
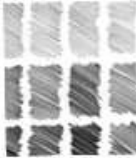




Knowledge Organiser. Year 8 Project 2: Glorious Food					
LINE 	TONE 	PATTERN 	TEXTURE 	FORM 	COLOUR 
<b>What will they learn? (overview of knowledge)</b> Students will continue to build on observational skills covered in project one. The topic of Food will be a vehicle for learning further drawing skills and analysis of current and past artists.		<b>What skills will they learn/develop?</b> <ul style="list-style-type: none"><li>• Drawing skills – shape, tone and detail</li><li><input type="checkbox"/> Depicting objects and form using drawing skills and paper</li><li><input type="checkbox"/> Critical analysis of art and artists</li><li><input type="checkbox"/> Use of paint, oil pastels and felt pen</li><li><input type="checkbox"/> Making their own final piece using taught construction techniques and recycled objects.</li></ul>			
<b>Support/Challenge:</b> <a href="http://www.artnet.com/artists/wayne-thiebaud/">http://www.artnet.com/artists/wayne-thiebaud/</a> <a href="https://www.peteranton.com">https://www.peteranton.com</a>					
COLOUR	TONE	LINE	FORM		
DRAWING	SCULPTURE	SYMMETRY	PAPIER-MÂCHÉ		
HARMONIOUS	COMPLEMENTARY	PRIMARY	DARK		
CONSTRUCT	3-DIMENSIONAL	CUBISM	PAINT		
DESIGN	OBSERVE	OBJECTS	ANALYSE		
Assessment					
A01	Analysis of food artists using formal elements – teacher assessed				
A02	Drawing cakes and sweets – self-assessed				
A03	Pencil drawings – homework and lessons. Peer assessed				
A03	Oil pastel in the style of Thiebaud – Teacher assessed				
A04	3D food sculpture. Self-assessed				



look



say



cover



wri

Knowledge Organiser. Year 8 Project 3: Illustrated Insects					
LINE 	TONE 	PATTERN 	TEXTURE 	FORM 	COLOUR 
<b>What will they learn? (overview of knowledge)</b> Students will continue to build on observational skills covered in project one. The topic of Illustrated Insects will be a vehicle for learning further drawing skills and analysis of current and past artists. Students will be able to experiment widely, inspired by the artists and the work they analyse.		<b>What skills will they learn/develop?</b> <ul style="list-style-type: none"><li>• Drawing skills – shape, tone and detail</li><li>□ Critical analysis of art and artists</li><li>□ Use of paint, ink, wax resist and fine-liner</li><li>□ Applying artist learning to explored techniques</li></ul>			
<b>Support/Challenge:</b> <a href="https://www.printsonwood.com/artists/abbydiamond">https://www.printsonwood.com/artists/abbydiamond</a> <a href="https://roy-thomas-art.com/insect-collages">https://roy-thomas-art.com/insect-collages</a>					
COLOUR	TONE	LINE	FORM		
DRAWING	NATURE	SYMMETRY	INK		
HARMONIOUS	COMPLEMENTARY	PRIMARY	DETAIL		
ILLUSTRATION	COLLAGE	CONTEMPORARY	PAINT		
DESIGN	OBSERVE	PROPORTION	ANALYSE		
Assessment					
A01	Analysis of insect artists using formal elements – teacher assessed				
A02	Drawing insects in pen and ink– self-assessed				
A03	Pencil drawings – homework and lessons. Peer assessed				
A03	Ink and paint in the style of Diamond – Teacher assessed				
A04	Insect collage. Self-assessed				



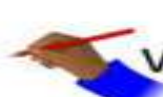
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## Year 8 Business Knowledge Organiser

### Aim of the unit

The aim of this unit is to provide a foundational knowledge of business. You will learn the basic concepts in business, which will help you in making informed decision when choosing as one of the optional subjects in Year 9.



In this unit, you will be finding out about the concept of business plan and its importance. Also, you will study market research, design a questionnaire that is fit for purpose, and compare questionnaires and interview. You will learn how to promote a product. They will also learn functional areas of a business and their roles, as well as how to apply product differentiation strategies. these topics will be covered in 6 weeks



**Team working** – work in teams, share ideas, and boost interpersonal skill.

**Analytical skill** – compare ideas from both sides and use personal opinions to provide constructive criticism.

**IT skill** – using MS Office to report on findings from research, note-taking

**Research skill** - making research and provide research findings

### Assessment

Assessment is based on class work, and homework, which is set every 2 weeks, as well as end of year test.



Product Differentiation	
The process of distinguishing a product or service from others to make it more appealing to a specific target market.	
Product Differentiation	Features, warranty, durability, performance
Service Differentiation	Ordering ease, customer training
Channel Differentiation	Coverage, expertise, performance
Relationship Differentiation	Competence, courtesy, credibility
Reputation Differentiation	Perception, advertising, communication
Price Differentiation	By customer, by quantity, by segment

### Key Vocabulary

**Advertisement** - process of creating an awareness of a product in order to attract and retain customers.

**Business plan** – a document that define objective and how the business is run and managed.

**Functional Areas** – it is various departments that make up a business

**Market research** – process of obtaining information about market, customers, product or competitors.

**Product Differentiation** – process of providing unique features of product in order to stand out from competitors.

### Support/Challenges

Differentiated work, homework



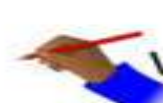
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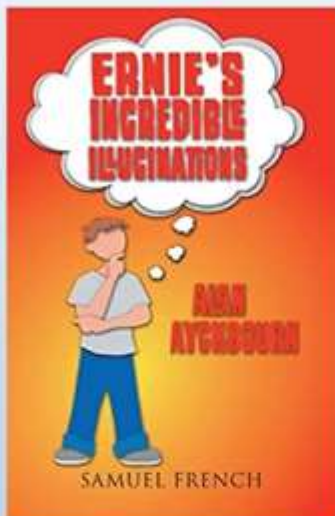
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## ERNIE'S INCREDIBLE ILLUCINATIONS

Ernie's incredible imagination is alarming his parents. They go to the doctor in search of a cure. Once they're there, they discover Ernie's 'illucinations' are more powerful than they realised. Everything Ernie imagines – from secret agents to a boxing granny – becomes real.



## Year 8 Drama



## WORLD WAR ONE

### Potential topics:

- Writing war letters
- War Horse
- Puppetry
- Creating scenes from the trenches
- War Poems



A transition in a story to an event that occurred in the past.



Breaking the fourth wall is when the characters acknowledge they are in a play and interact directly with the audience.

### For the Fallen

They shall grow not old, as we that are  
left grow old:  
Age shall not weary them, nor the  
years condemn.  
At the going down of the sun and  
in the morning  
We will remember them.



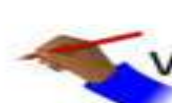
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Terminology	Definition
Flash-back	A transition in a story to an earlier time, that interrupts the normal chronological order of events.
Flash-forward	A transition in a story to an event that occurs in the future, that interrupts the normal chronological order of events.
Breaking the fourth wall	Breaking the fourth wall is when the characters acknowledge they are in a play and interact directly with the audience.
Narration	A character tells the story.
Puppetry	The art of operating puppets, typically either by strings controlled from above or by hand.
Tableau	The theatrical technique in which actors freeze in poses that create a picture of one important moment in the play.
Mime	The art of suggesting action, character or emotion without words, using only gesture, expression and movement.
Thought-tracking	A character steps out of a scene to address the audience about how they're feeling.
Facial Expression	Using your face to show what emotions your character is feeling.
Tone of Voice	Using your voice to show how your character is feeling.
Body Language	Using your body and movement to communicate your character's emotions.



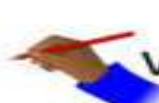
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Your diagnostic reading task:



Explore how Martin Luther King Jr's 'I have a dream speech' persuades his audience.

### Yr 8 -Term 3.1

#### The power of words - oratory

In this half term, you will be learning how words can carry power. The power to persuade, the power to shift attitudes and even the strength to change the world. You will explore the oratory of some of the world's best orators and explore how they influence their audiences and achieve their purposes.

#### Language techniques:

- o Metaphor
- o Onomatopoeia
- o Simile
- o Alliteration
- o Personification
- o Pathetic fallacy
- o Sibilance
- o Emotive language
- o Hyperbole
- o Assertion

#### Structural devices:

- o Single line paragraphs
- o Discourse markers
- o Repetition
- o Questions
- o Quotes
- o Cyclical structure
- o Tripling
- o Lists
- o Pairs
- o DIIE sentences
- o Varied sentence forms

Your final summative task:



How has Sojourner Truth in 'Ain't I a woman?' used language, structure and form to persuade her audience?



You will be learning about PIRATE MOUSE persuasion.

#### What are we assessing you on?

##### Reading skill 4:

To be able to explore how a writer has used language to influence their audience.

##### Reading skill 5:

To explore how a writer has used structural techniques to have an effect on their audience.

##### Reading skill 6:

To use the most relevant and well chosen quotes to support your points.

