BLACON HIGH SCHOOL

ASPIRE BELIEVE ACHIEVE

Knowledge Organisers

Year 8

Your guide to learning in lessons and at home

Use this booklet to revisit key knowledge regularly, strengthen memory and build confidence across every subject.

SCIENCE

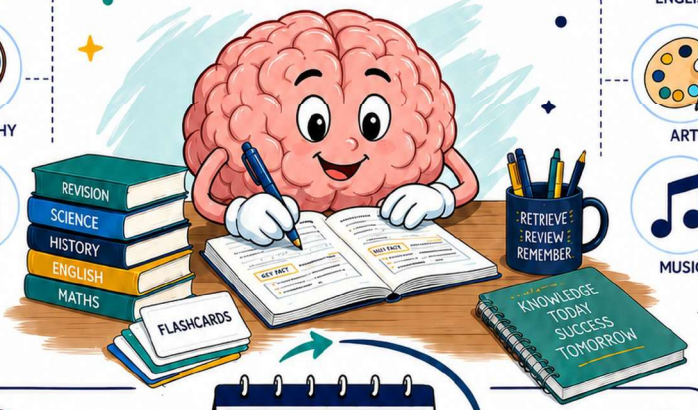
GEOGRAPHY

MATHS

ENGLISH

ART

MUSIC



RETRIEVE
Try to recall from memory.



REVIEW
Check, correct and fill gaps.

SPACED REPETITION
Revisit at regular intervals so it sticks.

Why they matter

- They organise the most important knowledge in one place.
- They help you practise remembering, not just rereading.
- They support regular review so learning sticks for longer.

Little and often | Review regularly | Test yourself | Build long-term memory

Autumn Term **Name:**

Revision & Study Skills

How to make learning stick and perform well in exams

Better Students Brighter Futures

THE STUDY CYCLE

A simple routine for long-term success

1 Retrieve



Try to recall from memory before looking at your notes.

2 Check



Check your answers, correct mistakes and fill gaps.

3 Space



Revisit the same topic later that day, later that week and again next week.

4 Connect



Link new learning to what you already know.

5 Apply



Practise using the knowledge in questions and tasks.

TOP REVISION TECHNIQUES

Six powerful ways to learn more and remember for longer

Retrieval Practice



Close the book and write or say everything you can remember.

Spaced Practice



Come back to the same topic again and again over time.

Dual Coding



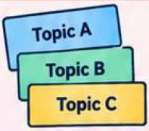
Combine words with pictures, flow charts, sketches or timelines.

Self-Explanation



Explain ideas in your own words and say how they connect.

Interleaving



Mix topics and question types so your brain has to choose the right method.

Correct and Improve



Fix mistakes, learn why they happened and try again.

A SIMPLE 20-MINUTE REVISION ROUTINE

Short, focused sessions make a big difference!

2 min



Choose one small section and set a goal.

8 min



Retrieve what you remember.

5 min



Check and correct.

5 min



Apply with an exam question.

EXAM TECHNIQUE

Be calm. Be smart. Do your best.

- **Read the command word** — E.g. explain, analyse, compare, evaluate.
- **Use the marks to judge detail** — More marks usually means more detail.
- **Answer the exact question** — Keep your response focused.
- **Show your working or reasoning** — Especially for maths and sciences.
- **Use subject vocabulary** — Show you know the key terms.
- **Check your answer at the end** — Look for mistakes and make sure you've answered what was asked.

AVOID THESE TRAPS

These don't work!



- Just rereading notes.
- Highlighting everything.
- Copying notes word for word.
- Leaving revision until the last minute.

Little and often beats cramming

Regular retrieval builds long-term memory.

BLAGON HIGH SCHOOL

ASPIRE BELIEVE ACHIEVE

Contents

English Literature 3
English Language 5
Maths 7
Science 9
Geography 15
History 18
Religious Studies 20
Music 23
Drama 26
PE 29
Art 34
Product Design 37
Food Tech 40
IT 42
French 44
PSHE 46

WHERE WORDS TAKE FLIGHT

YEAR 8 ENGLISH LITERATURE KNOWLEDGE ORGANISER



ANIMAL FARM

★ GEORGE ORWELL ★

KNOWLEDGE ORGANISER – YEAR 8

'All animals are equal, but some animals are more equal than others.'

FIRST IMPRESSIONS

- What is your first impression of Animal Farm?
- Which animal are you most interested in and why?
- What do you think might happen on the farm?
- What do the pigs represent?
- How might this story connect to the real world?

LANGUAGE DEVICES

Repetition – used to reinforce ideas (e.g. slogans like 'Four legs good, two legs bad').

Animalism – animals behave like humans to make political points.

Slogans – short, memorable phrases that influence and control.

Irony – what is said vs. what is really happening.

Symbolism – objects or characters represent bigger ideas (e.g. snowball).

STRUCTURE

Chapter 1: Old Major introduces the dream of a better life.

Chapter 2–3: The animals rebel and overthrow Mr Jones.

Chapter 4–6: Early days of the farm – hard work and hope.

Chapter 7–9: The pigs take control and life starts to change.

Chapter 10: The ultimate betrayal – the pigs become like humans.

EXPLORING THE TEXT

- How does Orwell use the animals to criticise human behaviour?
- What changes do you notice as the novel progresses?
- How does Napoleon maintain control?
- Who is Snowball and what does he represent?
- How does the ending make you feel?

COMMON THEMES

Power & Corruption
Power can corrupt and change people (or animals).

Equality vs. Inequality
The struggle for fairness and how it can be lost.

Propaganda & Control
How language and fear are used to manipulate

Betrayal
The ideals of the revolution are betrayed by those in power.

Hope vs. Reality
The gap between hopes for the future and harsh realities.

KEY QUOTES

★ **"All animals are equal, but some animals are more equal than others."**
– Napoleon

★ **"Four legs good, two legs bad."**
– Squealer

★ **"Power tends to corrupt, and absolute power corrupts absolutely."**
– Old Major

★ **"I will work harder."**
– Boxer

★ **"The creatures outside looked from pig to man, and from man to pig, and from pig to man again; but already it was impossible to say which was which."**
– Chapter 10

HOW TO CREATE A RESPONSE

Read the question carefully
Highlight key words.

Plan your ideas
Think about characters, themes, context and language/structure.

Use evidence
Include quotes that support your point.

Analyse and explain
Zoom in on language and structure. What does it mean and why?

Link it all together
Make sure your ideas answer the question fully.

ASSESSMENT TIPS

★ Make a clear point in each paragraph.

★ Use a range of quotes from across the novel.

★ Always explain your quotes – don't just repeat them.

★ Use subject terminology (e.g. propaganda, symbolism, manipulation).

★ Link to context – Animal Farm was written as an allegory of the Russian Revolution and Stalin's regime.

★ Check your spelling, punctuation and grammar – it counts!

REMEMBER...

✓ The animals represent real people and ideas.

✓ Orwell uses a simple story to make a powerful point.

✓ Nothing in the novel happens by accident – every detail has a purpose.

✓ Think critically about power, freedom and the truth.

KEEP THESE IN MIND AS YOU READ AND ANALYSE ANIMAL FARM.

★

QUESTION EVERYTHING! THAT'S WHAT ORWELL WANTS US TO DO.

★

Year 8
English Language
Knowledge Organiser



DYSTOPIAN STORIES WARN US ABOUT THE FUTURE – BY IMAGINING WHAT COULD GO TERRIBLY WRONG.

DYSTOPIAN WRITING

★ KNOWLEDGE ORGANISER – YEAR 8 ★

IMAGINE A WORLD GONE WRONG. WHAT WOULD LIFE BE LIKE? WHAT WOULD YOU FIGHT FOR?

BIG BROTHER IS WATCHING YOU

WHAT IS DYSTOPIA?

A dystopia is an imagined world where life is unpleasant or frightening.

It often features:

- ★ Totalitarian control or extreme government
- ★ Loss of freedom and human rights
- ★ Surveillance and propaganda
- ★ Social inequality and injustice
- ★ Environmental disaster or collapse
- ★ A sense of fear, conformity or hopelessness.



STRUCTURE OF A STORY

EXPOSITION
Introduce the setting, world and main characters.

RISING ACTION
Build tension. Introduce conflict and complications.

CLIMAX
The turning point – the most intense moment.

FALLING ACTION
The consequences unfold.

RESOLUTION
How does it end? Is there hope or further uncertainty?

LANGUAGE DEVICES

Imagery – paint a picture in the reader's mind.
E.g. "The sky was an endless, choking grey."

Metaphor – compare without 'like' or 'as'.
E.g. "The city was a cage."

Simile – compare using 'like' or 'as'.
E.g. "The streets were silent as graves."

Personification – give human traits to non-human things.
E.g. "The camera never blinked."

Symbolism – use objects or colours to represent ideas. E.g. red for danger, chains for control.

Repetition – repeat words or phrases for emphasis or effect.
E.g. "Surveillance. Always watching."

CREATING CHARACTERS

Give your character a role in the world. Are they a rebel, a follower, or somewhere in between?

Show their personality through actions, thoughts and dialogue.

Give them a motivation – what do they want or what are they afraid of?

Add depth – give them strengths, flaws and a backstory.

Let them change (or refuse to change) through the story.

DEVELOPING SENTENCE STRUCTURE

Short sentences – build tension and pace.
E.g. "Run. Hide. Survive."

Long, complex sentences – create detail, atmosphere or unease.

Varied openers – avoid starting every sentence with 'I'.
Use -ing words, adverbs, prepositions, similes and more.

Use of fragments – powerful for dramatic effect. E.g. "No power. No escape."

Punctuation for effect – ellipsis (...), dashes (–), and colons (:) can add suspense or emphasis.

BUILDING THEME

Dystopian stories usually explore big ideas. Think about how your story shows:

POWER – who has it and how is it used?

FREEDOM – what does freedom mean in your world?

CONTROL – how are people limited or manipulated?

SOCIETY – is it fair or divided?

HOPE – is there any? Is it crushed or does it survive?

PLOT

Start with a hook – a problem, mystery or question to grab attention.

Build tension – use conflict, deadlines and obstacles.

Raise the stakes – what will happen if the character fails?

Use twists – unexpected events keep readers engaged.

End with impact – leave the reader thinking or feeling something strong.

