



The John of Gaunt School
A Community Academy

Name

TG

Year 8

Knowledge Organisers

Term 3 -2026

Year 8 Art and Design Knowledge Organiser: Food

Using Acyclic Paints- You will be experimenting with acrylic paints this term. Here are some top tips to help you get prepared. You can also watch this beginners guide -

<https://www.youtube.com/watch?v=cSvIm0vTnK8>

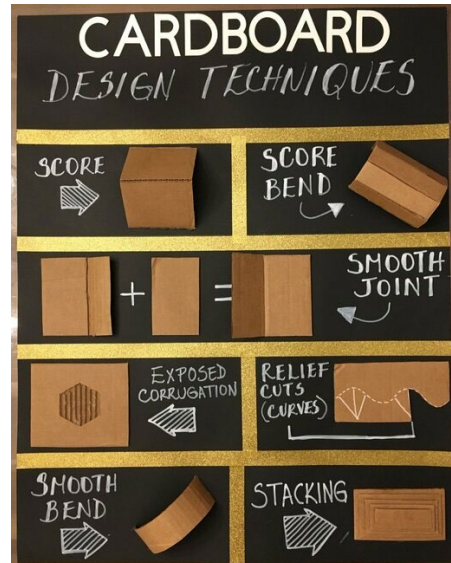
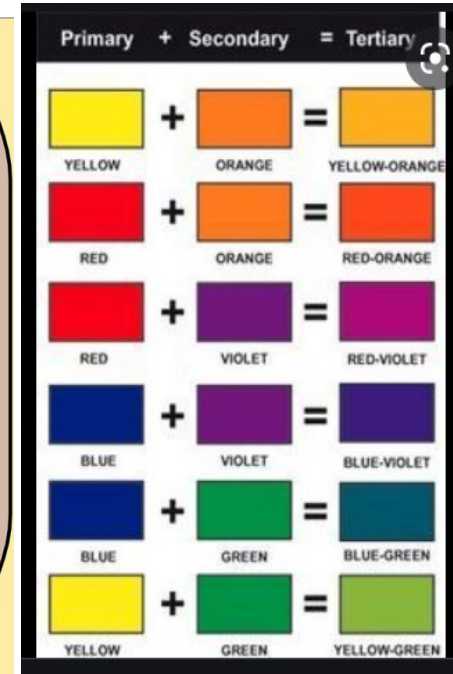
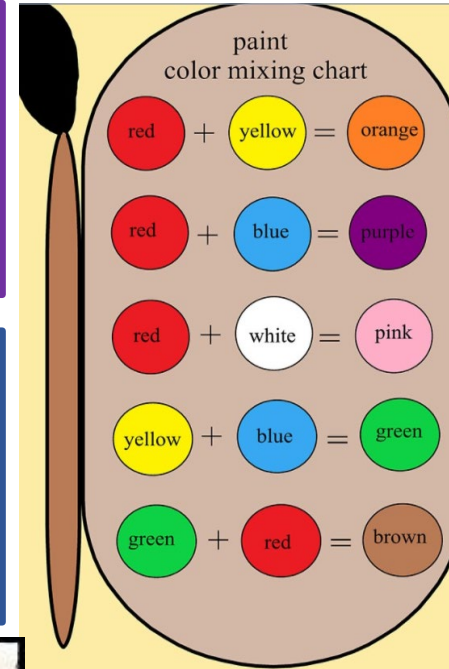
1. You need to work quickly with acrylics as the drying time is fast.
2. If you make a mistake you can paint over it when the paint has dried.
4. A little paint goes a long way so don't take too much!
5. You need to refresh your colour theory knowledge so that you can mix the colours you need.
6. Wash brushes carefully- if paint dries on them they are ruined.



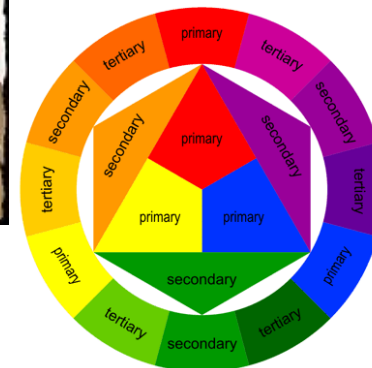
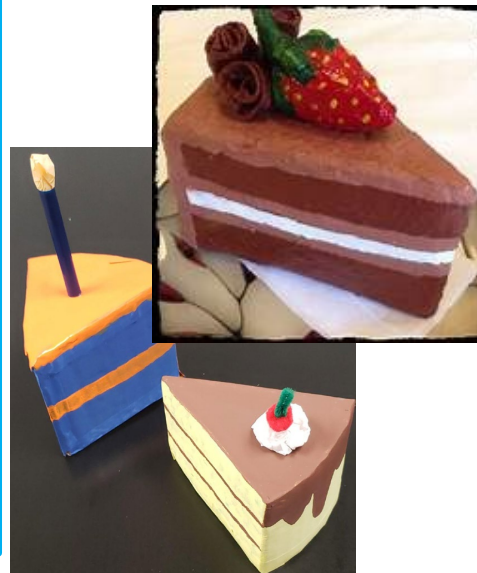
Colour Mixing- You will be doing lots of colour mixing using acrylics! This mini guide will help you to mix the correct colours....

Colour Theory

The colour wheel reminds you of the relationship between primary, secondary and tertiary colours



You will modelling a 3D slice of cake using the work of Monami Ohno as inspiration. We will be experimenting with cardboard modelling techniques to add textures and details to you cakes.



