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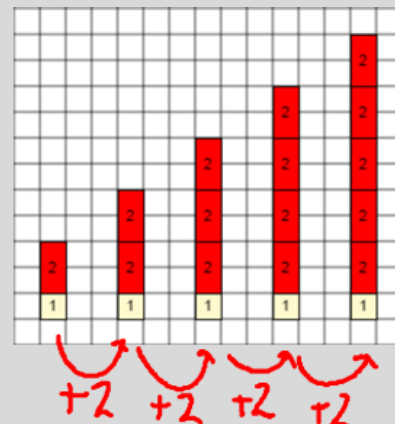
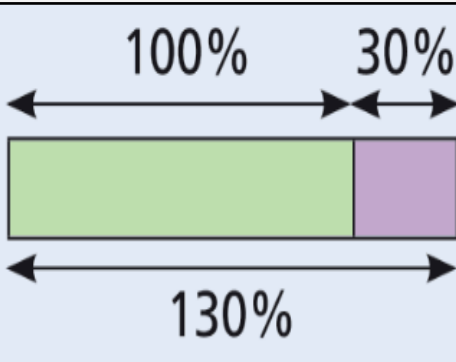
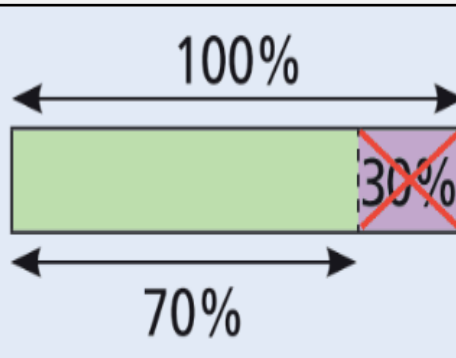
Year 8 Knowledge Organiser Term 4




(1) Inference	(2) Common Methods 2	(3) Tense
<p>Inference: The ideas you infer/work out from reading something; what the text makes you think of; the connotations of a text.</p> <p><i>Examples:</i> <i>The man was crying therefore he must be upset about something.</i> <i>The black sky hung overhead: ‘Black’ and ‘hung’ have connotations of death.</i></p> <p>Connotations: What a word makes you think of.</p> <p><i>Examples: The colour red has connotations of anger, danger, love, passion...</i></p>	<p>Hypophora: When you ask a question and then immediately answer it yourself. <i>Example: Do you want to succeed? Of course you do!</i></p> <p>Personification: A type of metaphor which gives human actions to non-human things. <i>Example: The tree waved its arms in the wind.</i></p> <p>Anaphora: Repeating the same word or phrase at the start of consecutive sentences. <i>Example: Imagine a world where... Imagine if you... Imagine...</i></p> <p>Pathetic fallacy: The use of the weather or nature to indicate a mood or to foreshadow a future event. <i>Example: A thunder storm might reflect a character's anger.</i></p> <p>Sibilance: The repetition of the ‘S’ sound in consecutive words. A type of alliteration. <i>Example: The snake silently slithered towards its prey.</i></p>	<p>Verbs come in three tenses: past, present and future.</p> <p>Past tense: Writing as though something has already happened. <i>Example: I handed my homework in <u>yesterday</u>.</i></p> <p>Present tense: Writing as though it is happening now. <i>Example: I <u>am</u> doing my English homework.</i></p> <p>Future tense: Writing as though it is about to happen. <i>Example: I <u>will</u> do my homework as soon as I get home.</i></p>
(4) Direct Speech	(5) Structure Vocabulary	(6) Compound Sentences
<p>Direct speech: The words said out loud by a character in a book, clearly punctuated using speech marks ""</p> <p><i>Example: "You'll never guess what I've just seen!"</i></p> <p>Rules to remember:</p> <ul style="list-style-type: none">· Each new character's speech starts on a new line.· Speech is opened and closed with speech marks.· Each line of speech starts with a capital letter.· The line of speech ends with a comma, full stop, exclamation mark or question mark <u>inside</u> the speech marks. <p>A reporting clause can be used to say who speaks and when. It can appear before or after the speech. <i>Examples: "You'll never guess what I've just seen!" exclaimed Jane.</i> <i>Jane said "You'll never guess what I've just seen!"</i></p> <p>Be clear about the difference between speech “ ” and quotation ‘ ’ marks (for showing evidence from a text you have read).</p>	<p>Writers think carefully about the structure of their writing in order to engage the reader or audience or to express certain ideas.</p> <p>Opening: The first part of a text, used to spark the interest of the reader, usually with dramatic events or an exciting setting.</p> <p>Shift: A change in the time, setting, mood or character.</p> <p>Ending: The final part of a text, often a resolution of events, sometimes with surprising or unexpected outcomes.</p> <p>Cyclical: A text which ends where it started (goes round in a cycle).</p> <p>Parallels: Two parts of a text which are very similar in structure to create a link.</p> <p>Cliff-hanger: A dramatic ending where the story is left incomplete and the reader is left wondering.</p> <p>Flashback/Flashforward: The events of a text move backwards or forwards in time.</p>	<p>Compound sentence: A sentence with two main clauses (<i>simple sentences</i>) joined together by a conjunction (<i>connective</i>).</p> <p>You can use the acronym <i>FANBOYS</i> (<i>for, and, nor, but, or, yet, so</i>) to remember the conjunctions.</p> <p><i>Examples:</i> <i>I finished reading my book <u>and</u> I decided to write a review for it.</i> <i>I wanted to go to the theme park <u>but</u> the weather was dreadful.</i></p>



