Year 8 Knowledge Organisers

Assessment Fortnight 1

Monday 10th – Friday 21st November 2025

BLESSED TRINITY RC COLLEGE

Topic Overviews for

Assessment Fortnight 1

English	When Our World's Collided
Maths	Ratio Proportion and scale Algebraic manipulation Coordinates and graphs Multiplying and diving fractions
Science	Electricity Fitness and health Living together
RE	Creation and Covenant
History	The Mali Empire
Geography	Tourism
MFL	Spanish - School and timetable French - Sport and where I live
Computing	Python programming
Music	Harmony and tonality
Drama/ dance	Performing Arts key skills
PE	Rotation – Basketball, badminton, football, Gymnastics, handball, health related fitness, hockey, rounder's rugby, table tennis, athletics, cricket

Year 8 'When Our Worlds Collided' Knowledge Organiser

Plot

The worlds of three 16 year olds, Chantelle, Jackson and Marc, collide when they witness the stabbing of 14 year-old Shaq outside of a busy shopping centre in Manchester. The three teenagers, from very different walks of life, are unexpectedly brought together when they're the only ones who stop to help.

Key characters

Chantelle – a troubled teenage girl who comes from a poor family. She has issues at school and commits petty crime.

Jackson -comes from a wealthy family and goes to a private school. He faces injustice when he is attacked by a group of white boys.

Marc- has grown up in foster care, he's had a difficult childhood. Marc faces challenges because of his sexuality.

Context & Themes

Knife Crime

This relates to any offence that involves a knife being used in some way. In the year ending March 2024, there were just over 3,200 knife or offensive weapon offences committed by children resulting in a caution or sentence, which is 6% fewer than the previous year but 20% greater than 10 years ago.

Moss Side

Moss Side is a deprived, inner-city district of Manchester, England, located about 1.9 miles south of the city centre. It's known for its vibrant and diverse community, with a history of migration and integration, particularly from the Caribbean and Africa.

Black Lives Matter Movement

This is an international social movement that arose in 2013 to fight systemic racism and anti-Black violence, especially police brutality. It highlights the discrimination and inequality faced by Black people.

Themes

Poverty & class divisions
Injustice
Racism
Prejudice
Coming of age
Friendship & relationships
Family & love
Violence
Crime

Key terms & Skills

1st person narrator-tells a story from the perspective of a character within the story, using pronouns like "I," "me," "my," and "mine."
Multiple Viewpoints -more than one narrator in a story.
Colloquial language – slang/informal language.
Characterisation -looking at how a writer has created a character.
Tension-feelings of suspense or uncertainty.
Conversational tone -a chatty style of writing.
Deprived -to not have something (usually something important/necessary).
Vulnerable -open to threat/at risk.
Belonging-feeling accepted and valued as part of a group.
Peer pressure-influenced by your peers (people in your age group) to act in a certain way.
Discrimination-treating someone unfairly because of who they are.
Sexuality-your sexual feelings, thoughts and attractions.
Repetition-a word/idea occurs more than once.
PETERC (point, evidence, technique, explain, reader response, context).
PAFT/DAFOREST (Purpose, audience, format, tone and direct address, anecdote, facts, opinion, rhetorical questions, emotive language, statistics, triple).

Tasks:

1. **Retrieval & summary of context. (exit ticket/quiz)**
2. **ASSESSMENT FORTNIGHT THREE ASSESSMENT. ONE PEED/PETERC paragraph in response to the question, 'How is Chantelle presented?' (teacher marked)**
3. **Write a newspaper article about the attack on Jackson. (self-assessed).**
4. **2-3 minute presentation in pairs/groups on Jackson's verdict. (peer-assessed)**

English

WHY THIS? A contemporary, socially relevant novel addressing race, identity, and justice. Broadens cultural capital. Powerful for representation and inclusion.
WHY NOW? Primes students for themes in the next module (family, love, relationships). Mid-KS3 is a good time to tackle social justice themes with more maturity.
WHAT NEXT? Connects thematically to A Midsummer Night's Dream (family, love, relationships) to Blood Brothers (class division) and Of Mice and Men (race, friendship, dreams).

Maths

Y8 RATIO

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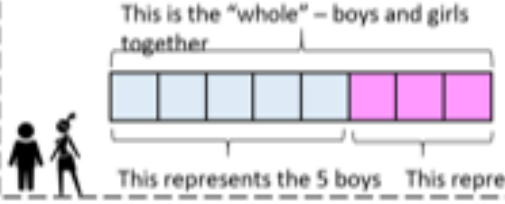
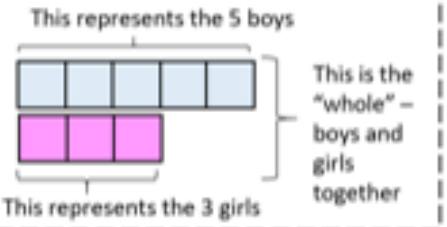
Representing a ratio

"For every 5 boys there are 3 girls"





Order is Important

"For every dog there are 2 cats"

Dogs:
Cats

1:2

The ratio has to be written in the same order as the information is given.

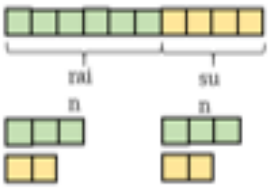
Simplifying a ratio

"For every 6 days of rain there are 4 days of sun"

6:4

÷ by 2

3:2



Find the highest common factor that goes into all parts of the ratio

Ratio 1:n (or n:1)

Show the ratio 4:20 in the ratio of 1:n

4 : 20

÷ 4 ÷ 4

1 : 5

Note: the n part does not have to be an integer

Sharing into a given ratio

James and Lucy share £350 in the ratio 3:4.
Work out how much each person earns

3 : 4

James

Lucy

£350

£350 ÷ 7 = £50

= one part = £50

James = 3 x £50 = £150

James: Lucy

x 50 3 : 4 x 50

£150:£200

Lucy = 4 x £50 = £200

Finding a value given 1:n (or n:1)

Inside a box are blue and red pens in the ratio 5:1.
If there are 10 red pens how many blue pens are there?

Blue : Red

5 : 1

One unit = 10 pens

Blue pens = 5 x 10 = 50 pens

Blue : Red

x 10 5 : 1 x 10

50: 10

Red pens = 1 x 10 = 10 pens

There are 50 Blue Pens

Ratio as a fraction

Trees:
Flowers

3 : 7

Ratio

Fraction of trees

Number of parts of in group / Total number of parts = 3/10

Fraction

Tree parts **3** + Flower parts **7** = **10**

Pi

π

The ratio of a circles circumference to its diameter

Y8 - Proportion and Scale

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Direct Proportion

As one variable changes the other changes at the same rate.