#### Who are some of the orators that we shall study this term?

**Martin Luther King:** 'I have a dream' 1963 – a speech supporting the civil rights of black people in America.

**Elizabeth I:** 'Tilbury address' 1588 – the queen rallies her troops against the invading Spanish Armada.

**Harvey Milk:** 'The last words of Harvey Milk' 1978 – a speech to promote gay rights.

**Nelson Mandela:** 'I am prepared to die' 1964 – a speech supporting equality and democracy in Apartheid South Africa.

**Hilary Clinton:** 'Women's rights are human rights' 2020 – a speech supporting the equality of gender in society.

**Greta Grunberg:** 'You did not act in time' 2019 – a speech on climate change.

**Sojourner Truth:** 'Ain't I a woman?' 1827 - a speech asking for equal treatment in after gaining her freedom from slavery.



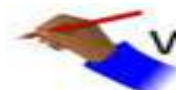
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# Yr 8 -Term 3.2

## The power of words - storytelling

### What are we assessing you on?

#### Writing skill 1:

Accurate spelling, punctuation and grammar.

#### Writing skill 4:

Writing and structuring an effective narrative.

#### Writing skill 5:

Crafting language and structural devices to have an effect on the reader and to create mood and atmosphere.

#### Writing skill 7:

Writing in accurate paragraphs and linking them together using appropriate discourse markers.

In this half term, you will be learning how to become a master storyteller. You will be learning how to use language and structure to create mood and atmosphere, shape compelling plots and believable characters as well as learning how to introduce a twist into your writing.

To help us to do this, we will be studying the great British short story 'The Landlady' by Roald Dahl as well as a selection of other classic short stories from British and World Literature.

### Structure key terms:

#### Freytag's pyramid:

How a short story is usually structured.

#### Dialogue:

Speech between characters.

#### Focus shifts:

Using paragraphs to zoom in and out and highlight an event or characters' importance to the story.

#### Minor sentences:

One word used for emphasis.

#### Main clause/simple sentence:

Usually used to keep information clear or as a series to build pace and tension.

#### Compound and complex sentences:

Linked clauses used to provide detail.

#### Single line paragraphs:

To emphasise an important point.

#### Flashback/flash forward:

Not using a chronological structure.

#### Cyclical structure:

The ending links to the beginning.

#### Exposition:

The opening descriptions of setting, time and character.

#### Genre:

Indicating the type of narrative through the use of common motifs.

### Language key terms:

#### Figurative language:

The use of metaphors, similes and personification to establish mood, atmosphere or character.

#### Mood:

Influencing how the reader feels when reading the text.

#### Pathetic fallacy:

Using the weather and setting to help establish or suggest a mood.

#### Juxtaposition:

Creating a contrast between two characters, settings or images.

#### Evocative vocabulary:

Words which are chosen to have a specific emotional effect on the reader.

#### Personification:

The attribution of a human characteristic to something non human.

#### Onomatopoeia:

Using words which sound like the event they describe – 'smash' or 'clash'.

#### Sensory language:

Appealing to the five senses within description.

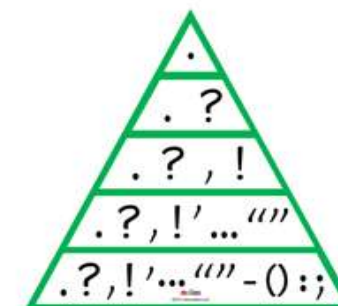
#### Sibilance:

Using repeated 's' sounds to either create a soothing or threatening tone

### Discourse markers:

<b>ADDING</b> and also as well as moreover too furthermore additionally	<b>SEQUENCING</b> first, second, third... finally next meanwhile after then subsequently	<b>ILLUSTRATING</b> for example such as for instance in the case of as revealed by... illustrated by	<b>CAUSE and EFFECT</b> because so therefore thus consequently hence
<b>COMPARING</b> similarly likewise as with like equally in the same way..	<b>QUALIFYING</b> but however although unless except apart from as long as if	<b>CONTRASTING</b> whereas instead of alternatively otherwise unlike on the other hand.. conversely	<b>EMPHASISING</b> above all in particular especially significantly indeed notably

### The pyramid of punctuation:



### freytag's pyramid



Integrated Task Plan (Creative Commons BY-NC-SA)



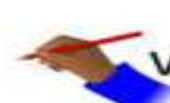
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## Year 8 Game Making

Length of Unit:  
6 Weeks

**What you are going to learn:** You are going to learn about making a game based on client requirements using Scratch

### Key Words:

Asset  
Resource  
Game  
Evaluation  
Stage  
Client Brief  
Scratch  
Sprite



### The Lessons:

**Week 1:** Introduction to Games Design

**Week 2:** Game Elements

**Week 3:** Basic Game Theory

**Week 4:** Project – Week 1

**Week 5:** Project – Week 2

**Week 6:** Project Evaluation

Very useful code...



But what does it do?

Want to make your sprite move?

Want to change what your sprite looks like?

Want to make noises?

Starting, clicking, broadcasting and receiving

Pause, if/then, repeating

Keys pressed? Touching other sprites?

Maths, comparisons, random numbers

Storing and retrieving information



### Support/Challenge

<https://scratch.mit.edu> - access everything online

<https://projects.raspberrypi.org/en/projects?software%5B%5D=scratch> - Coding instructions and challenges

[https://en.scratch-wiki.info/wiki/How\\_to\\_Make\\_a\\_Basic\\_Platformer](https://en.scratch-wiki.info/wiki/How_to_Make_a_Basic_Platformer) - Gravity and Jumping!

Send a message to another sprite



To make that sprite do something



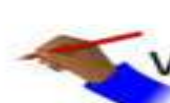
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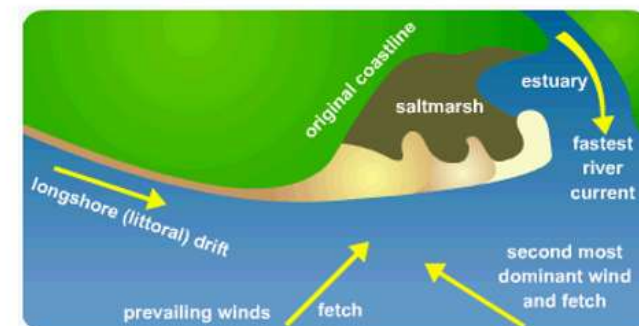
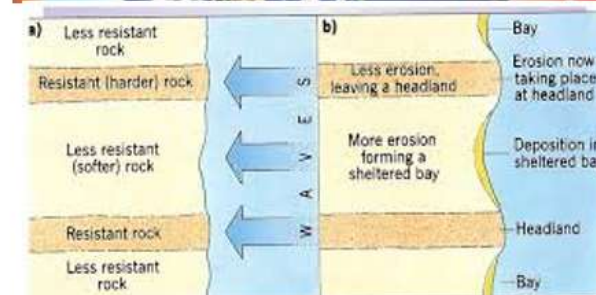
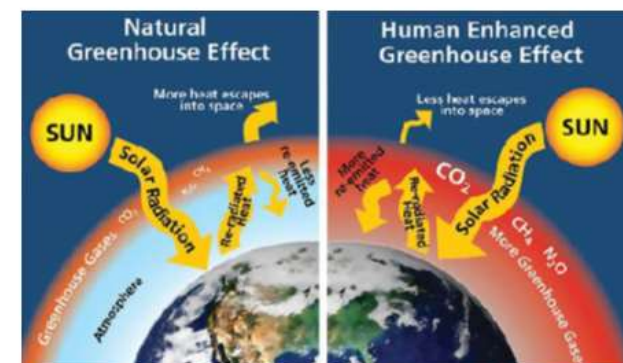
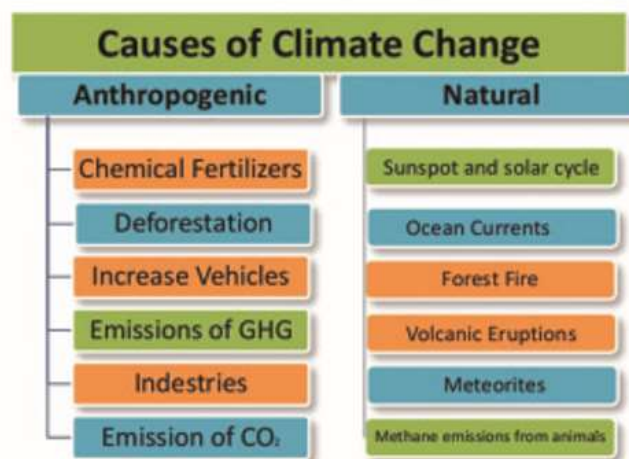
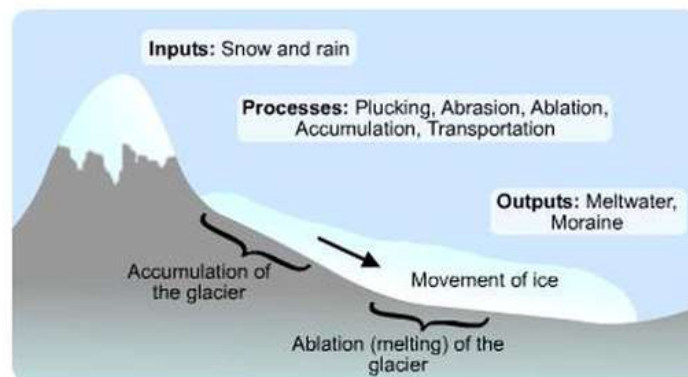




## Geography - Year 8 Term 3 – Coasts, Glaciation and Environmental Issues

### Key Terms

Abrasion / Corrasion	Erosion caused by the rubbing of material carried by rivers, glaciers and the sea.
Glacier	A slow-moving tongue of ice that flows down former river valleys under gravity.
Arete	A narrow knife-edged ridge formed during glaciation when two corries erode towards each other.
Corrie	A deep, rounded hollow with a steep back wall and sides formed by glacial erosion.
Deposition	The laying down of material carried by water, wind or ice.
Freeze-thaw	A form of physical weathering in which rock is split by water in cracks repeatedly freezing and thawing.
Ice Age	A very cold period of climate change when glaciers covered large areas of land and ice created distinctive landforms.
Moraine	Loose rock that is transported, and later deposited, by a glacier.
Spit	An accumulation of sand or shingle that grows outwards from a coastline or across a river mouth.
Weathering	The breakdown of rocks by climate, chemicals, plants and animals.
Hydraulic Action	The wearing away of rocks by the sheer force of water.