Revise the content in each box every week. Then, complete your homework on Educake. www.educake.co.uk

(1) Key Terms		(2) n th Term	(3) Generate Terms in a Sequence
Sequence	A list of numbers or items in a given order that follow a rule.	<p>Find the nth term of the sequence</p> <p>3, 5, 7, 9, 11</p> <p>+2 +2 +2 +2</p> <p>2n + 1</p> <p>In the sequence 2n+1, the number in front of the variable is the constant difference.</p> 	<div>$4n - 11$<p>1st term: $n = 1$ $4 \times 1 - 11 = 4 - 11 = -7$</p><p>2nd term: $n = 2$ $4 \times 2 - 11 = 8 - 11 = -3$</p><p>3rd term: $n = 3$ $4 \times 3 - 11 = 12 - 11 = 1$</p></div> <p>Each term of any sequence can be generated by substituting 1,2,3... in place of 'n'.</p>
Decimal Multiplier	Calculates a percentage of an amount or percentage change with one single multiplication.		
n th term	A sequence written as an algebraic rule, e.g $2n + 1$.		
Linear Sequence	A sequence whose terms are changing by a constant difference, e.g 3, 7, 10...		
Non-Linear Sequence	A sequence whose terms are <u>not</u> changing by a constant difference, e.g 1, 4, 9...		
(4) Laws of Indices		(5) Percentage Increase and Decrease	(6) Percentage Profit or Loss
<p>Law 1 — When multiplying numbers with the same base add the indices.</p> <p>$h^5 \times h^3 \times h = h^{5+3+1} = h^9$</p>		<div><p>100% 30%</p><p>130%</p></div> <p>A 30% percentage increase. Find 30% and then add it on to the original amount. Use a decimal multiplier of x 1.3.</p>	<p>Profit is when you buy something and sell it for more money.</p> <p>Percentage profit = $\frac{\text{profit}}{\text{original}} \times 100$</p> <p>Cost price £160 Selling price £200 Profit = £200 - £160 = £40 Percentage profit = $\frac{£40}{£160} \times 100\% = 25\%$</p> <p>You can calculate percentage loss too.</p> <p>Percentage loss = $\frac{\text{loss}}{\text{original}} \times 100$</p>
<p>Law 2 — When dividing numbers with the same base subtract the indices.</p> <p>$y^8 \div y^5 = y^{8-5} = y^3$</p>		<div><p>100% 30%</p><p>70%</p></div> <p>A 30% percentage decrease. Find 30% and then subtract it from the original amount. Use a decimal multiplier of x 0.7.</p>	
<p>Law 3 — When raising a power to a power multiply the indices.</p> <p>$(a^5)^3 = a^{5 \times 3} = a^{15}$</p>			



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(1) Biology—Genetics

DNA Structure:

- Double Helix.
- Complementary base pairs, A-T and C-G.