- 3 Primary colours – Red, yellow and blue. They can not be made with mixing other colours.
- 3 secondary colours – Orange, green and purple. They can be made by mixing 2 primary colours.
- Tertiary colours and made from mixing a combination of the primary and secondary colours.
- There are harmonious colours which sit next to each other on the wheel.
- There are also complementarity colours which are opposite each other on the wheel.

Career readiness means being prepared to succeed in the world of work — not just having a job, but being ready to grow, learn, and thrive in a career. It's about having the skills, knowledge, and attitudes that employers look for. The activities below are to help you reach career readiness.

Term 1 	Creating the life you want Creating goals	Creating the life you want workbook Creating the life you want ppt Creating the life you want vision board	These are the tasks on unifrog and the suggested time when to do them. You are given the title of the resources so that you can find them yourself but they will appear on unifrog. You will get an email notification. The tasks are tracked. The activities include the teacher powerpoint, which gives suggestions. Sometimes, it might be good to do the activity with a friend or parent so that you can share ideas. The powerpoints are designed for a class of 30 pupils and have the teacher notes to help you. When working on your own, it will take 15 – 30 mins for the activities and longer for the thinking. Create a folder in which to save your worksheets.
	What does success mean to me? Examining how success can be measured	What does success mean to me workbook What does success mean to me ppt	
Term 2 	Careers and the climate Looking at green jobs and the sustainable sector	Careers and the climate workbook Careers and the climate ppt	
	Interests profile Using interests and hobbies to identify possible careers	Using the interests profile	
Term 3 	Careers and subjects quiz: sustainability Exploring the subjects tool, creating favourites and doing career courses.	Careers and subjects quiz sustainability	
	How to use the activities tool Adding an activity	How to use the activities tool Adding an activity ppt	
Term 4	Competencies and aiming high Learning about goal setting	Competencies II aiming high workbook Competencies II aiming high ppt	
Term 5 	Careers and subjects quiz: sustainability Exploring the subjects tool, creating favourites and doing career courses.		
Term 6 	Introduction to the courses tool	Careers quiz careers and the Courses tool ppt	
	Complete a course using the courses tool		

Computer Science

Reliability

In order to determine whether or not a website is reliable and trustworthy, we need to evaluate the information we are given. We need to check the following:

1. How professional does it look?
2. Is the information provided of good quality? (spelling, detail etc.)
3. Do all links work?
4. Is it "Up-To-Date"? (is there an article published / updated date?)
5. Is the URL reliable? (does the main web address relate to the website content)
6. Is the information backed up by other websites?

Fact or Fake News

Sometimes people act too hastily – they respond in anger for example, or they share posts or tweets written by someone they don't know and cannot substantiate.

It's possible to accidentally post 'fake news' or rumours that might hurt someone or cause a problem somewhere.

"Fake News" is a type of journalism or propaganda that consists of deliberate misinformation or hoaxes spread via traditional print and broadcast news media or online through social media.



What is eSafety?

eSafety is the process or steps that need to be taken to stay safe online.

Top 5 tips for keeping safe online:

1. Be careful what you share
Once something is online, it's out of your control. If you don't want your parents or teachers to see it, don't post it.
2. Don't meet people you don't know in person
Even if you get on with them online, you never know who they really are.
3. Use a complex password
It should be hard for other people to guess your password and it's a good idea to change it regularly.
4. Check your privacy settings
Check who can see what you post and whether your accounts are public or private.
5. Talk about it
If you see something online that makes you upset or uncomfortable, talk to an adult you trust.

Key Vocab

E-Safety – Fact or Fiction

Word	Definition
Cyberbullying	The bullying of another person using the internet, mobile phones and other digital devices, with the intent to deliberately upset them.
Internet Browser	A software application used to locate and display web pages
Spoof Website	The act of creating a website, as a hoax, with the intention of misleading readers that the website has been created by a different person or organisation
Search Engine	A program that searches for and identifies items in a database. Used especially for finding sites on the world wide web
Search	To look for information. In this case on the internet
Internet	A global computer network providing a variety of information and communication facilities
Reliability	Ability to be relied on or depended on, as for accuracy, honesty, or achievement.
Password	A string of characters that allows access to a computer system or service
Digital Footprint	The trail you leave behind on the internet when you visit different pages
Website	A set of related web pages located under a domain name

Passwords:

Passwords Do

- DO share your password only with your parents.
- DO create passwords with at least eight characters.
- DO use combinations of letters, numbers, and symbols.
- DO change your password regularly – at least every six months.

Passwords Don't

- DON'T give a password to anyone else – not even your friends.
- DON'T use passwords that are easy for people you know to guess, like your nickname or your pet's name.
- DON'T use any private information in your password.
- DON'T use a word in the dictionary as a password.

a) gRe@tjob	Strong	Weak
b) Luv2sw!m	Strong	Weak
c) anna99	Strong	Weak
d) June11998	Strong	Weak

What is a digital footprint?

Everyone leaves a digital footprint behind when they have been using the internet. Whenever you go online your computer is given a special number to identify it. This can be tracked to see what websites you have been visiting.



Use Common Sense!