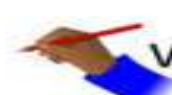
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## Year 8 history knowledge organiser half term 5: Why do historians still disagree about the British Empire?

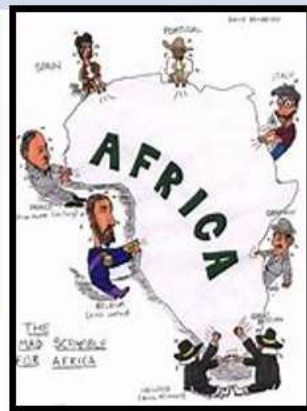
### Keywords and definitions

<b>Empire</b>	Where one country takes control and rules another. Also uses its resources and wealth
<b>Colony</b>	A territory partly or completely controlled by another country often called the mother country (or motherland) and settled by those people
<b>Commonwealth</b>	Countries that used to be in the British Empire, now independent e.g. Australia

The British Empire was the world's first global power and history's largest Empire; by 1921, it controlled a population of 500–600 million people — roughly a quarter of the world's population. Now people see the British Empire in a different way; that it exploited countries and their peoples.

### Keywords and definitions

<b>Independence</b>	When a country rules its self (after being part of an empire)
<b>Deposed</b>	To remove someone from power
<b>Colonist</b>	A settler in or inhabitant of a colony
<b>Decolonisation</b>	The process where empires collapsed and countries became independent e.g. India



Bengal  
Famine  
1943



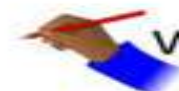
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## Year 8 history knowledge organiser half term 6: Slavery

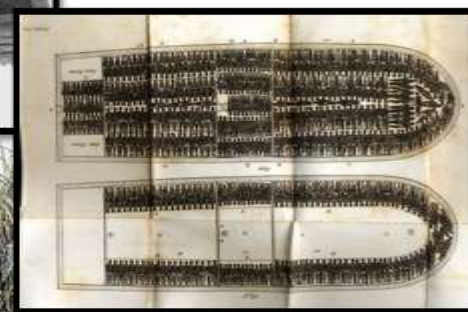
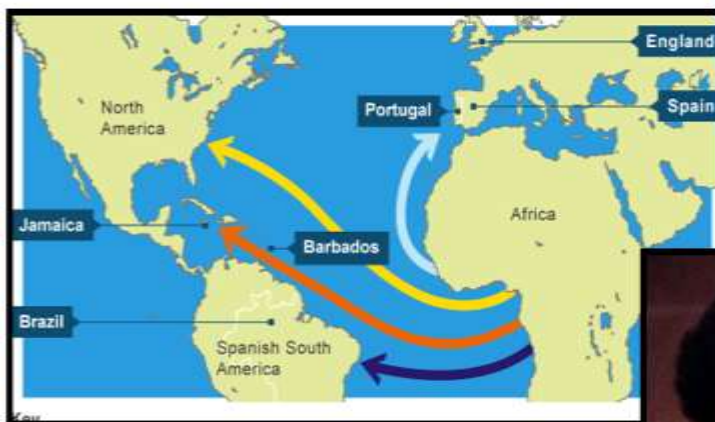
### Keywords and definitions

<b>Triangular Trade</b>	The trade of selling goods in return for human slaves between European countries, Africa and the Americas.
<b>The Middle Passage</b>	The journey across the Atlantic from Africa to the Americas.
<b>Auction</b>	Slaves would be sold at an auction
<b>Plantation</b>	A large area of farmland, or estate, planted with particular crops

The slave trade began with Portuguese (and some Spanish) traders, taking mainly West African (but some Central African) slaves to the American colonies they had conquered in the 15th century. British sailors became involved in the trade in the 16th century. At least 12 million Africans were taken to the Americas as slaves between 1532 and 1832 and at least a third of them in British ships.

### Keywords and definitions

<b>Indentured servant</b>	Christians who wanted to "purify," or simplify, the Church of England
<b>Abolition</b>	To do away with or bring to an end. It is used in this site to mean the campaign to end the slave trade and slavery.
<b>Chattel Slave</b>	A chattel slave is an enslaved person who is owned for ever and whose children and children's children are automatically enslaved.



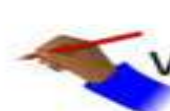
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<u>La télévision</u>	<u>Television</u>
les comédies	comedies
les dessins animés	cartoons
les documentaires	documentaries
les émissions musicales	music programmes
les émissions de sport	sports programmes
les émissions de télé-réalité	reality TV programmes
les jeux télévisés	game shows
les séries	series
les séries américaines	American series
les séries policières	police drama/series
les séries médicales	medical drama/series
les infos	the news
les magazines	chat shows
la météo	the weather forecast

<u>Les opinions sur la télé</u>	<u>Opinions on TV</u>
J'aime...	I like...
J'aime bien...	I quite like...
Je n'aime pas...	I don't like...
Je n'aime pas du tout...	I don't like at all...
Je déteste...	I hate...
J'ai horreur des...	I really hate...
Je ne m'intéresse pas aux...	I'm not interested in...
Je suis fan de...	I'm a fan of...
Je ne suis pas fan de...	I'm not a fan of...
J'ai une passion pour...	I have a passion for...
Je les aime.	I like them.
Je les adore.	I love them.
Je les déteste.	I hate them.
Je les trouve...	I find them...
très	very
assez	quite
un peu	a little
vachement	really
amusant(e)s	funny
intéressant(e)s	interesting
divertissant(e)s	entertaining
enfantin(e)s	childish
ennuyeux / ennuyeuses	boring



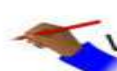
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éducatifs / éducatives  
nuls / nulles

educational  
rubbish



<u>Le cinéma</u>	<u>Cinema</u>
un film d'action	an action film
un film d'arts martiaux	a martial arts film
un film comique	a comedy
un film d'horreur	a horror film
un film romantique	a romantic film
un film de science-fiction	a science-fiction film
un film d'aventure	an adventure film
un film à suspense	a thriller
un film fantastique	a fantasy film
un western	a western

<u>Verbes-clé</u>	<u>Key verbs</u>
regarder	to watch
voir	to see
je regarde	I watch
je vois	I see
j'ai regardé	I watched
j'ai vu	I saw
je vais regarder	I'm going to watch
je vais voir	I'm going to see
au cinéma	at the cinema
en DVD	on DVD
en streaming	streamed (on the Internet)
à la télé	on TV

<u>Décrire un film</u>	<u>Describing a film</u>
Dans ce film, il y a...	In this film, there is...
un personnage principal	a main character
un personnage secondaire	a supporting character
le héros	the hero
l'héroïne	the heroin
le pire ennemi	the worst enemy
l'action se déroule...	the action takes place...
Je le recommande.	I recommend it.
Je ne le recommande pas.	I don't recommend it.



look



say



cover



write



check



## Year 8 Python

**What you are going to learn:**

**You are going to be taking your programming skills to a new level using Python.**

Length of Unit:

6 Weeks

### The Lessons:

**Week 1:** Starting with Python

**Week 2:** Variables

**Week 3:** Loops

**Week 4:** Magic8 Ball

**Weeks 5:** Functions

**Weeks 5:** Etch-a-Sketch

```
File Edit Format Run Options Window Help
#ask for the user name and print a welcome message

def get_name():
    '''get name input and return'''
    name = input("Please enter your name: ")
    return name

def print_greeting(name):
    '''prints greeting with name variable'''
    print("Hello {0}, welcome to my greeting program.".format(name))

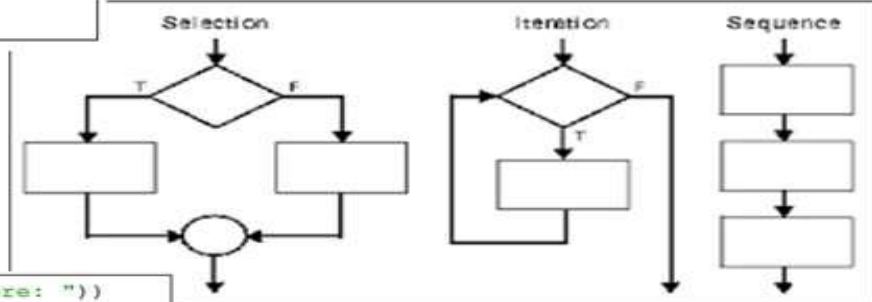
name = get_name()
print_greeting(name)
```

```
def numberLoop():
    """ while loop example"""
    number = 1 # initial value of the variable
    while number <= 10: # the condition to exit the loop
        print(number)
        number +=1 # incrementing the value of the
                    # variable
    numberLoop()
```

```
for x in range(6):
    print(x)
```

```
mark = int(input("Enter test score: "))

if mark <= 49:
    print("Grade D: Please attend resit")
elif mark > 50 and mark <56:
    print("Grade C-needs improvement")
elif mark >=56 and mark <65:
    print("Grade B-good work")
elif mark >=65 and mark <70:
    print("Grade A-well done")
else:
    print("Grade A*- excellent!")
```