Natural Selection Process (sometimes called ‘survival of the fittest’)

- **Mutations** occur randomly, which are changes in the DNA base sequence.
- This causes genetic **variation** within a species.
- The organisms that are best adapted to their environment **survive**.
- This means they are able to **breed**, and **pass on their genes**.

Gene banks

- To prevent species going extinct, scientists can keep records of genetic information called gene banks.

(2) Biology—Other Key Vocabulary

Inheritance—When genes are passed on from parents to offspring.

Characteristic—How an organism looks or behaves.

DNA—A polymer that carries genetic information.

Gene—A section of DNA that codes for a particular characteristic/protein.

Chromosomes—Coiled strands of DNA that are stored in the nucleus of cells.

Mutation—A change in the DNA base sequence.

Natural selection—The process which organisms change over time.

Extinction—Where there are no more living individuals of a particular species anywhere in the world.



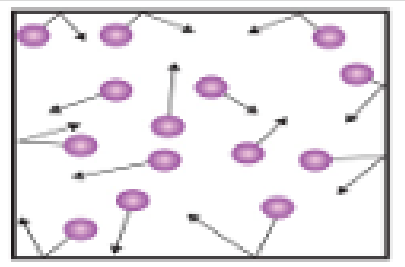
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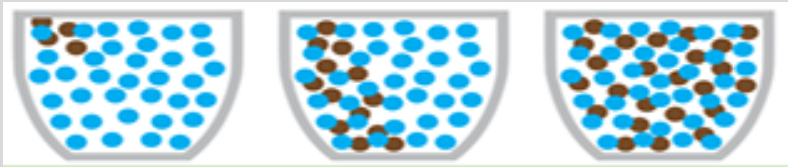
Trinity TV > Year > Subject

(3) Chemistry—Diffusion and Gas Pressure

Gas Pressure—This is caused by particles of gas colliding and exerting a force on a surface, e.g. the inside of a container.



Diffusion—This is when particles spread from an area of high concentration to an area of low concentration along a concentration gradient.



Brownian Motion—The random movement of particles in a liquid or gas (fluid).

(4) Chemistry—Density

Density—A measure of how much space (volume) particles take up.

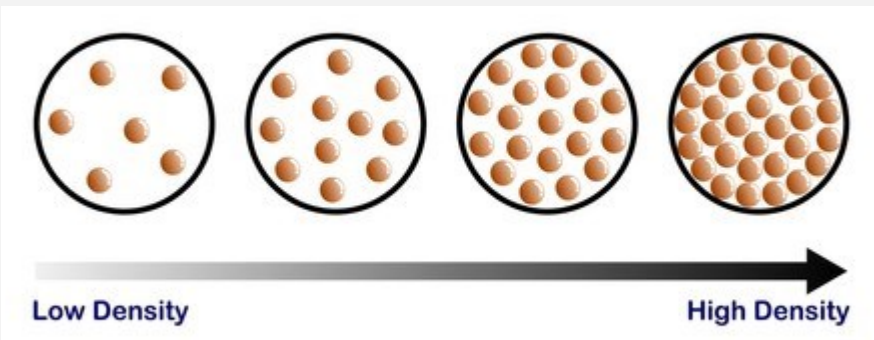
When a liquid evaporates, particles move further apart from one another because the same number of particles will now take up a larger amount of space. This means that the density has decreased.

Density (g/cm³) = mass (g) ÷ volume (cm³)

Density (kg/m³) = mass (kg) ÷ volume (m³)

ECSSU Reminder

E—Equation
C—Conversion
S—Substitute
S—Solve
U—Units



(5) Physics—The Eye

Retina—The light sensitive part of the eye. It absorbs light waves and turns these into an electrical impulse which travels to the brain along the optic nerve.

Optic Nerve—Carries the electrical impulses from the eye to the brain.

Cornea—The protective outer layer of the eye.

Pupil—A hole, allowing light to pass into the eye.

