Ignorance & Want. He vanishes as Scrooge notices a dark, hooded figure coming.

Stave 4 *The Last of the Spirits*

The Ghost of Christmas Yet to Come takes Scrooge through a sequence of scenes linked to an unnamed man's death. Scrooge is keen to learn the lesson. He begs to know the name of the dead man. He finds himself in a churchyard with the spirit pointing to a grave. Scrooge looks at the headstone & is shocked to read his own name. He is desperate to change his fate & promises to change his ways. He suddenly finds himself safely tucked in his bed.

Stave 5 *The End of It*

Scrooge rushes out onto the street hoping to share his newfound Christmas spirit. He sends a turkey to the Cratchit house & goes to Fred's party. As the years go by, he continues to celebrate Christmas with all his heart. He treats Tiny Tim as if he were his own child, gives gifts for the poor & is kind, generous & warm.

A Christmas Carol ~ The Story

The story begins on Christmas Eve. Ebenezer Scrooge, a mean, unkind old man, is working in his office with Bob Cratchit, his clerk. His nephew Fred visits him and invites Ebenezer to celebrate Christmas day at his house. Scrooge refuses. He hates Christmas because he thinks it's too expensive. Next a charity worker collecting money for the poor arrives, but Scrooge gives her nothing. When it is time to finish work, Scrooge is angry that he has to give Bob Cratchit a day off work on Christmas day.

After work Scrooge goes home to spend Christmas alone and unhappy. That night the ghost of his dead business partner, Jacob Marley, visits him. He tells Scrooge that he must change his way of life or face the consequences. He tells him that three ghosts will visit him. Scrooge is scared but he goes to sleep. He wakes up to see The Ghost of Christmas Past, who takes him to re-visit his own past. They go to his old school and see Scrooge as a lonely and unhappy child. They also visit him as a happy, young man working in his first job, with a kind boss called Mr. Fezziwig. Finally they see Scrooge's girlfriend leave him because of his love of money.

Later that night, Scrooge meets The Ghost of Christmas Present. He takes Scrooge to see the Cratchit family's Christmas. They are happy even though they are poor. The only thing that makes them sad is that the youngest son, Tiny Tim, is ill. Tiny Tim is likely to die without a doctor, something the Cratchit family cannot afford to pay for. Scrooge also visits the house of his nephew. The people are all having fun and are happy.

Finally, The Ghost of Christmas Future arrives. He doesn't speak but shows Scrooge people talking about a man who has died. They speak about the man without affection and are not sad that he is dead. When Scrooge sees the grave of the man, he realises it has his name on it. It is his death the people are talking about! He is very sad.

When he wakes up the next morning, Scrooge realises it is still Christmas morning and he is very happy. He wants to help everyone now and become a better person. He buys a big Turkey for the Cratchit family and pays for the doctor for Tiny Tim. Next, he goes to his nephew's house and joins in the celebrations. He is sorry for all the bad things he has done and promises to start a new life.



Fill in the gaps in the story of, A Christmas Carol from the words below.

Now listen to the story. Were you correct?

poor office man help Eve nothing doctor happy hates ghost
name school life pays girlfriend

The story begins on Christmas _____. Ebenezer Scrooge, a mean, unkind old man, is working in his _____ with Bob Cratchit, his clerk. His nephew Fred visits him and invites Ebenezer to celebrate Christmas day at his house. Scrooge refuses. He _____ Christmas because he thinks it's too expensive. Next a charity worker collecting money for the poor arrives, but Scrooge gives her _____. When it is time to finish work, Scrooge is angry that he has to give Bob Cratchit a day off work on Christmas day.

After work Scrooge goes home to spend Christmas alone and unhappy. That night the _____ of his dead business partner, Jacob Marley, visits him. He tells Scrooge that he must change his way of life or face the consequences. He tells him that three ghosts will visit him. Scrooge is scared but he goes to sleep. He wakes up to see The Ghost of Christmas Past, who takes him to re-visit his own past. They go to his old _____ and see Scrooge as a lonely and unhappy child. They also visit him as a happy, young man working in his first job, with a kind boss called Mr. Fezziwig. Finally they see Scrooge's _____ leave him because of his love of money.

Later that night, Scrooge meets The Ghost of Christmas Present. He takes Scrooge to see the Cratchit family's Christmas. They are happy even though they are _____. The only thing that makes them sad is that the youngest son, Tiny Tim, is ill. Tiny Tim is likely to die without a _____, something the Cratchit family cannot afford to pay for. Scrooge also visits the house of his nephew. The people are all having fun and are _____.

Finally, The Ghost of Christmas Future arrives. He doesn't speak but shows Scrooge people talking about a _____ who has died. They speak about the man without affection and are not sad that he is dead. When Scrooge sees the grave of the man, he realises it has his _____ on it. It is his death the people are talking about! He is very sad.

When he wakes up the next morning, Scrooge realises it is still Christmas morning and he is very happy. He wants to _____ everyone now and become a better person. He buys a big Turkey for the Cratchit family and _____ for the doctor for Tiny Tim. Next, he goes to his nephew's house and joins in the celebrations. He is sorry for all the bad things he has done and promises to start a new _____.

Read and listen to the story (activity one). Decide if the sentences are true or false. If they are false, correct them.

1. Ebenezer Scrooge is a generous man. T F
2. Every year Scrooge spends Christmas day with his nephew Fred. T F
3. Ebenezer gives nothing to charity. T F
4. Jacob Marley has been dead for seven years. T F
5. The Ghost of Christmas Past is silent. T F
6. Scrooge and Belle got a divorce. T F
7. Bob Cratchit has a son called Tiny Tim. T F
8. The Ghost of Christmas Future shows Scrooge his own grave. T F
9. On Christmas morning, Scrooge buys a chicken for the Cratchit family. T F
10. Scrooge promises to change his way of life and become a better person. T F

Read and listen to the story (activity one). Put the events of the story in the correct order.

- ___ 1. Scrooge sees his own grave.
- ___ 2. A charity worker asks Scrooge to give money to the poor.
- ___ 3. The Ghost of Christmas Past arrives.
- ___ 4. Scrooge buys a turkey for the Cratchit family.
- ___ 5. The Ghost of Christmas Present meets Scrooge.
- ___ 6. Scrooge sees himself at school.
- ___ 7. Jacob Marley warns Scrooge to change his way of life.
- ___ 8. Scrooge sees his girlfriend leave him.
- ___ 9. Fred invites his uncle to his house for Christmas.
- ___ 10. Scrooge wakes up on Christmas morning and is very happy.

Knowledge Organiser: Year 8 – Dystopian Fiction

Genre: The word 'genre' comes from the Latin 'genus' which means 'kind'. So to ask what genre a text belongs to is to ask what *kind* of text it is.