**Key Words (make sure you know what they mean):**

Variable  
Constant  
Sequence  
Selection  
Iteration  
Function  
Parameter

### Support/Challenge

<https://www.python.org/>  
<https://app.senecalearning.com/classroom/course/b89946c5-cfe7-42d6-ae51-9b4631a07589/section/59c7511b-96c6-4df5-9463-d1e2c04d582b/session> - there is a python part  
 Code Academy has a great online learning course for Python.



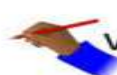
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## St John Fisher Roman Catholic High school (RE Faculty)

### YR 8 KNOWLEDGE ORGANISER TERM 3 2021

#### ISLAM



There is only **ONE** God (**monotheism**). The 'oneness' of God is called **Tawhid** in Arabic

1. Muslims call God **Allah**, which means 'the one true God'
2. God cannot be divided and has never had a Son.
3. In **the Qur'an** and **the Sunnah**, Allah **has 99 'names'**. E.g. the Merciful, the Just, the Almighty...
4. **Allah** is the same God that Jews and Christians worship
5. **Allah** has **revealed** his will through his **prophets**
6. Muslims share many of the beliefs that Jews and Christians have about God E.g. He is the creator, eternal, omnipotent, omniscient, etc.
7. **Allah** must never be pictured
8. **Allah** is beyond understanding and nothing must ever be compared to **Allah**. Comparing things to **Allah** is a terrible sin
9. All humans must 'submit' to the will of **Allah** (Islam means 'submission')

#### THE NATURE OF GOD

##### 1. Nature of God

Immanent (close by), transcendent (beyond all things), omniscient (all-knowing), beneficent (always kind), merciful (God is always fair), Judge, creator.

1. Al Fatihah (the opening of Qur'an)

Allah described as 'Lord of Lords', 'Merciful', 'Sovereign', a 'Guide.'

##### 2. 99 Names

Allah is beyond all humans and things so can't be pictured as a physical being. God is beyond human understanding. Humans know God through 99 names. E.g. King, Protector, Wise, Light etc. 99 Names are found in Hadith/Qur'an.

##### 3. Tawhid

The unity and oneness of Allah. God has no children and he is not anyone's child

Allah is The One God. Allah is infinite. He was not created and cannot be destroyed. Allah is omnipotent and omniscient. He created the whole universe and controls everything in it. Allah is merciful and benevolent. He helps humans by sending messengers in the forms of prophets. is transcendent and immanent. Allah is fair and just. Muslims believe that this life is a test for what will happen to them after death.

##### The nature of God

<https://www.bbc.co.uk/bitesize/guides/zdxdqhv/revision/3>



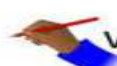
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Islam means **submission** in Arabic. Allah is the creator and has revealed himself through history to many peoples through prophets. God's final and greatest revelation comes in the form of the Qur'an to Prophet Muhammad. 1.6 billion Muslims worldwide – **2<sup>nd</sup> largest** religion. 4.5% of UK is Muslim.



### THE QURAN

1. The word of **Allah** given to **Muhammad** through Jibril
2. Originally dictated in Arabic
3. The original words have never been altered
4. Infallible: corrects all previous **revelation** from God
5. Divided into '**Surahs**
6. Supplemented by **the Hadiths** and **the Sunnah**



### THE QURAN

Most important source of authority for Muslims. Complete and **perfect** book of guidance for all humans. Revealed by God to Prophet Muhammad through Angel Jibril. Written in Arabic and final compilation by Caliph Uthman shortly after Prophet's death (632AD). **Unchanged** and literal word of God. Qur'an is known as Umm-ul-Kitab '**Mother of Books**'. Qur'an is a sacred and holy text which is free from distortion unlike other holy books. Qur'an has always existed and was written in Arabic on tablet of stone in heaven. Qur'an is guide for life, teaches everything, learn by heart in Arabic.



### The revelation of the Qur'an

<https://www.bbc.co.uk/bitesize/guides/zd6w7p3/revision/4>

### HOLY BOOKS

#### Risalah – Holy

**books** <https://www.bbc.co.uk/bitesize/guides/zd6w7p3/revision/6>

**Kutub** – four other holy books from Jewish and Christian traditions. Originally true revelations from God but have been corrupted over time because not properly written down. Can't be trusted, nothing like Qur'an in terms of authority.



- a) Sahifah (Scrolls of Ibrahim) lost
- b) Tawrat (Torah)
- c) Zabur (Psalms)
- d) Injil (Gospels)

### LIFE OF PROPHET MUHAMMAD

<https://www.bbc.co.uk/bitesize/guides/zd6w7p3/revision/3>



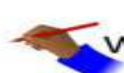
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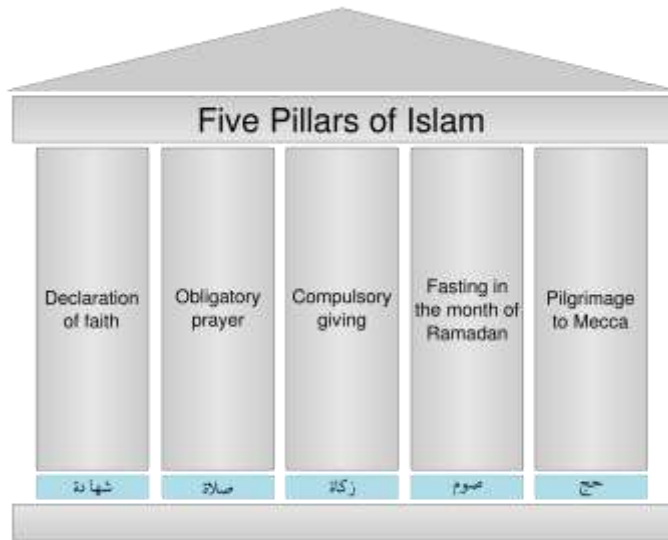
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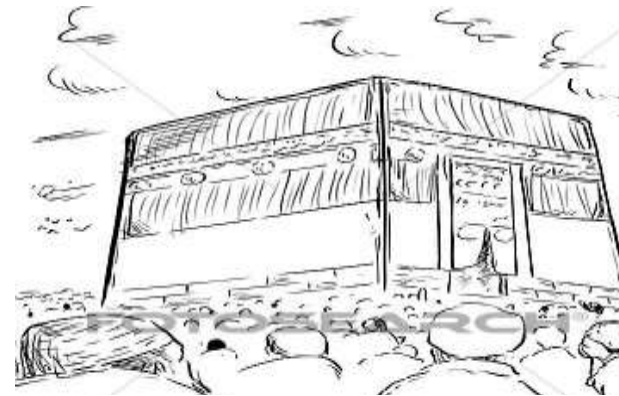
## THE FIVE PILLARS



1. **Shahadah** - Translates as 'There is no God but Allah, and Muhammad is his Prophet.' <https://www.bbc.co.uk/bitesize/guides/zhbpfcw/revision/2>
  2. **Salah** - It is ritual to pray 5 times a day. <https://www.bbc.co.uk/bitesize/guides/zhbpfcw/revision/2>
  3. **Zakah and Khums** - those who can afford should pay 2.5% of their wealth & many pay direct to charities like Islamic Relief. <https://www.bbc.co.uk/bitesize/guides/zhbpfcw/revision/4>
  4. **Sawm** – means no food or drink from dawn to dusk. Everyone should take part if they have hit puberty apart from the elderly, sick, or breastfeeding.
  5. **Hajj** – it is the only one that is not compulsory. All Muslims should go if they: have the money; are physically and mentally fit; to Mecca.
- Pilgrimage** <https://www.bbc.co.uk/bitesize/guides/znqck2p/revision/5>

## WHY 5 PILLARS ARE IMPORTANT

1. Muslims recite the shahadah which makes it the most special ceremony they have; it shows they reject Christian beliefs about Jesus as the son of God; it sums up Muslim beliefs; Muslims say it 5 times a day.
2. In contact with God 5 times per day and it reminds them they have submitted to God. Salah is as important to Shias and Sunnis and is one of the 10 Obligatory Act.
3. Those who receive khums and zakah benefit because they; have helped a fellow Muslims purify their money; have helped a Muslim have their sins forgiven; have been part of God's plan to help redistribute wealth from the rich to the poor.
4. It is a way of thanking God for the Qur'an and it brings Muslims closer to god. It help recharge their faith on an annual basis and it bring the community closer which makes it stronger.
5. As a hajji one can die happy as they have followed the example of Muhammad and shown great devotion to God. They have had their sins forgiven and can live as a perfect Muslim.