Iris—A muscle that is able to contract and relax to control the amount of light entering the eye.

Lens—The jelly-like substance that focuses light into the eye.

Light—A **transverse** wave that travels in straight lines at a speed of 300 000 000m/s.

Light doesn’t need particles to travel—it can travel through a **vacuum**. White light is made up of a **spectrum** of colours from high **frequency** violet to low frequency red.

Objects appear different colours because they **reflect** different colours of light.

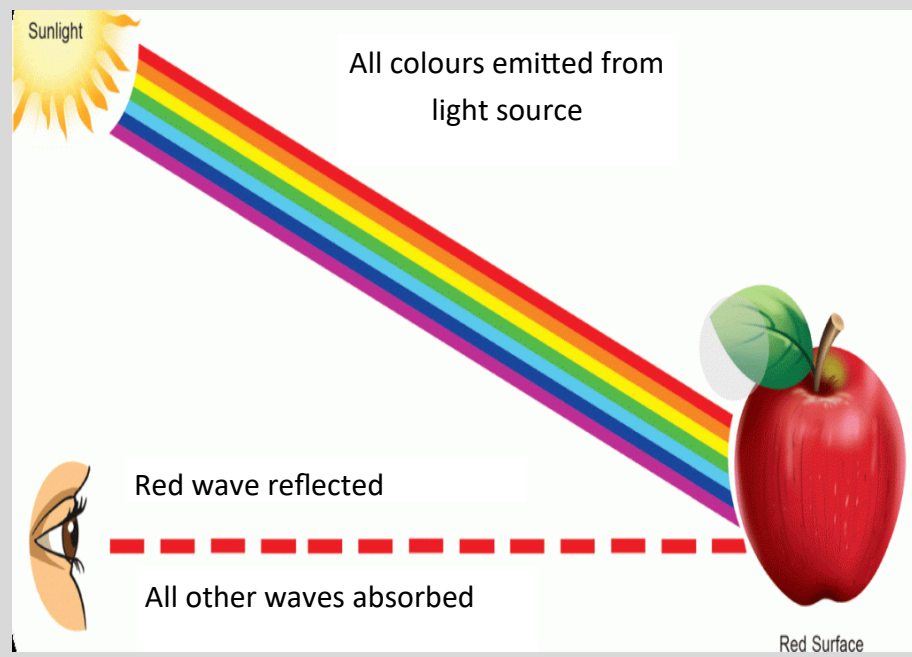
Primary colours of light—red, green and blue.

Secondary colours—magenta, cyan, yellow.

(6) Physics—Seeing Colour

Objects appear different colours because they **reflect** different colours of light. We see the colour of light reflected into our eyes. All other colours are absorbed.


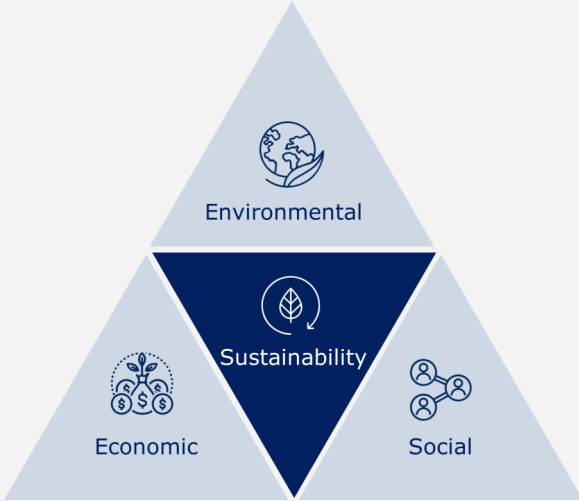

Objects appear white because they **reflect** all colours. Objects appear black because they **absorb** all colours.



How sustainable is South America?