Passwords should NOT have private information in them, like your:

- Full (first and last) name
- Date of birth
- Mother's maiden name
- Street address
- School name or school address
- Credit card numbers
- Phone numbers
- Social Security number

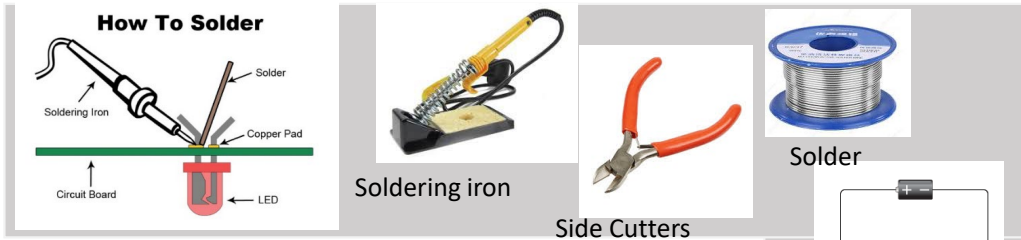
More info can be found here:

Try some of the site below:

- BBC Webwise (<https://www.bbc.co.uk/bitesize/topics/z3tbwmn/articles/zgwnsbk>)
- <https://www.bbc.co.uk/bitesize/guides/zrvvt39/revision/10>
- Fact or Fake. <https://www.bbc.co.uk/bitesize/tags/zr2yscw/fact-or-fake/1>

DESIGN TECHNOLOGY YEAR 8 MODULE 3 Electrical circuits

Soldering is a process in which two or more metal items are joined together by melting and then flowing a filler metal into the joint—the filler metal having a relatively low melting point. **Soldering** is used to form a permanent connection between electronic components.

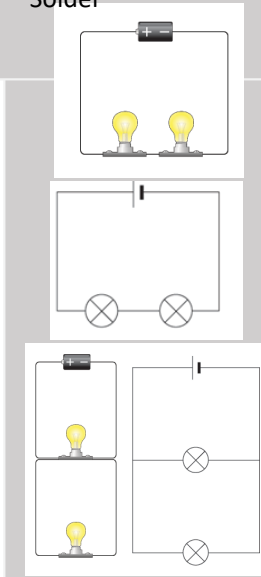


Series Circuits

Components that are connected one after another on the same loop of the circuit are connected in series. The current that flows across each component connected in series is the same.

The circuit diagram below shows a circuit with two bulbs connected into a series.

Q1, If one lamp breaks or is removed, what will happen to the other bulb?



Parallel Circuits

Components that are connected on separate loops. The current is shared between each component connected in *parallel*.

The total amount of current flowing into the junction is split across each component and is equal to the total current flowing throughout the circuit.

The diagram shows a circuit with two lamps connected in parallel.
Q2, If one lamp breaks, what happens to the other lamp?

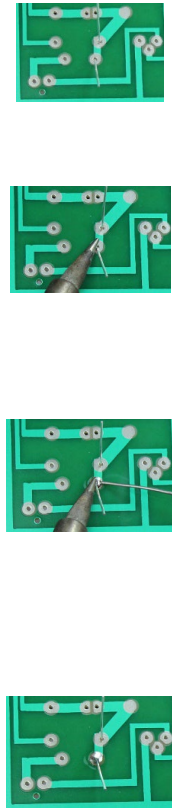
Step 1: Mount The Component – Begin by inserting the component into the holes of the circuit board. Flip the board over and bend the leads outward at a 45° angle. This will help the component make a better connection with the copper pad and prevent it from falling out while soldering.

Step 2: Heat The Joint – Turn your soldering iron and allow it to get hot. At this point, touch the tip of the iron to the copper pad and the component lead at the same time. You need to hold the soldering iron in place for 3-4 seconds in order to heat the pad and the lead.

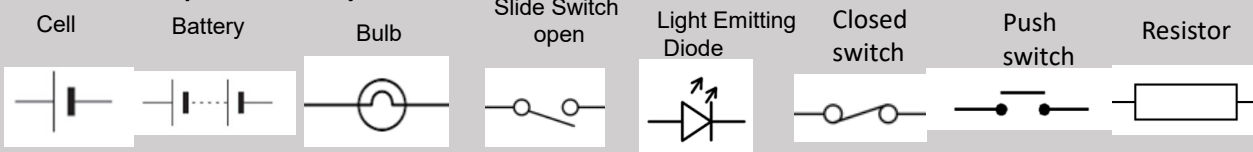
Step 3: Apply Solder To Joint – Continue holding the soldering iron on the copper pad and the lead and touch your solder to the joint. **IMPORTANT** – Don't touch the solder directly to the tip of the iron. You want the joint to be hot enough to melt the solder when it's touched. If the joint is too cold, it will form a bad connection.

Step 4: Snip The Leads – Remove the soldering iron and let the solder cool down naturally. Don't blow on the solder as this will cause a bad joint. Once cool, you can snip the extra wire from leads.

A proper solder joint is smooth, shiny and looks like a volcano or cone shape. You want just enough solder to cover the entire joint but not too much so it becomes a ball or spills to a nearby lead or joint.



Electronic components and symbols



Extension Task

Find and explain other electronic components and their circuit symbols.

Drama

1. Demonstrate understanding of how drama can be developed
2. Apply physical and vocal skills to a performance
3. Evaluate your own work and the work of others

Key Knowledge

Word	Definition
Audience Awareness	Understanding your audience's needs, interests and perceptions to ADAPT how you communicate with them.
Reaction in Role	How a character responds to another characters' words/actions and therefore how that impacts the choices you make as an actor.
Levels	How an actor uses different heights of staging to communicate.
Direction	Where a character is facing and what this communicates.
Tension	The intensity of a moment emotionally/psychologically

Physicality in Performance

Physicality: consider how your choices as an actor can IMPACT how an audience feels about your CHARACTER.

Word	Definition
Facial expressions	Using your face to show emotion
Body language	Using your body to communicate
Gesture	Using your hands to communicate
Posture	How you sit or stand
Eye-contact	Looking another character in the eyes and what that communicates to an audience
Gait	The energy a character moves with
Demeanour	The attitude of your character
Poise	The control/balance your character has
Movement	How your character moves through the space
Stillness	How and when your character chooses to be still and the impact this has on an audience

Key Poets

Grace Nichols: She was born in Guyana in the Caribbean, before moving to the UK to live. She writes about what it was like growing up and how it feels to be far away from home. She explores racial tensions - using Creole and Standard English. She also focuses on the female voice in her poetry.