This is a multiplicative change

4 cans of pop = £2.40

4 cans of pop = £2.40

x 0.5 ↓ ↑ x 0.5

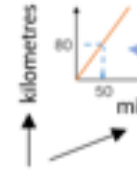
2 cans of pop = £1.20

4 cans of pop = £2.40

x 3 ↓ ↓ x 3

12 cans of pop = £7.20

Conversion Graphs



Label both axes

This is always a straight line because as one variable increases so does the other at the same rate

To make conversions between units you need to find the point to compare – then find the associated point by using your graph.

Using a ruler helps for accuracy

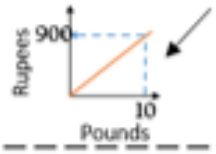
Showing your conversion lines help as a "check" for solutions

Conversion between currencies

£1 = 90 Rupees

Currency is directly proportional

Currency can be converted using a conversion graph



£1 = 90 Rupees

x 10 ↓ ↓ x 10

£10 = 900 Rupees

Convert 630 Rupees into Pounds

£1 = 90 Rupees

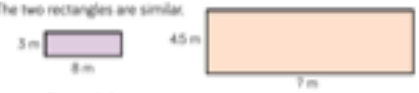
x 7 ↓ ↓ x 7 ← 630 ÷ 90 = 7

£7 = **630 Rupees**

Ratio between similar shapes

Angles in similar shapes do not change.

The two rectangles are similar.



Corresponding sides

÷ 3 ↓ 3m : 4.5m ↓ ÷ 3

1 m : 1.5 m

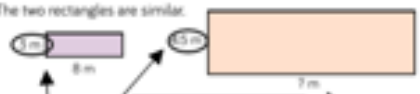
÷ 8 ↓ 8m : 12m ↓ ÷ 8

1 m : 1.5 m

Note: Simplify to the same ratio

Understand Scale Factor

The two rectangles are similar.



3 x **1.5** = 4.5

Use **corresponding** sides to calculate a scale factor

Missing length

8 x 1.5 = 12m

Scale factor can also be calculated by:

Draw and interpret scale diagrams

A picture of a car is drawn with a scale of 1:30

For every 1cm on my image is 30cm in real life

Image : Real life

The car image is 10cm

x 10 ↓ 1cm : 30cm ↓ x 10

10cm : 300cm

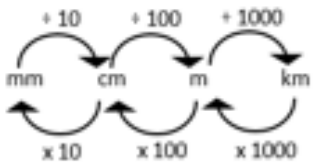
Image : Real life

The car in real life is 210cm

x 7 ↓ 1cm : 30cm ↓ x 7

7cm : 210 cm

Interpret maps with scale factors



1 cm : 250 m

Ratios need to be in the same units

1 cm : 250m ← 250 x 100 = 25000

1 cm : 25000cm

For every 1cm on my map is 25000cm in real life.

Y8 – Algebraic manipulation

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Form expressions

More than – ADD
Less than/ difference – SUBTRACT

e.g. 4 more than t ⟶ t + 4
8 less than k ⟶ k - 8

E.g. Find the perimeter of this shape:

t + 2t + 1 + t + 2t + 1
= 6t + 2

Directed numbers

+ + ⟶ +
+ - ⟶ -
- + ⟶ -
- - ⟶ +

Substitution:

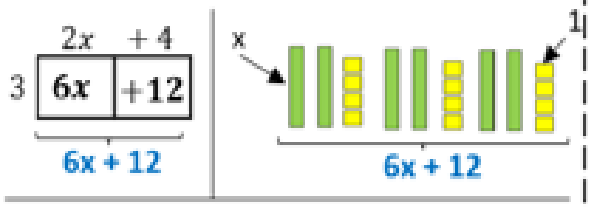
a = -5 and b = 2

a^2 = a x a = -5 x -5 = 25

2a + b = 2 x -5 + 2 = -8

Multiply single brackets

Different representations of 3(2x+4)



Expanding and simplifying

$5(x+2) + 3(x-2)$

$5x + 10 \quad + 3x - 6$

$8x + 4$

Expanding double brackets

$(x+2)(x-4)$

×	x	$+2$
x	x^2	$+2x$
-4	$-4x$	-8

$x^2 + 2x - 4x - 8$

$x^2 - 2x - 8$

$(2x+2)(x+3)$

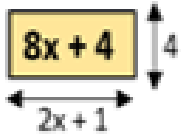
×	$2x$	$+2$
x	$2x^2$	$+2x$
$+3$	$+6x$	$+6$

$2x^2 + 2x + 6x + 6$

$2x^2 + 8x + 6$

Factorising into a single bracket

Factorise 8x + 4



Try and make this the **highest common factor**

$8x + 4 \equiv 4(2x + 1)$

Note:
8x + 4 ≡ 2(4x + 2)
This is factorised but the HCF has not been used

Factorising Quadratics

$x^2 + 7x + 12 = (x + 4)(x + 3)$

Two numbers add to make 7
Two numbers multiply to make 12

$x^2 + 5x - 6 = (x - 1)(x + 6)$

Two numbers add to make 5
Two numbers multiply to make -6

Y8 – Coordinates and graphs

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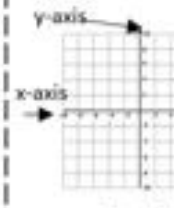
Coordinates in four quadrants



Coordinate (6, 4)

(x, y)

From the origin this coordinate is 6 places along the positive x axis and 4 places up the positive y axis.

(x, y)

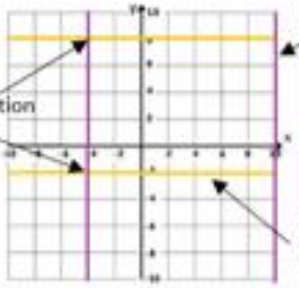
Always the position on the x axis first

Always the position on the y axis second

(0, a) Will be always be a point on the y axis. (a can be any number)

(a, 0) Will be always be a point on the x axis. (a can be any number)

Lines parallel to the axes



All the points on this line have a x coordinate of 10

"a" can be ANY positive or negative value including 0

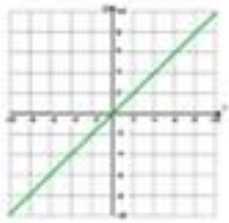
Lines parallel to the **y axis** take the form **x = a** and are **vertical**

Lines parallel to the **x axis** take the form **y = a** and are **horizontal**

All the points on this line have a y coordinate of -2

e.g. (3, -2) (7, -2) (-2, -2)

Recognise and use the line y=x



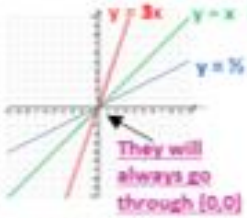
This means the x and the y coordinate have the same value

Examples of coordinates on this line: (0, 0) (-3, -3) (8, 8)

The axes **scale is important** – if the scale is the same y = x will be a straight line at 45°

Recognise and use the lines y = kx

The value of k changes the steepness of the line



Note: y =x is the same as y=1x

The bigger the value of k the **steeper** the line will be.