Year 8 Term 4



(1) Keywords		(2) Where is South America?	(3) What is sustainability?
Sustainability	The ability to meet the needs of today, without compromising the ability of future generations to meet their needs.		<p>For something to be sustainable, it must:</p> <ul style="list-style-type: none">Not harm the planet (environment).Not be too expensive (economic).Not be harmful to people (social). <p>It must also last long into the future (meeting the needs of future generations).</p> <p>It is important to achieve a balance between social, economic and environmental factors for something to be sustainable.</p> 
Favela	An area of informal housing on the edge of a city.		
Quality of Life	The standard of health, comfort and happiness experienced by people.		
Rural-Urban Migration	People moving from the countryside to live in the city.		
Indigenous Tribes	Distinct cultural and social groups of people native to a place.		
Biodiversity	The variety of plant and animal life in a particular habitat.		
Ecotourism	A type of travel that aims to conserve the environment.		
Cattle Ranching	The industry of raising cattle e.g. cows to sell for meat.		
(4) How sustainable are South American cities?		(5) How sustainable is South American rainforest?	(6) How do I conduct a fieldwork investigation?
<p>Some cities in South America are unsustainable because:</p> <ul style="list-style-type: none">Air pollution causing health problems.Rapidly increasing population from migration.High crime rate from drug gangs. <p>Some cities in South America are becoming more sustainable because:</p> <ul style="list-style-type: none">Public transport e.g. cable cars.Bike routes.Electric vehicles.More green spaces in cities.Recycling schemes.		<p>The Amazon Rainforest must be protected because:</p> <ul style="list-style-type: none">It is home to 30% of the world's species.400 indigenous tribes live there.It helps reduce the effects of climate change. <p>It is being deforested at an unsustainable rate.</p> <p>Cattle ranching is the reason for 80% of the deforestation in the Amazon. The effects of this are:</p> <ul style="list-style-type: none">340 million tons of carbon are released every year.It creates 8.7% of Brazil's GDP. <p>Ecotourism is a sustainable way to make money in the Amazon rainforest. The benefits are:</p> <ul style="list-style-type: none">Local people can work in this industry.People around the world learn how to protect the rainforest.People are encouraged to protect the rainforest to encourage visitors.	<p>There are six stages to a fieldwork enquiry. They are:</p> <ol style="list-style-type: none">Introduction and planning.Data collection.Data presentation.Data analysis.Conclusions.Evaluation. 



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How was morale built on the Homefront in World War Two?

Year 8

Term 4



(1) Causes of World War Two

- Hitler came to power in Germany in 1933 and began to expand the German empire.
- Chamberlain attempted to pursue a policy of **appeasement** to give into Hitler's demands to avoid war. In **March 1938**, Hitler's Germany invaded **Austria**. Chamberlain allowed this to happen.
- Germany invaded Poland on 1 September 1939. On 3 September, Britain declared war on Germany.

3 September	Britain declares war on Germany.
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Appeasement	The attempt by Chamberlain to keep Hitler happy in order to try and avoid war.
Morale	The confidence and enthusiasm shown by a person or group of people at a particular time.

(2) Evacuation of Dunkirk

- Operation Dynamo was launched to save **338,000** men trapped at Dunkirk. Despite saving over a third of a million men, Dunkirk was a military disaster.
- Churchill declared that Britain would never surrender to Hitler and insisted Britain would bounce back.



29 May 1940	The evacuation of Dunkirk begins.
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(3) The Blitz

- People were warned of air raids using sirens. Air raid shelters were built and blackouts were enforced.
- The Blitz lowered morale because 32,000 people were killed.



7 September 1940	The London Blitz starts and lasts for 8 months.
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The Blitz	The Blitz was heavy and frequent bombing attacks.
Homefront	The people who stay in their own country during a war.

(4) Evacuation

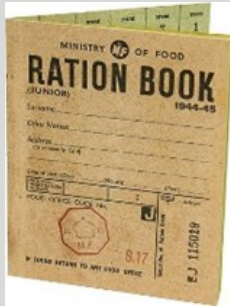
- Children were evacuated from industrial cities to the countryside.
- Many children stayed with middle and upper class families who were shocked by the conditions of people arriving from industrial cities.



1st September 1939	Children, mothers of children under 5 and teachers start to be evacuated.
Operation Pied Piper	The mass evacuation (1.5 million) of school children, mothers with children under five, and pregnant women from cities to the countryside to avoid air raids.