ASSESSMENT TIPS

- ★ Read the question carefully and plan your ideas.
- ★ Use a range of vocabulary and sentence structures.
- ★ Show, don't tell – use vivid detail and examples.
- ★ Make sure your writing fits the dystopian genre.
- ★ Check your work – spelling, punctuation and grammar make a big difference!
- ★ Always proofread – the best writers improve their work.

KEY REMINDERS

- ☑ Plan before you write.
- ☑ Use powerful language.
- ☑ Keep your ideas original.
- ☑ Think about the message your story sends.

THOUGHT IS REBELLION

> "In a time of deceit telling the truth is a revolutionary act."
> – George Orwell

CHALLENGE YOURSELF!

- ★ Write from the perspective of a character in your society.
- ★ Create your own rules or laws for your world.
- ★ Use a non-linear structure (e.g. start at the end, use flashbacks).
- ★ Include a secret, reveal or discovery.
- ★ Combine physical and emotional conflict.

FREEDOM ISN'T FREE

Year 8 Maths

Knowledge Organiser

ASPIRE BELIEVE ACHIEVE



Numbers
Skills
Real Life
Brighter Futures!

YEAR 8 MATHEMATICS – COMPLETE AUTUMN KNOWLEDGE ORGANISER

Full Term Summary: Autumn Term 1 & Autumn Term 2

Revision & Key Concepts Sheet

AUTUMN TERM 1: PROPORTIONAL REASONING – RATIOS, SCALE & FRACTIONS

Use maths in the real world!

1. KEY VOCABULARY

Term	Definition
Ratio	Compares quantities using division ($a:b$).
Simplest Form	Ratio with no common factors left.
Unit Rate	Quantity compared to 1 (e.g., miles per hour).
Scale Factor	Multiplier used to enlarge or reduce size.
Proportion	Equation showing two ratios are equal.
Reciprocal	Turn fraction upside down $\left(\frac{a}{b} \Rightarrow \frac{b}{a}\right)$.

PRIOR KNOWLEDGE & CORE SKILLS

- Year 7 simplified ratios & equivalent fractions
- Basic multiplication & division facts
- Converting between mixed numbers & improper fractions

Build on Year 7 skills!

2. METHODS & RULES

RATIO SHARING RULES

1. Add total parts ($3 + 2 = 5$ parts)
2. Divide total amount by parts to find 1 part
3. Multiply 1 part value by each ratio number



SHARING IN RATIO EXAMPLE

Share £45 in ratio 2:3:

1. Total parts = $2 + 3 = 5$
2. 1 part = £45 ÷ 5 = £9
3. Shares = 2 x £9 : 3 x £9 = £18 : £27 ✓

Check your working makes sense!

MULTIPLYING & DIVIDING FRACTIONS

- **Multiply:** $\frac{2}{3} \times \frac{4}{5} = \frac{2 \times 4}{3 \times 5} = \frac{8}{15}$
- **Divide (KCF):** $\frac{3}{4} \div \frac{2}{5} = \frac{3}{4} \times \frac{5}{2} = \frac{15}{8} = 1\frac{7}{8}$ ✓

Flip the second fraction when dividing!

3. SCALE DIAGRAMS & MISTAKES

SCALE DRAWING EXAMPLE

Scale 1 cm : 5 m. Drawing length = 4.2 cm:

Real length = 4.2 x 5 = 21 m ✓

Map Ratio = 1 cm : 500 cm = 1 : 500



COMMON MISTAKES TO AVOID

- **Order matters in ratio!** (2:3 ≠ 3:2) ✓
- **Units must match** before simplifying (20p : £2 = 20p : 200p = 1:10) ✓
- **Fraction division:** Flip ONLY the 2nd fraction! ✓

Small errors make a big difference!

SPARX CODES (AUT 1)

M274	Ratio	M197	Mult Frac
M885	Share	M601	Div Frac
M157	Scale	M832	Unit Rate

Complete your Sparx independent learning!

AUTUMN TERM 2: REPRESENTATIONS & EQUATIONS – GRAPHS, SEQUENCES & ALGEBRA

Patterns today for tomorrow!

1. KEY VOCABULARY

Term	Definition
Gradient (m)	Steepness of line (Change in y ÷ Change in x).
y-intercept (c)	Where graph crosses y-axis ($x = 0$).
Linear Equation	Straight line equation ($y = mx + c$).
Nth Term	Formula for position n in sequence.
Arithmetic Seq	Sequence with constant difference.
Inequality	Compares values using $<, >, \leq, \geq$.

PRIOR KNOWLEDGE & CORE SKILLS

- Plotting (x, y) coordinates in 4 quadrants
- Solving 1-step linear equations
- Understanding linear pattern rules & tables of values

Use your Year 7 knowledge!

2. METHODS & WORKED EXAMPLES

STRAIGHT LINE FORMULA

$$y = mx + c$$

m = Gradient (slope) | c = y-intercept



Straight lines show real world relationships

NTH TERM WORKED EXAMPLE

Sequence: 5, 9, 13, 17...

1. Common difference = +4 ⇒ $4n$
2. Zeroth term = 5 - 4 = +1 ⇒ $4n + 1$ ✓



2-STEP EQUATION EXAMPLE

Solve $3x + 4 = 19$:

1. Subtract 4: $3x = 15$
2. Divide by 3: $x = 5$ ✓

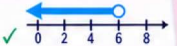
Do the same operation to both sides!

3. INEQUALITIES & MISTAKES

SOLVING INEQUALITY EXAMPLE

Solve $2x - 3 < 9$:

1. Add 3: $2x < 12 \Rightarrow x < 6$ ✓



Shade to show all values less than 6

COMMON MISTAKES TO AVOID

- **Gradient** is Rise ÷ Run, NOT Run ÷ Rise! ✓
- $y = 3 - 2x$ has gradient -2, not 3! ✓
- Remember to perform the same operation to both sides when solving! ✓

Check signs, order and working!

SPARX CODES (AUT 2)

M797	Straight Line	M509	2-Step Eqn
M655	Gradient	M118	Ineqs
M381	Nth Term	M412	Plot Graphs

Complete your Sparx independent learning!

THINK LIKE A MATHEMATICIAN: Use proportional reasoning, spot patterns and explain your working clearly.

SMALL STEPS BIG PROGRESS!

YEAR 8

SCIENCE

KNOWLEDGE ORGANISER



B2 Chapter 1: Health and lifestyle

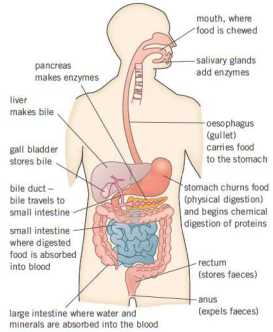
Knowledge organiser

Diet

The digestive system

Digestion is the breaking down of large insoluble food molecules to small soluble ones. These small molecules are absorbed into the blood for your body to use.

Bacteria live on fibre in your diet in the large intestine and make important vitamins (e.g., vitamin K).



Enzymes

Enzymes are special proteins that can break large molecules of nutrients down into small molecules.

Enzymes are known as biological **catalysts** – they speed up **digestion** without being used up.

There are three main types of enzyme involved in digestion:

	Type of enzyme		
	carbohydrase	protease	lipase
speeds up digestion of	carbohydrates (e.g., starch)	protein	lipids
	↓	↓	↓
	sugars	amino acids	fatty acids and glycerol

Nutrients

Nutrient	Role in your body
carbohydrates	main source of energy
lipids	fats and oils provide energy
proteins	growth and repair of tissues
vitamins and minerals	essential in small amounts to keep you healthy
water	needed in all cells and body fluids
fibre	provides bulk to food to keep it moving through the gut (not actually a nutrient)

Food tests

Starch

Add a few drops of iodine solution to the food solution.

Result: If the solution turns blue-black, the food contains starch.

Lipids

Add a few drops of ethanol to the food solution, shake it, and leave for one minute. Then pour the ethanol into a test tube of water.

Result: If the solution turns cloudy, the food contains lipids.

Sugar

Add a few drops of Benedict's solution and heat the solution in a water bath.

Result: If the solution turns orange-red, the food contains sugar.

Protein

Add a few drops of copper sulfate solution and sodium hydroxide solution.

Result: If the solution turns purple, the food contains protein.

Effects of an unhealthy diet

A **balanced diet** is when you have the right proportions of the food groups to keep you healthy.

Eating an unbalanced diet can lead you to be:

underweight

Increased risk of:

- poor immune system
- lack of energy
- lack of vitamins and minerals.

overweight

Increased risk of:

- heart disease
- stroke
- diabetes
- some cancers.

vitamin and mineral deficient

Vitamin A deficiency can lead to night blindness.

Vitamin D deficiency can lead to rickets.

Effects of lifestyle on health

Drugs

Drugs are any chemicals that affect the way your brain and body work.

Medicinal drugs	Recreational drugs
• used in medicine • benefit your health if used correctly • used to treat symptoms or cure illness • some have side effects	• taken for enjoyment/to relax/stay awake • normally have no health benefits • many can be harmful • many are illegal
examples include: painkillers, antibiotics, and cough mixture	examples include: alcohol, caffeine, heroine, cocaine, tobacco

Alcohol

Alcohol is a depressant because it slows down your body's reactions.

Drinking large amounts of alcohol over a long time can cause:

- stomach ulcers
- heart disease
- reduced fertility
- brain damage
- liver damage (cirrhosis)

Drinking during pregnancy increases the risk of:

- miscarriage
- stillbirth
- premature birth
- low birth weight babies
- Foetal Alcohol Syndrome (FAS)

Smoking

Cigarette smoke is full of harmful chemicals including:

tar – clogs the lining of the lungs and alveoli, contains cancer-causing chemicals

nicotine – an addictive stimulant

carbon monoxide – stops blood from carrying oxygen.

Smoking can cause many different diseases, including:

- heart disease
- emphysema
- respiratory infections
- strokes
- lung cancer

Smoking during pregnancy increases the risk of miscarriage and low birth weight babies, and can also affect the foetus' development.

Addiction – When your body becomes used to the chemical changes caused by a drug and you need to take the drug to feel normal.

When a person who is addicted to a drug tries to stop taking it, they may suffer from sickness, nausea, stomach cramps, headaches, anxiety, and sweating. These are called **withdrawal symptoms**.