Writing Skills:

Dialogue – Change line for new dialogue. Make sure the reader can tell who is speaking and use speech marks (""")

Vocabulary – Your chosen vocabulary has to be evocative. It has to make the reader feel what you want them to feel. Horror writing makes use of a wide vocabulary.

Sentence Types – Varied! Use a mix of short, simple, compound and complex sentences. Even one-word sentences for effect.

Proofread – check for any mistakes such as missed capital letters, punctuation, spelling etc.

The Hunger Games by Suzanne Collins.

Panem is split up into 12 districts. Each year, every district is forced to randomly choose two tributes—one girl and one boy—to fight in the annual Hunger Games. A fight to the death on live television. Katniss Everdeen takes her sister's place when she is called to be the tribute of the 74th annual Hunger Games.

1984 by George Orwell.

Winston Smith is a member of the Outer Party. He works in the Records Department in the Ministry of Truth, rewriting and distorting history. To escape Big Brother's tyranny, at least inside his own mind, Winston begins a diary — an act punishable by death

A Brave New World by Aldous Huxley

Brave New World opens in London, nearly six hundred years in the future ("After Ford"). Human life has been almost entirely industrialized — controlled by a few people at the top of a World State.

With the increase of social media, public surveillance, fear over nuclear weaponry and an increased awareness of social issues such as racism, greed or poverty, writers have written about the extreme cases of controlling such issues.

BIG QUESTION: Orwell writes in 1984, "If you want a picture of the future, imagine a boot stamping on a human face – for ever." Is this the true depiction of human life? Does this lead us to assume that humans have an ingrained capability to be evil?

Literary Techniques (methods that writers use for effect):

Simile – comparing two things using like or as.

Metaphor – stating one thing as though it is something else.

Personification - Giving human features/characteristics to a non-human object.

Repetition – where an idea is repeated multiple times throughout a text often to strengthen the idea presented.

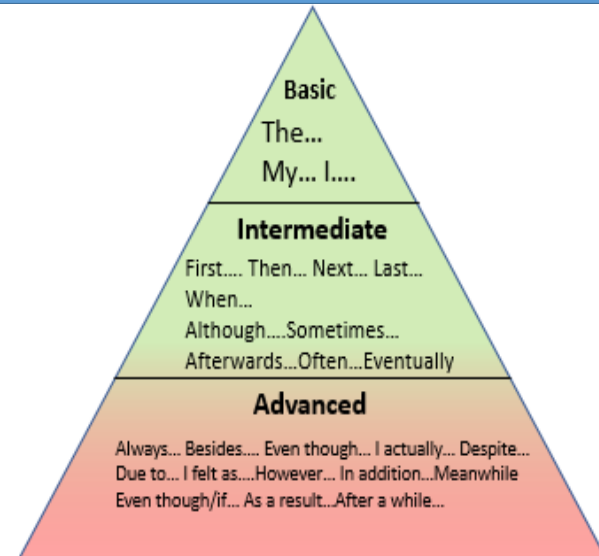
Unreliable narrator – a sense that the narrator is not telling/is not able to tell the whole truth.

Imperative Verb – a command verb such as 'put' or 'don't'.

Pathetic fallacy - a type of personification where emotions are given to a setting, an object or the weather.

Onomatopoeia – words that sound a little like they mean.

Emotive Language – language intended to create an emotional response



Punctuation (use a variety) :

. , : ; "" () ? ! ...

Typical settings:

- Futuristic, industrial cities
- Destroyed natural habitat with little connection to nature
- High levels of surveillance
- Environments and weather that creates a strong sense of oppression or constraint

Typical genre features:

- Propaganda is used to control the citizens of society.
- Information, independent thought and freedom are restricted.
- A leader/concept is worshipped by the citizens of the society.
- Citizens have a fear of the outside world.
- Citizens live in a dehumanized state.
- Citizens conform to uniform expectations. Individuality and dissent are bad.
- The society is an illusion of a perfect utopian world.

A Dystopian Protagonist:

- Often feels trapped and is struggling to escape.
- Questions the existing social and political systems and attempts to rebel but in a way that is still morally acceptable
- Believes or feels that something is terribly wrong with the society in which he or she lives.
- Lacks the selfish nature of those in charge.

Key Literary Vocabulary:

Dystopia, Utopia, Power, Control, Authoritarian, Inequality, Society, Democracy, Totalitarian, Regime, Dictatorship, Proletariat, Communism, Socialism, Capitalism, Slogan, Moto, Ideology, Belief, Manipulation, Propaganda, Identity, Poverty, Loyalty, Language

START A NEW PARAGRAPH WHEN THERE'S A CHANGE IN...

Ti



Time

P



Person

To



Topic

P



Place

Learning questions

How does the context affect the opening of a novel?

How does the context of a novel affect the presentation of characters?

How does the text link to the modern world?

Can I identify how language/structure is used by the writer for effect?

Can I comment on the way that language is used to convey ideas?

How are different events presented in the novel? How does context affect this?

How does context affect the setting?

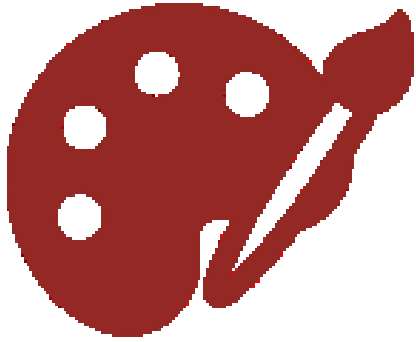
Can I critically evaluate and create an opinion on a text?



Transform it

Transform the
last piece of
work you did
into a picture.