Maya Angelou: She was a celebrated American story teller, poet and activist. She stood up for justice in her poetry and is viewed as very inspirational. Her poems represent Black beauty, the strength of women, and the human spirit.

Dean Atta: He is one of the most influential LGBT people in the UK - he writes about the themes of gender, identity, sexuality, race and growing up. He is a British poet of Greek Cypriot and Caribbean descent.

Key Vocabulary, Spellings and Definitions

- 1) **Culture** - the ideas and customs (way of life) of a group of people or society.
- 2) **Diversity** - variety and difference.
- 3) **Empower** - make someone stronger and more confident.
- 4) **Immigration** - coming to live permanently in a foreign country.
- 5) **Multicultural** - containing several cultural or ethnic groups in a society.
- 6) **Refuge** - a safe place.
- 7) **Identity** - qualities, beliefs, personality that makes up you as an individual.
- 8) **Community** - a group of people that may live in the same area, they may have similar interests, religion, values.
- 9) **Justice** - fairness in the way people are treated.
- 10) **Inclusive** - not excluding any social groups.

Key Context

1. *'Poets work with the raw materials, and comment on what it is to be human in a way that only humans can.'*
2. Protest poetry has been used throughout history to support movements of social change.
3. It can be a way for people to speak about their experiences and try to convince people to change something in society that the poet is unhappy about.

Key Quotations

1. **Island Man - Grace Nichols** = 'His small emerald island.'
2. **I Come From - Dean Atta** = 'I come from my own pen but I see people torn apart like paper.'
3. **Black Flamingo - Dean Atta** = 'I am the black flamingo...'
4. **Still I Rise - Maya Angelou** = 'You may write me down in history, with your bitter, twisted lies.'

More information/challenge activities can be found on your Unit Cover Sheets.

Food Preparation yr. 8

Nutrients / Nutrition

Key content

Food and drinks provide energy and nutrients in different amounts, they have important functions in the body and people require different amounts during their life.

Nutrients

There are two different types of **nutrients**:

1. **macronutrients**;
2. **micronutrients**.

There are three **macronutrients** that are essential for health:

- carbohydrate; protein; fat.

There are two types of **micronutrients**:

- vitamins; minerals.

Energy

Energy is essential for life, and is required to fuel many different body processes, growth and activities.

These include:

1. keeping the heart beating;
2. keeping the organs functioning;
3. maintenance of body temperature;
4. muscle contraction.

Different people need different amounts of dietary energy depending on their:

age; gender; body size; level of activity; genes.

Key vocab

Word	Definition
Energy	The power the body requires to stay alive and function.
Digestion	The process by which food is broken down in the digestive tract to release nutrients for absorption.
Macronutrients	Nutrients needed to provide energy and as the building blocks for growth and maintenance of the body.
Micronutrients	Nutrients which are needed in the diet in very small amounts,
Nutrients	A substance that provides nourishment essential for the maintenance of life and for growth.
Energy Balance	The number of calories eaten equals the number of calories used. Energy balance is affected by physical activity, body size, amount of body fat and muscle, and genetics.

Energy from food

Energy intake is measured in joules (J) or kilojoules (kJ), but many people are more familiar with the term calories (kcal).

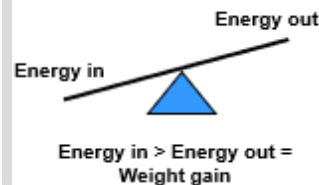
	Energy per 100g
Carbohydrate	16kJ (3.75 kcals)
Protein	17kJ (4 kcals)
Alcohol	29kJ (7kcals)
Fat	37kJ (9 kcals)

Different **macronutrients** provide different amounts of **energy**

Diagrams -



Energy balance
To maintain body weight, it is necessary to balance energy intake (from food and drink) with energy expenditure (from activity).



More info can be found here:

Tasks

1. Create an infographic on either macronutrients or micronutrients. Focus on the definition of each nutrient, recommendations and sources.
2. Draw the digestive system and label each of the body parts and the stages of digestion that occur at each part.
3. Calculate the energy and nutrients provided by a food diary for one or two days using <http://explorefood.foodafactoflife.org.uk> - reflect on the results.

French Term 3 Knowledge Organiser

Verb	Direct Object	Conjunction	Pronoun + verb	Adjective	
<p>J'adore (I love)</p> <p>J'aime beaucoup (I like a lot)</p> <p>J'aime (I like)</p> <p>Je m'entends bien avec (I get along with)</p>	<p>ma mère <i>(my mother)</i></p> <p>ma cousine <i>(my female cousin)</i></p> <p>ma grand-mère <i>(my grandmother)</i></p> <p>ma sœur <i>(my sister)</i></p> <p>ma tante <i>(my aunt)</i></p>	<p>parce qu' (because)</p>	<p>elle est (she is)</p>	<p>belle (beautiful) bête (stupid) forte (strong) gentille (kind) grande (tall) grosse (fat) intelligente (intelligent) jolie (pretty) mince (slim) moche (ugly) paresseuse (lazy) petite (small, short) rigolote (funny) stricte (strict) sympa (nice, friendly) vieille (old)</p>	<p>FEMININE</p>
<p>Je déteste (I hate)</p> <p>Je ne m'entends pas bien avec (I don't get along with)</p> <p>Je n'aime pas (I don't like)</p>	<p>mon père <i>(my father)</i></p> <p>mon bébé <i>(my baby)</i></p> <p>mon cousin <i>(my cousin)</i></p> <p>mon frère <i>(my brother)</i></p> <p>mon grand-père <i>(my grandfather)</i></p> <p>mon oncle <i>(my uncle)</i></p>	<p>parce qu' (because)</p>	<p>il est (he is)</p>	<p>beau (beautiful) bête (stupid) fort (strong) gentil (kind) grand (tall) gros (fat) intelligent (intelligent) joli (pretty) mince (slim) moche (ugly) paresseux (lazy) petit (small, short) rigolo (funny) stricte (strict) sympa (nice, friendly) vieux (old)</p>	<p>MASCULINE</p>


What is development?