They will always go through (0,0)

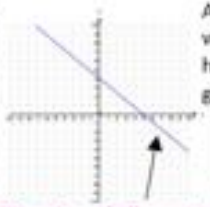
The closer to 0 the value of k the closer the line will be to the x axis.

Direct Proportion using y=kx

The line must be straight to be directly proportional – variables increase at the same rate **k**

Direct proportion graphs always start at (0,0) as they are describing relationships between two variables

Lines with negative gradients

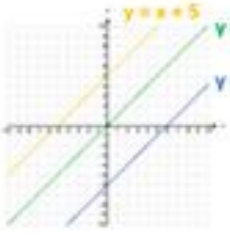


Any straight-line graph with a negative x value has a negative gradient.

E.g. y = -2x
y = -x y + x = 12

Direction of all negative gradients

Lines in the form y = x + a



All the lines are parallel because the gradients are the same

y = x + a

This is the line y=x when the y and x coordinate are the same

This shows the translation of that line.
e.g. y = x + 5
Is the line y=x moved 5 places up the graph

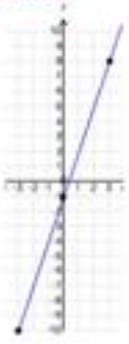
Plotting y = mx + c graphs

y = 3x – 1 → 3 x the x coordinate then – 1

x	-3	0	3
y	-10	-1	8

Draw a table to display this information

This represents a coordinate pair (-3, -10)



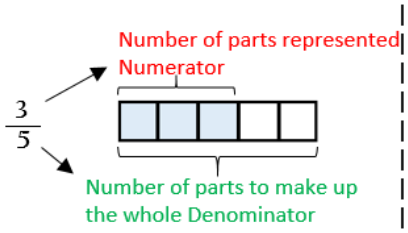
You only need two points to form a straight line

Plotting more points helps you decide if your calculations are correct (if they do make a straight line)

Remember to join the points to make a line

Y8 – MULTIPLYING AND DIVIDING FRACTIONS

Representing a fraction

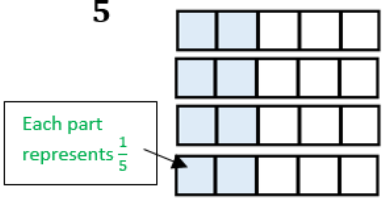


ALL PARTS of a fraction are of equal size

Multiplying a fraction by an integer

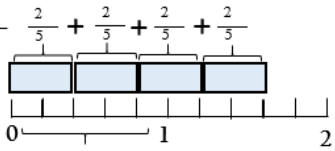
Integer (Whole number)

$4 \times \frac{2}{5} \rightarrow \frac{2}{5} + \frac{2}{5} + \frac{2}{5} + \frac{2}{5}$



$= \frac{8}{5}$

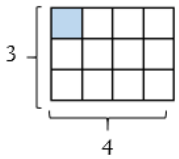
$= 1\frac{3}{5}$



Each whole is split into the same number of parts as the denominator

Multiplying unit fractions

$\frac{1}{4} \times \frac{1}{3} = \frac{1}{12}$ ← Parts shaded



Total number of parts in the diagram

Multiplying non-unit fractions

Shade in 3 parts

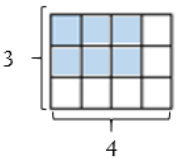
Repeat it on this many rows

$\frac{3}{4} \times \frac{2}{3}$

This many columns

This many rows

$\frac{3}{4} \times \frac{2}{3} = \frac{6}{12}$ ← Parts shaded



Total number of parts in the diagram

Cancelling down first

$\frac{\cancel{3}^{1}}{5} \times \frac{4}{\cancel{9}_{3}} =$

The 3 and the 9 have a common factor and can be simplified

Quick Solving

Multiply the numerators

Multiply the denominators

$\frac{1}{5} \times \frac{4}{3} = \frac{4}{15}$

The reciprocal

When you multiply a number by its reciprocal the answer is always 1

$4 \times \frac{1}{4} = 1$

$\frac{5}{2} \times \frac{2}{5} = 1$

Reciprocals for division

$4 \div \frac{1}{4} =$

$4 \times \frac{4}{1} = 16$

Dividing an integer by an unit fraction

$1 \div \frac{1}{4} = 4$

How many quarters are in 1?

"There are 4 quarters in 1 whole. Therefore, there are 20 quarters in 5 wholes"

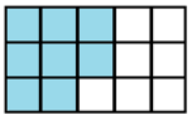
$5 \div \frac{1}{4} =$ **20**

Dividing any fractions *Remember to use reciprocals*

Multiplying by a reciprocal gives the same outcome

$\frac{2}{5} \div \frac{3}{4}$

$\frac{2}{5} \times \frac{4}{3} = \frac{8}{15}$



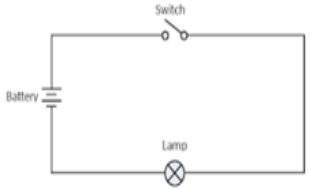
$= \frac{8}{15}$

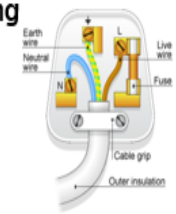
Electricity

Science

1. Circuits and symbols

Electricity is a flow of electric charges along a wire.
A circuit is an electrical device that provides a path for electricity to flow. A circuit must be complete for electricity to flow.
Scientists draw circuits using symbols.



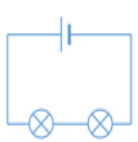


2. Current and PD

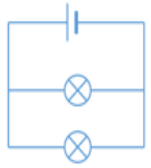
Current is the amount of charge flowing per second.
In a metal wire charged particles called electrons move when you connect a battery.
Current is measured in amps (A) using an ammeter
The cell or battery provides the push to make the charges move.
This is called a potential difference (p.d.). It is measured in volts (V) using a Voltmeter.

3.Series and parallel circuits

Series: The components are connected end-to-end, one after the other. They make a simple loop for the current to flow round.

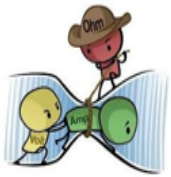


Parallel: The components are connected side by side.
The current has a choice of routes (paths).



4. Current and PD in series and parallel circuits

In a series circuit current is the same at all points in the circuit and pd is shared between components. In parallel circuits current is shared between the components and pd is the same across each component.