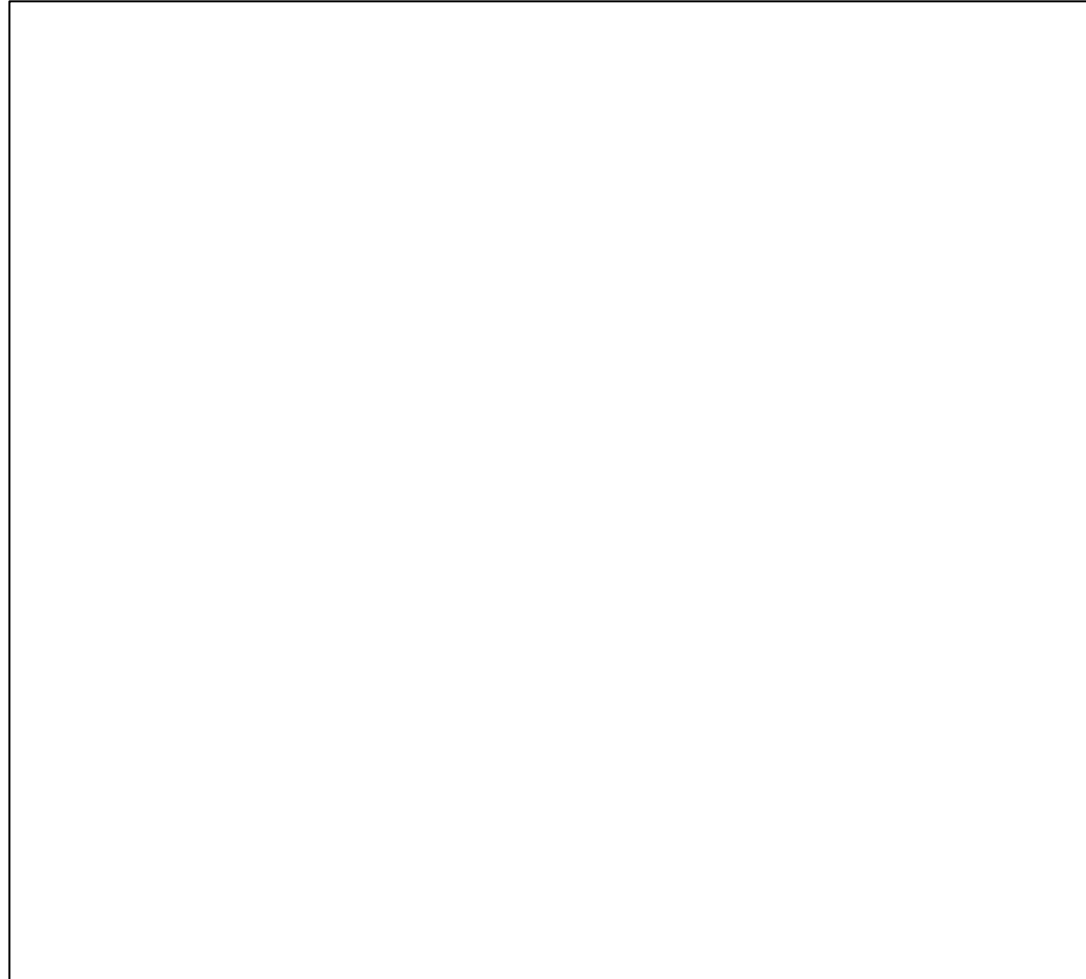


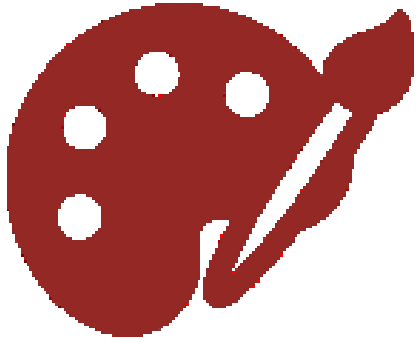


Create it

Create a mind map about the themes within the novel we are currently learning about.

Create it





Create it

Create a short test about what we have been learning about so far.

Write the model answers in your book.

Create it

Question 1:

Answer:

Question 2:

Answer:

Question 3:

Answer:

Year 8 Knowledge Organisers

Cre8 - Arts



Visual Arts – Observational drawings/paintings

Observational drawing is when an artist observes something and responds to it with a visual representation. This could be a drawing, painting or collage piece.

Success criteria of an observational drawing/painting

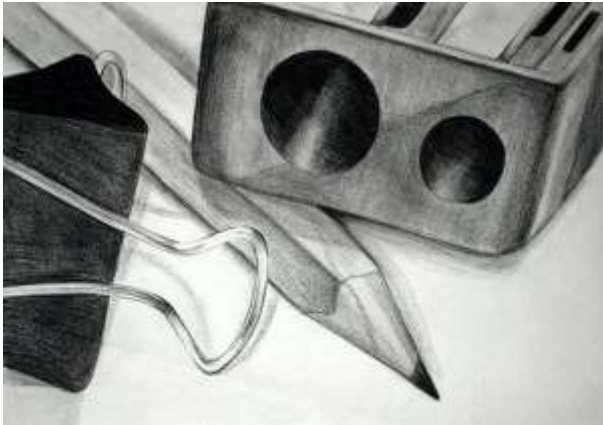
To consistently look back at the object or image.

To sketch light outlines.

To use a grid method to help with proportion and perspective.

Apply a range of tone from dark to light.

Use mark making techniques such as hatching/dashes/smudges/dots to show texture.



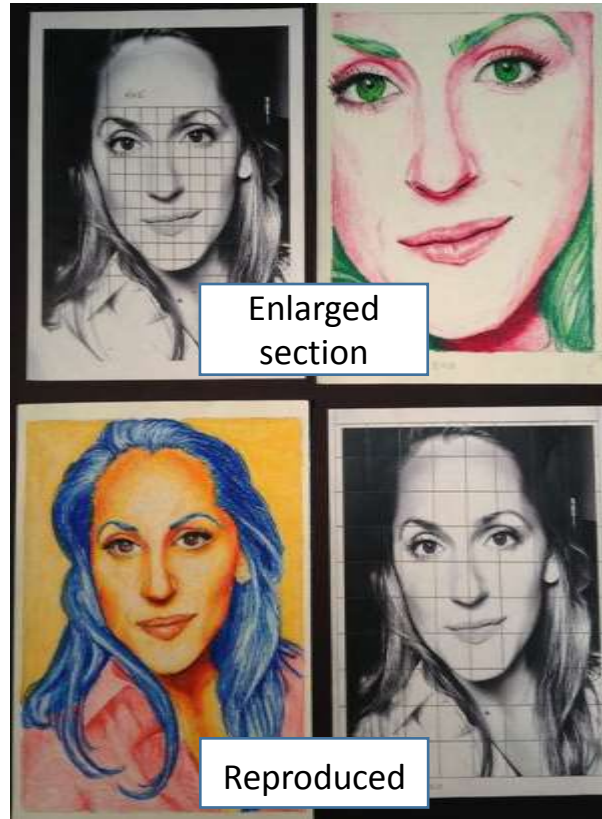
Key words

Representation, Observe, Collage, Media, Grid, Accuracy, Line, Shape, Tone, 3D Form, Perspective, Proportion, Detail, Composition, Viewfinder, Mark-making, Texture.



Visual Arts – Grid method

The grid method is used to reproduce and/or enlarge an image that you want to paint or draw.



The grid method can support the Artist in drawing or painting exactly like the image. Photorealism rejected the painterly qualities by which individual artists could be recognised, and instead strove to create pictures that looked photographic. Artists such as Sarah Graham use this method to create their own photorealist artwork.

The grid method helps with accuracy when drawing by breaking down an image into manageable sections



Key words

Representation, Observe, Collage, Media, Grid, Accuracy, Line, Shape, Tone, 3D Form, Perspective, Proportion, Detail, Composition, Viewfinder, Mark-making, Texture.

Visual Arts – What makes a good quality photograph?