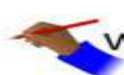
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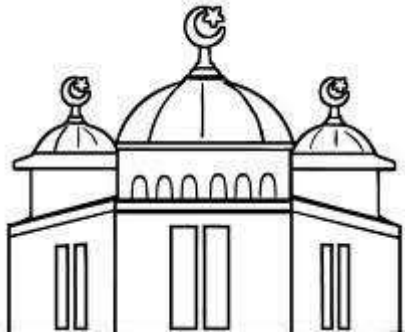


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### FEATURES OF THE MOSQUE:



1. Minaret - This is where the call to prayer is said (Adhan).
2. Prayer Hall - Where Muslims worship. Men and women have their own prayer rooms.
3. Dome - To symbolise the oneness of God and Heaven.
4. Mihrab - Sign that they are facing Mecca and helps with imam's voice.
5. Minibar - Platform that is used on a Friday to say prayers from.
6. A Mosque will also have a washroom in which a worshipper will carry out Wudu.
7. A Mosque is the focal point for the local community.

### SOURCE OF WISDOM AND AUTHORITY

**"God bears witness that there is no god but Him, as do the angels and those who have knowledge" (Surah 3:18)**

**"Keep up the prayer: prayer restrains outrageous and unacceptable behaviour" (Surah 29:45)**

**"Alms are meant only for the poor, the needy...to free slaves and help those in debt, for God's cause and for travellers in need" (Surah 9:60).**

**"The believers, both men and women, support each other; they order what is right and forbid what is wrong" (Surah 9:71)**

### Worship in Islam:



1. Praying 5 times a day is one of the Five Pillars of Islam (Salah).
  2. Prayers are said at dawn; Midday; Mid-afternoon; sunset and night.
  3. Prayers can be carried out anywhere, usually using a prayer Mat.
  4. Before a Muslim prays, they carry out a ritual wash called wudu which shows they are clean physically and spiritually to pray.
  5. There are set rituals and words used during prayer, with the prayers being said in Arabic.
  6. It is generally accepted that all Muslims over the age of 7 should pray.
- "Today I have perfected your religion for you, completed my blessing upon you" (Surah 5:3)**
- FESTIVALS (BOTH EIDS AND ASHURA)**
- <https://www.bbc.co.uk/bitesize/guides/zhbpfcw/revision/7>
- Id-ul-Adha**-Festival of sacrifice that marks the annual completion of Hajj. Commemorates the story of Ibrahim and Ismail. Ibrahim has seen a dream that he was sacrificing Ismail and interpreted it to mean that he needed to do this in real life, but God stopped him from carrying out the sacrifice.
- Ashura**: Solemn day of remembrance- Commemorates the day Imam Husayn, Muhammad's appointed, was martyred along with his family and companion in Karbala, Iraq. The Day of Ashura also coincides with the day Musa (Moses) and his followers were saved from pharaoh in Egypt.



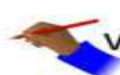
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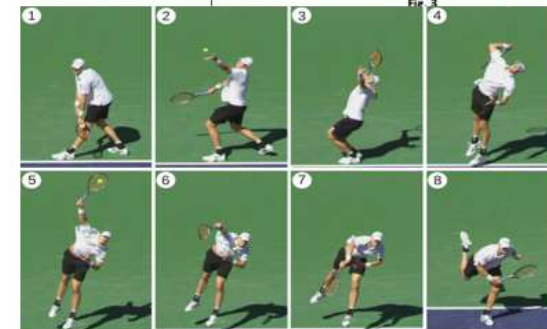
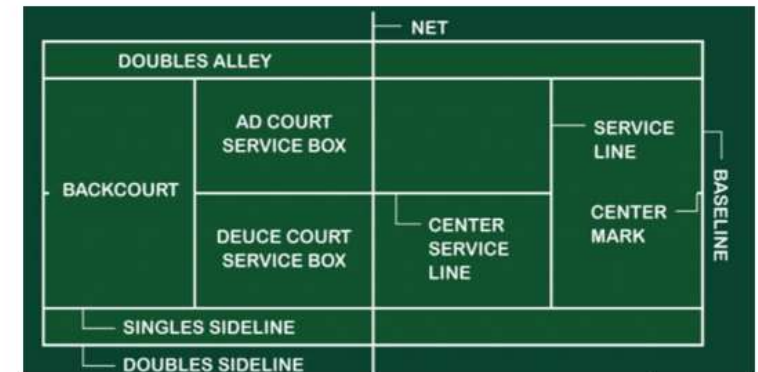


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CAN USE AN IMPROVING RANGE OF SKILLS AND TECHNIQUES TOGETHER WITH CONTROL AND ACCURACY TO OUTWIT AN OPPOSITION.

I HAVE SHOWN GOOD RESILIENCE WHEN I HAVE PLAYED SINGLES MATCHES THIS TERM

USES MAINLY THE FOREHAND SHOTS BUT CAN VARYING THE ANGLE AND DEPTH OF THE BALL.



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## HEAD

- I CAN DISPLAY CONFIDENCE WHEN LEADING A WARM UP TO SMALL GROUPS WITHIN MY CLASS.
- I CAN FOCUS ON ASPECTS OF MY TECHNIQUE THAT I NEED TO IMPROVE UPON IN A RANGE OF ACTIVITIES.
- I CAN LIST THE KEY COACHING POINTS FOR A RANGE OF TRACK AND FIELD EVENTS.
- I CAN EXPLAIN HOW MY PERFORMANCES ARE SIMILAR TO AND DIFFERENT FROM OTHERS.

## HEART ( RESILIENCE )

- I HAVE WORKED INDIVIDUALLY AND AS PART OF A GROUP THIS TERM.
- I HAVE SHOWED GOOD RESILIENCE IN A RANGE OF ATHLETIC ACTIVITIES, INCLUDING BOTH TRACK AND FIELD EVENTS.
- I HAVE SHOWN GOOD RESILIENCE WHEN WORKING INDIVIDUALLY AND AS A PART OF A TEAM ACROSS A RANGE OF FIELD AND TRACK EVENTS THIS TERM.
- I HAVE PUSHED MY BODY AND CHALLENGED MYSELF TO IMPROVE ACROSS A RANGE OF ATHLETIC EVENTS.

## HANDS

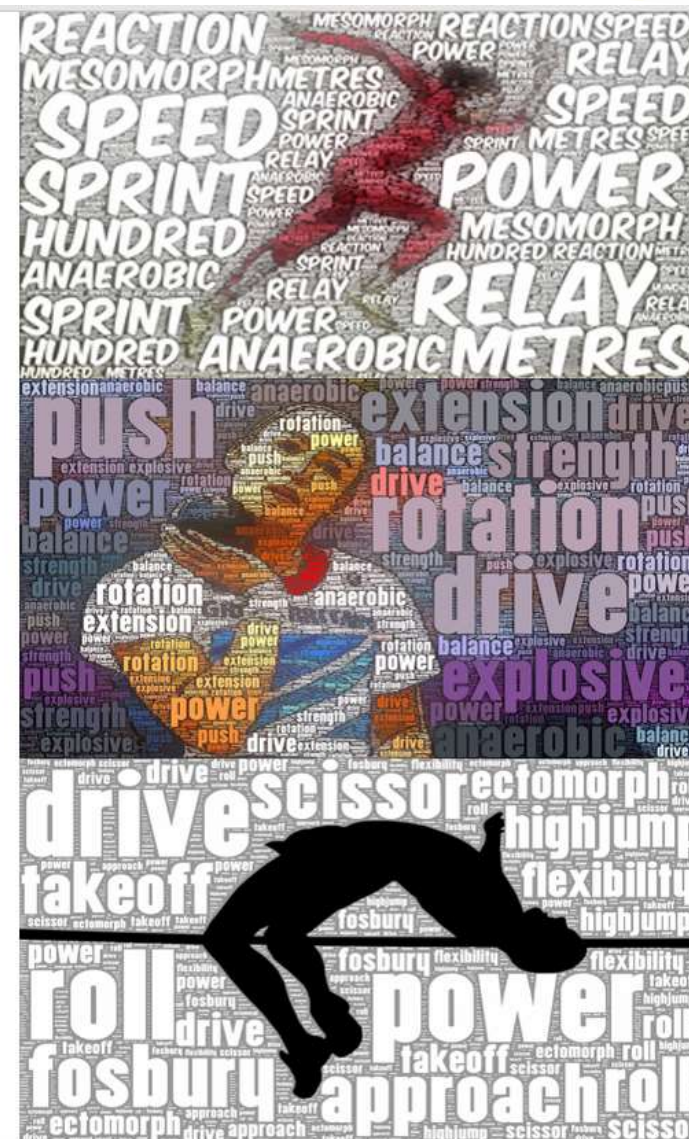
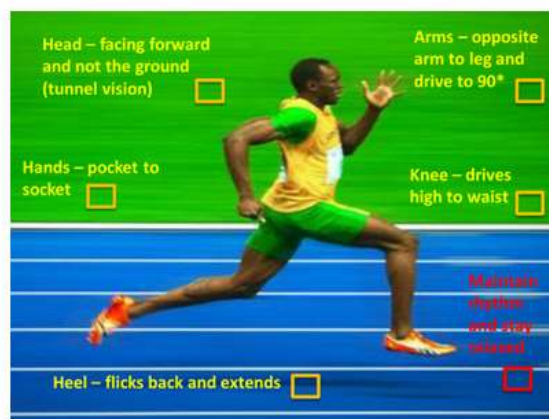
- I AM ABLE TO SHOW A GOOD REPLICATION OF SKILLS ACROSS A RANGE OF ATHLETIC TRACK EVENTS.
- I AM ABLE TO SHOW A GOOD REPLICATION OF SKILLS ACROSS A RANGE OF ATHLETIC FIELD EVENTS.
- I AM ABLE TO COMPETE IN A RANGE OF TRACK EVENTS, INCLUDING 100M, 200M, 400M, 800M AND RELAYS.
- I AM ABLE TO COMPETE IN A RANGE OF FIELD EVENTS, INCLUDING TRIPLE JUMP, SHOT PUTT, JAVELIN AND HIGH JUMP.