5. Resistance

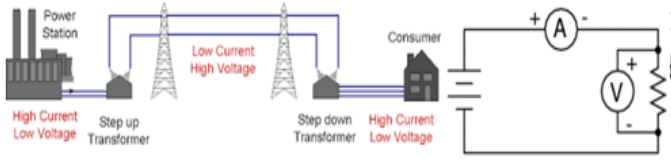
How difficult it is for current to flow through a component in a circuit.
Each circuit component has a different resistance
Resistance is measured in ohms (Ω).
resistance (Ω)= potential difference (V) / current (A)

6. Resistance of a wire

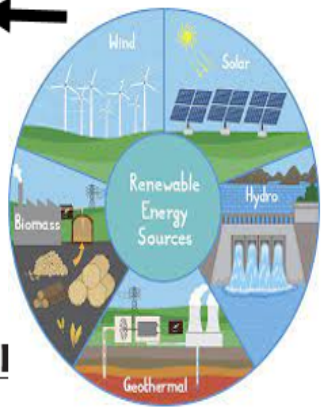
Factors affecting resistance: thickness and length of the wire, number of omponents, potential difference and current.

7. The National Grid

A system of power plants, transmission lines, and substations that deliver electricity to homes and businesses all across the country. Electricity is usually generated in Power Stations by burning coal, oil or natural gas (non-renewable resources).



8. Renewable resources



9. Plugs

The brown wire (live) carries the potential difference from the mains. It is also connected to the fuse. The blue wire (neutral) completes the circuit for the appliance. The green and yellow wire (Earth) is the safety wire that stops appliances becoming live. A fuse which will break if the current is too high.

10. Calculating energy bill

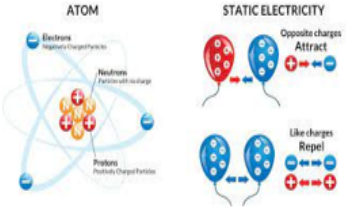
$$\text{power (W)} = \frac{\text{energy (J)}}{\text{time (s)}}$$

kWh = kW x h

Cost of energy = kWh x cost per unit

11. Static electricity

Static electricity is a build-up of electrical charge on an object.
Some of the electrons are transferred across. This leaves an excess of negative charge on one of the objects, and a deficit on the other.

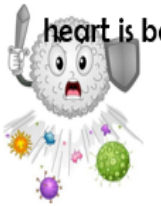


Fitness and Health

1. Fitness

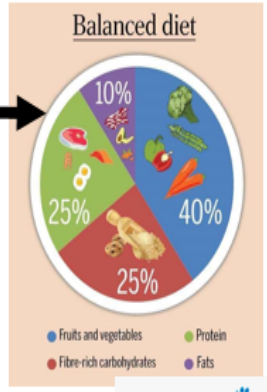
Fitness is a measure of your stamina, flexibility, strength and speed.

Your resting pulse rate is a measure of how fast your heart is beating.



2. Diet

A balanced diet contains the different nutrients in the correct amounts to keep us healthy.



Energy requirements differ between people.

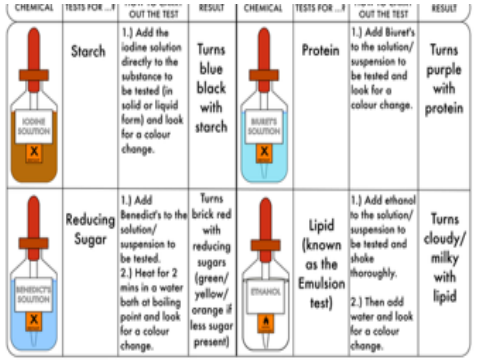
3. Diet

Imbalanced diets can cause obesity, starvation and deficiency diseases.

carbohydrates	for energy
proteins	for growth and repair
fats	for energy and to make cell membranes
vitamins	in small amounts for cells to work properly
minerals	in small amounts to make body chemicals
water	for chemical reactions to occur and for transport
fibre	to keep the bowels working properly

4. Nutrients

The nutrients found in food can be identified doing FOOD TESTS, using Iodine, Benedict's solution, Ethanol and Biuret's solution.



CHEMICAL	TESTS FOR ...?	HOW TO CARRY OUT THE TEST	RESULT	CHEMICAL	TESTS FOR ...?	HOW TO CARRY OUT THE TEST	RESULT
IODINE SOLUTION	Starch	1.) Add the iodine solution directly to the substance to be tested (in solid or liquid form) and look for a colour change.	Turns blue black with starch	BIURET'S SOLUTION	Protein	1.) Add Biuret's to the solution/ suspension to be tested and look for a colour change.	Turns purple with protein
BENEDICT'S SOLUTION	Reducing Sugar	1.) Add Benedict's to the solution/ suspension to be tested. 2.) Heat for 2 mins in a water bath at boiling point and look for a colour change.	Turns brick red with reducing sugars (green/ yellow/ orange if less sugar present)	ETHANOL	Lipid (known as the Emulsion test)	1.) Add ethanol to the solution/ suspension to be tested and shake thoroughly. 2.) Then add water and look for a colour change.	Turns cloudy/ milky with lipid

5. Aerobic Respiration

A process used in the body to make energy. It takes place in the mitochondria.

glucose + oxygen → carbon dioxide + water + energy

6. Anaerobic Respiration

A process used to make energy which doesn't use oxygen. It takes place in the cytoplasm.

Anaerobic Respiration in plants and yeast is known as Fermentation

glucose → lactic acid + energy

7. Smoking

Tobacco smoke contains many harmful substances. These include:

- tar
- nicotine
- carbon monoxide

8. Alcohol

The alcohol in alcoholic drinks (such as wines, beers and spirits) is called ethanol. It is a depressant - it slows down signals in the nerves and brain.

9. Drugs

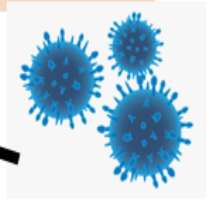
A drug is a substance that has an effect on the mind or body:

- medicines are drugs that help people suffering from pain or disease
- recreational drugs are taken by people because they like the effects they have on their bodies

10. Disease

Communicable disease – can be passed on Pathogens are disease-causing viruses, bacteria, fungi or protists, which can infect animals and plants.

non-communicable disease – cannot be passed on



11. Body Defences

White blood cells are an important part of the immune system. They defend the body against disease in three ways;

- Producing antibodies
- Producing antitoxins
- Engulfing pathogens

Physical defences – the defences to stop pathogens getting into your body

LIVING TOGETHER

1. Ecosystems

Term	Description
Environment	All the conditions that surround a living organism
Habitat	The place where an organism lives
Population	All the members of a single species that live in a habitat
Community	All the populations of different organisms that live together in a habitat
Ecosystem	A community and the habitat in which organisms live

Factors that affect an ecosystem:
Biotic – Living things: predators, diseases, Competition
Abiotic – Non-Living things: temperature, moisture level, Light intensity

2. Competition

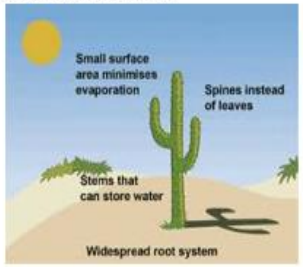
Animals and plants compete over the resources they need to survive