Interesting composition (layout)



Take photos close up and further away



Colour



Interesting angles



Contrast (light vs dark)



Take more than one photo of the same thing



Clear (in focus)



Interesting viewpoint



Year 8 Knowledge Organisers

Drama



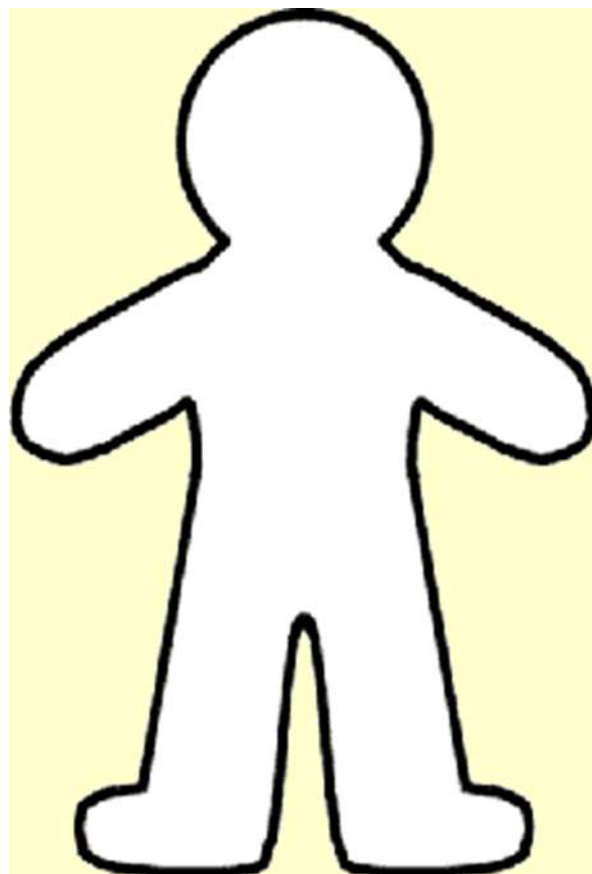
Our Day Out-Developing a script extract for performance



Write an original monologue inspired by a character in the play:

[illegible]

Role on the wall for your scripted character:



Key Word Definitions:

Characterisation	
Rehearsal	
Artistic intentions	
Social Context	
Set	
Props	
Wings	
Stage layout - SL, SR, CS, US DS	
Cross Cutting	
Marking the Moment	
Audition	
Playwright	
Willy Russell	
Script	
Genre	
Monologue	
Duologue	
Blocking	
Director	
Actor	

Year 8 Knowledge Organisers

DT - Food



The Eatwell Guide

The Eatwell Guide is a guide that shows you the different types of food and nutrients we need in our diets to stay healthy.

Why is the Eatwell Guide important?

The Eatwell Guide shows you how much (proportions) of food you need for a healthy balanced diet.

What are the consequences of a poor diet?

A poor diet can lead to diseases and can't stop us from fighting off infections.

What are the sections on the Eatwell Guide?

1. Fruit and vegetables
2. Potatoes, bread, rice, pasta and other starchy food
3. Dairy and alternatives
4. Beans, pulses, fish, egg, meat and other proteins
5. Oils and spreads

How many portions of fruit and vegetables should we eat, daily?

As a minimum, we should eat at least 5 portions each day.

How many glasses of water should we drink daily?

As a minimum, we should drink 6-8 Glasses of water each day.

8 Tips for Healthy Eating!

1. Eat more fibre
2. Eat more fruits and Vegetables
3. Eat more oily fish
4. Eat less salt
5. Eat less fat
6. Eat less sugar
7. Choose wholegrains
8. Drink 6-8 glasses of water per day

MACRONUTRIENTS

Nutrient	Sources	Functions
Proteins	Meat, Fish, Eggs, Beans, Peas	Growth and repair of body cells, Energy
Fat	Two Types: Saturated: Butter, Cheese, Chips, Crisps Unsaturated: Olive Oil, Salmon, Avocado, Mackerel	Energy, Heat and Insulation (Bad type of fat) Energy, lubrication of joints, insulation (Good type of fat)
Carbohydrate	Two Types: Starch: Bread, pasta, Rice, Potato. Sugar: Fruit, Sweets, Chocolate, Honey	Slow Release of energy: lasts throughout the day Fast release of energy – does not last long
Fibre (Cannot be digested)	Wholemeal Bread, Wholemeal Pasta, Wholemeal Rice, Skin of Fruit and Vegetables	Maintain a Healthy Digestive System.

MACRONUTRIENTS

Nutrient	Sources	Functions
Vitamins	Water Soluble:	
	Vitamin A: Carrots, eggs, meat	Healthy eyes, skin, hair
	Vitamin D: Oily fish, sunlight	Strong bones and teeth
	Vitamin E: Nuts, olives, green veg	Helps form red blood cells
	Vitamin K: Cabbage, Spinach	Helps blood clotting
	Fat Soluble:	
Minerals	Vitamin B: Eggs, Meat, Poultry	Healthy nervous system
	Vitamin C: oranges, Kiwi	Helps absorb iron, prevent flu
	Calcium: Milk, Butter, Dairy	Strong bones and teeth
	Iron: Red Meat, Dark Green Vegetables, Nuts	Helps formation of red blood cells to carry oxygen around the body.

Year 7 Food Knowledge organiser



What is cross contamination?

Cross contamination is spreading bacteria from one place to another.

What are the four C's to help prevent spreading bacteria?

- Clean
- Cook
- Chilling
- Cross contamination

Why do we use different coloured chopping boards when preparing food?

To prevent the spreading of bacteria (to avoid cross contamination).

COLOUR CODED CUTTING BOARDS

eliminate the risk of bacterial cross contamination during food preparation



Cutting Techniques

To demonstrate safety skills when using knives, there are two cutting techniques we should use:



Bridge hold



Claw grip



- Health & Safety when using the cooker:**
- Turn pan handles in away from edge of cooker
 - Always turn hob off when not in use.
 - Never leave food cooking on the hob unattended.
 - Be careful not to let food boil dry.
 - Never touch an electric hob when turned off, it may still be hot.
 - Don't leave metal spoons in pans when cooking as they can become very hot.
 - Always use oven gloves when removing food from the oven.

Health & Safety in the Food Room: Personal Hygiene

Wash hands in soapy water.
Tie long hair back.
Wear an apron and tuck tie in.
Roll back sleeves.



- How do we keep safe in the food room?
- What hygienic practices must we follow?
- Knife safety
- Uses of the cooker (hob + oven)
- Weighing and measuring
- How to store food correctly in the fridge

A food diary is a way to track your eating and develop a healthy eating plan. You log all of the food and drink you consume, each day.

Tips for reducing food waste

- Check and make a list before food shopping.
- Plan meals for the week in advance.
- Don't impulse buy foods
- Check use by dates to ensure plenty of time.
- Freeze foods if not being used by use by date.
- Use up foods which are about to go out of date e.g. make over ripe fruit into smoothies or cakes.