Key words

Make sure you can write definitions for these key terms.

addiction anus balanced diet carbohydrase carbohydrate carbon monoxide catalyst deficiency digestion digestive system drug enzyme fibre food test large intestine lipid lipase mineral nicotine nutrient obese oesophagus protease protein rectum small intestine starvation stimulant stomach tar vitamin withdrawal symptom

C2 Chapter 1: The Periodic Table

Knowledge organiser

The **Periodic Table** displays the names and symbols of all the **elements** we have discovered which are organised by their **chemical properties** and their **physical properties**. There are about 100 naturally occuring elements.

Physical properties

The **physical properties** of an element describe how a substance behaves generally.
(*E.g.*, ***conductor*** *of electricity, dense, conductor of heat, shiny,* ***malleable****, sonorous, high melting and boiling points*)

Chemical properties

The **chemical properties** of an element describe how a substance behaves in chemical reactions.
For example, how reactive it is, what other substances it reacts with, and the products it forms in reactions.

Metals

- good conductors of heat and electricity
- shiny
- malleable and ductile
- sonorous when solid
- most have high melting and boiling points
- some metals react with oxygen to form metal oxides

Group 1

- called the **alkali metals**
- like all other metals but are very **reactive**
- react vigorously (strongly) with water
- get more reactive as you go down the group
- lower melting points than most other metals
- melting points decrease down the group
- always produce a metal hydroxide and hydrogen gas when reacted with water

1	2											3	4	5	6	7	0/8
														non-metals			
												metals					
		H hydrogen															He helium
Li lithium	Be beryllium											B boron	C carbon	N nitrogen	O oxygen	F fluorine	Ne neon
Na sodium	Mg magnesium											Al aluminum	Si silicon	P phosphorus	S sulfur	Cl chlorine	Ar argon
K potassium	Ca calcium	Sc scandium	Ti titanium	V vanadium	Cr chromium	Mn manganese	Fe iron	Co cobalt	Ni nickel	Cu copper	Zn zinc	Ga gallium	Ge germanium	As arsenic	Se selenium	Br bromine	Kr krypton
Rb rubidium	Sr strontium	Y yttrium	Zr zirconium	Nb niobium	Mo molybdenum	Tc technetium	Ru ruthenium	Rh rhodium	Pd palladium	Ag silver	Cd cadmium	In indium	Sn tin	Sb antimony	Te tellurium	I iodine	Xe xenon
Cs caesium	Ba barium	La lanthanum	Hf hafnium	Ta tantalum	W tungsten	Re rhenium	Os osmium	Ir iridium	Pt platinum	Au gold	Hg mercury	Tl thallium	Pb lead	Bi bismuth	Po polonium	At astatine	Rn radon
Fr francium	Ra radium																

solids liquids gases at room temprature

This version of the Periodic Table does not include every discovered element.

- columns are called **groups**
- rows are called **periods**

Elements in a group normally have similar properties, meaning chemists can predict properties of elements based on their group.

Non-metals

- often have properties the opposite of metals
- low boiling points, so are often gases at room temperature
- poor conductors of electricity and heat
- dull in appearance
- low density
- **brittle** and not sonorous
- some metals react with oxygen to form metal oxides

Group 7

- called the **halogens**
- generally very reactive
- generally the opposite of Group 1
- melting point increases down the group while reactivity decreases.
- take part in **displacement reactions**, where an element from higher up the group takes the place of one from lower down the group in a compound.

For example: *potassium iodide + chlorine → potassium chloride + iodine*

Group 0

- called the **noble gases**
- very unreactive
- low boiling points, so are gases at room temperature
- like the halogens, their boiling points increase down the group

Key words

Make sure you can write definitions for these key terms.

alkali metal brittle conductor chemical property dense displacement reaction element group halogen malleable metal noble gas non-metal period Periodic Table physical property sonorous reactive

C1 Chapter 3: Reactions
Knowledge organiser

A **chemical reaction** is a change in which atoms rearrange and join together differently to make new substances. **Physical changes** are changes that do not make new substances.

Equations

The substances that you start with in a reaction are called reactants, and the ones you finish with are the products.

We can represent a reaction with a **word equation**.

The reactants are on the left
The products are on the right
There is an → from the reactants to the products

copper + oxygen → copper oxide

reactants products

We can also use a **balanced formula equation** to represent a reaction.

$2Cu + O_2 \rightarrow 2CuO$

A balanced formula equation shows:

- the formula of each substance in the reaction
- how the atoms are rearranged
- the relative number (ratio) of atoms of each substance.

What happens during a reaction?

If a chemical reaction is happening you might:

1. see flames or sparks
2. notice a smell
3. Here fizzing or a bang
4. feel the temperature of the reaction mixture going up or down

Speed of reactions

Some reactions are very fast but others can be very slow.

Adding a **catalyst** can speed up a reaction, for example, to make a product more quickly.

Different reactions require different catalysts.

A catalyst isn't used up in the reaction but helps the reaction along.

Chemical reactions are normally not **reversible**.

This means that you cannot turn the products back into reactants.

All chemical reactions involve an energy transfer to or from the surroundings:

Energy transfer	Temperature of surroundings	Type of reaction	Example
from the surroundings to the reaction mixture	decreases	**endothermic**	thermal decomposition
to the surroundings from the reaction mixture	increases	**exothermic**	combustion

Conservation of mass

In a reaction, atoms are not created or destroyed – they are just rearranged.

The total mass of the reactants is always equal to the total mass of the products. This is called **conservation of mass**.

If the mass seems to increase, it is because atoms have been added from a gas.

magnesium + oxygen (gas) → magnesium oxide

If the mass seems to have decreased, it is because atoms have rearranged and formed a gas that has escaped.

calcium + water → calcium hydroxide + hydrogen (gas)

Changes of state are not chemical reactions, but they are reversible. This is called a **physical change**.

This is because no new substances are made.

For example, Water, ice, and steam are all made of molecules of the same substance (H_2O) in different states, and the change from one state to another is reversible.

Types of reaction

Thermal decomposition reactions

A **decomposition** reaction is when a substance breaks down into simpler substances.

Most decomposition reactions need heat to happen – this is called **thermal decomposition**.

Oxidation is when substances react with oxygen.

Combustion is a type of oxidation reaction where a **fuel** reacts (burns) with oxygen this transfers energy by heating.

Petrol, diesel, and coal are all **fossil fuels** and take millions of years to form.

They cannot be replaced when used, and will eventually run out, so are called **non-renewable** (finite).

Fossil fuels produce carbon dioxide and water when combusted. Extra carbon dioxide released into the air can cause climate change.

Hydrogen can also be combusted and used as fuel.

This may be better than using fossil fuels because it only produces water as a product.

$2H_2 + O_2 \rightarrow 2H_2O$

Key Words

Make sure you can write a definition for these key terms.

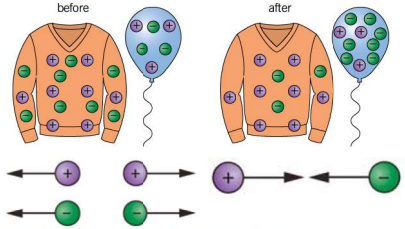
balanced formula equation catalyst chemical reaction combustion reaction conservation of mass decomposition endothermic change exothermic change fossil fuel fuel non-renewable oxidation reaction physical change product ratio reactants

P2 Chapter 1: Electricity and magnetism

Knowledge organiser

Charging up

Static electricity: by rubbing **insulators** together **electrons** are transferred, which gives the objects electric charges.



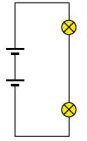
Charged objects have **electric fields** around them.
If you put a charged object in an electric field, a force acts on the object.

Series and parallel circuits

In a series circuit all of the components are connected in one loop. If one component or wire breaks, **current** stops flowing everywhere.

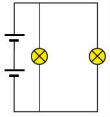
Series circuits

- contain only one loop
- the current is the same everywhere
- the **potential difference** across each component adds up to the potential difference across the battery



Parallel circuits

- contain multiple branches
- currents in all the branches add up to make the total current
- the potential difference across each component is the same as the potential difference across the battery



Potential difference

- Potential difference is the amount of energy transferred by the charges in the circuit.
- It is measured with a **voltmeter** (connected in parallel). The unit is the **volt (V)**.

Circuits and currents

- Current is the amount of charge flowing per second.
- It is measured with an **ammeter** (connected in series).
- The unit for current is the **amp (A)**.

Resistance

The **resistance** is a measure of how easy it is for current to pass through a component.

conductors – low resistance
insulators – high resistance

Resistance is calculated by measuring the potential difference and the current.

The unit for resistance is the **ohm (Ω)**.

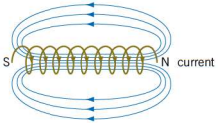
$$\text{resistance } (\Omega) = \frac{\text{potential difference (V)}}{\text{current (A)}}$$

Electromagnets

- **Electromagnets** are only magnetic when they have a flow of current, so they can be turned off.
- They are made by running a current through a coil of wire.
- They usually have an iron core in the middle of the coil, which makes them stronger.

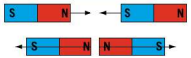
You can make an electromagnet stronger by:

- adding more turns of wire on the coil
- using more current.



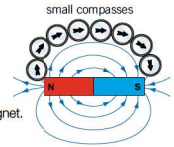
Magnets

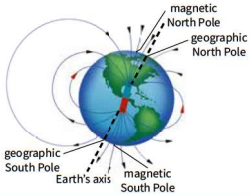
- **Magnets** have north and south poles.
- Opposite poles attract, and the same poles repel:



Magnetic fields

- A magnet has a field around it.
- You can see the field around a bar magnet with a small compass or iron filings.
- If the lines are close together the field is stronger.
- The Earth has a magnetic field, which acts like a big bar magnet.





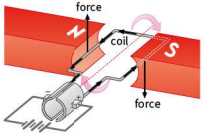
Uses of electromagnets

- moving cars or other metal objects
- sorting iron and steel from aluminium
- making motors and speakers
- making levitating trains, which travel much faster as there is no friction

How motors work

Applying a current to a coil of wire makes it electromagnetic.

This causes a force between the coil of wire and the permanent magnet nearby, which makes the wire spin. This is a motor.



