Year 8 Knowledge Organisers

Half Term 3

January-February 2026

BLESSED TRINITY RC COLLEGE

Topic Overviews for

Half Term 3

English	A Midsummer Night's Dream
Maths	Symmetry and reflection Area, volume and density Equations and inequality Percentages Indices
Science	Space Earth Chemistry
RE	The Kingdom of God
History	The British Empire
Geography	Global resources Africa
MFL	Spanish - clothes French – film and TV
Computing	Python programming
Music	Syncopation in Reggae
Art	Still life
PE	Rotation – Basketball, badminton, football, Gymnastics, handball, health related fitness, hockey, rounder's rugby, table tennis, athletics, cricket

Year 8 AMND Knowledge Organiser

English

Plot Summary

Act 1: **Hermia** and **Lysander** love each other but are not allowed to marry so decide to run away to the forest to get married in secret. **Demetrius** wants to marry **Hermia**. **Helena** loves **Demetrius**. They follow **Hermia** and **Lysander** into the forest.

Act 2: In the forest, Oberon and Titania are arguing. Oberon sees **Demetrius** and **Helena** arguing and commands Puck to use the potion on the Athenian man to make him fall in love with **Helena**. However, the first Athenian man Puck sees is **Lysander**, so he puts the love potion on him. **Lysander** falls madly in love with **Helena**.

Act 3: Puck sees Bottom in the forest and transformed his head into a donkey's head. He puts the love potion on Titania, who falls in love with Bottom. Puck puts the love potion on **Demetrius** so that he falls in love with **Helena**. As a result, both men love **Helena** so there is chaos. Puck eventually drops a herb in **Lysander's** eyes to put him back to normal.

Acts 4 and 5: Oberon finds Titania and Bottom and decides that he has had enough fun. Puck drops a herb in her eyes, she wakes and leaves with Oberon. The lovers return to Athens where Bottom and the other actors perform their play at the wedding of the three happy couples: Theseus and Hippolyta, **Lysander** and **Hermia** and **Demetrius** and **Helena**.

Tasks:

Create a context storyboard. (peer-assessed)

Characterisation (Helena). (exit ticket).

Write a PEED/PETERC in response to the question, 'How does Shakespeare create disorder/confusion in this scene?' (self-assessed).

Write an article for the 'Athens Times' reporting on the weddings that occur. (teacher-marked).

Theseus
The duke of Athens. He is a strong and strict ruler of the city.

Hippolyta
Theseus's bride. She was a fearless warrior.

Egeus
Hermia's stubborn father who wants her to marry Demetrius or be put to death.

Hermia
Egeus's daughter who is in love with Lysander.

Lysander
He is in love with Hermia and runs away to the forest with her.

Demetrius
He wants to marry Hermia and is disgusted by Helena's love for him.

Helena
Hermia's friend who is desperately in love with Demetrius.

Oberon
The king of the fairies who controls the love potion.

Titania
The fierce queen of the fairies who falls in love with Bottom when the love potion is put on her.

Bottom
A weaver and actor who has his head turned into a donkey. Titania falls in love with him when she is under the love potion's influence.

Puck
Oberon's mischievous servant who puts the potion on people's eyes

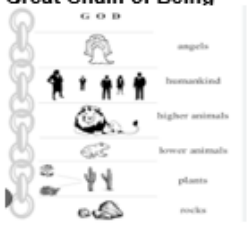
The Love Potion
The love potion is made from a flower in the forest. The flower is magical because Cupid hit it with his arrow when he was aiming at a young girl. When the potion is put on characters' eyes, they fall in love with the first person they see. It is very powerful.

The Globe Theatre
The Globe Theatre was a theatre in London associated with William Shakespeare. It was built in 1599 by Shakespeare's playing company, the Lord Chamberlain's Men

Elizabethan times
At the centre was Queen Elizabeth I, 'The Virgin Queen' and the latter part of her reign (from 1558-1603) has been referred to by some historians as a 'golden age.

Supernatural & Fairies
People were very superstitious and believed in witchcraft. English country fairy lore: people believed fairies & mischievous spirits existed (especially the lower classes). They often appeared in stories and were well-known figures in English folklore.

Great Chain of Being



Key terms and skills:
Soliloquy-character speaks thoughts out loud.
Stage craft-the art & design of putting on a play.
Patriarchal- male dominated.
Empathy-the ability so understand and share the feelings of another.
Conflict- clashing or sharp disagreement (as between ideas, interests, or purposes).
Unrequited love- one sided love.
Mischief-playful misbehaviour.
Foreshadowing- when a writer hints at future events.
Sexism-prejudice or discrimination based on sex.
Comedy- is a genre that places characters in amusing situations for the sake of humour.
Jealousy- a feeling of unhappiness and anger because someone has something or someone that you want.
Revenge- the act of doing something to hurt someone because that person did something that hurt you.
Betrayal- is the act of violating someone's trust or confidence, often by intentionally causing harm or acting disloyally.
Power- possession of control, authority, or influence over others
Resolution- when the main problem or conflict is solved, and the story comes to a conclusion.
Characterisation-how a write creates a character.
DADS- (description, actions, dialogue, setting)
DAFOREST (direct address, anecdote, facts, opinion, rhetorical question, emotive language, statistics, triple/rule of three)
PAFT purpose, audience, form, tone
PEE/D/PETERC - point, evidence, technique, explanation, reader response, context.

Themes
Love
Magic **Supernatural**
Jealousy
Appearance and reality
Chaos/order & disorder
Gender **Power**

WHY THIS? First full Shakespeare play: light-hearted yet complex. Ideal for learning about dramatic structure and stagecraft – essential for KS4 (AIC, Macbeth)
WHY NOW? Builds on extract work from Year 7 Summer 2. Well-timed after a contemporary, emotional novel – tonal shift keeps engagement high. Primes students for poetic language skills looked at in more depth in the next module (poetry).
WHAT NEXT? Multi-cultural Poetry this module will further develop poetic language skills. Interleaves themes (gender, power, love in Romeo & Juliet Year 9 and Mystery stories Year 8)

Maths

Y8 – Symmetry and reflection

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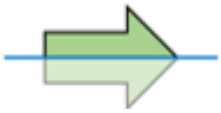
Line Symmetry

An **object**, or **image**, where one half is identical to the other.



Rotational Symmetry

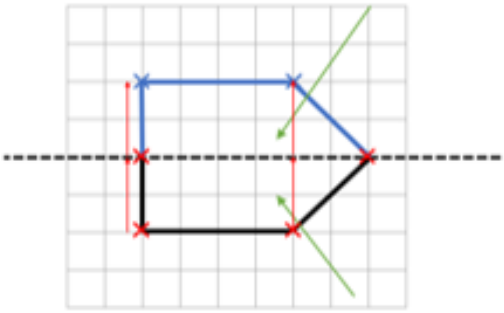
A 2D shape has **rotational** symmetry if it can be rotated to look exactly the same.
The **order of rotational symmetry** is the number of positions it looks the same.