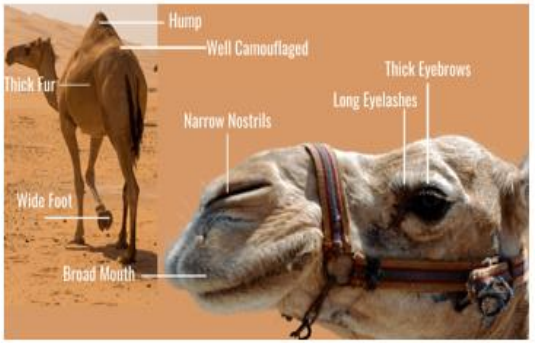
What resources do they compete for:

Plants	Animals
Water	A mate
Mineral Ions	Food
Sunlight	Territory
Space	

3. Adaptation

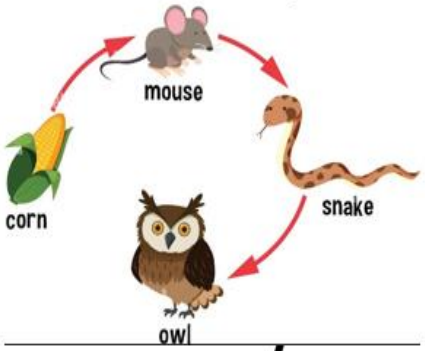
The changes an organism or species make to become better suited to its environment.





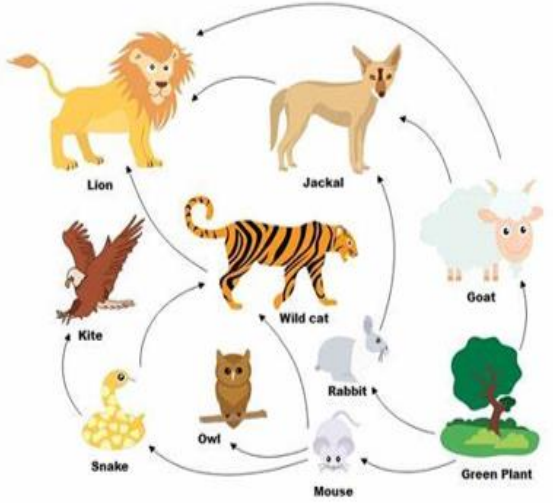
4. Food Chains

Show the feeding relationships between animals and the arrow shoes the transfer of energy



4. Food Webs

Show the feeding relationships between animals and is made up of lots of food chains



5. Pyramids of biomass - The mass of the organism at each trophic level

5. Pyramids of number - How many organisms there are at each trophic level.

	Fox ↑ Rabbit ↑ Nettle plant	Two-spot ladybird ↑ Small nettle aphid ↑ Nettle plant
Pyramid of numbers compares the number of organisms at each trophic level		
Pyramid of biomass compares the mass of biological material at each trophic level		

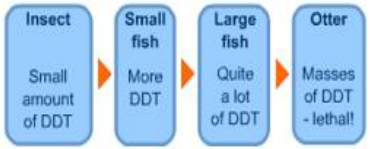
6. Interdependence

Within a community the species depends on each other for shelter, food, pollination, seed dispersal etc. Removing a species can affect the whole community

7. Pesticides

Chemicals sprayed on crops to control the population of pests on crops

Bioaccumulation – The build up of poison in a food chain/web



KNOWLEDGE ORGANISER: Creation & Covenant: Year 8

RE

The conditions of a Just War:

1	The war must be declared by a legal, recognised authority.
2	The cause of the war must have good intentions.
3	The war must be a last resort
4	The aim to be accomplished must outweigh the destruction
5	The war must have a reasonable chance of success.
6	Only necessary forced can be used (civilians cannot be targeted)

Sources of Wisdom

The Fall — **Genesis 3 OT**
(Adam and Eve sin against God I the Garden of Eden)

The Decalogue — **Exodus 20: 2-17 OT**
(God gives Moses the Ten Commandments)

The Greatest Commandment — **Matt 22: 34-40 NT**

CCC 1852 & 1853
"The definition of sin"

CCC 1866
"The Seven Deadly Sins"

Pacem In Terris — **Pope John XXIII 1963**
"Peace on Earth"

CCC 1784
"The duty to inform one's conscience"

THE CATHOLIC TEN COMMANDMENTS:

1. You shall have no other gods but me
2. You shall not take God's name in vain
3. Keep holy the Sabbath Day
4. Honour your Father and Mother
5. Thou shall not kill
6. Thou shall not commit adultery
7. Thou shall not steal
8. Thou shall not lie
9. Thou shall not covet thy neighbour's wife
10. Thou shall not covet thy neighbours goods

The Symbols of Baptism

Water ~ a symbol of our new, eternal life

White Garment ~ a symbol of the purity as Original Sin is washed away

Oil of Chrism ~ a symbol of having a special job to do

Baptismal Candle ~ a symbol of sharing in Christ's Resurrection & being a light to the world

Oil of Catechumens ~ a symbol of strength and healing

Core Vocabulary		"What is Right?"
Sin		Deliberate immoral action, breaking a religious or moral law
Conscience		The knowledge we have of what is right and wrong, given to us by God.
Free Will		When a person is able to choose right from wrong without being controlled by other forces.
The Decalogue		The Ten Commandments given to Moses by God in the Covenant at Sinai.
Original Sin		The name given to the First Sin of humans, causing a rift between God and his people.
Baptism		The first of Seven Sacraments of the Catholic Church. The rite of Initiation involving purification by water.
Just War		A war that is declared "justifiable" in Christianity (as set out by St Augustine and Thomas Aquinas)
The Fall		The use of Free Will by Adam & Eve, leading them to eat the forbidden fruit in the Garden of Eden.

The life of Sophie Scholl	Born in 1921 in Germany	At 12 joined the Hitler Youth	1942 began to study at University of Munich	1943 Joined the White Rose (anti Nazi's)	Feb 1943 Arrested and killed by Nazi Party

Unit 1: The Mali Empire

Timeline

1200	Sundiata Keita forms the first Mali Empire.
C.1235	The Manden Charter is signed.
1307	Mansa Musa assumes the throne of the Mali Empire.
Early 1600s	The Mali Empire ends.

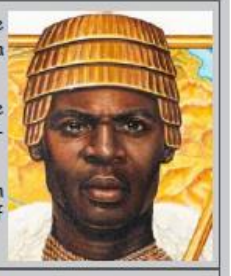
Key Figures

Sundiata Keita

He was the son of the King of the Mandinka Empire.

He earned the nickname 'Lion King' for his tenacity.

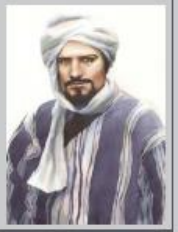
He was the first King in the line of Mansa's of the Mali Empire.



Ibn Battuta

He was an explorer who travelled in the Middle East, North Africa, India & China.

In 1325, he set off on a pilgrimage to Mecca—it took him a year to get there.



Mansa Musa

He built many schools, universities and libraries across his Empire.