Uses of eggs in recipes

Use	Definition and Recipe
Coat	To cover foods with egg and then breadcrumbs. The egg helps the breadcrumbs stick. Scotch eggs, fishcakes.
Glaze	Protein in egg browns when heated leaving a glossy finish. Pies, biscuits, breads.
Aeration	Eggs add air to mixtures due to their liquid and protein content. Cakes, mousses
Thicken	Protein in eggs coagulates upon heating making mixtures thicken. Bread and butter pudding, custard.

Key Words

	1. Teaspoon (tsp): is used as a measure for small quantities such as spices or salt.		8. Dishcloth is used to wash the dirty equipment.
	2. Grams (g): is used as form of measuring solids.		9. Tea towel is used to dry the washed equipment.
	3. Tablespoon (tbsp.): is used as a measure for larger quantities such as flour		10. Oven gloves are used to protect your hands from being burnt.
	4. Millilitres (ml): is used as a form of measuring liquids.		11. Coagulation the thickening of an egg mixture.
	5. Grate – using a grater to prepare cheese, vegetables or fruit		12. Seasoning adding different herbs and spices to improve the flavour of a dish.
	6. Bridge hold is used to protect your fingers when cutting. Pass the knife through the bridge made by your fingers and thumb		13. Creaming method the method usually used to make cakes, where the butter and sugar is creamed together.
	7. Enzymic browning: the process where fruit and vegetables turn brown due to them being exposed to oxygen (oxidisation).		14. Rubbing in method is a method whereby you rub together usually butter and flour to create a breadcrumb like mixture, usually the base for scones.

Why is it important to weigh and measure ingredients accurately?

What can happen if we don't?

The 4 C's = Four simple rules that will help you to stay safe and hygienic in the kitchen:

- Cleaning.
- Cooking.
- Cross contamination.
- Chilling.

NUTRIENTS

Carbohydrates:

Sources?

Types – what are they made up of?

How are they used in the body?

Fat + sugar:

Saturated and unsaturated fat

Sources?

What are they required for in the body?

Amounts required?

Effect on the body if too much consumed?

Protein:

Sources?

What are they required for in the body?

Vitamins:

Sources?

What are they required for in the body?

Minerals:

What are minerals?

What are they required for in the body?

How the body uses nutrients:
Protein – growth and repair – found in meats/fish/eggs/pulses
Carbohydrates = energy – found in bread/pasta/rice/potatoes
Calcium – strong bones and teeth – milk/cheese/yoghurt
 Vitamins and minerals – boost immune system – found in fruit/vegetables
Fats – protects vital organs, keeps you warm – found in oil, butter, dairy products, sweets and chocolates.

Staple foods of a diet are **pasta, rice and potatoes**.
 The main dairy products are: **milk, cheese and butter**.
Eggs are a good source of **protein**.
Nuts and seeds are also sources of **protein**.



What 6 nutritional facts can be found on food labels?

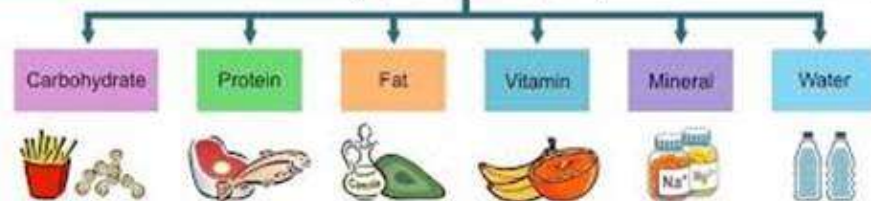
What are the recommended calories for male and female?

What is a balanced diet?

What is a composite dish?

NUTRIENTS

What is dietary fibre?
Why is it important?



Key words:

Peeling = remove the outer covering or skin from (a fruit, vegetable, or prawn)

Slicing = using a knife to cut into slices

Weighing = using measuring scales to accurately measure an amount of food

Measuring = using a jug for example to measure an amount of liquid or food

Boiling = cooking in water at or near boiling point.

Simmering = cooking in water just below boiling point, while bubbling gently.

Coring = remove the tough central part and seeds from (a fruit).

Bridge = a safe method to use a knife

Claw = a safe method to use a knife

Year 8 Knowledge Organisers

French

Year 8, Assessment Cycle 2 – part 1

Active holidays and summer camps

un atelier	<i>workshop</i>
la balle aux prisonniers	<i>dodgeball</i>
un centre aéré	<i>after school centre</i>
une chasse au trésor	<i>treasure hunt</i>
les claquettes	<i>tap dancing</i>
une colonie de vacances	<i>summer camp</i>
la course d’orientation	<i>orienteering</i>
un feu de camp	<i>a camp fire</i>
un(e) moniteur(trice)	<i>instructor</i>
un stage (sportif)	<i>short (sports) course</i>
le tir à l’arc	<i>archery</i>

Useful verbs and phrases

jouer	to play
faire	to do
commencer	to start
bouger	to move
essayer	to try
Je peux + infinitive	I can + verb
Je ne peux pas + infinitive	I cannot + verb

Connectives

donc	so
ou	or
mais	but
c’est pourquoi	that’s why
aussi	also
cependant	however

Opinions

j’adore (ça)	<i>I love (it/that)</i>
j’aime (ça)	<i>I like (it/that)</i>
ça va	<i>it’s OK</i>
je n’aime pas (ça)	<i>I don’t like (it/that)</i>
je déteste (ça)	<i>I hate (it/that)</i>
ce que j’aime/déteste/préfère c’est...	<i>what I like/hate/prefer is...</i>
je voudrais/j’aimerais +infinitive	<i>I would like</i>

Body parts 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>
pied	<i>foot</i>
la tête	<i>head</i>

Time phrases

Cet été	This summer
Cet hiver	This winter
Depuis	Since/for
Tous les lundis	Every Monday
Pendant	during

Year 8, Assessment Cycle 2 – part 2

Where I live – Ou j’habite

habiter	<i>to live</i>
dans le nord/le sud/l’ouest/l’est	<i>in the north/south/west/east</i>
dans le centre	<i>in the centre</i>
c’est (plus/moins)	<i>it’s (more/less) ...</i>
bruyant/tranquille	<i>noisy/peaceful</i>
désert/peuplé	<i>sparsely/densely-populated</i>
moderne/historique	<i>modern/historic</i>
pittoresque/moche	<i>picturesque/unattractive</i>
plat/montagneux	<i>plat/montagneux</i>
propre/sale	<i>clean/dirty</i>
urbanisé/rural	<i>built-up/rural</i>
vivant/ennuyeux	<i>lively/boring</i>

Daily routine with reflexive verbs

je me réveille	<i>I wake up</i>
je me lève	<i>I get up</i>
je me couche	<i>I go to bed</i>
je m’endors	<i>I go to sleep</i>
je m’habille	<i>I get dressed</i>
je me douche	<i>I have a shower</i>
je me lave	<i>I wash</i>
je me brosse les dents	<i>I brush my teeth</i>
je m’occupe des animaux	<i>I look after the animals</i>