Order of Rotational Symmetry = 2

Order of Rotational Symmetry = 5

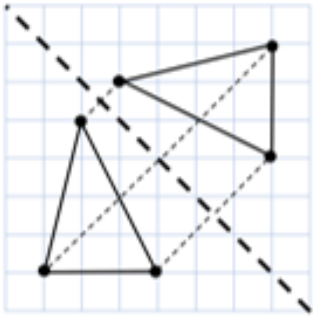
Reflecting in horizontal or vertical line

The reflected shape is called the image



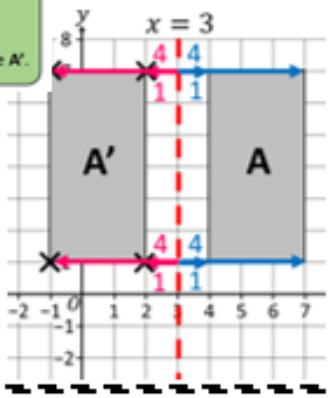
The starting shape is called the object

Reflecting in diagonal line

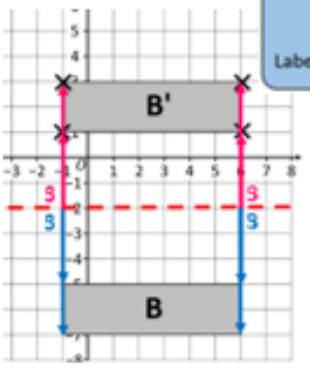


Reflecting in an equation of line

Reflect shape **A** in the line $x = 3$ Label the new shape **A'**.

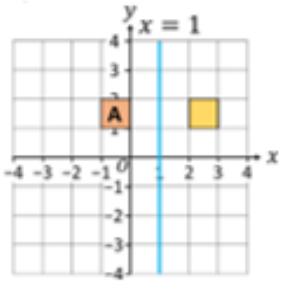


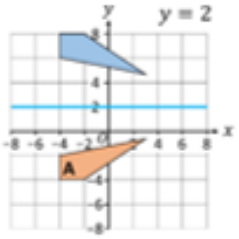
1) Plot the line.
2) Count squares perpendicular from the line to each vertex.
3) Plot each vertex an equal distance away on the opposite side.



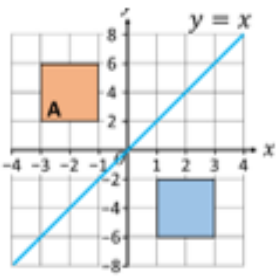
Reflect shape **B** in the line $y = -2$ Label the new shape **B'**.

Describing a reflection





"A reflection in the line..."



Y8 – Area, volume and density

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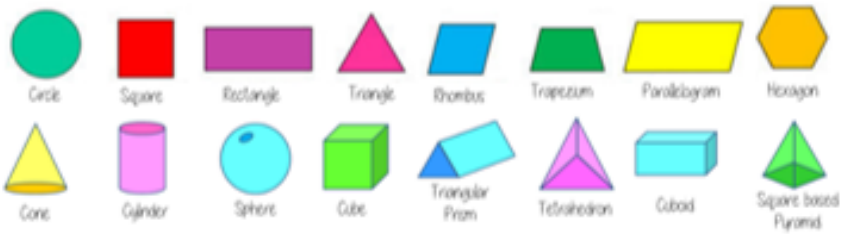
2D and 3D shapes



Area of 2D shapes

Area rectangle = length x width

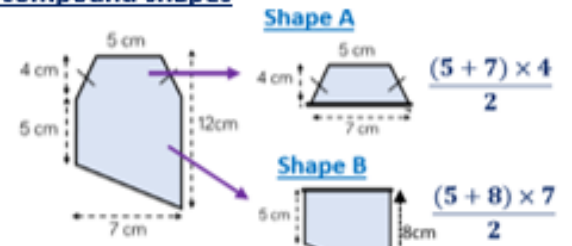
Area triangle = $\frac{\text{perpendicular height} \times \text{base}}{2}$

Area parallelogram = perpendicualr height × base

Area trapezium = $\frac{(a+b)h}{2}$

Area circle = πr^2

Area of compound shapes



Total area =

$\frac{(5+7)\times 4}{2} + \frac{(5+8)\times 7}{2} = 24 + 45.5 = 69.5\ cm^2$

Volume of cubes/cuboids

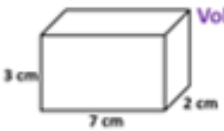
Volume is the amount of space occupied by any 3D-shape

Vol. cuboid = base x width x height

Remember multiplication is commutative

$3 \times 3 \times 3 = 27cm^3$

(Cubic units for volume)



Volume = 7 x 2 x 3
= 42 cm^3

Density, mass, volume

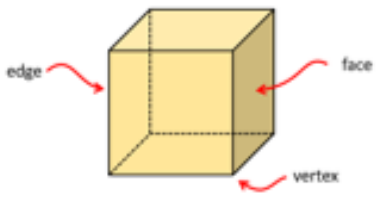
$\text{density} = \frac{\text{mass}}{\text{volume}}$ $\text{volume} = \frac{\text{mass}}{\text{density}}$

$\text{mass} = \text{volume} \times \text{density}$

30.8 g of steel

Density = $\frac{30.8\ g}{4\ cm^3}$ = 7.7 g/cm^3

Faces, edges and vertices



6 faces	a 'side' of the shape, can be flat or curved
12 edges	where 2 faces meet
8 vertices	where 2 or more straight lines meet

Converting metric units of mass and capacity

1000 grams = 1 kilogram

1000 kilograms = 1 tonne

1000 millilitres = 1 litre

Y8 – Equations and inequalities

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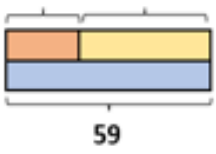
Solve one step equations (+/-)

$x + 42 = 59$

$x + 42 = 59$
$42 + x = 59$
$59 - x = 42$
$59 - 42 = x$

Bar Model



Function Machine

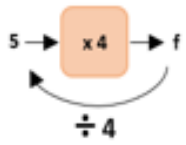
Solve one step equations (x/÷)

$\frac{f}{4} = 5$

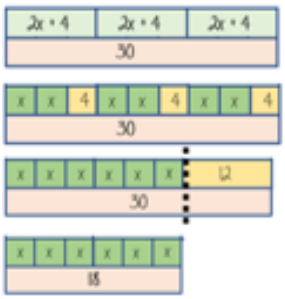
$f \div 4 = 5$
$f \div 5 = 4$
$5 \times 4 = f$
$4 \times 5 = f$

Bar Model

Function Machine



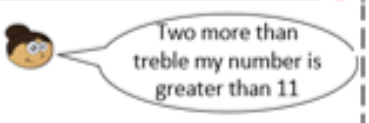
Solve equations with brackets



$3(2x + 4) = 30$

$6x + 12 = 30$
$-12 \quad -12$
$6x = 18$
$\div 6 \quad \div 6$
$x = 3$

Form and solve inequalities



$3x + 2 > 11$
$-2 \quad -2$
$3x > 9$
$\div 3 \quad \div 3$
$x > 3$

Inequalities with negatives

Method 1:

Make x positive:

$2 - 3x > 17$
$+3x \quad +3x$
$2 > 17 + 3x$
$-17 \quad -17$
$-15 > 3x$
$\div 3 \quad \div 3$
$-5 > x$

x is less than -5

CHECK IT!
$2 - 3(-6) = 20$
TRUE ✓

Method 2:

Keep the negative x :

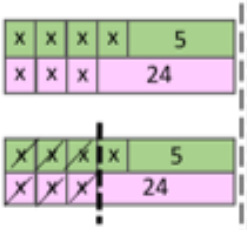
$2 - 3x > 17$
$-2 \quad -2$
$-3x > 15$
$\div -3 \quad \div -3$
$x > -5$ ← This cannot be true...
$x < -5$

x is greater than -5

When you multiply or divide x by a negative you need to reverse the inequality

Equations with unknown on both sides

$4x + 5 = 3x + 24$
$-3x \quad -3x$
$x + 5 = 24$
$-5 \quad -5$
$x = 19$



Inequalities with unknown on both sides

$5(x + 4) < 3(x + 2)$
$5x + 20 < 3x + 6$
$2x + 20 < 6$
$2x < -14$
$x < -7$

Check it!
$5(-8 + 4) < 3(-8 + 2)$
$5(-4) < 3(-6)$
$-20 < -18$ ✓

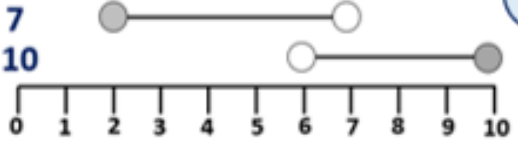
Represent inequalities on number lines

$x \geq 5$ Shade
$x < 4$ Not shade

(≤, ≥) then the circle is shaded

(<, >) then the circle is not shaded

$2 \leq x < 7$
$6 < x \leq 10$



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Y8 – Percentages

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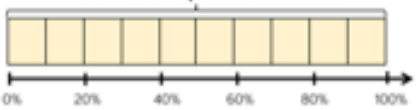
Find the percentage of an amount (Mental methods)

The **whole** represents 100%



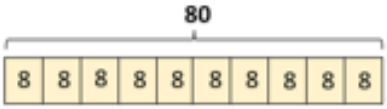
10% = $\frac{1}{10}$ of the whole

50% = $\frac{5}{10} = \frac{1}{2}$ of the whole

20% = $\frac{2}{10} = \frac{1}{5}$ of the whole

5% = $\frac{1}{20}$ of the whole

E.g. Find 65% of 80



For bigger percentages it is sometimes easier to take away from 100%

Method 1:

65% = 10% x 6 + 5%
= 8 x 6 + 4
= **52**

Method 2:

65% = 50% + 10% + 5%
= 40 + 8 + 4
= **52**

Find the percentage of an amount (Calculator methods)

Using a multiplier

E.g. Find 65% of 80 — 65% = $\frac{65}{100}$ = **0.65** ← multiplier

0.65 x 80 = 52

E.g. Find 8% of 300 — 8% = $\frac{8}{100}$ = **0.08** ← multiplier

0.08 x 300 = 24

E.g. Find 2.5% of 500 — 2.5% = $\frac{2.5}{100}$ = **0.025** ← multiplier

0.025 x 500 = 12.5

Using the percent button

E.g. Find 65% of 80

Type "65% x 80" into the calculator

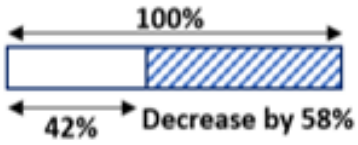
E.g. Find 8% of 300

Type "8% x 300" into the calculator

"of" can represent 'x' in calculator methods

Percentage Increase/ Decrease

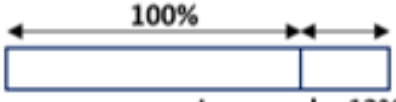
Decrease by 58%



1.00 – 0.58 = **0.42**

Multiplier

Increase by 12%



100% + 12% = 112%

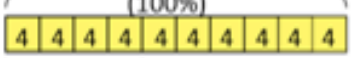
1.00 + 0.12 = **1.12**

Multiplier

Reverse Percentages

40% of my number is 16. What am I thinking of?

Original Number (100%)



16

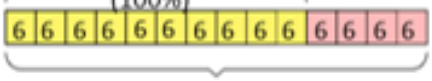
40% = 16

10% = 4

100% = 40

140% of my number is 84. What is the original number?

Original Number (100%)



84

140% = 84

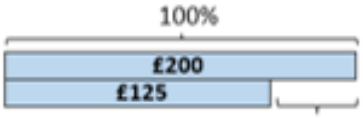
10% = 6

100% = 60

Try to scale down to 10% or 1% and then scale back up to 100%

Percentage change

I bought a phone for £200. A year later sold it for £125.

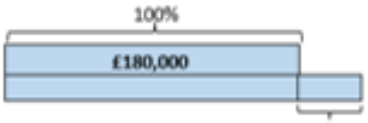


Percentage loss:

difference → 75
original → 200 × 100 = **37.5%**

$$\frac{Difference\ in\ values}{Original\ value} \times 100$$

I bought a house for £180,000, I later sold it for £216,000.



Percentage profit:

difference → 36000
original → 180000 × 100 = **20%**

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Y8 – Indices

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Addition/subtraction with indices

Coefficient, Power

$5x^2 + 4x^4$

Term, Term

Expression

Each square represents x^2 and each cube represents x^4

Only similar terms can be simplified
If they have different powers, they are unlike terms

$5x^2 + 2x^2 \rightarrow 7x^2$

$5x^2 + 6x^4 - 3x^2 + x^4 \rightarrow 2x^2 + 7x^4$

Multiply expressions with indices

$4b \times 3a \equiv 4 \times b \times 3 \times a$
$\equiv 4 \times 3 \times b \times a$
$\equiv 12ab$

$5t \times 9t \equiv 5 \times t \times 9 \times t$
$\equiv 5 \times 9 \times t \times t$
$\equiv 45t^2$

$2b^4 \times 3b^2$

$\equiv 2 \times b \times b \times b \times b \times 3 \times b \times b$
$\equiv 2 \times 3 \times b \times b \times b \times b \times b \times b$
$\equiv 6b^6$

Addition/subtraction laws of indices

Addition law for indices

$a^m \times a^n = a^{m+n}$

$3^5 \times 3^2 \rightarrow 3^7$

$(3 \times 3 \times 3 \times 3 \times 3) \times (3 \times 3)$

The base number is all the same so the terms can be simplified

Subtraction law for indices

$a^m \div a^n = a^{m-n}$

$3^5 \div 3^2 \rightarrow 3^3$

$\frac{3 \times 3 \times 3 \times \cancel{3} \times \cancel{3}}{\cancel{3} \times \cancel{3}} \rightarrow \frac{3^3}{3^0} \rightarrow \frac{3^3}{1}$

Divide expressions with indices

$\frac{24}{36} \rightarrow \frac{\cancel{2} \times 2 \times \cancel{2} \times \cancel{3}}{\cancel{2} \times 3 \times \cancel{2} \times \cancel{3}} \rightarrow \frac{2}{3}$

$\frac{5a^3b^2}{15ab^4} \rightarrow \frac{\cancel{5} \times \cancel{a} \times a \times a \times \cancel{b} \times \cancel{b}}{3 \times \cancel{5} \times \cancel{a} \times \cancel{b} \times \cancel{b} \times b \times b} \rightarrow \frac{a^2}{3b^2}$