Under him, Mali controlled half of the world's supply of salt and gold.

He was the 'wealthiest man who ever lived'.

Key Terms

Empire	A group of countries, ruled over by one monarch (King or Queen) or own country.
Griot	African storytellers who lived with every Mansa. Once a Griot passed away, his son would become the next Griot for the next Mansa.
Mansa	An African term which means 'Emperor' or 'King of Kings'.
Sundiata	The first Mansa of the Great Mali Empire.
Constitution	A set of rules or laws created by a government to help run the country.
Manden Charter	A constitution, containing seven main rules, which were used to rule the Mali Empire.
Tribe	A community in society, who will have their own way of life, values and traditions.
Mithqals	A unit of mass, which is used to measure previous stones like gold and saffron.
Mecca	Mecca is a city which was the birthplace of the Islamic prophet Muhammed. Muslims turn towards Mecca when conducting their daily prayers.
Islam	Islam is a religion centred on the Quran and the teachings of Muhammed, the religion's founder.

Key Questions

What was the Mali Empire?

The Mali Empire was located on the West Coast of Africa.

It had many major rivers running through it as well as different types of land like rainforests, deserts & the savannah.

Magna Carta vs. Manden Charter

Both of these were a set of laws/rules which the country & King had to follow.

The Manden Charter was created in 1235 and is different to the Magna Carta.

It had seven main rules which promised many things including:

- Peace between people within the country
- Protection of all human beings
- Education
- Having a strong country

Even though the Mali Empire has disappeared, the words of the Charter are still talked about in some African clans today.

Why was the Mali Empire so rich?

Mali was located in an area which was near to large goldfields.

Gold from the Mali Empire was used all around the world including in paintings in Europe.

Salt was also a valuable resource from the Mali Empire—salt was precious because it could earn merchants a lot of money.

History

Geography

Year 8 Tourism Knowledge Organiser

Reasons why more people travel abroad on holiday:

- More availability of flights/travel
- Easier to book due to internet/apps
- More knowledge of new destinations

Definitions of different types of tourism (key terms):

Mass Tourism: Many (thousands) of people visiting the same place at the same time

Dark Tourism: Visiting locations with a dark or negative history

Adventure Tourism: Visiting places to explore or complete extreme activities

Ecotourism: Small groups visiting unspoilt natural landscapes (E.G. Rainforests)

How can tourism impact a destination?

Positives	Negatives
• Creates jobs for local people • Money is spent in local businesses • Government improves GDP • Government has more money to invest in country	• Can make local area busy for locals • Pollution & litter left by tourists • Major companies can keep profits • Industry can be seasonal (E.G. only in summer)

Tourism in the Lake District:

Reasons why people visit the Lake District:

- Unique and beautiful scenery
- Activities like hiking, boating, water sports
- Rustic villages/towns (Keswick, Windermere)

Managing tourism in the Lake District

Management	How will it help?
Building bypasses	Reduce traffic in town centres. Help people travel around quicker.
Entry fee	Reduce tourist numbers on busiest days or seasons.
More public transport	Reduce traffic congestion. Create more income through bus fares.
Repairing footpaths	Keep people on correct routes to avoid disturbing wildlife.

MFL

Subjects:

el español 

el inglés 

el teatro 

la informática 

la historia 

la religión 

la tecnología 

la educación física 

la música 

la geografía 

las ciencias 

las matemáticas 

Subjects—Y8 HT1

IMPORTANT VERBS

¿Qué estudias? - What do you study?

Estudio… - I study…

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

Es… - It is…

Me gustaría estudíar… - I would like to study…

Adjectives:

Divertido/a .....

Aburrido/a .....

Interesante.....

Importante .....

Fácil .....

Difícil .....

Grande .....

Útil .....

Opinions:

Odio—I hate

Prefiero—I prefer

Me gusta—I like

Me encanta - I love

School and Facilities

GCSE Grade:	Examples:
Superlatives	Mi profesora de matemáticas es **la más** severa. Mi profesor de geografía es **el más** cómico.
Comparatives	Pienso que el inglés es **más** interesante **que** el teatro. La historia es **menos** divertida **que** el español.
Preterite tense verbs (regular)	Ayer, **estudié** historia y **jugué** al fútbol después de la escuela.
Complex opinion phrases	**Me aburre** la música. **Me mola** el inglés.
Near future tense verbs	**Voy a estudiar** geografía y **voy a estudiar** teatro.
Correct use of ser	Estudio matemáticas, pero **son** aburridas. Estudio español y **es** interesante.
Imperfect tense	Antes **estudiaba** francés, pero ahora no. Mi escuela primeria **tenía** menos profesores.
Negative structures	**No** estudio el alemán. El colegio **no** tiene **ni** una piscina **ni** un teatro.
Me gustaría + infinitive	**Me gustaría estudiar** el teatro. **No me gustaría estudiar** la música.
Time phrases	**A las nueve** tengo ciencias y **luego** tengo la religión.
Pronouns	Mi hermana **estudia** religión.
Justified opinions	Me gustan las matemáticas **porque son interesantes**.
Intensifiers	Pienso que el inglés es **muy** útil y **bastante** fácil.
Connectives	Me gusta la historia **pero** no me gusta la geografía.
Adjectival agreement	Llevo **una** chaqueta negra, **una** camisa blanca y zapatos negros
Present tense (regular)	**Estudio** español y no **uso** mi móvil en clase.

5 4 3 2 1

Knowledge Organiser

Year 8 Term 1 Sport and Where I Live

Grades Show what you know	WAGOLLs What a good one looks like
6	
Perfect (past) tense	Hier, **j'ai joué** au basket et **j'ai fait** de la natation au centre de Loisirs St Peters. **C'était** super parce que j'adore le sport.
5	
Complex opinion phrases	**On dit que** Burnley est une ville animée **Je dirais que** c'est une belle région.
Near future tense verbs	**Je vais jouer; je vais faire** du VTT
4	
Infinitive structures	**J'ai l'intention de jouer** au cricket. **J'espère habiter** en France.
Imperfect tense	Quand **j'étais** petit **je faisais** de l'équitation. Dans le passé Burnley **était** une ville industrielle
Negative structures	Je **ne** joue **pas** au rugby ; je **ne** vais **jamais** en ville, je **ne** fais **pas** de danse. **Il n'y a pas de** patinoire.
3	
Je voudrais + infinitive	**Je voudrais** faire du VTT. **Je voudrais** jouer au golf.
Pronouns	**Il** joue au tennis. **On** fait de la danse. **Nous** faisons du shopping. **Tu** fais du vélo.
Time phrases / Time	**À huit heures** j'écoute de la musique. **Avant** j'aimais le rugby. **Le samedi** je regarde la télé. **Demain** je vais faire des magasins. **Hier** j'ai joué au hockey
2	
Justified opinions	**J'adore** faire du bricolage **parce que c'est actif**. **Je déteste** jouer au foot **parce que c'est trop compétitif**.
Intensifiers	Je fais **beaucoup de** shopping. je fais **un peu de** danse
Connectives	Je joue au foot **et** au cricket. Je déteste le patinage, **mais** j'adore le ping-pong. **Cependant aussi** j'aime le jardinage **parce que c'est sain**.
1	
Prepositions	Je joue **à la** pétanque. Je fais **du** yoga. Je joue **aux** échecs. Je fais **de la** planche à voile. Je joue **au** rugby
Present tense	**Je joue** au basket. **Je fais** les courses. **Je fais** du patinage. **J'habite** à Burnley. **Il y a** un cinéma.