Key words

Make sure you can write definitions for these key terms.

ammeter attract conductor current electron electric field electromagnet insulator repel magnet magnetic field line motor north pole ohm parallel potential difference resistance series static electricity south pole volt voltmeter

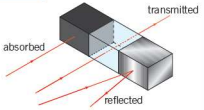
P1 Chapter 3: Light
Knowledge organiser

How does light travel?

Luminous objects are sources of light, e.g., the Sun.

Non-luminous objects do not produce their own light, e.g., the Moon.

When light hits an object it can be **absorbed**, **reflected**, or **transmitted**.



If an object is:

transparent – most light is transmitted

translucent – light is scattered

opaque – no light is transmitted so a shadow is produced.

Light can travel through gases, some solids and liquids, and completely empty space (a vacuum).

The speed of light in a **vacuum** is about 300000km/s.

Distances in space are measured in **light-time**. Remember that light-time is a distance (not a measure of time).

A light-minute is the distance light travels in one minute.

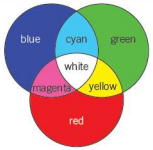
A light-year is the distance light travels in one year.

Colours of light

A **prism** refracts different colours of light by different amounts. This disperses light into a continuous **spectrum** of colours.

The **primary colours** of light are **red**, **green**, and **blue**.

Secondary colours are produced when any two primary colours are mixed.



Filters subtract colours from white light, so that only one colour of light is transmitted.

Objects appear to be different colours because they reflect some colours of light and absorb others.

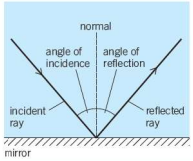
Black objects absorb all colours and white objects reflect all colours.

Reflection and refraction of light

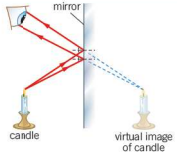
The **law of reflection** states that:

The **angle of incidence** is equal to the **angle of reflection**.

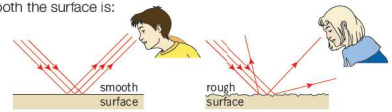
The **normal** is an imaginary line at 90° to the mirror.



Images in mirrors are **virtual** – they look like they are behind the mirror.



Whether or not you can see a clear reflected image depends on how smooth the surface is:



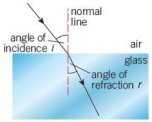
specular reflection **diffuse scattering**

Refraction is when light changes direction when it travels from one **medium** (material, such as air or water) to another.

Refraction happens because light travels at different speeds in different materials.

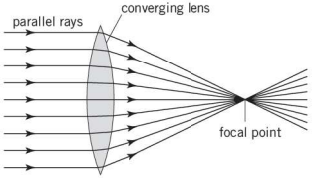
Rays of light will be refracted:

- towards the normal if they slow down, such as going from air to glass
- away from the normal if they speed up, such as going from water to air.



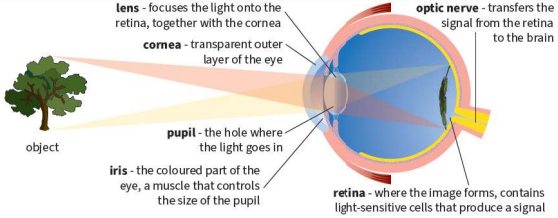
Lenses use refraction to spread out or **focus** light.

Convex (or **converging**) lenses (like the ones in your eyes) are shaped to focus the light to a point – called the **focal point**.



How do eyes and cameras work?

Light entering your eye is refracted by the **lens**, focusing it on the **retina** and creating an inverted image. **Photoreceptors** detect the light hitting your retina and send an electrical impulse to your brain.



Cameras work in the same way as your eye – light passes through an opening and a **real image** is formed on a screen or film.

Digital cameras now have a **charge-coupled device** (**CCD**) instead of film – when light hits a **pixel** it produces an electrical charge.

Key Words

Make sure you can write a definition for these key terms. absorb angle of incidence angle of reflection aperture camera charge-coupled device continuous converging convex cornea diffuse scattering dispersion emit eye filter focal point focus image incident ray inverted iris law of reflection lens light-time luminous medium non-luminous normal opaque optic nerve photoreceptors pixel plane primary colour prism pupil ray real image reflect reflected ray refraction retina secondary colour source spectrum specular reflection translucent transmit transparent virtual image


Year 8
Geography
Knowledge Organiser
DISCOVER YOUR WORLD

KNOWLEDGE ORGANISER: HOW DOES ICE SHAPE OUR PLANET? [YEAR 8]

LESSON OUTLINE

- L1 Process of Glaciation
- L2 Glacier System
- L3 Ice Age
- L4 Processes that Shape Glaciated Land
- L5 Landforms Created by Glaciers
- L6 Human Use: Chamonix
- L7 Human Use: Lake District
- L8 Key Facts

1. WHAT IS THE PROCESS OF GLACIATION?

Glaciation is the process where snow builds up over many years, turns to ice, and forms glaciers.

1. **Snowfall** – more snow falls in winter.
2. **Accumulation** – snow builds up and is compressed.
3. **Compaction** – snow turns to firn (granular ice).
4. **Transformation** – firn becomes dense glacier ice.
5. **Movement** – gravity causes the glacier to flow downhill.

2. HOW DOES A GLACIER SYSTEM WORK?

A glacier system has four main parts that are linked together.



Snow → Ice → Movement → Meltwater

Meltwater forms streams and rivers.

3. WHAT IS AN ICE AGE?

An ice age is a long period of time when large parts of the Earth are covered in ice.

- The last ice age began about 2.6 million years ago.
- The 'Last Glacial Maximum' was about 20,000 years ago.
- The climate was much colder and sea levels were much lower.



ICE AGES OCCUR WHEN:

- Earth's orbit changes
- Less sunlight reaches Earth
- Volcanic eruptions put dust in the air
- Ice and snow reflect more sunlight

4. HOW DO PROCESSES SHAPE A GLACIATED LAND?

Glaciers shape the land by eroding, transporting and depositing rock and sediment.

EROSION (Removal)	TRANSPORT (Movement)	DEPOSITION (Dropping)
✓ Plucking – ice pulls rock from the sides of the valley. ✓ Abrasion – rocks are scraped and worn away.	Glaciers carry rock and sediment within, on top and at the base of the ice.	When the ice melts, it drops the rocks and sediment it has been carrying.



5. WHAT LANDFORMS ARE CREATED BY GLACIERS?



6. HOW DO HUMANS USE A GLACIATED AREA? CHAMONIX, FRANCE

Tourism and skiing
Skiing and snowboarding attract visitors.

Cable cars and lifts
Give access to high mountain areas.

Hydroelectric power
Meltwater is used to generate electricity.

Jobs and economy
Tourism provides jobs in hotels and shops.

7. HOW DO HUMANS USE A GLACIATED AREA? THE LAKE DISTRICT, UK

Tourism and recreation
Walking, climbing and boating are popular.

Water supply
Lakes and rivers provide clean water.

Farming and grazing
U-shaped valleys have fertile soils for farming.

Settlements and towns
Towns are on valley floors near lakes and rivers.

Jobs and economy
Tourism supports many businesses and local jobs.

Conservation and risks
Protecting landscapes and managing flood and landslide risks.

8. HOW IS CLIMATE CHANGE AFFECTING GLACIERS?

- Rising temperatures – warmer air causes more melting.
- Glaciers retreat – glaciers get smaller and move back.
- Sea level rise – melting land ice adds more water to oceans.
- Water supplies – less meltwater in future may affect rivers and drinking water.
- Tourism – shorter snow seasons.
- Ecosystems – plants and animals are affected.



9. KEY FACTS TO REMEMBER

- ✓ Glaciation is the process where snow builds up, turns to ice and forms glaciers.
- ✓ Glaciers are powerful and shape the land.
- ✓ Ice ages happen when the Earth is much colder for long periods.
- ✓ Glaciers create landforms such as corries, U-shaped valleys, moraines and eskers.
- ✓ People use glaciated areas for tourism, water, farming and energy.
- ✓ Climate change is causing glaciers to melt and retreat.



KEY VOCABULARY

Glaciation	Snow builds up, turns to ice and forms glaciers.
Accumulation	Snow builds up in the accumulation zone.
Ablation	Ice is lost by melting, sublimation or calving.
Erosion	Ice wears away and removes rock.
Transport	Ice carries rock and sediment.
Deposition	Ice drops rock and sediment.
Ice age	Long period when Earth is much colder.
Moraines	Ridges of rock and sediment.
U-shaped valley	Wide valley with steep sides and flat bottom.
Sustainable use	Using resources without harming the future.

THINK LIKE A GEOGRAPHER!

- How do natural processes shape the places we live in?
- What are the benefits and risks of living near glaciers?
- How can we manage and protect glaciated environments?

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

KNOWLEDGE ORGANISER: WHY LIVE IN A CITY? [YEAR 8]

LESSON OUTLINE

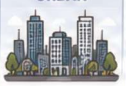
- L1 Why live in a City?
- L2 How do Urban and Rural Areas Differ?
- L3 Characteristics of a UK City
- L4 How and Why Does a City Change?
- L5 How Do We Shop?
- L6 Positives and Negatives of Urban Living
- L7 Positives and Negatives of Rural Living
- L8 What are Global Cities?
- L9 Design Your Own City

1. WHY LIVE IN A CITY?



- Jobs and better pay
- Shops and services nearby
- Good transport links
- Entertainment and culture
- Education and healthcare
- More opportunities

2. HOW DO URBAN AND RURAL AREAS DIFFER?



URBAN

- Lots of people
- Buildings close together
- Many services and jobs
- Busy and noisy
- Good transport



RURAL

- Fewer people
- Houses spread out
- Fewer services and jobs
- Quiet and peaceful
- Less transport

3. CHARACTERISTICS OF A UK CITY



- High population density
- Wide range of jobs
- Good transport network
- Diverse communities
- Services: shops, schools, hospitals, parks
- Important for the economy

4. HOW AND WHY DOES A CITY CHANGE?



HOW?

- New buildings and housing
- Regeneration of old areas
- Improved transport

WHY?

- More people and jobs
- Improve quality of life
- Economic growth
- Make cities more sustainable

5. HOW DO WE SHOP?



High Street Shops
Local shops on main streets.



Shopping Centres
Large buildings with many shops.



Online Shopping
Buy from websites and get delivery.