Cross cancelling factors simplifies the expression

$\frac{23a^7y^2}{5db^6}$ This expression cannot be divided (cancelled down) because there are no common factors or similar terms

Brackets law for indices

Powers of powers law for indices

$(a^m)^n = a^{m \times n}$

$(5^3)^2 = 5^{3 \times 2} = 5^6$

$(2a^3)^4 = 2a^3 \times 2a^3 \times 2a^3 \times 2a^3 = 16a^{12}$

Negative indices

$2^{-1} = \frac{1}{2}$

$2^{-2} = \frac{1}{2^2}$

$2^{-3} = \frac{1}{2^3}$

$2^{-4} = \frac{1}{2^4}$

Reciprocal, Power

1. $6^{-2} = \frac{1}{6^2} = \frac{1}{36}$
2. $2^{-3} = \frac{1}{2^3} = \frac{1}{8}$

Fractional indices

Anything to the **power of a half** means **square root**.

e.g. $9^{\frac{1}{2}} = \sqrt{9} = 3$ e.g. $121^{\frac{1}{2}} = \sqrt{121} = 11$

Anything to the **power of a third** means **cube root**.

e.g. $8^{\frac{1}{3}} = \sqrt[3]{8} = 2$ e.g. $1000^{\frac{1}{3}} = \sqrt[3]{1000} = 10$

Anything to the **power of a quarter** means **4th root**.

e.g. $16^{\frac{1}{4}} = \sqrt[4]{16} = 2$

Power, Root

$27^{\frac{2}{3}} = \sqrt[3]{27} = 3^2 = 9$

Power, Root

$64^{\frac{3}{2}} = \sqrt{64} = 8^3 = 512$

SPACE

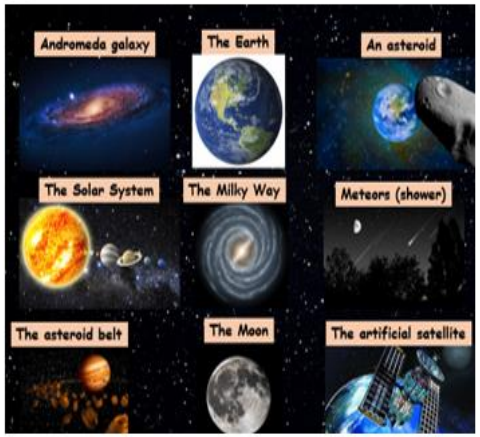
Science

1. Weight on the Moon

Weight = Mass X Gravity

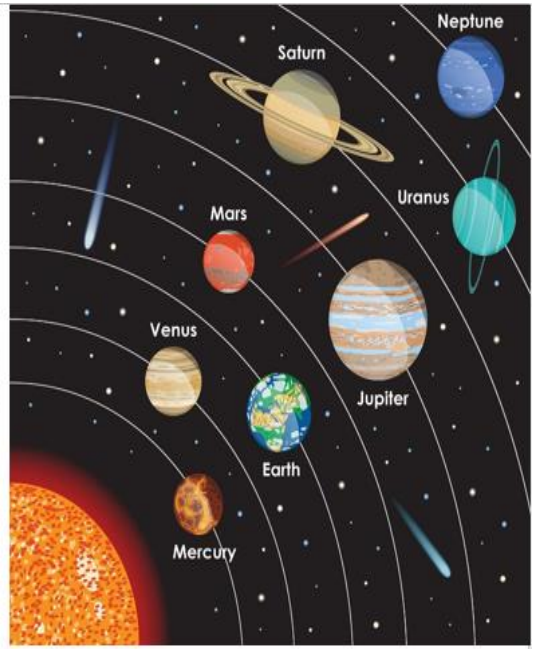
The amount a gravity of each planet and natural satellite in the solar system differs. A persons Mass (kg) will stay the same but their Weight (N) will change depending on how much gravity there is.

2. The Universe



The speed of light is about 300 000 km/s.
Astronomers use 'light time' to measure distances in space because the distances are so big.
A light minute is the distance that light travels in 1 minute.

3. The Solar System

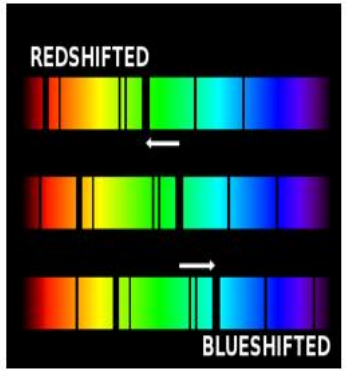


Our planet is called Earth and is in a solar system with 7 other planets and 1 dwarf planet.
Earth is the 3rd Planet from the Sun.

The sun is a star at the centre of our solar system.

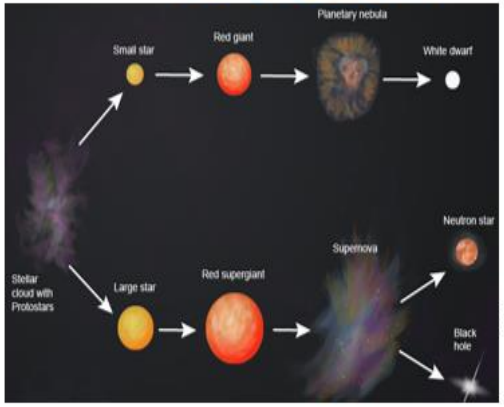
4. The Big Bang Theory

The big bang theory suggests that the universe began as just a single point, then expanded and stretched to grow as large as it is now. Scientists believe that under conditions of extreme heat, all the matter and energy that make up the universe spread out to create space.



Red shift is the result of the space between the Earth and galaxies expanding. The lines on the spectrum are shifted towards the red end of visible light from distant galaxies.

5. Does a star die?



All stars begin life in the same way. A cloud of dust and gas, also known as a nebula, becomes a protostar, which goes on to become a main sequence star. Following this, stars develop in different ways depending on their size.

- Stars that are a similar size to the Sun follow this path:

red giant star ----- white dwarf ------- black dwarf

- Stars that are far greater in mass than the Sun follow this path::

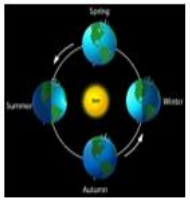
red super giant star ------ supernova ------ neutron star, or a black hole

6. Days, Seasons, Years

The Earth is titled on its AXIS by 23.4°c.
This tilting is what gives us the 4 seasons, SUMMER, WINTER, AUTUMN and SPRING.

When the UK faces the Sun we are DAY and when we face away from the Sun it is NIGHT.

Earth rotates or spins on an imaginary line called an AXIS. It takes 24 hours to do one full rotation.



7. What are Satellites

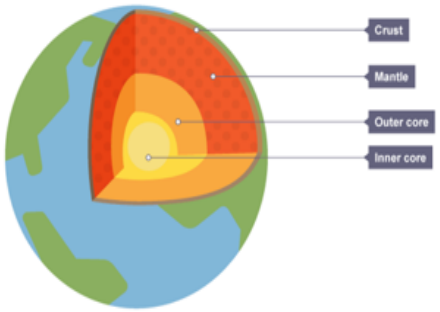
Earth has on NATURAL SATELLITE, the MOON. A natural satellite is an astronomical body that orbits a planet.
Jupiter has 79 Natural satellites.