(5) Rationing

- To make the British weak, the Germans tried to cut off supplies of food and other goods by using submarines to attack British ships.
- Every member of the public was issued with a Ration Book. These contained coupons which allowed you to buy goods.



7 January 1940	Basic food rationing is introduced in Britain.
1954	Rationing was officially ended.
Rationing	Where goods are limited.

(6) Halifax in World War Two

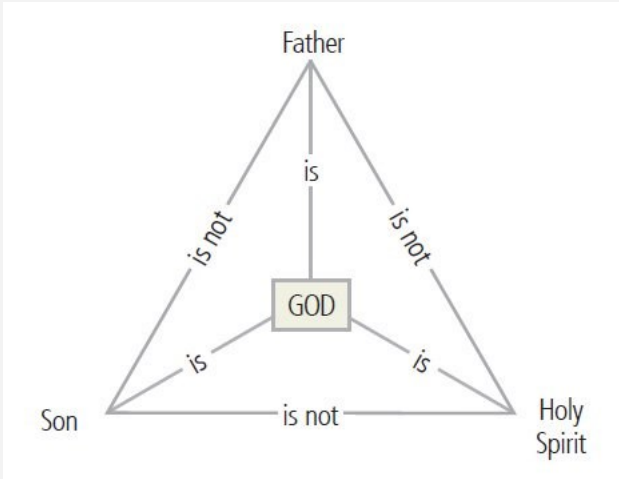
- Halifax was relatively safe during World War Two.
- People in Halifax had more food than some of the cities like London.
- Many people were evacuated to Halifax to escape the bombing that was happening in the larger cities.




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(1) Keywords		(2) What are the Natures of God?		(3) The Persons of The Trinity	
Worship	A way of showing admiration and adoration for God.	Keyword	Meaning	 <p>The Father: The creator of life, all mighty & omnipotent. The Son: Refers to Jesus, God incarnated. The Holy Spirit: The guidance in life, omnipresent.</p>	
The Trinity	The three persons of the Christian God: Father, Son & Holy Spirit.	Omnipotent	Powerful		
Nicene Creed	A quote created by the Nicene council to describe the persons of the Trinity.	Omnibenevolent	All Loving		
Incarnate	God in human form—Jesus in God incarnate.	Omnipresent	Always there		
Pentecostal	Worship that emphasises the presence of the Holy Spirit.	Omniscient	All knowing		
Parable	A story Jesus taught, with a moral meaning.	Merciful	Forgiving		
(4) How is each person of The Trinity worshipped?		(5) Lords Prayer & Nicene Creed		(6) Parables	
Person	Worship	<p>Lords Prayer</p> <p>“Our Father in heaven, hallowed be your name, your Kingdom come, your will be done, on earth as in heaven. Give us today our daily bread.</p> <p>Forgive us our debts, as we also have forgiven our debtors. Lead us not into temptation, but deliver us from the evil one.</p> <p>For the kingdom, the power, and the glory are yours now and forever.</p> <p>Nicene Creed</p> <p>We believe in one God, the Father, the Almighty, maker of heaven and earth. We believe in one Lord, Jesus Christ, the only Son of God, eternally born of the father. We believe in the Holy Spirit, the giver of life, who proceeds from the Father and the Son.”</p>		<p>Parable of the Good Samaritan</p> <p>A man going from Jerusalem to Jericho is attacked by robbers who strip him and beat him. A priest and a Levite pass by without helping him. But a Samaritan stops and cares for him, taking him to an inn where the Samaritan pays for his care.</p> <p>Parable of the Sheep and Goats</p> <p>This parable strongly encourages Christians to take action to help those in need. In this parable, Jesus makes it clear that to get to heaven you must help people in need.</p>	
The Father	Christians will pray to him, to thank him for his creation of the world.				
The Son	Christians will celebrate Christmas and Easter, as these remember his birth and his resurrection.				
The Holy Spirit	Christians will go to Pentecostal church and sing, dance and speak in tongue with the Holy Spirit guiding them.				