# Year 8 Athletics



St John Fisher  
Catholic High School



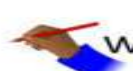
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## HEAD

- I EXPLAIN HOW MY PERFORMANCES ARE SIMILAR TO AND DIFFERENT FROM OTHERS.
- I KNOW THE RULES AND SCORING SYSTEMS FOR ROUNDEES.
- I CAN EXPLAIN THE FITNESS REQUIREMENTS FOR ROUNDEES.
- I CAN COMMENT ON SKILLS, TECHNIQUES AND SET TARGETS TO IMPROVE PERFORMANCE.

## HEART ( RESILIENCE )

- I KEEP GOING AND TRY MY BEST TO OVERCOME ERRORS AND MISTAKES.
- I HAVE SHOWED GOOD RESILIENCE WHEN PLAYING AS A TEAM.
- I HAVE BEEN RESILIENT WHEN BATTING IN A GAME.
- TO SHOW PATIENCE AND RESILIENCE WHEN FIELDING IN ROUNDEES.

## HANDS

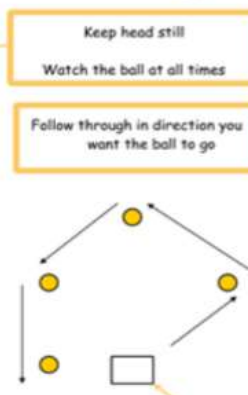
- I CAN THROW AND CATCH WITH SOME SUCCESS OVER SHORT AND LONG DISTANCES.
- I CAN FIELD THE BALL OVER A SHORT DISTANCE AND I CAN DEMONSTRATE A GOOD GRIP AND STANCE WHEN BATTING.
- I CAN HIT THE BALL INTO SPACE WHEN BATTING TO AVOID THE FIELDERS.
- I CAN BOWL THE BALL USING DIFFERENT SPEEDS AND HEIGHTS TO OUTWIT THE BATTER.



# Year 8 Rounders

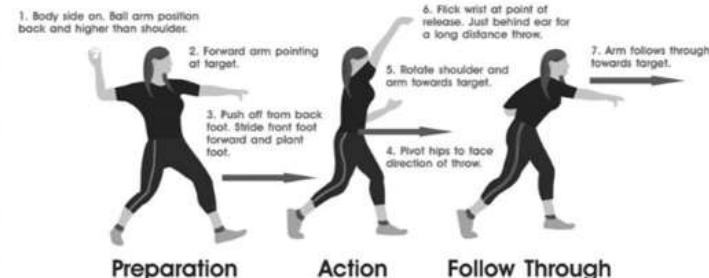


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## THROWING PROCESS

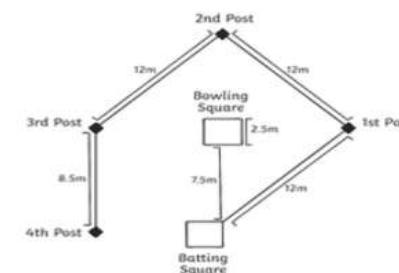
Body movement steps for an overarm throw



The bowler can make the ball travel faster by bringing their arm through quicker and releasing the ball while transferring their weight forward.

## Variation 2 - Donkey

The ball is bowled above the target area, and then drops just below head height as it reaches the batting box - making it a legal ball



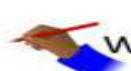
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I AM INDEPENDENTLY EXPLORING AND EXPERIMENTING WITH DIFFERENT WAYS OF IMPROVING

I HAVE TAKEN PART IN VARIOUS ROLES WITHIN A GAME SITUATION TO BENEFIT MY TEAM

I CAN DRIBBLE THE BALL SHOWING CLOSE CONTROL AND I AM SUCCESSFUL WHEN PROTECTING IT FROM THE OPPOSITION.



# Year 8 Football



St John Fisher  
Catholic High School



**Defending** – players are normally marked man to man, but can be marked zonal from corners. It is also important that defenders keep a good line, which may allow them to play the opposition offside. This also means the defending team isn't too deep near their goal.

- ✓ STATIC (STILL)
- ✓ BALLISTIC (MOVING)
- ✓ PROPRIORECEPTIVE NEUROMUSCULAR FACILITATION (PNF)
- ✓ THE COACH ASSISTS THIS STRETCH



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# 'Electricity'

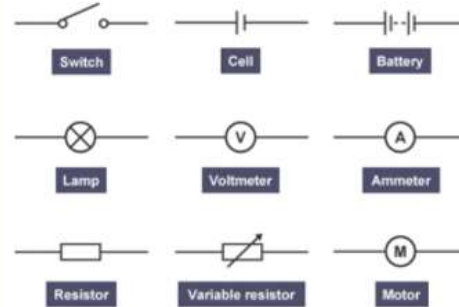
Keyword	Definition
<b>Ammeter</b>	A device used to measure electric charge.
<b>Ampere</b>	Unit of current. E.g. The current in the bulb is 4 amps or amperes (A).
<b>Cell</b>	A store of internal energy that can be transferred as an electric current in a circuit.
<b>Conductor</b>	A material which allows charge to move easily through it.
<b>Electron</b>	Sub atomic particle which flows in a circuit carrying a negative charge.
<b>Series Circuit</b>	A circuit connected in a way that the same current flows through each component in turn.
<b>Parallel Circuit</b>	In a parallel circuit, the current divides into two or more paths before recombining to complete the circuit.
<b>Insulator</b>	A material that does not allow charge or heat to pass through it easily.
<b>Ohms</b>	The unit of electrical resistance. Unit is $\Omega$
<b>Resistance</b>	The opposition in an electrical component to the movement of electrical charge through it. Resistance is measured in ohms.
<b>Potential Difference</b>	The potential difference (or voltage) of a supply is a measure of the energy given to the charge carries in a circuit.
<b>Volt</b>	Unit of voltage. E.g. the voltage across the lamp was 6 volts (V).
<b>Voltmeter</b>	A device used to measure potential difference or voltage.

## Further Reading:

<https://www.bbc.co.uk/bitesize/guides/zsfgr82/revision/1>

Use the following link to set up some circuits using the simulation.  
<https://phet.colorado.edu/en/simulation/circuit-construction-kit-dc-virtual-lab>

## Circuit Symbols



## Electric Charge

Some particles carry an electric charge. In electric wires these particles are called electrons. An electric current is a flow of charge, and in a wire this will be a flow of electrons.

For an electric current to flow we need:

- Something to transfer the energy to the electrons, such as a cell, battery or power pack.
- A complete path for the electrons to flow through (a complete circuit).

## Current

Current is measured in amperes (A). 20A is a bigger current than 10A. An ammeter is used to measure the current. The ammeter must be connected in series.



## Equations To Remember

### Current

$$\text{Current} = \frac{\text{Charge}}{\text{Time}} \quad I = \frac{Q}{t}$$

Current in Amps (A), Charge in Coulombs (C), Time in Seconds (s).

### Potential Difference:

$$\text{Potential Difference} = \text{Current} \times \text{Resistance}$$

$$V = I \times R$$

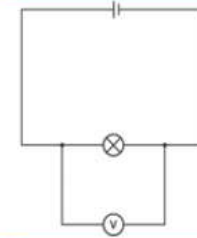
Potential difference in Volts (V), Resistance in Ohms ( $\Omega$ ), Current in Amps (A)

## Potential Difference

Potential difference is a measure of the difference in energy between two parts of a circuit. The bigger the difference in energy, the bigger the potential difference.

Potential difference is measured in volts. A 230V is a bigger potential difference than 12V.

A voltmeter is used to measure the potential difference, and must be in parallel.



## Series Circuit

In series circuits:

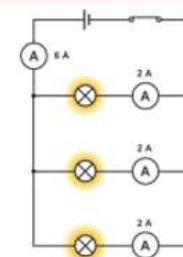
- You get several components one after another.
- If a component breaks, the circuit is broken and all the other components stop working.
- The current is the same everywhere in a series circuit no matter where you put the ammeter – it will give the same reading.