Some Satellites are not natural and have been intentionally placed into orbit around Earth to help with communication, navigation and weather reporting.

Earth Chemistry

1. Earth Structure

The Earth is almost a sphere. These are its main layers:



Rocks are made of grains that fit together. There are three main types of rock: sedimentary, igneous and metamorphic.

2. Sedimentary Rocks

Sedimentary rocks are made up of non-interlocking grains in layers, and often have fossils in them. They are porous. The gaps in between their grains allow air or water in. They are soft, crumbly and scratch easily

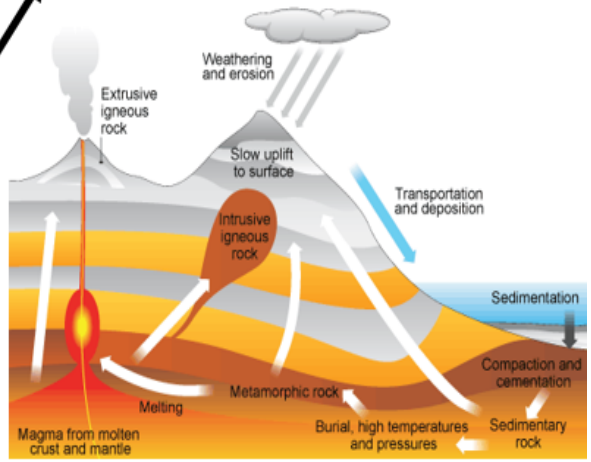
3. Igneous Rocks

Igneous rocks are formed when molten rock (lava or magma) cools so that it becomes solid. Igneous rocks usually contain lots of interlocking crystals, which makes them hard and strong

3. Metamorphic Rocks

Metamorphic rocks are formed when igneous or sedimentary rocks are put under pressure and high heat.

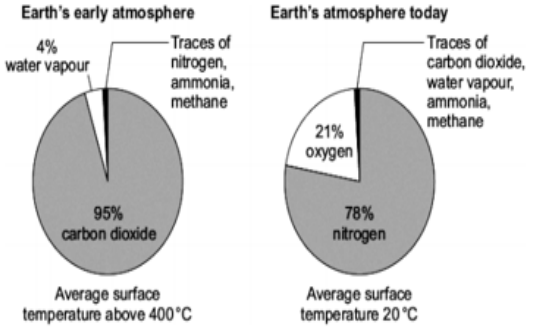
4. The Rock Cycle



The Earth's rocks do not stay the same forever. They are continually changing because of processes such as weathering, erosion and large earth movements. The rocks are gradually recycled over millions of years.

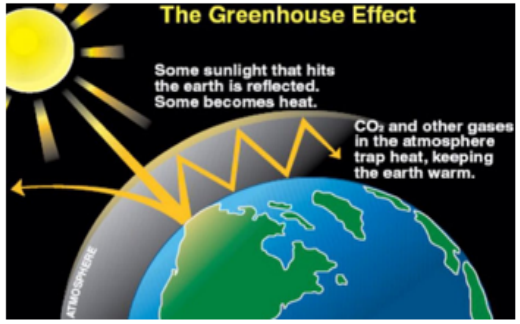
5. Earths Atmosphere

The Earth's atmosphere is the relatively thin layer of gases that surround the planet. It provides us with the oxygen we need to stay alive.



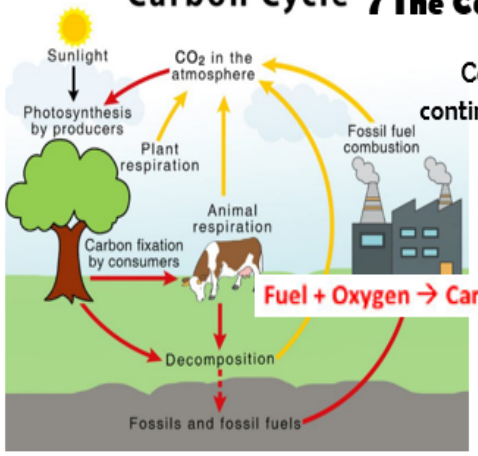
6. Global Warming

The level of carbon dioxide in the Earth's atmosphere is rising. The Earth's temperature is rising due to an increase in greenhouse gases



7 The Carbon Cycle

Carbon is being continually recycled on Earth.



8. Combustion

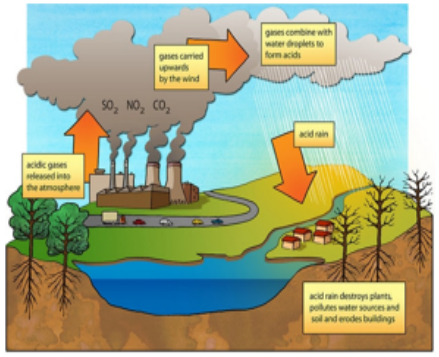
Combustion is another name for burning. It happens when a fuel reacts with oxygen.

Complete -
- Excess oxygen
- Only water and carbon dioxide produced

Incomplete -
- Not enough oxygen
- Water, carbon monoxide and soot (carbon) are produced

9. Acid Rain

caused by a chemical reaction that begins when compounds like sulphur dioxide and nitrogen oxides are released into the air



The idea of reduce, reuse and recycle is one that forms part of the waste hierarchy and has helped people to think about the environmental impact that they have.

10. Problems with plastics

KNOWLEDGE ORGANISER: Galilee to Jerusalem Year 8

RE

THE BEATITUDES

The poor in spirit are blessed, for the kingdom of heaven is theirs.	Those who mourn are blessed, for they will be comforted.	The gentle are blessed, for they will inherit the earth.	Those who hunger and thirst for righteousness are blessed, for they will be filled.
The merciful are blessed, for they will be shown mercy.	The pure in heart are blessed, for they will see God.	The peacemakers are blessed, for they will be called sons of God.	Those who are persecuted for righteousness are blessed, for the kingdom of heaven is theirs.

MARK'S GOSPEL:

- The first of the 4 Gospels
- Written by John Mark
- Written between 55-65 AD
- Written for Persecuted Christians living in Rome
- Teaches us much about The Kingdom of God

Sources of Wisdom

The Beatitudes — **Matthew 5: 3-10 NT**
(From the Sermon on the Mount)

The Parable of The Sower — **Mark 4: 1-9 NT**
("What is the Kingdom like?")

The Woman with the Haemorrhage — **Mark 5: 24-34 NT**
(A miracle of faith)

The Man with Evil Spirits — **Mark 5: 1-20 NT**
(Power over Evil)

The Calming of The Storm — **Mark: 4: 35-41 NT**
(Power over Nature)

Jairus' Daughter — **Mark: 5: 21-24 & 35-43**
(Power over Death)

The Sheep & The Goats — **Matt: 25: 31-46**
("Conditions of the Kingdom")

The Power of God's Kingdom

Power over Evil
Mk 5: 1-20 (The Man with the Evil Spirits)

Even Evil can be conquered in God's Kingdom!

Power over Nature
Mk 4: 35-41 (The Calming of the Storm)

The Wind and the waves obey Him!