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Trinity TV > Y7 > Religious Studies > Term 3

Week 1 - Computer Systems

Core Knowledge

- A **programmable device** that takes in data, processes it, and then outputs as information.
- **General purpose computers** are devices that have a variety of uses.
- **Embedded systems** are specialised that can perform a limited number of actions.
- **Computers** work due to combination of **hardware** and **software** components.
- **Operating systems** allow interactions between software and hardware.

Key Literacy Computer

Definition - A programmable device that takes in data, processes it and then outputs as information.

Associated terms - Machine, Device, Mobile Phone, Network, Virtual Reality, Networking.

- I use my **computer** to do homework and research for school.
- My **computer** has a powerful processor, which makes it great for gaming.

Week 2 - CPU

Core Knowledge

- **Modern computers** use the Von Neumann Architecture that allows store and run programs.
- **The control unit** runs the instructions and communicates with the other components.
- **Arithmetic Logic Unit (ALU)** calculates the logic operations that are required.
- **Clock** is used to regulate the number of cycles carrier out per second.
- **Registers** in the CPU: Memory Address Register, Memory Data Register, Current Instruction Register, Program Counter, Accumulator.
- **A CPU Bus** transports data between components inside the processor and memory.

Key Literacy CPU

Definition - The central processing unit, is a large chip inside the computer. It is the brains of the computer; it controls everything.

Associated terms - Processor, Clock Speed, Cores, Cache, Overclocking.

- In our computing class, we learned about the CPU and its role in running software and handling data.
- The processor's clock speed determines how quickly a computer can process data and run applications.

Week 3 - FDE Cycle

Core Knowledge

- **Fetch** - Instructions are loaded into the random access memory before the processor starts running the program.
- **Decode** - Binary representation of an instruction needs to be decoded before it is executed.
- **Execute** - Instructions are executed and the control unit will communicate with other components in which order to be executed for the instructions to work.

Key Literacy Fetch– Decode-Execute Cycle

Definition - The fetch-decode-execute cycle describes the basic operations of modern computers.

Associated terms - Programme Counter, Memory, Opcode, Instructions.

- The Fetch-Decode-Execute Cycle is a series of steps that a CPU goes through to carry out program instructions.
- The CPU's efficient execution of the Fetch-Decode-Execute Cycle is key to the speed and functionality of a computer.

Week 4 & 5 - Main Memory & Secondary Storage

Core Knowledge: Main Memory

- **Random Access Memory** is volatile and data is lost when the power is switched off.
- **Read Only Memory** is non-volatile that the memory is not lost when the power is switched off.
- **Cache** improves the performance of a computer system by saving frequently used instructions.
- **Solid State** storage has no moving parts, and is very expensive that can also be called flash memory.
- **Optical Storage** is used to distribute media and software such as movies or video games.
- **Magnetic Storage** is the oldest form of storage and is stored in series as polarized dots.

Key Literacy Memory

Definition - Memory, also known as primary storage, is used by a computer to store data and instructions.

Associated terms - Choices, Decision, Creation, Options, Independent.

- There is a selection of chocolate.

Week 6 & 7 - Optical / Magnetic Storage & Understanding Binary

Core Knowledge: Optical & Magnetic Storage

- **Optical Storage** utilises discs with a reflective surface to store data.
- Optical devices use **light** to store data. A **laser** burns marks into the reflective surface of the disc. These marks are called **PITS** and the gaps are called **lands**.
- **Magnetic Storage** uses discs but sections of the material are magnetised and demagnetised to represent data.
- **Factors** when **comparing storage devices**: Cost, Capacity, Access speed, durability, reliability, portability.

Core Knowledge: Understanding Binary

- **Binary system** is also known as 'base 2' as there are only two digits to select from (1 & 0) and data is converted using the power of two.
- **BIT table** : 128, 64, 32, 16, 8, 4, 2, 1.

Key Literacy Binary

Definition - Binary is a number system that only uses two digits: 1 & 0.

Associated terms - Bit, Byte, Binary System, Binary Arithmetic, Binary Logic.

- The **binary** system is a base-2 numbering system used in computing, as opposed to the decimal system, which is base-10.
- A bit is the smallest unit of data in **binary** code, representing a single binary digit, either 0 or 1.