## Parallel Circuit

In parallel circuits:

- Different components are connected on different branches.
- If a component breaks, the components on the different branches keep working.
- Unlike series, the lamps stay bright if you add more lamps in parallel.
- Current is shared between the components.

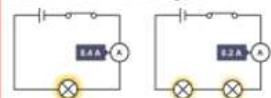


## Resistance

The wires and other components in a circuit reduce the flow of charge through them – this is resistance.

The resistance increases when you add more components in series.

The resistance of two lamps is greater than the resistance of one lamp, so less current will flow through them.

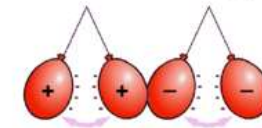


## Static Electricity

Two objects with static charges can attract or repel each other much like magnets.

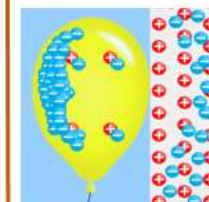
If the charges are the same (both positive or both negative) the objects will repel just like magnets.

If the charges are different, they attract. (Opposites attract)



Negative charges can be moved around, positive charges stay put. Rubbing the balloon on the sweater transfers negative charges to the balloon.

Now they have opposite charges so they are attracted to each other and stick together.



The balloon sticks to the wall because of induced charge. When the negatively charged balloon is placed against the wall, the negative charges on the balloon repel the negative charges in the wall, pushing them away. Now a little patch of wall is positively charged, so the balloon sticks.

## Dangers:

It can jump: lightning strikes can kill sparks can cause explosions



## Uses:

It is used in industry to reduce pollution from factory chimneys ('scrubbers')



It is used in photocopy machines



It is used to spray paint cars



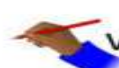
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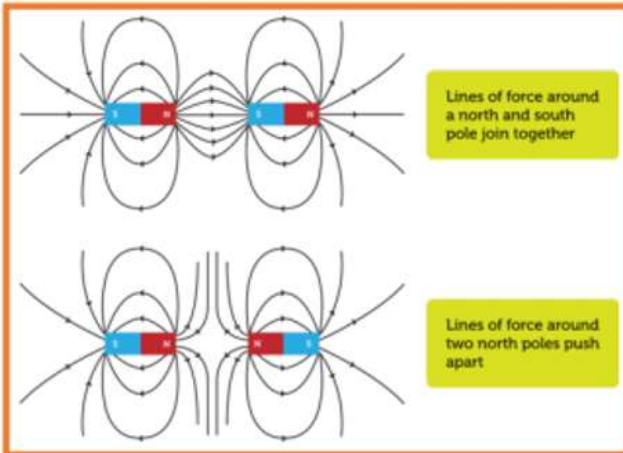
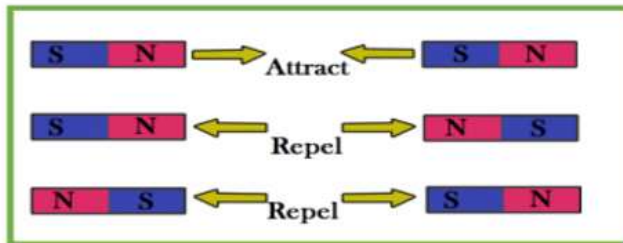


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# 'Magnetism & Energy'



Permanent Magnets	Electromagnets
Always magnetised	Magnetism can be turned on and off
Made from a magnetic material	Magnetism is created by passing current through a wire
Constant strength of magnetism	Strength of magnetism can be varied
Doesn't get hot	Gets hot
Not affected by power failure	Turns off if power fails

## Key Words:

**Magnet:** An object that attracts iron, cobalt and nickel

**Attract:** To move towards something

**Repel:** To move away from something

**Magnetic force:** The force exerted between magnets or a magnet and a magnetic material

**Magnetic pole:** Magnets have a north and a south pole. Like poles repel but opposite poles attract.

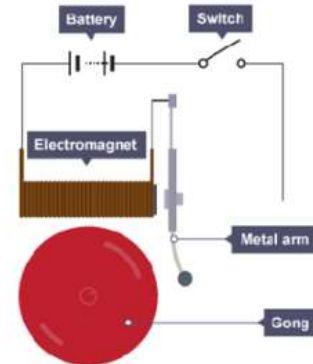
**Magnetic field:** A region around a magnetic material or a moving electric charge within which the force of magnetism acts.

**Core:** The piece of iron forming the central inner portion of an electromagnet.  
**Permanent Magnet:** A magnet that retains its magnetic properties in the absence of an inducing field or current.

**Electromagnet:** A soft metal core made into a magnet by the passage of electric current through a coil surrounding.

## Electric Bells:

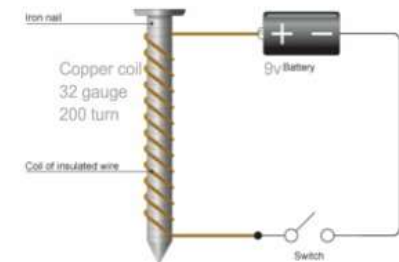
When off the metal arm is away from the gong of the bell. When the electromagnet is turned on it attracts the springy metal arm towards the gong. Here it hits the gong and makes a sound. This movement breaks the circuit and turns off the electromagnet. The arm moves away from the gong as it is not being attracted by the electromagnet. The circuit is reset and ready to go again



We can pass an electrical current through a wire.  
This creates a magnetic field. We call this an electromagnet

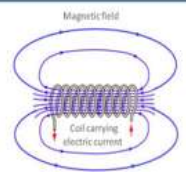
## Making Electromagnets:

Use a power supply to provide an electrical current to the circuit. Run the current through a coil of metal wrapped around a piece of iron. When the current flows the coil will become magnetized. To turn the magnet off, turn the power supply off.



Electromagnets can be made stronger by:

- Increasing the number of coils in the wire
- Adding an iron core
- Increasing the current through the wire





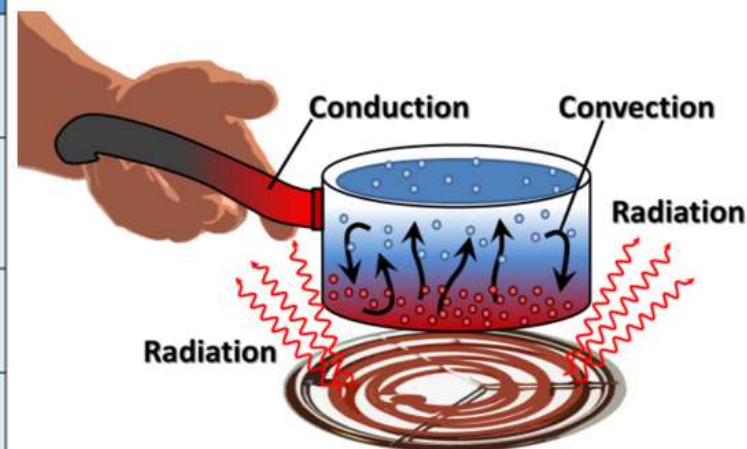
## 'Magnetism & Energy'

Keyword	Definition
<b>Energy Transfer</b>	Changes from one form of energy to another form of energy.
<b>Conservation of Energy</b>	Energy cannot be created or destroyed. It can be stored, dissipated or transferred from one form into another.
<b>Internal Energy</b>	Energy stored in all materials, including energy due to the motion of particles and the forces between them.
<b>Kinetic Energy</b>	Energy which an object possesses by being in motion.
<b>Elastic Potential Energy</b>	Energy stored in squashed, stretched or twisted materials.
<b>Gravitational Potential Energy</b>	The energy stored by an object lifted up against the force of gravity. Also known as GPE.
<b>Thermal Energy Store</b>	Energy store filled when an object is warmed up.
<b>Work done</b>	Work is done when a force makes an object move a distance, energy is transferred
<b>Power</b>	The rate of work done. Or The energy transferred per second.
<b>Fossil Fuel</b>	Natural, finite fuel formed from the remains of living organisms, e.g. oil, coal and natural gas.
<b>Non-Renewable</b>	A resource that cannot be replaced when it is used up, such as natural gas or coal.
<b>Renewable</b>	An energy resource that will not run out, e.g. solar energy and wind energy