Development in Geography is a complex term. Most simply it means people having an acceptable standard of living or quality of life. This is very different around the world.


Measuring development


Development Indicators are used to measure and understand a country's level of development.


Economic indicators

Gross National Income or GNI
 The total amount of money earned by a nation's people and businesses, divided by the total population. This gives a figure in \$US dollars per person, or the average earnings. It is used to measure and track a nation's wealth from year to year.

Social indicators - examples

Infant mortality
 The number of children who die before reaching 1 year old, per 1000 babies born.

Literacy rate
 The percentage of population over the age of 15 who can read and write.

Life expectancy
 The average lifespan of someone born in a country.

Mixed indicators

Human Development Index (HDI)
 The HDI combines three indicators – life expectancy, education (average number of years of schooling) and gross national income.

Reducing the development gap

Aid
 Aid comes in many forms and can help some countries develop **key projects** faster. **Aid** can improve services such as schools, hospitals and roads. Different forms of aid include; **short term, long term, bilateral and multilateral**. HIC's donate billions of \$ in Aid every year to help improve development in LIC's.

Fair trade
 This is a movement where the aims include farmers in LIC's and NEE's getting a fair price for the goods (such as footballs or chocolate) they produce along with better working conditions. The **fair trade** logo is now seen in many places on our supermarket shelves. Fair trade can help the poorest rural communities develop through improving incomes and farming practices.




Year 8 Topic 2 Development & India

Development is globally uneven with most HICs located in Europe, North America and Oceania. Most NEEs are in Asia and South America, whilst most LICs are in Africa. Remember, development can also vary within countries too, as people's quality of life is mainly dependant on income.

Variations in the level of development


LICs or Low Income Countries
 These are the poorest countries in the world, where people have an average income (GNI) of \$1045 or less per person. Most citizens have a poor standard of living and can live in extreme poverty.


NEEs or Newly emerging Economies
 Countries that have begun to experience higher rates of development, industrialisation, increasing incomes and high levels of investment. eg Brazil, Russia, China and India (the BRICS countries). These countries are getting richer.


HICs or High Income Countries
 Countries where people have an average income of \$12,746 or above per person. These countries are wealthy with high standards of living. These countries can invest money in services such as health & Education





Which factors can affect development?

History
 **Colonialism** (the practice of taking full or partial political control over another country, and exploiting it's wealth). helped Europe develop, but slowed down development in many other countries e.g. LIC's in Africa. African countries are still feeling the effects of Colonialism today, as valuable resources such as oil and gold were taken.

Trade
 Wealthy HIC's like Japan and the UK are heavily **industrialised** and produce **manufactured** goods such as cars and computers to trade internationally. LIC's trade more in low value **primary products** such as crops (cotton, sugar, tea) which earn far lower incomes on international trade markets.

Education
 Education creates a **skilled workforce** meaning more goods and services are produced.

Health
 **Lack of clean water** and poor healthcare in LIC's means a large number of people suffer from **diseases**. People who are ill cannot work so there is little contribution to the economy. More money spent on healthcare in HIC's means less spent on development.

Educated people earn more money, meaning they also pay more taxes. This money can help develop the country in the future. Investment in education in LIC's is far higher than in HIC's.

India – History & Physical geography

India, officially the **Republic of India**, is a country in South Asia. It is the second-most populated country in the world with 1.3 billion people. It is the seventh-largest country by land area. India was formally ruled by Britain for almost 200 years before gaining independence from colonial rule in 1947.


India is home to the famous river Ganges The Ganges is a lifeline to millions who live along its course. It is a sacred river and worshipped as the goddess Ganga in Hinduism. The Ganges is threatened by severe pollution from human activities such as industry and sewage. This poses a danger not only to humans but also to animals.







Development in India

Although India has undergone rapid development in the last 20 years, it has big differences in wealth within the country. Generally, the states in the south and west (with the exception of Rajasthan) have a far higher level of development than the states in the north and east. In 2013 India was the seventh richest country in the world. Estimates suggest that it had grown to become the fifth largest economy in 2020 and is predicted to be the third largest world economy after China and the USA by 2025. Although India is an example of a country that has become richer, there is still a great deal of poverty in rural areas.



Urbanisation in India

India's economic development and improvement in living standards, have caused rapid **urbanisation** - This is the process where more and more people live in cities. **Urbanisation** in India has happened very quickly. This has created a skilled workforce creating jobs for example in call centres and software companies. This increases wealth leading to investment in education, health and **sanitation**, reducing disease and **infant mortality** rates. City authorities though struggle to cope with the growth. This can result in a lack of affordable housing, causing migrants from rural areas to live in self built **slums** with no waste disposal, and high incidences of disease. Rapid **urbanisation** also puts pressure on transport systems leading to high levels of urban air and water pollution in Indian cities.

The Stuart Era Timeline

1603 – Elizabeth I dies with no heir so Scottish **Protestant** King James VI become English King James I. The first Stuart king.