6		
	Perfect (past) tense	yesterday, **I played** basketball and **I did** swimming at the St. Peter's Centre. **It was** super because I love sport.
5		
	Complex opinion phrases	**The say that** Burnley is a lively town **I would say that** it's a beautiful area.
	Near future tense verbs	**I am going to play; I am going to do** mountain biking
4		
	Infinitive structures	**I intend to play** cricket. **I hope to live** in France.
	Imperfect tense	When **I was** little **I used to do** horseriding, In the past Burnley **was** an industrial town
	Negative structures	I **don't** play rugby ; I **never** go to town. I **don't** do dancing. **There is no** ice rink.
3		
	Je voudrais + infinitive	**I would like** to do mountain biking **I would like** to play golf.
	Pronouns	**He** plays tennis. **We** do dancing. **We** do shopping. **You** ride your bike.
	Time phrases / Time	**At 8 o'clock** I listen to music. **Before** I used to like rugby. **On Saturdays** I watch TV. **Tomorrow** I am going to do some shopping. **Yesterday** I played hockey
2		
	Justified opinions	**I love** to do DIY **because it's active.** **I hate** playing football **because it's too competitive.**
	Intensifiers	I do **a lot of** shopping. I do **a bit of** dancing.
	Connectives	I play football **and** cricket. I hate ice-skating, **but** I love table tennis. **However, also I like gardening because it's healthy.**
1		
	Prepositions	I play **at** bowls. I do **some** yoga. I play **at** chess. I do **some** windsurfing. I play **at** rugby
	Present tense	**I play** basketball. **I do** errands. **I do** ice-skating. **I live** in Burnley. **There is** a cinema.

BLESSED TRINITY RC COLLEGE

Year 8 French Term 1
Sports and Where I Live

LEARNING OUTCOMES

I will be able to:

- Say what sports and other activities I do.
- State where I do the activities
- Name places in my town in French.
- Describe what there is to do in my town/ area
- Give opinions
- Use at least two tenses.

KEY VOCABULARY

Scan the QR codes on your phone's camera or 'Scan QR code' option to go to the Quizlet link with the vocabulary.

Scan me!

Where I Live

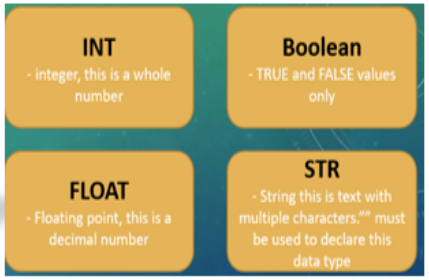
https://quizlet.com/513000904/sport-flash-cards/?i=hc9w3&x=1jqt

Sports

https://quizlet.com/513003021/where-i-live-flash-cards/?i=hc9w3&x=1jqt

Assessment Vocabulary- https://quizlet.com/415266176/half-term-1-town-and-environment-french-flash-cards/?i=hc9w3&x=1jqt

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

Computing

Music Knowledge Organiser

Harmony

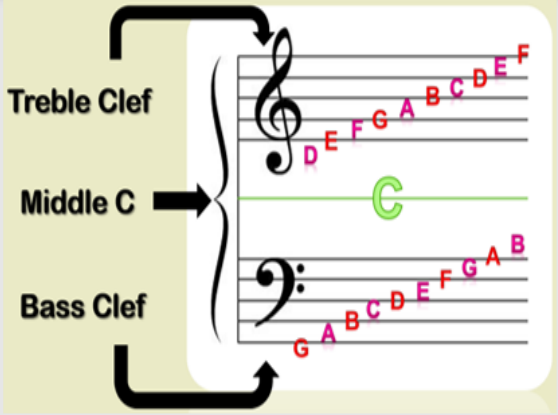
Rhythm + Pitch = Melody

Melody + Pitch = Harmony

Melody - A sequence of combined rhythms and pitches.

Harmony - Additional notes paired with the main melody.

Grand Stave



Year 8 Harmony & Tonality

Tonality

Tonality - The **atmosphere** of a piece of music, determined by the key in which it is played.

Minor - Sad sounding

Major - Happy sounding

Voice

Female	Male
Soprano	Tenor
Alto	Bass

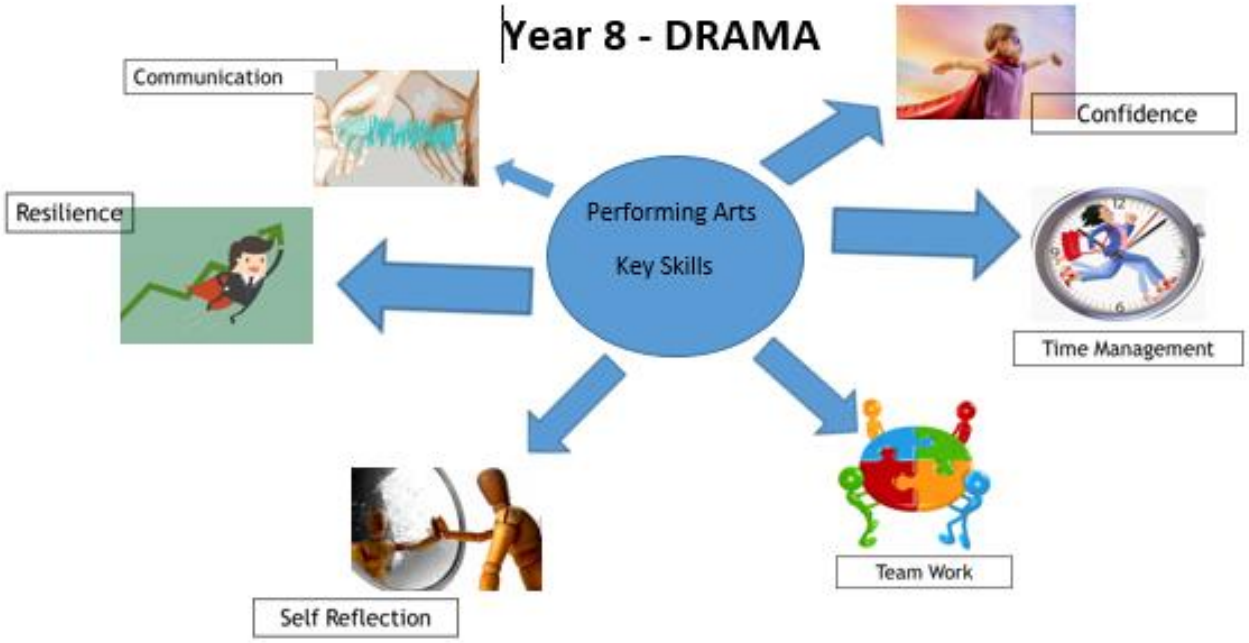
HIGH / LOW

Melisma	Lots of different pitches/notes sung on one syllable
Vibrato	A wobble in pitch
Scat Singing	Using your voice to make sounds like an instrument
A Cappella	Singing without any instruments
Falsetto	When a man sings very high in pitch