Power over Disability
Mk 2: 1-12 (The paralysed Man)

He can even make the lame walk!

Power over death
Mk 5: 21-24 & 35-43 (Jairus' daughter)

Even death is defeated in the Kingdom

Core Vocabulary: "Where is His Kingdom?"

Kingdom of God	The reign of God established with Christ's coming. It will reign in human hearts which will transform the world gradually until at the end of time, it will be shown gloriously to all.
Moral sense of scripture	An understanding of scripture as a prompt to the believer to act justly in their life.
Miracles	A manifestation of God's power for a holy purpose.
Parables	A simple story with a hidden meaning where everyday images help us to understand more mysterious realities.
Gospels	Literally meaning "Good News". These are the four biblical books retelling the life and teachings of Christ.
Beatitudes	A teaching from Mt: 5-7 that focuses on the meaning of true happiness.
Palliative Care	Care for those who are dying, focussing on pain relief and dignity.
Anointing of the Sick	One of the Seven Sacraments of the Catholic Church. Blessing those who are sick and dying.

Features of the Anointing of The Sick

PRAYER	THE LAYING ON OF HANDS	ANOINTING WITH OIL	CONFESSION OF SINS	COMMUNION
The priest prays over the sick person	An ancient sign of calling on God's power	Blessed, pure olive oil is placed on the forehead	If possible, a full confession is made	If possible, communion is given (known as Viaticum ~ food for the journey)

Unit 3: The British Empire

Big Question: 'How influential was the British Empire, on Britain and its colonies?'

Timeline

1601	The East India Company was created.
1857	The Indian Mutiny takes place. Indian soldiers rebel over rifle cartridges.
1879	The Battles of Isandlwana and Rorke's Drift take place in South Africa. The British suffer considerable losses.
1884	The Berlin Conference takes place where European countries divide up Africa amongst themselves.
1919	The Amritsar Massacre takes place. It starts off India's fight for independence.
1947	The Partition of India begins.

Key Figures

Robert Clive	He was an army officer who helped the East India Company to win at the Battle of Plassey in 1757.	
Brigadier General Dyer	A British general who was responsible for the Amritsar Massacre in 1919. Over 370 people were killed.	
Cecil Rhodes	A politician who lived in the second half of the 19th century. He believed that Britain had a right to develop their empire and increased Britain's influence in Africa.	
'Britannia'	The image of Britain as a woman wearing white to symbolise purity.	

Key Terms

Empire	A group of countries ruled over by one monarch or country.
Penal	The punishment of criminals by the legal system.
Colony	A country or area under the direct control of another country and occupied by people from that country.
Colonial	A word used to describe the period of time in which a country is ruled by another country as part of their empire.
Indigenous	The name given to the group of people who already live in a country or area before an imperial power takes over.
Imperialism	A policy of extending a country's power and influence by building & developing an Empire.
Partition	The action of being divided into parts. India was partitioned in 1947.
'Scramble for Africa'	This is the name given to the way European countries fought to bring Africa under the control of their empires.
The Berlin Conference	A conference between different countries (such as Germany, Britain and Italy) which divided up Africa amongst them.
Zulu	A community living in Kwa—Zulu Natal province in South Africa.
Battle of Isandlwana	Took place on 22nd January 1879. The British army, which had invaded South Africa, was attacked by Zulu warriors at their camp.
Battle of Rorke's Drift	Took place on 22nd—23rd January 1879. A small group of British soldiers at a military hospital held off an army of Zulu warriors.

Key Questions & Themes

Why did Britain want an Empire?

- **POLITICAL**: Britain wanted to increase their power & position in the world and they wanted to become more powerful than other European countries like France & Spain.
- **ECONOMIC**: Britain wanted to create trade links with other countries and create a market for their manufactured goods like weapons & cotton which would give them larger profits.
- **SOCIAL**: Britain wanted to spread the Christian faith and teach people the correct faith as well as lots of people believing in racist ideas including that Africans were an inferior people.

The British Empire in India

- Britain slowly increased their control in India from the East India Company in 1600 up and until 1947.
- The Indian Mutiny in 1857 and the Amritsar Massacre all contributed to a negative impression of Britain's control in the country.
- After India became independent, the country was partitioned into two different countries—India & Pakistan.

The British Empire in Africa

- Britain became involved in the Anglo—Zulu War in Africa against the Zulu warrior kingdom, led by King Cetshwayo.
- Two major events—the Battle of Isandlwana and Rorke's Drift—emphasised that the Zulu warriors did not want Britain to be involved on the continent.
- In 184,4 the Berlin Conference met and European countries divided up Africa in the *'Scramble for Africa'*.

Should Britain be proud of her Empire?

- **PROUD**: Britain created education systems and built schools; Britain developed infrastructure in the colonies which helped them as they became independent; Britain took its culture to the colonies such as sports and education.
- **NOT PROUD**: For trade, Britain grew rich from slavery and took advantage of the colonies' materials; Britain did not include the colony's culture in the education system; Britain's Empire was built on inherent racism about Africans' inferiority.

History

Geography

Year 8 Global Resources Knowledge Organiser

Big question: How can we ensure there are enough resources for everybody?

Definitions of different types of tourism (key terms):

Natural resource: A natural resource is something that can be found in the environment that is used by humans to survive.

Renewable resource: One which is naturally replaced and can be used repeatedly.

Non-renewable resource: A resource that will run out, eg oil, natural gas, coal. These sources cannot be renewed.

Water transfer: When a country has a water surplus in one area and a water shortage in another, supplies can be transferred.

Energy security: Access to reliable and affordable sources of energy.

Regions with high energy consumption: N. America, E. Europe, parts of N. Africa, Oceania.

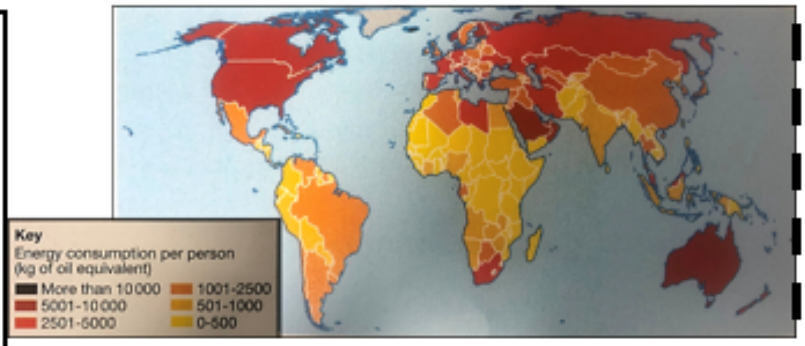
Region with low energy consumption: Central Africa.

Reasons for the differences in energy use:

-Climate

-Environmental conditions

-Cost



What has caused the Aral Sea to shrink

Causes	Impacts	Solutions
• Lots of water needed for growing cotton. • Two rivers that feed Aral sea diverted. • Wasteful irrigation systems.	• Local climate became drier. • Fishing industry collapsed • Ecosystems destroyed	• Pump in sea water. • Kazakhstan, Uzbekistan, Turkmenistan, Tajikistan, and Kyrgyzstan signed a deal to pledge 1% of their budgets to help the sea recover.