1605- Catholic plotters led by Robert Catesby are caught attempting to blow up James I and Parliament

1625- Protestant Charles I becomes king and marries French **Catholic** Henrietta Maria

1626 to 1637 – Charles I rules without Parliament

1634 – 1640 – Charles makes quite **Catholic** changes to the **Protestant** Church – new prayer books and power to bishops

1634-1636 – Charles I orders ALL counties to pay Ship Money

1641 – The Grand Remonstrance – Parliament demands to choose Charles ministers and make Church more **Protestant**. Charles furious.

Jan 1642 – Charles tries to arrest 5 MPs (members of Parliament)

March 1642 – Parliament seizes control of the English Army

June 1642 – 19 Propositions – Parliament demands they must agree on ALL king’s decisions and educating his children. King outraged.

August 1642 – Charles I declares war on Parliament

Aug 1642 – June 1644 = Royalists on top. Victories at Chewton Mendip, Lansdowne Hill (Bath), Bristol and Roundway Down (Devizes).

June 1644 to 1646 = Parliament on top. Victories at Marston Moor and Naseby by Parliament’s New Model Army.

January 1649 – Charles I executed for treason after arranging second Civil War (invasion from Scotland)

***1563-1716** Around 1,000 women were hanged for witchcraft

Challenge yourself to learn more about the Stuart Era:

<https://www.bbc.co.uk/bitesize/guides/zky82hv/revision/1>

Why were people accused of witchcraft?

1. King James I had personal interest (wrote Demonologie in 1597)
2. Chaos, disease and deaths of Civil War led to increased blame of women who acted differently
3. Catholic / Protestant struggles led to suspicion of people who behaved differently
4. Women had lost husbands, sons and brothers in the Civil War so were easy targets for witch-hunters
5. Financial reward (£500?) for convicted witch

How were witches convicted?

1. **Swim-test** – if holy water rejected them = guilty
2. **Prick-test** – if accused didn’t bleed = guilty
3. **Witch’s Marks** – Moles, warts and nipples were said to be used to feed familiars = guilty
4. **Confessions** – Sleep deprivation and threats were made to get confessions
5. **Witnesses** – Gave statements about spells, curses and seeing the witch’s familiars

The Gunpowder Plot 1605

1. **Plotters:** Robert Catesby, Guido Fawkes, Thomas Percy, Robert Winter and 8 others – all **Catholic**
2. **Plan:** Rent cellar under Parliament / Blow up **Protestant** James I + daughter Elizabeth on throne (**Catholic** advisors).
3. **CONSPIRACY?** – How did **Catholics** get 36 barrels of gunpowder? Cellar was rented from friend of Robert Cecil (King James’ chief advisor!). After anonymous letter to Lord Monteagle, cellars not searched for 10 days, why? Plotters caught on 7th November – how did Robert Cecil know where they were?
4. **Outcomes?** Plotters hanged, drawn and quartered. 5th November celebrations (Bonfire Night), Strict Laws against **Catholics** passed.

History – KPI 3: The Stuart Era

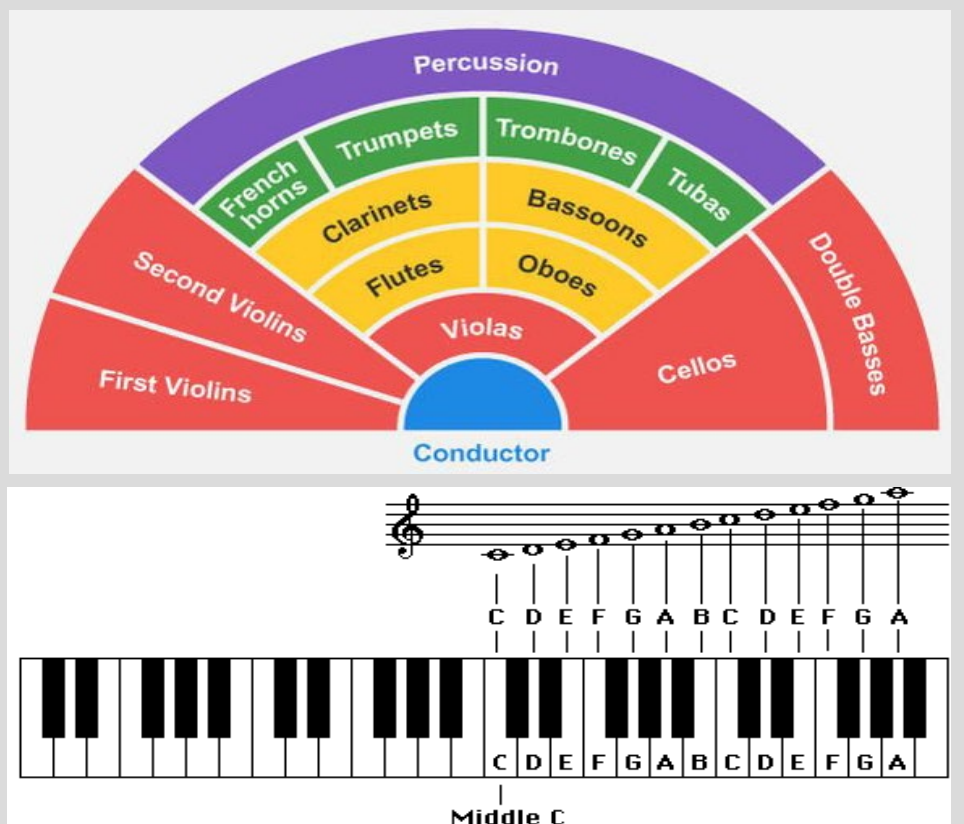
Key term	Definition
Roundhead	Nickname for Parliamentary soldier
Cavalier	Nickname for Royalist soldier
Ship Money	Tax for raising a navy against attack. Usually only for counties near the sea
Civil War	War between two groups in same country
Divine Right	Idea that kings were chosen by God
Star Chamber	King’s personal court of justice
Puritan	Someone with VERY Protestant beliefs
Familiar	Name given to the devil in animal form
Cavalry	Soldiers on horseback
Musketeer	Old name for soldier with a rifle
Grand Remonstrance	Parliament’s FIRST set of demands (choose king’s advisors) – Nov. 1641
19 Propositions	Parliament’s SECOND set of demands (total power to them) – June 1624
The Gentry	Important, powerful, rich landowners
Plunder	To steal from civilians during a war
Tyrant	A cruel leader who rules by force
Sleep-deprivation	Form of torture – allowing no sleep
Witchfinder General	Title used by lawyer Matthew Hopkins during his witch hunts 1645-1647