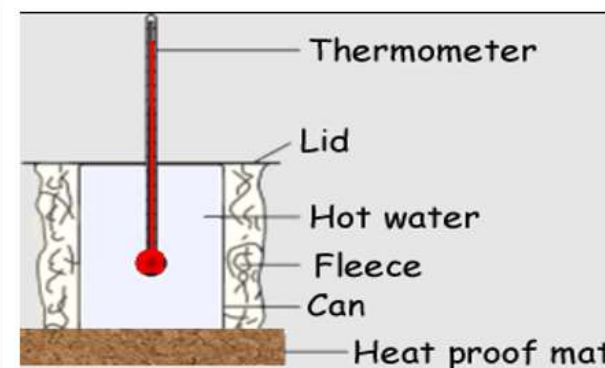
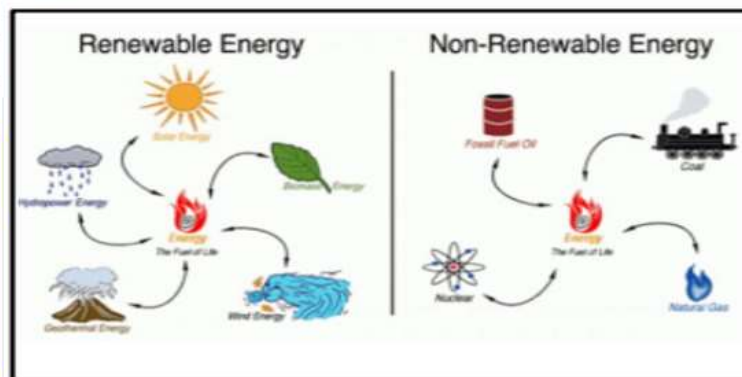
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Type of energy	Description	Type of energy	Description
<b>Kinetic</b> 	The energy in moving objects	<b>Thermal (Internal)</b> 	The heat stored in an object
<b>Chemical</b> 	When a substance undergoes a chemical reaction	<b>Gravitational potential</b> 	When an object is raised to a height
<b>Magnetic</b> 	When 2 objects attract or repel	<b>Electrostatic (electrical)</b> 	Allows an electric current to flow
<b>Elastic potential</b> 	When an object is stretched or squashed	<b>Nuclear</b> 	Energy stored in an atom (not needed till GCSE)
<b>Light</b> 	From a bright object (not stored)	<b>Sound</b> 	From a vibrating object (not stored)



Heat energy is transferred by conduction, convection and radiation. it may also be transferred by evaporation. To prevent heat loss, we must block these transfer routes.



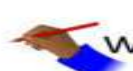
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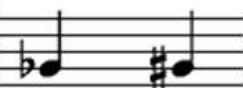
## Year 8 Music

### Keywords:

Acoustic  
Electric  
Chord  
Tempo  
Dynamics  
Ensemble  
Pulse  
Rhythm  
Articulation  
Lyrics  
Producer  
Performer  
Composer  
Musicianship  
Self-discipline

### Musical Symbols/Pictures:

Name	Symbol	Rest
Semibreve		4
Minim		2
Crotchet		1
Quaver		1/2
Semiquaver		1/4

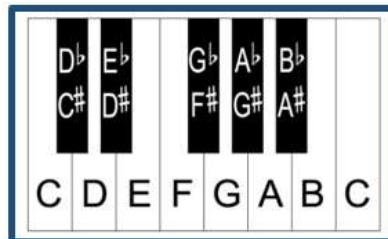


Flat Sharp

### Music Resources you can use at home:

Soundtrap  
Soundation  
Staff Wars Game  
Kahoot Quizzes  
Quizlet Quizzes  
Practice using YouTube

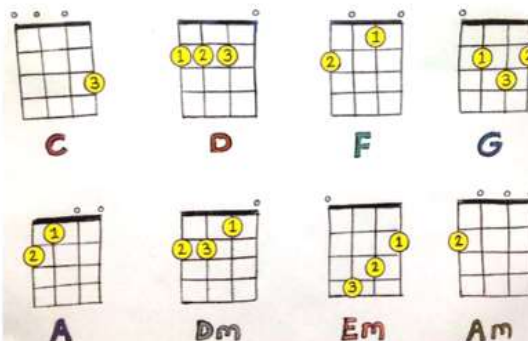
When you listen to a song or hear music on the radio, try to describe it using the elements of music we learnt in Year 7!



Want to learn an instrument? We do instrumental lessons and clubs at SJF! Ask Mrs Harmson for more information



### Basic Chords



In Year 8 Term 3, you will be learning about how to play the ukulele and keyboards to play a variety of songs, and also about musicianship skills to prepare for a class performance.



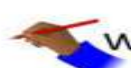
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# Sequences

## What is a Sequence?

A Sequence is a list of things (usually numbers) that are in order.

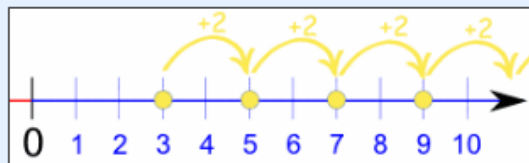
### Sequence:



## A Rule

A Sequence usually has a **Rule**, which is a way to find the value of each term.

Example: the sequence  $\{3, 5, 7, 9, \dots\}$  starts at 3 and jumps 2 every time:



## As a Formula

Saying "starts at 3 and jumps 2 every time" is fine, but it doesn't help us calculate the:

- 10<sup>th</sup> term,
- 100<sup>th</sup> term, or
- $n^{\text{th}}$  term, where  $n$  could be any term number we want.

So, we want a formula with " $n$ " in it (where  $n$  is any term number).

Useful websites – Corbett Maths or MathedUp



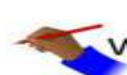
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# Proportionality

## Directly Proportional and Inversely Proportional



Directly proportional: as one amount increases, another amount increases at the same rate.

$\propto$

The symbol for "directly proportional" is  $\propto$   
(Don't confuse it with the symbol for infinity  $\infty$ )

Example: you are paid \$20 an hour

How much you earn is **directly proportional** to how many hours you work

Work more hours, get more pay; in direct proportion.

This could be written:

Earnings  $\propto$  Hours worked

- If you work 2 hours you get paid \$40
- If you work 3 hours you get paid \$60
- etc ...

## Using Proportions to Solve Percents

A percent is actually a ratio! Saying "25%" is actually saying "25 per 100":

$$25\% = \frac{25}{100}$$

We can use proportions to solve questions involving percents.

The trick is to put what we know into this form:

$$\frac{\text{Part}}{\text{Whole}} = \frac{\text{Percent}}{100}$$

Useful websites – Corbett Maths or MathedUp



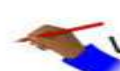
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# Pythagoras

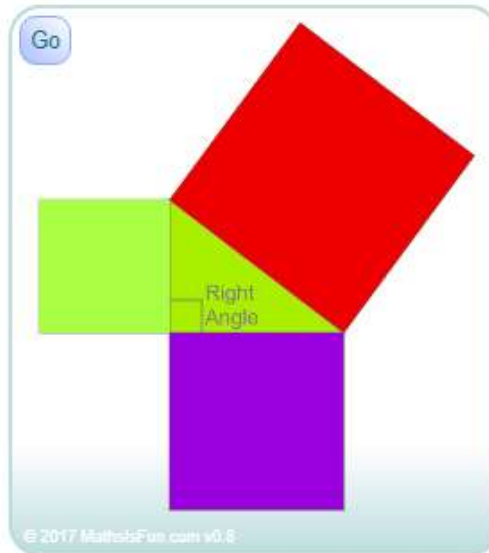


Pythagoras

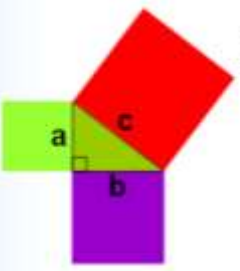
Over 2000 years ago there was an amazing discovery about triangles:

*When a triangle has a right angle (90°) ...*

*... and squares are made on each of the three sides, ...*



*... then the biggest square has the **exact same area** as the other two squares put together!*



It is called "Pythagoras' Theorem" and can be written in one short equation:

$$a^2 + b^2 = c^2$$

$a^2$

+

$b^2$

=

$c^2$

Note:

- **c** is the **longest side** of the triangle
- **a** and **b** are the other two sides

**Definition**

The longest side of the triangle is called the "hypotenuse", so the formal definition is:

In a right angled triangle:  
the square of the hypotenuse is equal to  
the sum of the squares of the other two sides.



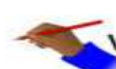
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# Probability

## Events

When we say "Event" we mean one (or more) outcomes.

### Example Events:

- Getting a Tail when tossing a coin is an event
- Rolling a "5" is an event.

An event can include several outcomes:

- Choosing a "King" from a deck of cards (any of the 4 Kings) **is also** an event
- Rolling an "even number" (2, 4 or 6) is an event

Events can be:

- **Independent** (each event is **not** affected by other events),
- **Dependent** (also called "Conditional", where an event **is** affected by other events)
- **Mutually Exclusive** (events can't happen at the same time)

[Data Index](#)

## Tree Diagrams

When we have Dependent Events it helps to make a ["Tree Diagram"](#).

### Example: Soccer Game

You are off to soccer, and love being the Goalkeeper, but that depends who is the Coach today:

- with Coach Sam your probability of being Goalkeeper is **0.5**
- with Coach Alex your probability of being Goalkeeper is **0.3**

Sam is Coach more often ... about 6 of every 10 games (a probability of **0.6**).

### Let's build the Tree Diagram!

Start with the Coaches. We know 0.6 for Sam, so it must be 0.4 for Alex (the probabilities must add to 1):

Then fill out the branches for Sam (0.5 Yes and 0.5 No), and then for Alex (0.3 Yes and 0.7 No):

Now it is neatly laid out we can calculate probabilities (read more at: [Tree Diagrams](#)).



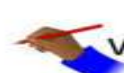
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