Types of energy resources

Energy type	Renewable or non-renewable	Advantage	Disadvantage
Coal	Non-renewable	Efficient	Huge C02 emissions
Gas	Non-renewable	Much cleaner than coal.	It will eventually run out.
Nuclear	Non-renewable	Very little waste or air pollution.	Waste is radioactive.
Wind	Renewable	Does not directly emit C02.	Wind doesn't always blow.

Year 8 Africa Knowledge Organiser

Big question: How is life changing for the people in Africa?

Rainforests in Africa

Layers of the Rainforest	Causes of Deforestation	Impacts of Deforestation
• Emergent • The Canopy • Under Canopy • The forest floor	• Logging • Mining • Road building • Farming	• Climate change • Loss of habitats • Pollution • Destroys carbon sinks

Deserts in Africa

Camel Adaptations	Bedouin Adaptations
• Hump turns water into fat, so Camel doesn't need to eat much. • Long legs to keep body away from hot sand • Padded feet to stop them sinking in the ground • Stretchy nostrils to keep out the sand • Long eye lashes to help keep the sand out of the eyes • Light coloured fur for camouflage and to reflect heat	• The clothing helps to stay cool in the hot daytime, but also warm when it gets cold at night. • Bedouin food includes bread, rice, dates, yoghurt and milk and meat from their animals. • The Bedouin use camels to travel and carry items such as their belongings and tents. • Tents are used and are usually low to the ground so that the strong desert winds don't blow them away. They are dark in colour to absorb heat and keep warmth in at night. They are made of goat or sheep hair.

Famine in Ethiopia

Causes of Famine	Impacts of Famine	Solutions (Wateraid)
• War • Drought • Rising Populations	• Dehydration • Lack of crops • Widespread deaths	• Supplying water pumps • Healthcare to treat diseases (E.G. Cholera)

Ways education in Ghana is different to the UK:

- Children must walk long distances to go to school

Inequality in South Africa

Problems During Apartheid	Facts about Nelson Mandela
• Black people couldn't vote • Black children had to go to different schools • People of colour had to have a 'passbook 'to show identity. • People had a curfew	• Became president of South Africa in 1994 • Was an anti – apartheid activist • Leader of the ANC • Arrested in 1962 and sentenced to prison on Robben Island • Served 27 years in prison

MFL

Clothes:

Un abrigo 

Un bolso 

Un chándal 

Un jersey 

Un vestido 

Un bañador 

Un cinturón 

Una falda 

Una corbata 

Una camisa 

Una camiseta 

Una blusa 

Una gorra 

Pantalones 

Clothes—Y8 HT3

IMPORTANT VERBS

¿Qué llevas? - What do you wear?

Llevo… - I wear…

Me gusta / no me gusta… - I like / I don't like…

Es… - It is…

Me gustaría llevar… - I would like to wear…

Adjectives:

anticuado/a ……

caro/a ……

barato/a ……

bonito/a ……

cómodo/a……

incómodo/a ……

guay ……

Colours:

Azul—blue

Rosa-pink

Rojo/a—red

Amarillo/a—yellow

Naranja—orange

Blanco/a- white

Negro/a- black

Morado/a—purple

Verde—green

Marrón—Brown

Year 8 French Knowledge Organiser Half Term 3

La Lecture- reading

J'aime lire- I like reading
Je n'aime pas lire- I don't like reading
J'aimais lire- I used to like reading
Je voudrais lire- I would like to read
Je lis- I read/ I am reading
Je ne lis pas- I don't read

des romans policiers-
des romans d'amour-
des romans fantastiques-
des livres sur les animaux-
des livres d'épouvante-
des BDs-
des Mangas-
des magazines sur…..-

À la télé- on TV

J'aime regarder- I like watching
Je n'aime pas regarder- I don't like watching
J'aimais regarder- I used to like watching
Je voudrais regarder- I would like to watch
Je regarde- I watch/ I am watching
Je ne regarde pas- I don't watch
Je ne regarde jamais- I never watch

le matin- in the morning
le soir- in the evening
le weekend- at the weekend
tous les jours- every day
le samedi- on Saturdays
mais maintenant- but now

Je regarde les
Je ne regarde pas les
Je ne regarde jamais les
Je regardais les
J'aime (beaucoup) les
Je n'aime pas (du tout) les
J'aimais les
Je suis fan des
Je ne suis pas fan des

car/ parce que
mais
et
cependant
c'est
ce sont
nul(le)(s)
assez bien
passionant (e)(s)
amusant (e)(s)
ennuyeux / ennuyeuses

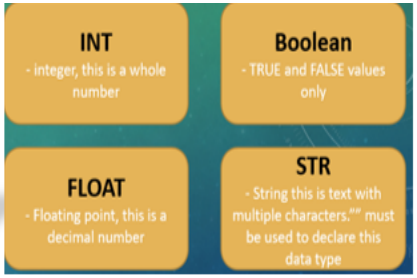
ils me font peur
ils me font rire
ils me font chanter
ils me font danser
ils me font pleurer
ils me font sourire

Les Films

films romantiques
films d'action
films à suspense
films d'horreur
films fantastiques
films de science-fiction
comédies
films familials
drames
dessins animés

Computing

Python Programming
Year 8



I will be able to

- Set up the python interface properly
- Understand how the colour coding system works in python code
- Use the PRIMM model
- Read code and explain what it does
- Identify and remove bugs in code
- Write simple code for a specific task

Keywords

Sequence	When instruction are followed in order from top to bottom
Selection	Decisions in code that can lead the code to take different paths depending on values of variables that are either inputted or changed in the code **if, elif, else**
Iteration	The process of repeating coding instructions. This can be done by counter loops (repeat for a set number of times) Or condition controlled (repeat until a value of a variable changes)
Variable	A value that can be changed
Data Type	int (whole numbers), float (decimal numbers), str (strings – text), boolean (True or False)
Debugging	Identify and remove errors from code

Programming Commands

Command	Description
print ()	Outputs whatever is in the parentheses to the screen.
If	Decision command, it must be followed by a question. If the answer to the question is true the next line is run.
elif	Decision command used when a second question is asked. Multiple choice. The command below the elif will be run when the answer is true
else	This is the decision command used when all the
input	num = int(input()) – this allows for users to put variables in
for	The command to make a repeat (used for counter loops)
while	The repeat command (used for condition loops)
=	Used to declare a variable
==	To check if to values are equal (True or False)
!=	To check if two values are not equal (True or False)
>,<, >=, <=	Greater than, less than, greater or equal, less that or equal

```
1 x = int(10)
```

PRIOR LEARNING

CURRENT TOPIC

Python Programming

NEXT TOPIC

python™

Music

Music Knowledge Organiser

Style

MENTO

A form of Jamaican Folk Music like Calypso popular in the 1950's.