Music

Key content

Western Classical music is music that is played by orchestral instruments and instruments such as the piano, organ and harpsichord. There are three era's of Western Classical music which we look at: The Baroque Era (1600-1750), The Classical Era (1750-1825) and The Romantic Era (1825-1900).

Diagrams:



Western Classical Music

Key vocab

Word	Definition
Orchestra	A large ensemble split in to four instrumental families: strings, woodwind, brass and percussion. The orchestra is led by a conductor.
Strings	Instruments include: violin, viola, cello, harp
Woodwind	Instruments include: flute, clarinet, oboe, bassoon
Brass	Instruments include: trumpet, cornet, French horn, trombone, tuba
Percussion	Instruments include: timpani, drum kit, triangle, glockenspiel, gong
Pizzicato	String technique where you pluck the strings
Arco	String technique where you use the bow to play the strings
Baroque Era	An era of music from 1600-1750
Classical Era	An era of music from 1750-1825
Romantic Era	An era of music from 1825-1900

More info can be found here: [Listening](#)

Listen to music by the following key composers:

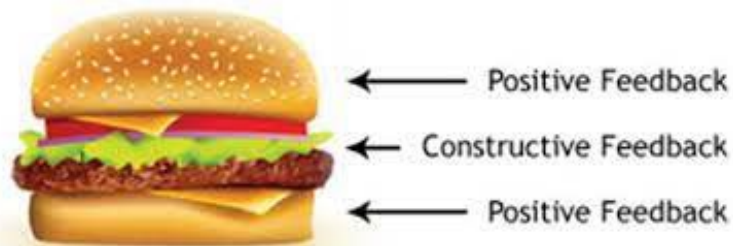
Baroque Era – Bach, Handel, Vivaldi

Classical Era: Beethoven, Haydn, Mozart

Romantic Era: Brahms, Chopin, Tchaikovsky



Try this writing framework to help you give **feedback**:
 (Name), you did really well at because you did Next time try
 as this will help you



Teamwork.

Demonstrate you are able to work with all students to achieve a desired outcome. This can be contributing to tactics, leading an activity and motivating your team mates.



Leadership

- What roles do you demonstrate?
- Are there any areas you can work on?

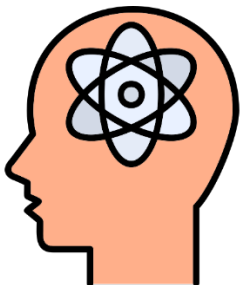
Key Vocab

Word	Definition
Technical	How you do the skill
Tactical	A plan of how to attack or defend including positions of players
Leadership	Leading a group of people
Team Work	A group effort towards a common goal
Feedback	A reaction to a task which will aid improvement
Performance	The action of performing a task

3. SOCIAL ME		
TEAM WORK		
1. BE ABLE TO MAKE EFFECTIVE AND DECISIVE CONTRIBUTIONS IN A COMPETITIVE GAME SITUATION.		
LEADERSHIP		
2. BE ABLE TO LEAD AN INDIVIDUAL OR SMALL GROUP IN AN ACTIVITY OR GAME		
FEEDBACK		
3. BE ABLE TO GIVE TACTICAL FEEDBACK TO SMALL GROUPS WHICH IMPACTS ON PERFORMANCE		

Year 8 Term 3 Philosophy

Key word	Definition
Philosophy	The love of wisdom; the study of big questions about life, truth and how we should live
Philosopher	A person who asks questions about life and thinks carefully about answers
Ethics	The branch of philosophy that studies right and wrong
Epistemology	Study of knowledge; how we know what is true/real
Metaphysics	Study of reality and existence
Logic	A way of thinking carefully and clearly to find out if ideas make sense
Wisdom	Knowing how to make good decisions and understand life deeply
Curiosity	The desire to learn, explore and ask questions about the world
Free Will	The idea that people can make their own choices instead of everything being decided for them
Justice	Fair treatment of people and making choices that are right for everyone
Truth	What is real or accurate
Question	A sentence that asks something; in philosophy, questions help us think about important ideas



Key Content:

Philosophy is a word from Greek that means “love of wisdom.” Philosophers are people who ask big questions about life, truth, and how we should live. In many ways, philosophy is about curiosity—the same curiosity you feel when you wonder “why?”

Philosophy has been around for thousands of years in places like Greece, India, and China. The questions it asks are still important today, such as:

- What is right and wrong?
- How do we know what is true?
- What makes a good life?

Philosophers don’t usually do experiments like scientists. Instead, they think carefully, use logic, and talk with others to explore ideas.

There are different branches of philosophy. **Ethics** asks about right and wrong—for example, should you return money you find on the ground? **Epistemology** is about knowledge—how do you know what’s real? **Metaphysics** looks at big mysteries like time, existence, or the universe itself.