Time (24-hour clock) – L’heure

à sept heures	<i>at 7 am</i>
à dix heures quinze/trente/quarante-cinq	<i>at 10.15/30/45 am</i>
à midi	<i>at midday</i>
à treize heures	<i>at 1 pm</i>
à vingt et une heures	<i>at 9 pm</i>
À minuit	<i>at midnight</i>

Daily routine with reflexive verbs

je quitte la maison/le collège	<i>I leave the house/school</i>
je rentre à la maison	<i>I go home</i>
je vais au collège	<i>I go to school</i>
je prends le petit déjeuner	<i>I have breakfast</i>
je mange	<i>I eat</i>
je travaille dans le jardin	<i>I work in the garden</i>
je fais mes devoirs	<i>I do my homework</i>
je regarde la télévision	<i>I watch television</i>
je vais au lit	<i>I go to bed</i>

Past activities – Activités au passé

je suis parti(e)	<i>I left</i>
je suis arrivé(e)	<i>I arrived</i>
je suis allé(e)	<i>I went</i>

Volunteering - Bénévolat

je vais	<i>I am going</i>
participer à un événement sponsorisé	<i>to take part in a sponsored event.</i>
collecter de l’argent pour une association caritative.	<i>to collect money for a charity.</i>
faire du travail bénévole.	<i>to do voluntary work.</i>
organiser une vente de gâteaux.	<i>to organise a cake sale.</i>
donner des vieux vêtements à la friperie.	<i>to give old clothes to the charity shop.</i>

Year 8 Knowledge Organisers

Geography

KS3 Geography

Y8 Hazardous Earth

Activities	
Spelling Test 1	Spelling Test 2
Create it	Transform it



Learning Log	Crucial Command Word
<ul style="list-style-type: none">IntroductionInside the EarthPlate TectonicsGlobal hazardsNepal EarthquakeIcelandic VolcanoManaging tectonic hazards	<p>Describe To give detail.</p> <p><i>‘Use a case study to describe the impacts of a volcanic eruption or an earthquake’.</i></p> <p>The tectonic plates move between 2-5cm per year. That’s about the same speed at which your fingernails grow!</p>



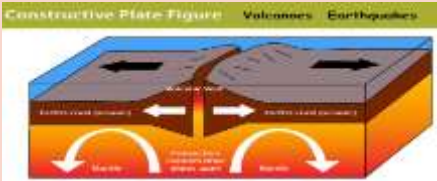
14 Subject Specific Key Terms			
Pangea	A supercontinent which existed on earth. It included all the present continents, which broke up and drifted apart.	Conservative plate margin	Tectonic plate margin where two tectonic plates slide past each other.
Hazard	Something which may potentially harm humans or animals.	Constructive plate margin	Tectonic plate margin where rising magma adds new material to plates that are diverging or moving apart.
Magma	Molten rock below the Earth’s surface.	Destructive plate margin	Tectonic plate margin where two plates are converging or coming together and oceanic plate is subducted. It can be associated with violent earthquakes & explosive volcanoes.
Plate margin	The margin or boundary between two tectonic plates.	Primary effects	The initial impact of a natural event on people and property, caused directly by it, for instance the ground buildings collapsing following an earthquake.
Tectonic Plate	A rigid segment of the Earth’s crust which can ‘float’ across the heavier, semi-molten rock below. Continental plates are less dense, but thicker than oceanic plates.	Secondary effects	The after-effects that occur as indirect impacts of a natural event, sometimes on a longer timescale, for instance fires due to ruptured gas mains resulting from the ground shaking.
Volcano	An opening in the Earth’s crust from which lava, ash and gases erupt.	Immediate responses	The reaction of people as the disaster happens and in the immediate aftermath.
Earthquake	A sudden or violent movement within the Earth’s crust followed by a series of shocks	Long-term responses	Later reactions that occur in the weeks, months and years after the event.

Inside the Earth

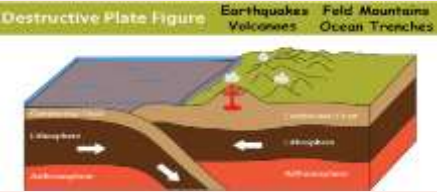


At around 22°C the thinnest layer of the Earth is solid. CRUST	Consists of iron, nickel, sulphur and oxygen. This liquid layer is found 5,150km deep. It is thought to be 4,000-6,000 °C. OUTER CORE
Its temperature ranges from 1,400°C to 3,000°C. It is made up of iron, oxygen, silicon, magnesium and aluminium. The majority of this layer is molten. MANTLE	This layer makes up 80% of the Earth’s structure. MANTLE
The layer beneath the ocean bed is about 8km thick and is mainly made from a rock called basalt. CRUST	A huge solid metal ball of iron and nickel measuring 2,500 km wide. INNER CORE
At 5,000-6,000 °C this part of the Earth is 6,000 times hotter than our atmosphere. INNER CORE	The layer that makes up the land ranges from 8km to 70km thick and is mostly made from a rock called granite. CRUST
This layer is divided up into segments called tectonic plates. These are moving very slowly. CRUST	It is the movement of metals in this layer that creates our Earth’s magnetic field. OUTER CORE

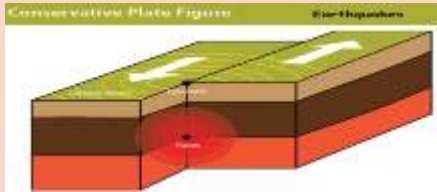
Plate Tectonics



Constructive margins are where two plates are **moving away** from each other. **Magma** (molten rock) **rises** to fill the gap and **cools, creating new crust**.



Destructive margins are where two plates are **moving towards** each other. Where an **oceanic plate** meets a **continental plate**, the denser **oceanic plate is forced down** into the mantle and **destroyed**. This often creates **volcanoes** and **ocean trenches** (very deep sections of the ocean floor where the oceanic plate goes down). When **two continental plates** meet, the plates **collide**, and the ground is **folded & forced upwards** to create **mountain ranges**.



Conservative margins are where two plates are **moving sideways** from each other, or moving in the **same direction** but at **different speeds**. Crust **isn’t created or destroyed**.