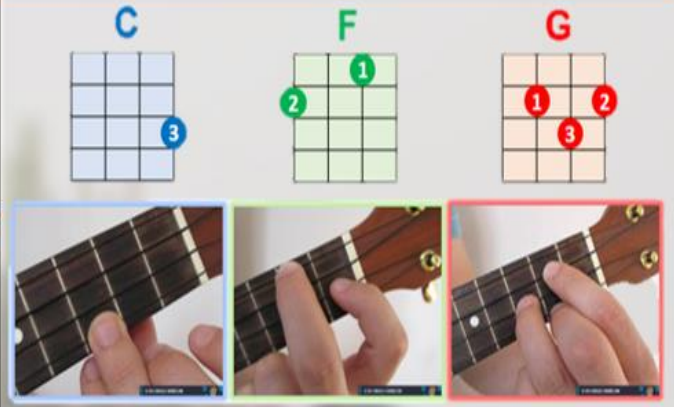
SKA

Fast dance music that emerged in the 1950's fusing American R&B with Mento rhythms and featuring electric guitars, jazzy horn sections and characteristic offbeat rhythms.

ROCK STEADY

A more vocal style of dance music which used riffs, simple harmonies, offbeat rhythms and a strong bass line.

Primary Chords Ukulele



Year 8
Unit 3
Off Beat
(Syncopation)

Off Beat (Syncopation)

Rhythms that emphasise or stress the weak beats of a bar – 2 & 4

Pulse/ Beat	1	2	3	4
"Offbeat" rhythms (weak beats)	𝄽	♩	𝄽	♩

Reggae Musical Features

- Sung lyrics
- Instruments: Electric guitar, Bass guitar, Keyboard, Drums & Percussion, Brass instruments and Saxophone
- Slow, relaxed tempo
- $\frac{4}{4}$ time signature
- Simple harmonies – Primary chords
- Verse/Chorus structure
- Improvisation
- Call & Response

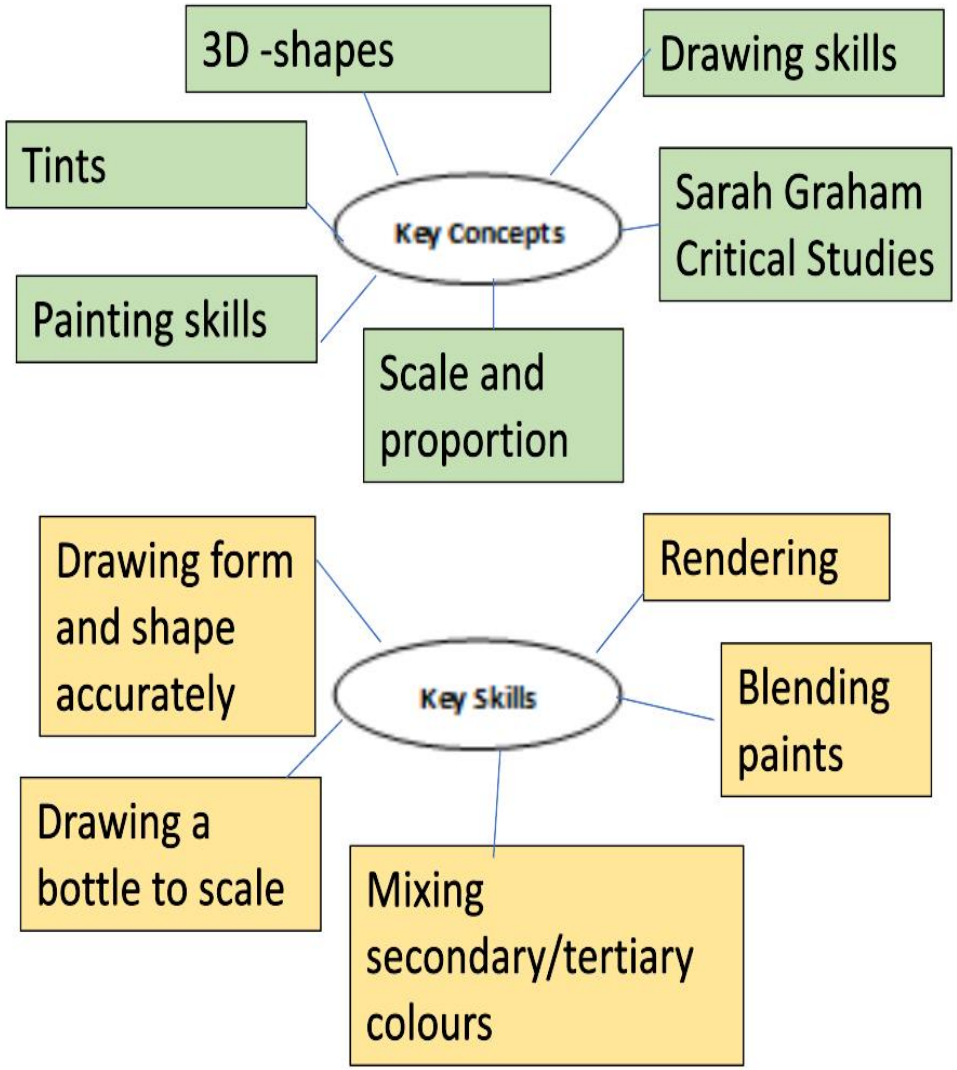
Primary Chords	Context	Musical Features	Origins	Listening	Performance

D&T/Art Knowledge Organiser

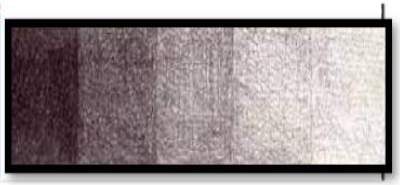
Name:

Year: 8 Subject: Art and Design

Period of learning: Still Life



Key vocabulary

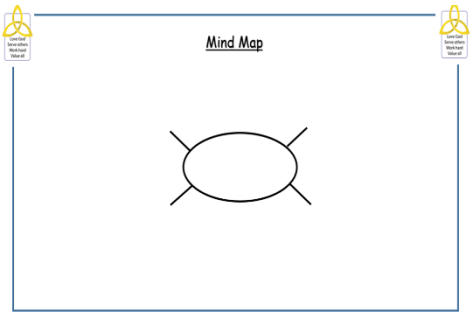
Word	Definition	Visual example
Scale	Re-sizing an object to the correct dimensions	
Observational drawing	Drawing an object/landscape/person which is in front of you.	
Sarah Graham	An artist who paints nostalgic objects like sweets and toys in a photo-realist way	
Photo-realism	To make a piece of Art look like a photo	
Tertiary colours	Mixing a secondary with a primary colour	
3-Dimensional shapes	Cone, sphere, cube, pyramid, cuboid	
Tone	Different shades from light to dark	

Art

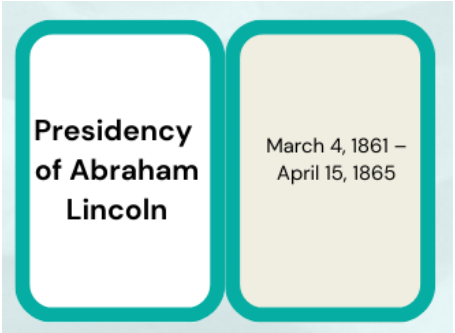
Top Tips!

How to use these KO's to revise

- Highlight the key words
- ***Make a mind map***



- ***Make some flash cards*** – Put the key word on one side and the facts/ important information on the back (just the key info!) – use the Leitner system shown to you in forms.



- ***Self-test*** – memorise the KO organiser, turn it over and then see how much you can remember
- ***Peer test*** – memorise the KO organiser then get someone else to test you (friend, family etc)