Philosophy isn’t just for old books or famous names like Socrates or Confucius. You do philosophy whenever you wonder about fairness, friendship, or even superheroes’ choices.

Philosophy matters because it helps us think clearly, listen to different views, and make better choices. Philosophers don’t always agree, but asking questions is how we grow wiser.

In the end, philosophy is less about having all the answers and more about learning to wonder. And if you’ve ever asked “why?”, you’re already a philosopher.

Subject: Physics

Topic: Electricity and Magnetism

Key content

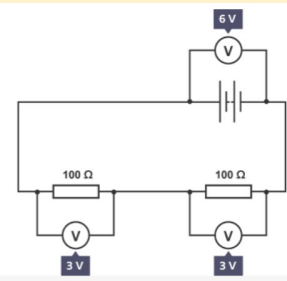
Current is the same.

Potential difference is shared.

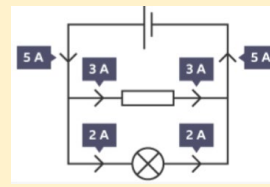
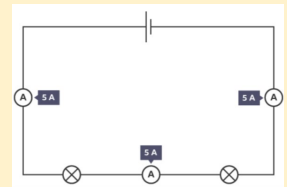
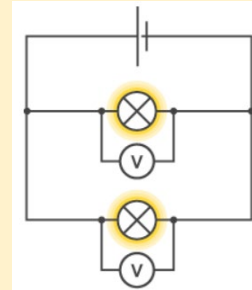
Current is the shared.

Potential difference is the same across branches.

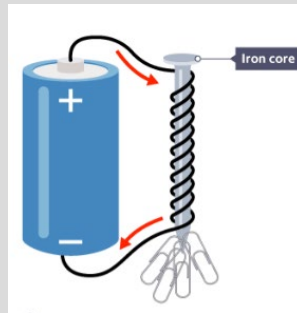
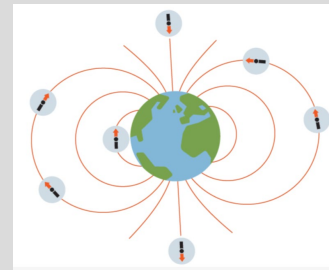
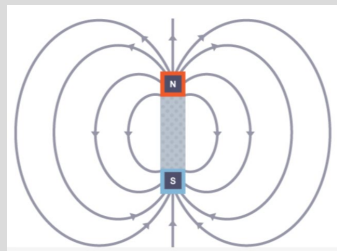
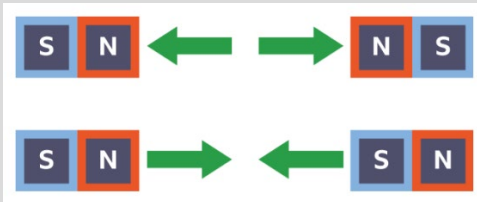
Series Circuits



Parallel Circuits



Diagrams:



Key vocab

Word	Definition
Current	The flow of charge through a circuit
Potential difference	The energy per unit charge transferred by the circuit
Resistance	The opposition to a flow of current through a circuit
(Electrical) Power	The energy transferred per second by a circuit
Permanent magnet	A material that always has a magnetic field around it
Induced magnet	A material that becomes magnetic and gains a magnet field when in the presence of another magnet
Attraction	The force felt by two magnets pulling on each other, when two opposite poles are facing
Repulsion	The force felt by two magnets pushing on each other, when similar poles are facing

More info can be found here:

<https://www.bbc.co.uk/bitesize/topics/zgy39j6>

<https://www.bbc.co.uk/bitesize/topics/zrvbkqt>

**SPANISH - LAS VACACIONES - HOLIDAYS
PRETERITE (PAST) TENSE**

Hace dos años Two years ago	Irlanda Ireland	España Spain	con mi familia with my family	en avión by plane	en una caravana in a caravan
El año pasado Last year	Grecia Greece	Alemania Germany	con mis padres with my parents	en autobús by bus	en un chalet in a villa
El verano pasado Last summer		los Estados Unidos (EE.UU.) The United States (U.S.A.)	con mis abuelos with my grandparents	en autocar by coach	en un apartamento in an apartment
El mes pasado Last month	México Mexico	Italia Italy	con mis tíos with my uncle and aunt	en coche by car	en un hotel in a hotel
La semana pasada Last week	Bélgica Belgium	Gales Wales	con mis amigos/as with my friends	en tren by train	en una pensión in a bed and breakfast
Ayer Yesterday	Marruecos Morocco	Escocia Scotland	con mi clase with my class	en barco/ferry by boat/ferry	en un camping in a campsite
	Japón Japan	Turquía Turkey	con mi instituto with my school	en un crucero on a cruise ship	con mis parientes with my relatives
Me gustó I liked it	(no) era it was (not)	limpio clean	incómodo uncomfortable	ruidoso noisy	fácil easy
No me gustó I didn't like it		sucio dirty	cómodo comfortable	interesante interesting	difícil difficult
Me encantó I loved it	(no) había there was/were (not)	porque because	barato cheap	relajante relaxing	emocionante exciting
Lo pasé bomba I had a blast		ya que because	caro expensive	tranquilo quiet/peaceful	divertido fun
		dado que because	una playa a beach	una zona de spa a spa area	mucha gente lots of people
			un campo de fútbol a football pitch	una sala de juegos a games room	mucho que hacer lots to do
			un restaurante a restaurant	una piscina a pool	muchos excusiones lots of trips
			una tienda a shop	un parque temático a theme park	
			un parque acuático a water park	un parque temático a theme park	

LAST PAGE