Markets
Local stalls selling a variety of goods.

6. POSITIVES AND NEGATIVES OF LIVING IN AN URBAN AREA

POSITIVES	NEGATIVES
✓ More jobs	✗ Traffic and congestion
✓ Good transport	✗ Pollution
✓ Lots of services	✗ Expensive housing
✓ Entertainment and culture	✗ Noise and crowding
✓ Opportunities	✗ Crime

7. POSITIVES AND NEGATIVES OF LIVING IN A RURAL AREA

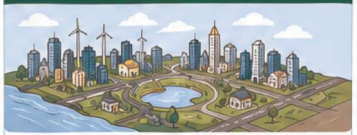
POSITIVES	NEGATIVES
✓ Peaceful	✗ Fewer jobs
✓ Clean environment	✗ Limited services
✓ More space	✗ Need to travel further
✓ Strong community	✗ Poor public transport
✓ Beautiful countryside	✗ Fewer shops

8. WHAT ARE GLOBAL CITIES?



- Major cities with influence worldwide
- Important for business, finance and trade
- Strong transport and communication links
- Examples: London, New York, Tokyo, Shanghai

9. CAN YOU DESIGN YOUR OWN CITY?



- Plan where people will live
- Add jobs and services
- Include transport links
- Think about green spaces
- Make it a sustainable city

KEY VOCABULARY

Urban	An area with many buildings and lots of people.
Rural	An area with few buildings and fewer people.
Population Density	The number of people living in a given area.
Amenities	Facilities and services that make life easier.
Regeneration	Improving and renewing an old area.

KEY FACTS TO REMEMBER

More than 80% of people in the UK live in urban areas.

Cities are important for the economy and jobs.

Good transport helps cities to grow and connect.

Sustainable cities are better for people and the planet.

THINK LIKE A GEOGRAPHER!



Why do people choose to live in cities?

How do cities affect the environment?

What makes a city a good place to live?

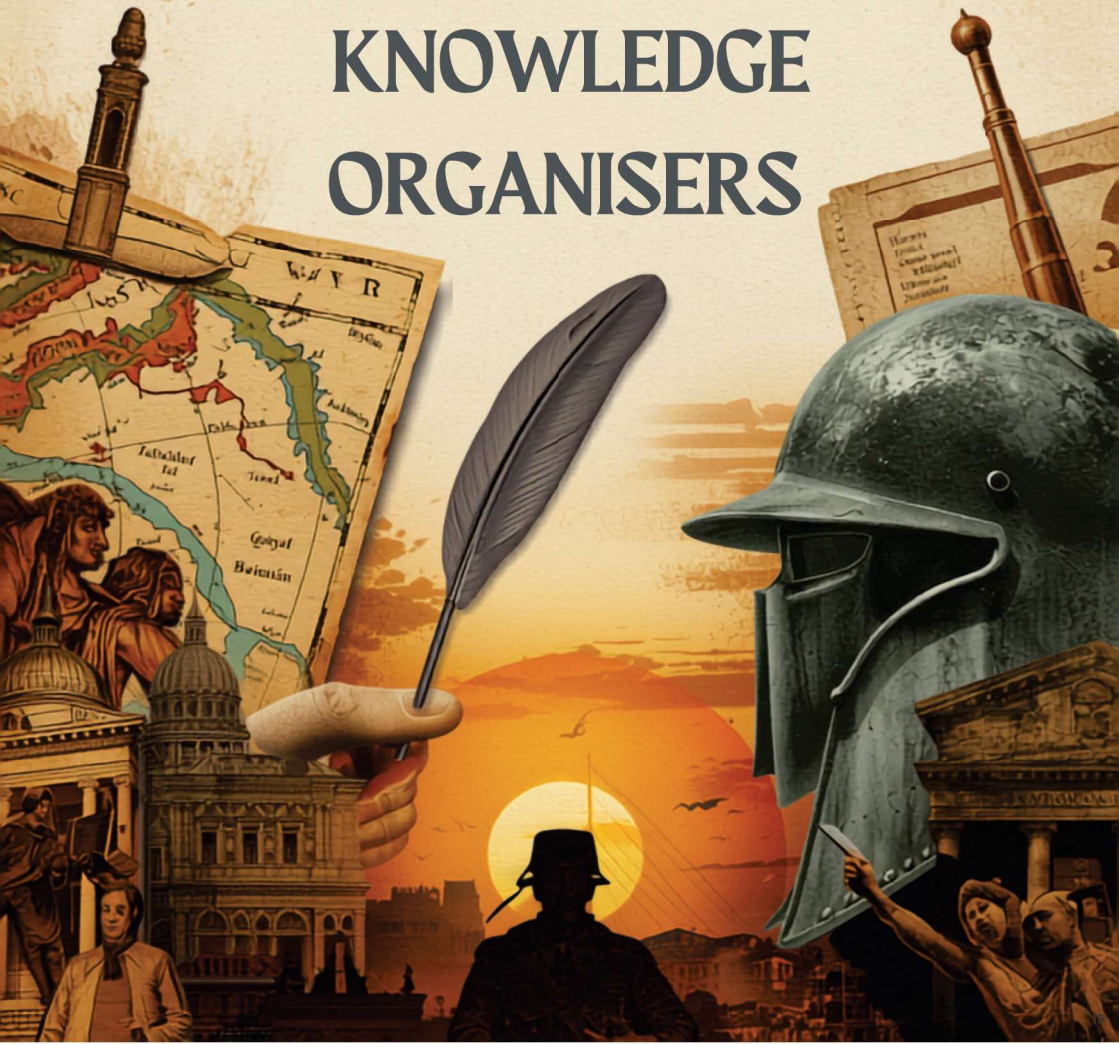
How can we create a better city for the future?

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

YEAR 8

HISTORY

KNOWLEDGE ORGANISERS



KEY IDEA:
Britain and the wider world were shaped by migration, trade, belief, power and cultural exchange. Different groups moved for different reasons and left lasting social, cultural and economic changes.

YEAR 8 HISTORY: MIGRATION THROUGH TIME & THE MUGHAL EMPIRE

How did movement of people and powerful empires shape Britain and the wider world?

HISTORICAL SKILLS:
- **Chronology** = events put in the order that they happened.
- **Change and continuity** = what changed and what stayed the same over time.
- **Sources** = evidence from the past.
- **Interpretations** = a person's opinion or explanation about a historical event.

MIGRATION THROUGH TIME

1. WHY DO PEOPLE MIGRATE?

- **Migration** means the movement of people from one place to another.
- **Push factors** make people leave, for example war, famine, poverty or persecution.
- **Pull factors** attract people to a new place, for example safety, jobs, trade or education.
- Migration has helped create the diversity of Britain.



Caribbean migrants arriving on the Empire Windrush, 1948



2. KEY MIGRANT GROUPS TO BRITAIN

- **Africans:** from the 16th century onwards some Africans arrived in Britain through the transatlantic slave trade; later migrants from countries such as Nigeria, Ghana and Somalia came for work, education and new opportunities.
- **Huguenots:** French Protestants who fled persecution after 1685 and brought skills in silk weaving, banking and crafts.
- **Jewish migration:** Jewish communities arrived at different times, including migrants escaping persecution in medieval Europe and Eastern Europe in the 19th century.
- **Irish migration:** many Irish people came during and after the Great Famine of 1845–1852.
- **Caribbean migration:** the arrival of Empire Windrush in 1948 became a symbol of post-war Caribbean migration to Britain.
- **Indian migration:** many people came after the Second World War to help fill labour shortages and made major contributions to British life.


Huguenot silk weavers in Britain


Irish migrants arriving in Britain


Migrants helped build Britain's NHS


Migrants helped build railways and cities

3. IMPACT ON BRITAIN

- Migrants helped build railways, factories and cities, and worked in public services such as the NHS and transport.
- They helped shape British culture through food, language, religion, music, trade and business.
- Some migrants faced prejudice and discrimination, but communities also showed resilience and made lasting contributions.

KEY TERMS (MIGRATION)

Migration | Push factor | Pull factor | Diversity | Persecution | Famine | Migrant

THE MUGHAL EMPIRE

4. WHO WERE THE MUGHALS?

- The Mughal Empire was a powerful Muslim empire that ruled much of the Indian subcontinent from 1526 to 1858.
- It began when **Babur** won the First Battle of Panipat in 1526.
- The empire combined Persian, Central Asian and Indian influences.


Babur – founder of the Mughal Empire



5. WHY WAS THE MUGHAL EMPIRE SIGNIFICANT?

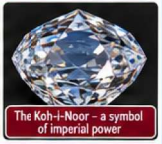
- **Akbar the Great** expanded the empire and encouraged religious tolerance between Muslims and Hindus.
- **Nur Jahan** became a powerful empress and influenced politics at court.
- **Shah Jahan** built the Taj Mahal, one of the world's most famous buildings.
- The empire became wealthy through trade, textiles, art and skilled craftsmanship.
- Mughal culture included beautiful gardens, miniature paintings and impressive architecture.
- The **Koh-i-Noor diamond** became a symbol of wealth and imperial power.


The Taj Mahal – built by Shah Jahan


Akbar the Great – encouraged tolerance and expanded the empire


Nur Jahan – a powerful empress


A Mughal court – showing the empire's wealth and culture


The Koh-i-Noor – a symbol of imperial power

6. DECLINE AND LEGACY

- **Aurangzeb** expanded the empire to its greatest size but stricter religious policies increased tensions.
- After Aurangzeb died in 1707, Mughal power weakened.
- The East India Company gained influence and control.
- In 1858 the British Crown took direct control of India.
- The Mughal legacy can still be seen in architecture, art, language and culture.

KEY TERMS (MUGHALS)

Mughal Empire | Akbar | Nur Jahan | Aurangzeb | Taj Mahal | Koh-i-Noor | East India Company | Colony | Tolerance

KEY DATES

1526 – Babur founds the Mughal Empire after the Battle of Panipat.

1500s – 1600s – African migration to Britain.

1685 – Huguenots flee France after persecution.

1707 – Aurangzeb dies and Mughal decline begins.