Week	Which parts of the knowledge organiser should I use?	Independent Learning	Criteria	Stretch
1	Subject specific key term	Learn the spellings and the definitions of the first 7 subject specific key words.	You will be told the definition and will have to write the correct spelling of the key word.	Can you get all 7 correct? 10 Q points for completing this challenge.
2	Subject specific key term	Learn the spellings and the definitions all 14 subject specific key words.	You will be told the definition and will have to write the correct spelling of the key word.	Can you get all 14 correct? 10 Q points for completing this challenge.
3	Inside the earth	We have explored the earth’s structure. Use the “Inside the earth” section to create a poem about the earth’s structure.	You must use all of the red key words. You must identify the correct order of the layers somewhere in your poem. You may use colours and pictures to decorate your poem.	can you include some figures in your poem? 10 Q points for completing the challenge.
4	Crucial command word	We have explored our case studies. Explore the question in the crucial command word box. Answer the question using a range of images.	You must refer to Nepal’s earthquake. you cannot write full sentences. you cannot use more than 10 words.	can you used less than 5 words to accompany you images? 10 Q points for completing this challenge.
5	Inside the earth and Plate tectonics	Sketch your own diagram of the different tectonic plates, use the image in “inside the earth”. Use the “plate tectonics” section to help you label each arrow correctly.	Sketch the continents. Sketch the plate boundaries. Draw the correct arrows to show the movement of the plates. Label the arrows of the constructive plate boundaries. Label the arrows of the destructive plate boundaries. Label the arrows of the conservative plate boundaries.	Can you find the names of 3 tectonic hazards which have occurred on destructive plate boundaries? Label them correctly on your map. 10 Q points for completing this challenge.
6	SHOW AND TELL PROJECT			

Year 8 Knowledge Organisers

Music



The Power of Music *Performing Popular Music*

Name five different genres of music:

Genre	What it sounds like.
.....	
.....	
.....	
.....	
.....	

Name five sections in a song:

Structure	The sections in a song
Eg. <i>Chorus</i>	A section that repeats at different point throughout the song.
.....	
.....	
.....	
.....	
.....	

Draw a flow chart for either one of your performances, include, names of performers, sections of the song, instruments, dynamics and tempo.

Key Word Definitions:

Dynamics	
Fortissimo	
Forte	
Piano	
Pianissimo	
Tempo	
Presto	
Moderato	
Grave	
Texture	
Melody	
Chord	
Bassline	
Harmony	

Write down the notes in each chord:

Chord name	Notes in the chord
C Major	
G Major	
A Minor	
F Major	
C ⁷	
G ⁷	

Year 8 Knowledge Organisers

History



Key words and definitions

Industrial	The use of machines to manufacture goods on a large scale.
Revolution	A fast and dramatic change.
Raw Materials	Materials used to make other materials eg. Wood, coal, iron etc.
Manufacturing	Making goods to sell.
Factory	A large building containing the machines to manufacture goods.
Cottage Industry	Before work was carried out in factories it was done in people's homes.
Wages	The money earned from working.
Urbanisation	When people move to the city from the countryside.
Innovation	A new idea or product.

Did Everyone Benefit from the Industrial Revolution?

The Industrial Revolution happened between 1750 and 1900. These things changed:

Agriculture	New methods allowed farmers to grow more food than ever before. Selective breeding was introduced so livestock got bigger. Less people were needed to work on farms, so they moved to the cities.
Industry	New machines were invented to mechanise the process of manufacturing goods. More products could be made faster and for less money. Companies made big profits and employed lots of people to maintain the machines.
Cities	Hundreds of thousands of families left the countryside to work in factories in the cities. These cities grew massively and became more polluted and cramped.
Transport	New ways of transporting goods and people were developed. This was to get raw materials to factories quickly and to get manufactured products out to customers quickly. Canals, trains and road were developed and improved during this time.

Key inventions

Steam Engine	Thomas Newcomen invented a steam engine to pump out water from coal mines. It boiled water using coal to move pistons.
Power Loom	In 1785 Edmund Cartwright invented a machine to weave cotton and wool very quickly. This moved production out of cottages and into factories.
Bessemer Steel Process	In 1856 Henry Bessemer invented his converter to make excellent quality steel in Sheffield.
Locomotive	Stephenson's rocket was the first train used to carry passengers between Liverpool and Manchester.

Did Everyone Benefit from the British Empire?



Timeline of the British Empire

1607	Founding of Jamestown, the first successful British colony in America
1608	Founding of the East India Company. They would go on to control large parts of trade in India.
1733	The Boston Tea Party. American settlers began to rebel against British rule.
1750	French surrender Quebec (Canada) to Britain.
1776	American declaration of Independence. America is no longer a colony.
1784	The British government takes control of the East India Company.
1786	Captain Cook lands in Australia.
1787	The transporting of British criminals to Australia begins.
1807	British ships banned from trading slaves.
1833	Slavery banned in all British colonies.
1884	The Berlin Conference took place. European nations agreed which parts of Africa they would each colonise.

Summary

The British Empire was a collection of colonies which were ruled over by Britain. It began in the 16th Century and by 1914 the British Empire contained over 400 million people. Roughly containing a quarter of all the world's land, it is the largest empire the world has seen.


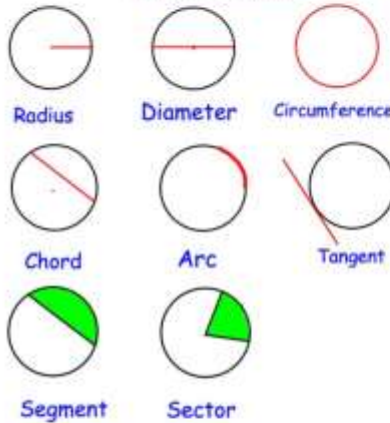

Key Words and Definitions

Empire	A group of countries, people or land ruled by one single country.
Colony	A country that is part of the empire
Imperialism	The process of extending a country's power and influence through getting lots of colonies
Revolution	To overthrow the government
Trade	Buying and selling goods.
Raw Materials	Materials that have not been changed by man.
Manufactured Goods	A man-made object using raw materials.
Infrastructure	The basic buildings and structures needed for a country to run.
Transportation	British prisoners were sent to Australia in the 19 th Century.
East India Company	The private company which traded in India. It was taken over by the British government and controlled huge amounts of India.


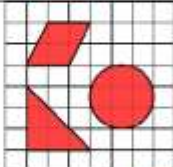

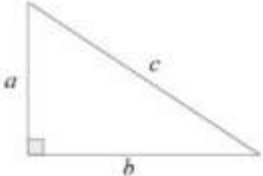
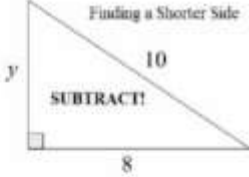
Year 8 Knowledge Organisers

Maths

Circles, Pi and Pythagoras

Topic/Skill	Definition/Tips	Example
1. Circle	A circle is the locus of all points equidistant from a central point.	
2. Parts of a Circle	<p>Radius – the distance from the centre of a circle to the edge</p> <p>Diameter – the total distance across the width of a circle through the centre.</p> <p>Circumference – the total distance around the outside of a circle</p> <p>Chord – a straight line whose end points lie on a circle</p> <p>Tangent – a straight line which touches a circle at exactly one point</p> <p>Arc – a part of the circumference of a circle</p> <p>Sector – the region of a circle enclosed by two radii and their intercepted arc</p> <p>Segment – the region bounded by a chord and the arc created by the chord</p>	<p>Parts of a Circle</p> 
3. Area of a Circle	$A = \pi r^2$ which means 'pi x radius squared'.	If the radius was 5cm, then: $A = \pi \times 5^2 = 78.5\text{cm}^2$
4. Circumference of a Circle	$C = \pi d$ which means 'pi x diameter'	If the radius was 5cm, then: $C = \pi \times 10 = 31.4\text{cm}$
5. π ('pi')	Pi is the circumference of a circle divided by the diameter. $\pi \approx 3.14$	