Week 8 - Logic Gates

Core Knowledge

- **Three fundamental logic gates** : AND, OR, NOT.
- **Logic gates** switch on and off, depending on the input that been provided and the type of gate being used. If the inputs evaluate to **True**, then the electrical current flow through the gate. If the inputs evaluate to **False**, then the electrical current flow through will be stopped.
- **Logic Circuits** used a combination of logic gates.
- **Truth tables** are used to plan the different inputs for a logic gate or logic circuit and show the different outputs.

Key Literacy Logic Gates

Definition - A logic gate is an electronic component that performs a specific Boolean operation on one or more input signals to produce an output signal, which is determined by a set of logical rules.

Associated terms - Truth Table, Boolean Logic, AND Gate, OR Gate, NOT Gate.

- Logic gates are used in various computing and electronics applications, such as microprocessors, memory units, and control systems.
- Boolean logic is a mathematical system used to manipulate binary data using logical operators like AND, OR, NOT, XOR, and XNOR.




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Week 1 and 2 Vocabulary				Week 3 and 4 Vocabulary				Week 5 and 6 Vocabulary															
Week 1: en casa at my house hay there is/are no hay there isn't / aren't		Week 2: el armario wardrobe el escritorio desk el estante shelf el lavabo wash basin (sink) el refrigerador fridge el sillón armchair el sofá sofa el televisor T.V los pósteres posters la bañera bath la cama bed la cómoda chest of drawers la consola games console la ducha shower la lavadora washing machine la pared wall la silla chair la tina bath la ventana window		Week 3: en in delante de in front of detrás de behind entre between debajo (de) under(neath) encima de on al lado de next to a la derecha de to the right of a la izquierda de to the left of enfrente de opposite lejos de far (from) cerca de close (to)		Week 4: tan.....como as...as menos...que less...than más...que more...than Bonito beautiful (m) Bonita beautiful (f) Cómodo comfortable (m) Cómoda comfortable (f) Acogedor cosy (m) Acogedora cosy (f) Grande big Hermoso pretty (m) hermosa pretty (f) Moderno modern (m) Moderna modern (f) Nuevo new (m) nueva new (f) Pequeño small (m) Pequeña small (f)		Week 5: Key Phonics <table><tr><th>Looks like:</th><th>Sounds like:</th></tr><tr><td>qu</td><td>k</td></tr><tr><td>v</td><td>b</td></tr><tr><td>j</td><td>h</td></tr><tr><td>ca / co / cu</td><td>ka / ko / koo</td></tr><tr><td>ce / ci</td><td>theh / thee</td></tr></table> Remember: the letter ‘h’ at the be- ginning of a word is always SILENT .		Looks like:	Sounds like:	qu	k	v	b	j	h	ca / co / cu	ka / ko / koo	ce / ci	theh / thee	Week 6: Vivo I live Viví I (have) lived voy a vivir I’m going to live Es it is Fue it was Será it will be ayer yesterday mañana tomorrow esta mañana this morning esta tarde this afternoon el año pasado last year el año que viene next year la semana pasada last week la semana que viene next week	
Looks like:	Sounds like:																						
qu	k																						
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Week 1 and 2 Grammar				Week 3 and 4 Grammar				Week 5 and 6 Grammar			
Possession in Spanish To say ‘my’, ‘your’ or ‘his/her’ you need to use the correct possessive determiner depending on if you are describing something masculine , feminine or plural . Careful: if you want to say that someone owns something you need to use ‘de’ and change word.				Prepositions Prepositions describe where someone or something is: El mercado está detrás del restaurante. The market is behind the restaurant. When using prepositions that take ‘de’ after them, we use masculine / feminine / plural: De + el = del, e.g la bolera está al lado del supermercado. De + la = de la e.g. la piscina está enfrente de la bolera. De + los = de los e.g. la cocina está al lado de los servicios.				Comparatives and superlatives: To compare things in Spanish we use: Másque- More than Menos....que - Less than Tan.....como - As...as Es más inteligente que yo. - He is more clever than me. Es tan rápida como yo. - She is as fast as me. An exception is: Mejor que - better than Peor que - worse than			
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