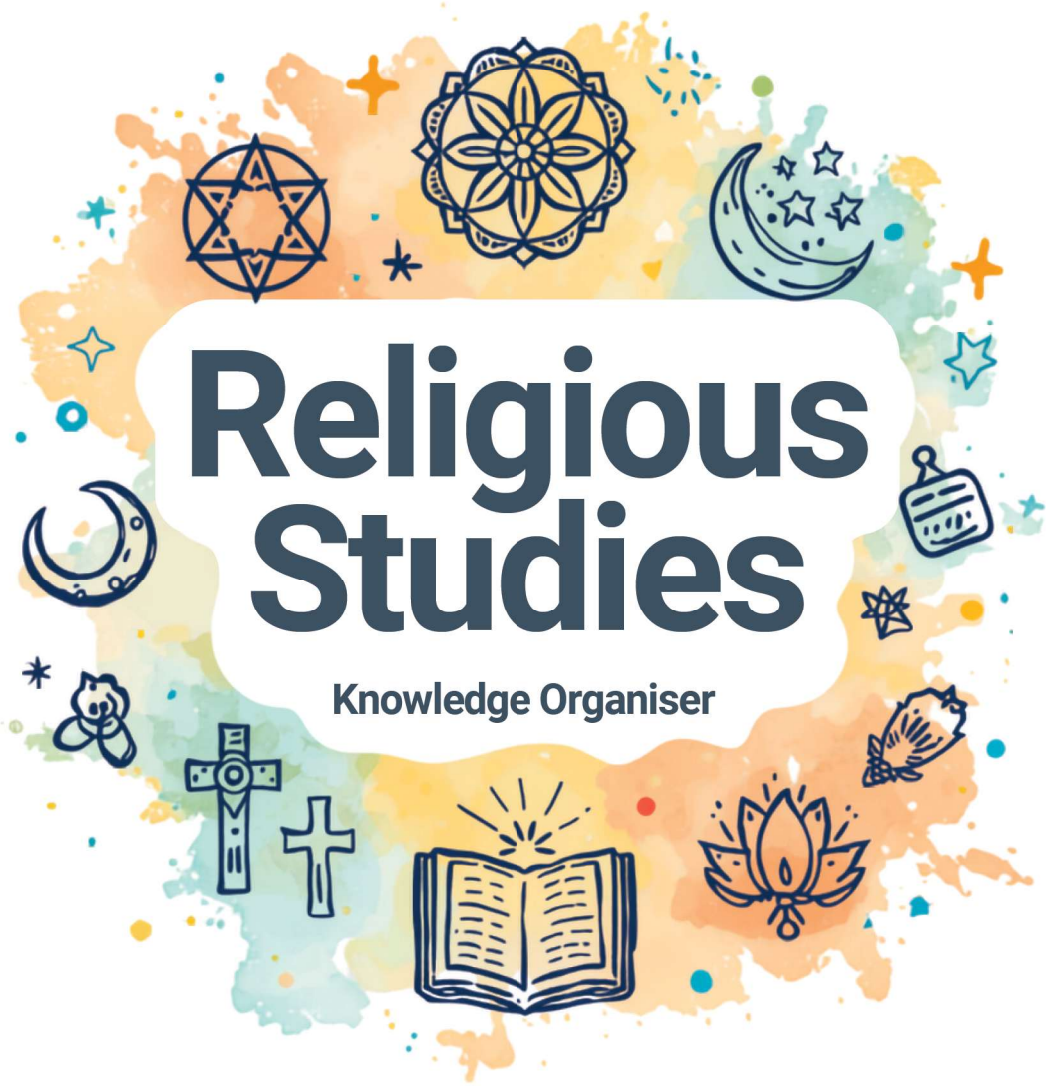
1845 – 1852 – Irish Famine causes mass migration.

1858 – British Crown rule begins in India.

1880s – Jewish migration to Britain increases after Eastern European pogroms.

1948 – British Nationality Act and Empire Windrush.

THINK LIKE A HISTORIAN: How did migration, empire and cultural exchange change Britain and the wider world?



Religious Studies

Knowledge Organiser

Year 8

One way Sikhs can be more Gurmukh is through the value of **Kirat Karna.**

- Sikhs should work hard to earn a living by honest means.
- Sikhs must not beg, exploit or steal to become rich.
- They should use their God given skills, abilities, talents and hard labour for the benefit and improvement of our family, community and society.

Religious Studies-Year 8- Sikhism- Autumn 1-KO

Guru Nanak

Guru Nanak believed in Equality. He did not like the caste system and worked to change it.
He refused to wear Janeo so that you couldn't tell what caste he was from.
He told everyone that all religions are the same.
He had friends from all castes.
He introduced a free kitchen for all called the Langar.

Sewa means 'selfless service'. It involves helping others without any reward or personal gain. Sikhs perform sewa in a variety of ways, induding to help the Gurdwara, local community but also people worldwide.

There are **three** types of sewa.

Tan (physical service, using hands)

Man (mental service, contributing using talents)

Dhan (material service, donating)

The three aspects of sewa are equally important. Sikhs try to complete all three aspects of sewa on a regular basis.

The 5K's

Kara – Steel Bracelet

- A symbol of restraint and nobility.
- A symbol of God having no beginning or end.

Kesh – Uncut Hair

- Throughout history hair (kesh) has been regarded as a symbol both of holiness and strength.
- One's hair is part of God's creation. Keeping hair uncut indicates that one is willing to accept God's gift as God intended it.

Kanga – Wooden Comb

- This symbolises a clean mind and body; since it keeps the uncut hair neat and tidy.

Kacha – Special Underwear

- It's a symbol of chastity which means staying away from imm.oral sex like sex before marriage.

Kirpan – Ceremonial Sword

- The Kirpan can symbolise defence of the good, defence of the weak.

The Gurus

Guru Nanak

The langar (or free kitchen) was introduced by Guru Nanak, who was the founder of Sikhism and the first Guru, because of his belief in the oneness of humanity.
He offered free meals to everyone, regardless of their caste, gender or wealth.



Guru Angad

Guru Angad Dev made education available to the underprivileged of the society.
He was also firm believer in the importance of physical education and emphasized the ideal of a sound mind and a healthy body and inspired people to lead a healthy life.

Guru Gobind Singh

He introduced the surnames Singh (lion) and Kaur (Princess) so no one could tell what caste you were from.

Guru Arjan Dev Ji

He built the Golden Temple with four entrances so that everyone could come to worship. He also helped the poor and needy.

Year 8 Hinduism Knowledge organiser

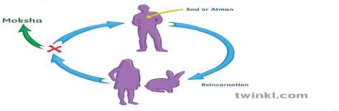
Key words

Trimurti- The Hindu Trinity
Shruti – teachings that 'were heard' from God and were passed on word for word.
Smriti – teachings that 'were remembered'. These are man-made texts.
Diwali-The festival of lights
Holi- The festival of colour.
Reincarnation- The belief that life is a cycle and your soul lives on after death.

Key facts

Hindu's believe in one God Brahman.
He is an eternal soul that all Hindu's try to get close to.
He is in everything and is everywhere.
Other Hindu's look at his different qualities and use avatars to explain his different qualities.
Hinduism is the world's oldest religion.

Reincarnation



Hindu's believe that life flows from birth through life to death and to rebirth of the soul.
Hindu's call the soul atman.
The soul is what is reborn based on how you behave in this life.
Good = better life
Bad= Worse life
This is known as Karma

Holy books

The Vedas
In Hinduism, the Vedas are regarded as *Shruti* ("what is heard"), meaning they are divinely revealed texts.
The Four Vedas are:
Rig Veda: The oldest and most significant Veda, consisting of hymns and praises dedicated to various deities and the cosmic order.
Sama Veda: Focuses on melodies and chants, primarily used in rituals and sacrifices, and largely derived from the Rig Veda.
Yajur Veda: Contains instructions for performing rituals and sacrifices, providing guidance to priests for conducting ceremonies.
Atharva Veda: Deals with practical aspects of life, including healing, spells, and incantations, along with some philosophical content.
The Ramayana-It is an ancient Indian epic that tells the story of Prince **Rama** and his adventures.

The Upanishads-Philosophical texts that explore reality and the soul.

Hindu Festivals



Diwali-

Diwali is a very old Indian Festival
Diwali lasts for five days
It means row of lamps
Diwali is also known as the Festival of lights
The most important festival.
Different activities take place on each day to show the focus of the festival like cleaning the house, giving gifts and lighting diva lamps.

Holi
Holi is a Hindu festival of colour during this festival Hindu's will dress in white and throw coloured paint and water at each other.
They eat popcorn, dance and sing in the streets. Everybody is involved no matter their class, caste, gender or age.
Bonfires are lit and an effigy of Holika is put on top

Hindu worship

Hindu's worship in a Mandir or at home.

Puja is the Hindu word for 'worship'

Puja involves a shrine, and is a multi-sensory experience. Most Hindus will have a shrine in their home.

When engaging in Puja all five senses are used, and reference is made to the five elements.

Hindu's use a Puja tray which includes offerings to the God's of food and powders that represent different key ideas.


YEAR 8
MUSIC
KNOWLEDGE
ORGANISER
Rhythm

ASPIRE
BELIEVE
ACHIEVE

BLACON HIGH SCHOOL

ELEMENTS OF MUSIC

KNOWLEDGE ORGANISER | YEARS 7, & 9

REMEMBER...
The Elements of Music are the building blocks of all music. Think about how composers use them to create mood and effect.

1 MELODY

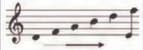
The main tune.

Key features

- A series of single notes that create a tune.
- Can move by step (small intervals) or leap (large intervals).
- Can be high or low.

Types of movement

Stepwise (Conjunct)



Leaps (Disjunct)



EXAMPLES
Happy Birthday, Pirates of the Caribbean, Someone Like You (Adele)

2 HARMONY

The combination of notes played together.

Key features

- Uses chords (3 or more notes together).
- Can be major (happy sounding) or minor (sad sounding).
- Adds depth and emotion to music.



EXAMPLES
Let It Be (The Beatles), Clocks (Coldplay)

3 TONALITY

The key or scale that the music is based on.

Key features

- Most music is in a major or minor key.
- The key sets the overall mood of the music.
- Uses scales – patterns of notes in order.

Key moods

Major = bright, happy, positive

Minor = sad, serious, tense

EXAMPLES
Walking on Sunshine (Major), Mad World (Minor)

4 RHYTHM

The pattern of long and short sounds and how they are arranged.