Grand Stave	Harmony	Voice Types	Vocal Techniques	Tonality	Assessment

Music

Drama/ Dance

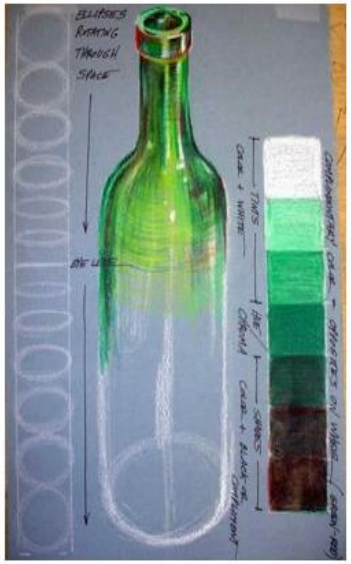


Drama Keywords	Definition
Role on the Wall	*To write down ideas for a character*
Hot seating	*To answer questions as the character you have created*
Characterisation	*To use your voice. facial expression and body language to perform a character*
Flash Back	*To show a memory or scene that happened in the past*
Devil & Angel	*To show the good and bad sides to a decision of a key character*
Cross Cutting	*To cut from one scene or location to another*

The Learning Journey

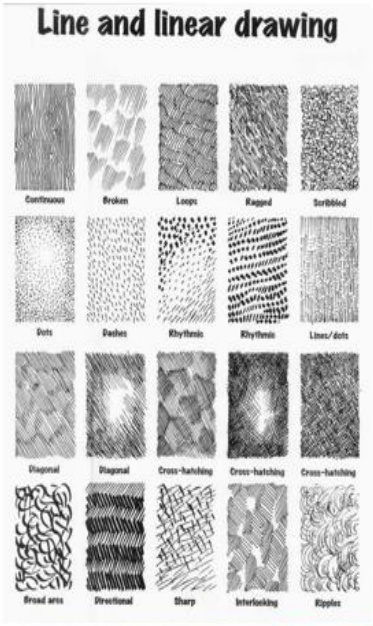
D&T/Art Knowledge Organiser Year: *All years* Pencil drawing techniques for drawing tests

Orange slice

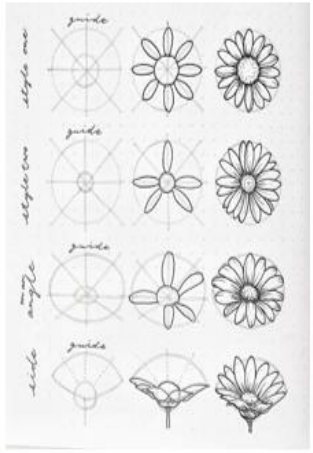


Bottle drawing

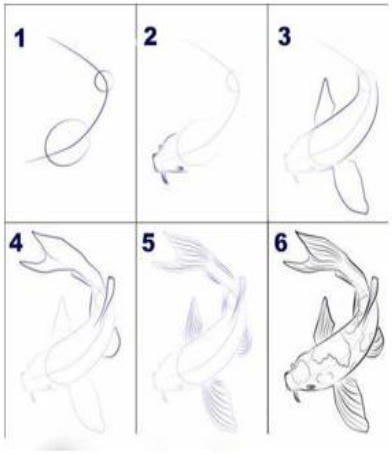
African mask



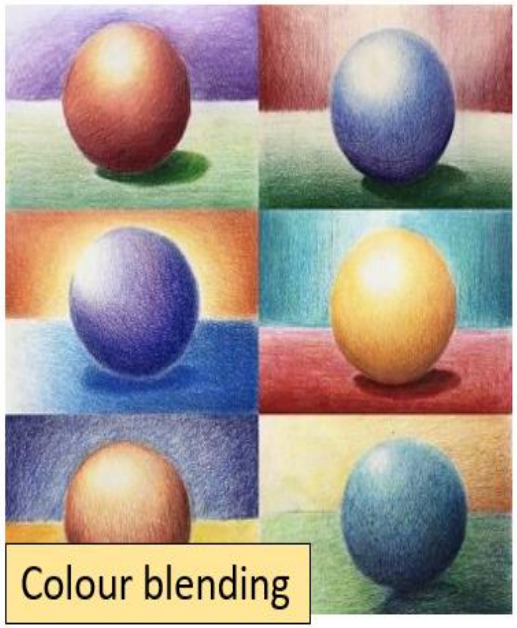
Eye drawing



Flower drawing



Koy fish drawing



Colour blending

Step by step drawing

1. Start by sketching the outline and shape of the object LIGHTLY with a pencil using guidelines where necessary.
2. Softer lines can be erased more easily
3. Check the proportions and scale
4. Work into the details of the object
5. Sketch the shapes of the shadows and highlights
6. Start to build up the tone gradually with the lighter tones first
7. Increase tone to create contrast and shape
8. Ensure you have left highlights (no tone)

Key vocabulary

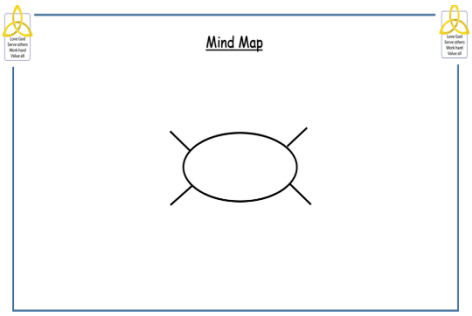
Still llfe
Layers
Depth
Focal point
Contrast
Tone
Viewpoints
Tonal values
Mark-making
Shading
Highlights
Proportion
Scale
Outline
Shape
Form
Line

Art

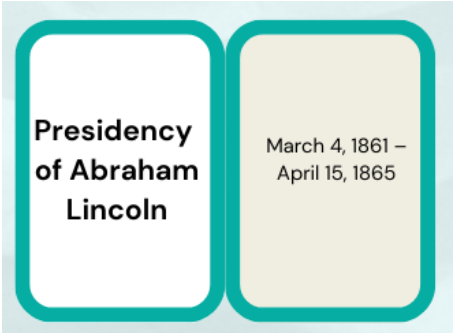
Top Tips!

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)