Circles, Pi and Pythagoras

6. Perimeter	<p>The total distance around the outside of a shape.</p> <p>Units include: <i>mm, cm, m</i> etc.</p>	<p>8 cm</p>  <p>5 cm</p> <p>$P = 8 + 5 + 8 + 5 = 26cm$</p>
7. Area	<p>The amount of space inside a shape.</p> <p>Units include: <i>mm², cm², m²</i></p>	
8. Area of a Rectangle	<p>Base x Height</p>	<p>9 cm</p>  <p>4 cm</p> <p>$A = 36cm^2$</p>
9. Pythagoras' Theorem	<p>For any right angled triangle:</p> $a^2 + b^2 = c^2$  <p>Used to find missing lengths. a and b are the shorter sides, c is the hypotenuse (longest side).</p>	<p>Finding a Shorter Side</p>  <p>$a = y, b = 8, c = 10$</p> $a^2 = c^2 - b^2$ $y^2 = 100 - 64$ $y^2 = 36$ $y = 6$

MathsWatch References and Worksheet Links:

52 – Perimeters

53 – Area of a Rectangle

116 – Circle Definitions

117 – Area of a Circle

118 – Circumference of a Circle













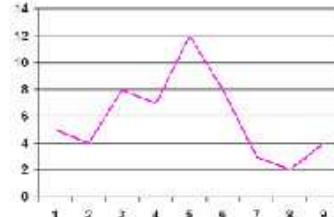
150a – Pythagoras' Theorem (A Simple Approach)

150b – Pythagoras' Theorem (An Algebraic Approach)

Record Breaking and Personal Challenge

Topic/Skill	Definition/Tips	Example
1. Types of Data	<p>Qualitative Data – non-numerical data</p> <p>Quantitative Data – numerical data</p> <p>Continuous Data – data that can take any numerical value within a given range.</p> <p>Discrete Data – data that can take only specific values within a given range.</p>	<p>Qualitative Data – eye colour, gender etc.</p> <p>Continuous Data – weight, voltage etc.</p> <p>Discrete Data – number of children, shoe size etc.</p>
2. Mean	Add up the values and divide by how many values there are.	<p>The mean of 3, 4, 7, 6, 0, 4, 6 is</p> $\frac{3 + 4 + 7 + 6 + 0 + 4 + 6}{7} = 5$
3. Median Value	<p>The middle value.</p> <p>Put the data in order and find the middle one.</p> <p>If there are two middle values, find the number half way between them by adding them together and dividing by 2.</p>	<p>Find the median of: 4, 5, 2, 3, 6, 7, 6</p> <p>Ordered: 2, 3, 4, 5, 6, 6, 7</p> <p>Median = 5</p>
4. Mode /Modal Value	<p>Most frequent/common.</p> <p>Can have more than one mode (called bi-modal or multi-modal) or no mode (if all values appear once)</p>	<p>Find the mode: 4, 5, 2, 3, 6, 4, 7, 8, 4</p> <p>Mode = 4</p>
5. Range	<p>Highest value subtract the Smallest value</p> <p>Range is a 'measure of spread'. The smaller the range the more <u>consistent</u> the data.</p>	<p>Find the range: 3, 31, 26, 102, 37, 97.</p> <p>Range = $102 - 3 = 99$</p>

6. Frequency Table	A record of how often each value in a set of data occurs .	<table><tr><th>Number of marks</th><th>Tally marks</th><th>Frequency</th></tr><tr><td>1</td><td> </td><td>7</td></tr><tr><td>2</td><td> </td><td>5</td></tr><tr><td>3</td><td> </td><td>6</td></tr><tr><td>4</td><td> </td><td>5</td></tr><tr><td>5</td><td> </td><td>3</td></tr><tr><td>Total</td><td></td><td>26</td></tr></table>	Number of marks	Tally marks	Frequency	1		7	2		5	3		6	4		5	5		3	Total		26
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1		7																					
2		5																					
3		6																					
4		5																					
5		3																					
Total		26																					
7. Bar Chart	<p>Represents data as vertical blocks.</p> <p>x – axis shows the type of data</p> <p>y – axis shows the frequency for each type of data</p> <p>Each bar should be the same width</p> <p>There should be gaps between each bar</p> <p>Remember to label each axis.</p>	<table><thead><tr><th>Number of pets owned</th><th>Frequency</th></tr></thead><tbody><tr><td>0</td><td>3</td></tr><tr><td>1</td><td>8</td></tr><tr><td>2</td><td>12</td></tr><tr><td>3</td><td>1</td></tr><tr><td>4</td><td>2</td></tr></tbody></table>	Number of pets owned	Frequency	0	3	1	8	2	12	3	1	4	2									
Number of pets owned	Frequency																						
0	3																						
1	8																						
2	12																						
3	1																						
4	2																						
8. Pie Chart	<p>Used for showing how data breaks down into its constituent parts.</p> <p>When drawing a pie chart, divide 360° by the total frequency. This will tell you how many degrees to use for the frequency of each category.</p> <p>Remember to label the category that each sector in the pie chart represents.</p>	<p>If there are 40 people in a survey, then each person will be worth $360 \div 40 = 9^\circ$ of the pie chart.</p> <table><thead><tr><th>Sport</th><th>Degrees</th></tr></thead><tbody><tr><td>Football</td><td>144°</td></tr><tr><td>Netball</td><td>80°</td></tr><tr><td>Hockey</td><td>60°</td></tr><tr><td>Tennis</td><td>40°</td></tr><tr><td>Squash</td><td>36°</td></tr></tbody></table>	Sport	Degrees	Football	144°	Netball	80°	Hockey	60°	Tennis	40°	Squash	36°									
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9. Pictogram	<p>Uses pictures or symbols to show the value of the data.</p> <p>A pictogram must have a key.</p>	<p>Black   </p> <p>Red   </p> <p>Green   = 4 cars</p> <p>Others    </p>
10. Line Graph	<p>A graph that uses points connected by straight lines to show how data changes in values.</p> <p>This can be used for time series data, which is a series of data points spaced over uniform time intervals in time order.</p>	

MathsWatch References and Worksheet Links:

15 – Tally Charts and Bar Charts

62 – Averages and the Range

63 – Data (Discrete and Continuous)

64 – Vertical Line Charts

127a – Venn Diagrams (Introduction)

128a – Pie Charts

128b – Stem and Leaf Diagrams

129 – Scatter Diagrams