Key features

- Created using note lengths (e.g. crotchet, quaver).
- Can be regular or syncopated.
- The 'groove' or feel of the music.

Common note lengths

Semibreve	𝅝
Minim	𝅗𝅥
Crotchet	♩
Quaver	♪
Semiquaver	𝅘𝅥𝅯

EXAMPLES
Seven Nation Army (The White Stripes), We Will Rock You (Queen)

5 STRUCTURE

The overall plan or shape of the music.

Key features

- How the music is organised into beginning to end.
- Common forms include: Intro, Verse, Chorus, Bridge, Outro.
- Helps the listener know what happens next.

Intro
Verse 1
Pre-Chorus
Chorus
Verse 2
Pre-Chorus
Chorus
Bridge
Outro
Coda

EXAMPLES
Shape of You (Ed Sheeran), Count on Me (Bruno Mars)

6 INSTRUMENTATION

The instruments and voices used.

Key features

- The choice of instruments creates different sounds and moods.
- Includes voices, acoustic and electronic instruments.
- Can be solo or in an ensemble.

Instrument families

- Strings
- Woodwind
- Brass
- Percussion
- Keyboard

EXAMPLES
Bohemian Rhapsody (Queen), Star Wars Theme (John Williams)

7 TEXTURE

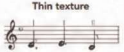
How many layers of sound we hear.

Key features

- Thin (sparse) – few instruments or melodies.
- Thick (dense) – many instruments or melodies.
- Changes in texture create interest.

Examples

Thin texture



Thick texture



EXAMPLES
Hallelujah (Jeff Buckley – thin), Clair de Lune (Debussy – thick)

8 PRODUCTION

How the music is recorded, mixed and produced.

Key features

- Includes effects like reverb, delay, distortion, EQ.
- The mix (balance of instruments) affects how it sounds.
- Important in recorded music and live sound.

Common effects

Reverb	
Delay	
Distortion	
EQ (Equaliser)	
Compression	

EXAMPLES
Billie Jean (Michael Jackson), Get Lucky (Daft Punk)

KEY VOCABULARY

MELODY	HARMONY	TONALITY	RHYTHM	STRUCTURE	INSTRUMENTATION	TEXTURE	PRODUCTION
The main tune. Made up of single notes.	Two or more notes played together.	The key or scale the music is based on.	The pattern of long and short sounds.	The overall plan or shape of the music.	The instruments and voices used.	How many layers of sound we hear.	How the music is recorded, mixed and produced.

EXAM TIP
When listening to music, think about how each element is used together to create the overall effect.

ASPIRE
BELIEVE
ACHIEVE

BLACON HIGH SCHOOL

BLUES MUSIC

KNOWLEDGE ORGANISER – YEAR 8

REMEMBER...
- Listen carefully to the Blues.
- Use the elements of music.
- Practise regularly.
- Be creative and have fun!

WHAT IS IMPROVISATION?

Improvising is to make up music on the spot.

It is a common form of music making that spans the whole history of music.

It is present in a variety of different and exciting styles from music around the world.

Improvisation can seem daunting at first. Generally, musicians work with a shared idea, a scale pattern or structure, which helps them to think through what they are doing.

THE BLUES SCALE

The blues scale uses 6 notes. It is based on the major scale but with a flattened 3rd, 5th and 7th.

C BLUES SCALE
(C, Eb, F, F♯, G, Bb)





Practice playing the scale ascending and descending. Use these notes to improvise!

12 BAR BLUES CHORD PROGRESSION

The 12 Bar Blues is a chord sequence that is used in thousands of Blues songs. It is in 4/4 time and has 12 bars (measures).

4/4	C / / /	C / / /	C / / /	C / / /
	F / / /	F / / /	C / / /	C / / /
	G / / /	F / / /	C / / /	C---

/ = play the chord for one beat (crotchet)

KEY CHORDS (ROOT POSITION)



SCAT SINGING

Scat singing is vocal improvisation using nonsense syllables rather than words.

It is a key feature of the Blues and Jazz.

Common scat syllables:

doo ba da bee bop
shooby ya



Listen to Blues singers and try scat singing over the 12 bar blues!

TASKS – BLUES PRACTICE

TASK 1	12	Learn the 12 Bar Blues chord progression / sequence using the root notes.
TASK 2		Perform the keyboard chords (C, F and G).
TASK 3		Practice performing the Blues scale notes ascending and descending. Then improvise with the notes from the scale.
TASK 4		Perform the 12 bar blues chord sequence, accompanied by the Blues scale both ascending and descending and improvise with your partner.
STRETCH / CHALLENGE		Independently, perform the Blues scale (right hand) and the 12 bar blues chord progression (left hand) together.

NOTE VALUES

Sign	Name	Length	Beats	Rest
𝅝	Semibreve	Whole note	4 beats	𝄻
𝅗𝅥	Minim	Half note	2 beats	𝄼
♩	Crotchet	Quarter note	1 beat	𝄽
♪	Quaver	Eighth note	½ beat	𝄾
𝅘𝅥𝅯	Semiquaver	Sixteenth note	¼ beat	𝄿

MUSICAL ELEMENTS IN THE BLUES

- **Tonality / Tone** – usually in a major key.
- **Pitch** – uses the blues scale (flattened 3rd, 5th, 7th).
- **Rhythm** – often has a shuffle feel or swing.
- **Dynamics** – expressive playing and phrasing.
- **Instrumentation** – guitar, bass, drums, keyboard, brass, vocals (often call & response).
- **Texture** – can be thin (solo) or thick (band).
- **Structure** – often 12 bar blues or verse / chorus.
- **Improvisation** – a key feature!

KEY VOCABULARY

Blues Scale	A scale with 6 notes: 1, ♭3, 4, ♯4, 5, ♭7.
12 Bar Blues	A 12 bar chord sequence used in many Blues songs.
Improvisation	Making up music on the spot.
Scat Singing	Singing nonsense syllables instead of words.
Chord	Two or more notes played together.
Shuffle	A rhythmic feel with a long-short pattern.
Call & Response	A musical conversation between two performers.

Year 8



Drama

KNOWLEDGE ORGANISER

KEY IDEA

- Italian theatre style from 1530 onwards.
- Uses masks, stock characters and comic routines.

YEAR 8 DRAMA: COMMEDIA DELL'ARTE

Lessons 1 & 2 - Stock Characters, Masks, Master and Servant

KEY TERMS

- Commedia
- mask
- scenario
- Grammelot
- stock character
- improvisation
- Lazzi
- status

1 ORIGINS AND MEANING



Commedia dell'arte is a theatre form...

- Performed in Italy from 1530 onwards.
- Means "the art of comic performance".

Travelling shows were popular in busy streets.





2 PERFORMANCE STYLE



- Professional actors could sing, dance, mime, juggle and tumble.
- Plays were mostly comedies, but some troupes performed tragedies and...
- Characters were larger than life and easy to recognise.

Comic, physical, satirical

3 MASKS AND IMPROVISATION





- Masks helped audiences recognise stock characters.
- A basic storyline was used, but plays were improvised.
- Catchphrases or speeches could be used when needed.
- A scenario listed scenes and could be displayed backstage.

4 COMEDY IN PERFORMANCE



Comedy relies on posture, movement, voice, status and timing.

5 STOCK CHARACTERS - MAKE THE ROLE CLEAR QUICKLY

Pantalone



Bent over; one hand on cane; high pitched squawk.

Il Dottore



Large belly; strokes beard; very loud voice.

Il Capitano



Chest out; cowardly; loud voice then high squeak.

Zanni



Bent spine; monkey-like; quick; avoids eye contact.

Isabella



Melodramatic; teeters on tip toes; refined voice.

Flavio



Handsome, self-centred; tip toes; recites poetry.

Pierrot



Gentle, loving and naive; bullied; cries when rejected.

Columbina



Maid; loves money and attention; pretty and vain.

Pulcinella



Bent back; servant; uses a stick; "little chicken".

La Strega



Witch; figure-of-eight walk; winding spell gestures.

6 LAZZI AND GRAMMELOT

- Lazzi are pre-rehearsed visual comedy routines.
- Examples: cartwheel with a full glass of wine; pulling teeth; spitting cherry stones.
- Grammelot, or gibbersh, could cover transitions between scenes.
- The style can still be seen in pantomime, silent movies, Mr Bean, Monty Python and Fawlty Towers.





7 MASTER AND SERVANT



A good Lazzo of a Master and a Servant shows:

- status
- body language
- facial expression
- gestures
- eye contact with the audience

Make power visible on stage.

8 KEY TAKEAWAY

- ☑ Commedia is an Italian comic theatre style from 1530 onwards.
- ☑ Stock characters are recognised through physical and vocal choices.
- ☑ Masks, scenarios and improvisation create clear comic performance.
- ☑ Status is shown through posture, movement, gesture, eye contact and voice.

THINK LIKE A DRAMATIST: How can masks, status and movement create comic characters for an audience?

KEY IDEA

- **Italian professional theatre, popular across Europe.**
- **Uses fixed social types, masks, props and improvisation.**

YEAR 8 DRAMA: COMMEDIA DELL'ARTE

Lessons 3 & 4 - Professional Theatre, Status and Lazzi

KEY TERMS

- comici
- Zanni
- Capitani
- status
- stock character
- Vecchi
- Innamorati
- Lazzo

1 WHAT IS COMMEDIA?



- Commedia dell'arte means "comedy of the profession".
- It originated in Italy and was popular from the 16th to the 18th century.
- Its full title roughly means comedy of the craft of improvisation.
- It is based heavily on physical or slapstick comedy.

2 PROFESSIONAL TROUPES



- It is believed to be the first entirely-professional form of theatre.
- Actors were professional performers called comici.
- Troupes had about 12 actors and travelled around.
- They relied on props, masks and recognisable costumes.

Props • masks • costumes

3 FOUR CHARACTER GROUPS

Zanni	servants
Vecchi	masters / elders
Capitani	boastful captains
Innamorati	young lovers

Fixed social types allowed audiences to understand the story quickly.

4 MASKS AND RECOGNITION



Women usually do not wear masks. Male Vecchi, Zanni and Capitani are usually masked.

5 SCENARIO AND PLOT PATTERN

A commedia script was usually about 3 pages long. It gave the basic plot and entrances or exits; the dialogue was improvised.

1. **Vecchi boss around the Zanni.**
2. **Innamorati are in love but are prevented from being together.**
3. **Vecchi plans usually create the obstacle.**
4. **Capitani complicates the action.**
5. **Zanni thwart plans, and the lovers usually succeed.**

6 STATUS IN COMMEDIA

- Status relations are fixed and steadfast.
- A Zanni can only win by cheating, deceiving or going behind his master's back.
- The master may use corporal punishment to his servants.
- At the head is Magnifico - the master of all masters.



Status is physical: eye line, posture, distance and gesture.

7 FUN FACTS AND INFLUENCE

- Commedia influenced Shakespeare, Moliere, vaudeville and improvisation.
- Women acted on stage. Vincenza Armani is documented performing in 1566.
- Evidence suggests women performed in Commedia shows as early as the 1540s.
- Arlecchino and Pierrot influenced modern-day clowns.





8 PERFORMING LAZZI

A Lazzo is a short comedy scene.
Explore:

- **The Lazzo of the Chair**
- **The Lazzo of the Statue**
- **The Lazzo of the Human Shield**
- **The Lazzo of the Fly**



In pairs, improvise each Lazzo. Involve the audience with eye contact and gestures.

9 MASTER AND SERVANT TASK

- Show status by performing as a Master or Servant.
- Servants cannot make eye contact with their Master.
- If they do, the Master will beat them.
- Use stock character traits so the audience recognises the role.





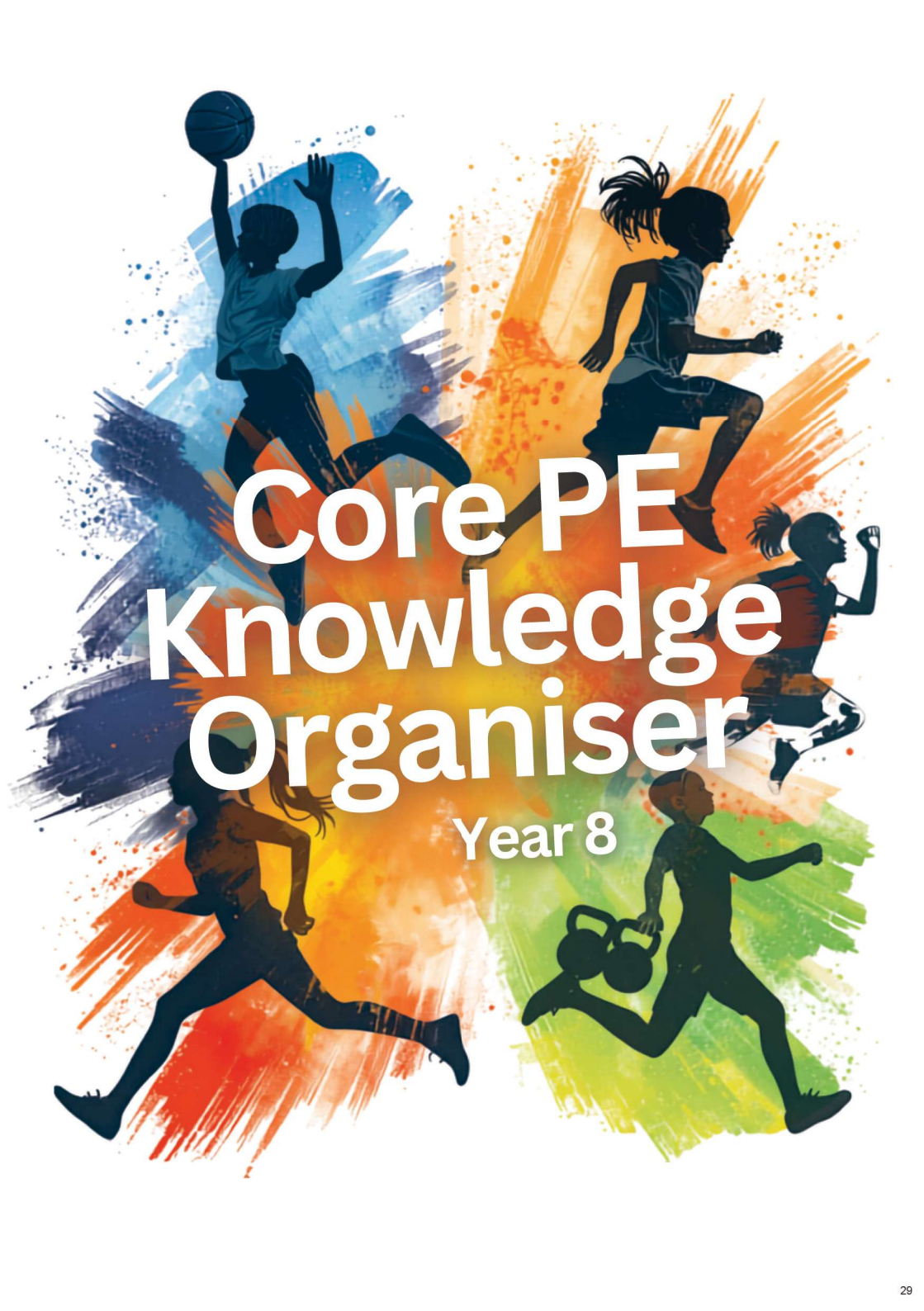
Make status visible before speaking.

10 KEY TAKEAWAY

- ☑ **Commedia uses professional actors, masks, props and recognisable costumes.**
- ☑ **Stock characters are fixed social types with predictable relationships.**
- ☑ **Status drives comedy, especially between masters and servants.**
- ☑ **Lazzi are rehearsed physical comedy routines performed with audience awareness.**

Use voice, body language, eye contact and gesture to make relationships clear.

THINK LIKE A DRAMATIST: How can performers use Lazzi and status to create clear physical comedy?


Core PE
Knowledge
Organiser
Year 8

Knowledge Organiser – Badminton – Year 8

Badminton Overview

1	A match is played between either two individuals or two pairs. The individual or pair serve throughout the game. A game is played up to 21 points, and a point can be scored from every rally, no matter who serves. If the score reaches 20-20, a player must win by two clear points. A match is the best of three games.

Court Markings

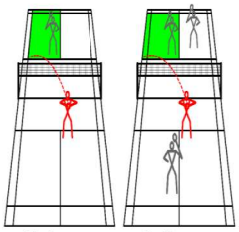
2	The court must be rectangular and marked with lines. These lines are the boundaries in which the game must be played.
3	In singles matches, the inside tram lines are "out" and in doubles the outside tramlines are "out". The court is split into two halves by a net.
4	The diagonally opposite boxes are called the service boxes.

Types of Shots / Techniques

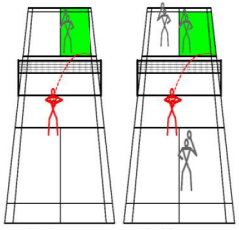
6	Backhand Short Serve	Racket is held across the body (backhand) and below waist height. Shuttle held out above racket and hit low over net diagonally.
7	Overhead Clear	Hit the shuttle above your head, sending it high to your opponent's back court. It gives you time to recover and get back into position.
8	Long Serve	An underarm serve hit high and deep to the back of the service box. Stand sideways on and serve diagonally.
9	Smash Shot	It is the most attacking shot in badminton. It is an overhead shot which brings the shuttle down from a height at a steep angle.
10	Backhand Shot	Played when the shuttle is on your non-racket side. Thumb flat on the grip, push the shuttle over the net.
11	Footwork	Move to the shuttle with small, quick steps. After every shot, return to your base position in the middle of the court, ready for the next shot.
12 30	Tactics	Doubles positioning – side by side (defence) or front and back (attack). Hit into space to move your opponents around the court. Choose the correct shot for the situation.

Serving

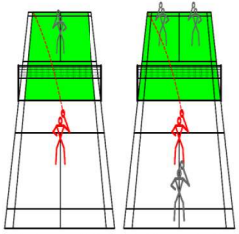
5



Singles serve server's score is even) | Doubles serve (server's score is even



Singles serve (server's score is odd) | Doubles serve (server's score is odd)



Singles normal play (after a serve) | Doubles normal play (after a serve)

Measuring Heart Rate

1 **How to measure your heart rate:**
You can feel your pulse under your jaw (the carotid pulse) or on your wrist below the thumb (the radial pulse).




Resting Heart Rate

2 Your RHR is your heart rate when you are at rest, with no exertion, in beats per minute.
To find your resting heart rate, count the beats of your pulse for 15 seconds.
Multiply your answer by 4 = _____ bpm. This will give you beats per minute.

3 *We do this because 15 seconds x 4 = 60 seconds, which is 1 minute.*

Maximum Heart Rate

Your Max HR is the greatest number of beats your heart can produce in one minute.
To estimate your maximum heart rate, take your age away from 220.
220- (Your age) =____beats per minute

Components of Fitness

	Component	Definition
4	Aerobic / Cardiovascular endurance	The ability of the heart and lungs to keep supplying oxygen to the muscles during long periods of exercise. Also called stamina.
5	Muscular Endurance	The ability of your muscles to keep contracting repeatedly without tiring.
6	Muscular Strength	The maximum amount of force that can be exerted against a resistance.
7	Flexibility	The range of movement possible at a joint.
8	Speed	The ability to move quickly from A to B.
9	Power	The product of strength x speed. Vertical jump test.
10	Agility	The ability to change direction quickly and with control. Illinois agility test
11	Balance	Keeping your centre of mass over your base of support. Test: stork stand
12	Coordination	The ability to use different parts of the body together. Test: wall bounce test.

Training Methods

13	Continuous	Exercising non-stop for a minimum of 30 minutes with no breaks.
14	Fartlek	'Speed play' - varying the terrain, speed or resistance during a run.
15	Circuit	A series of stations with different exercises.
16	Interval	Periods of high intensity work followed by low intensity rest, repeated.
17	Plyometric	Jumping and bounding to improve power.
18	Weight	Training with free weights or Resistance machines.
19	Flexibility	Improved through stretching: static, active, passive or ballistic.

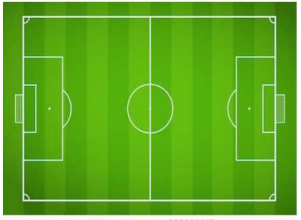






Knowledge Organiser - Football - Year 8

1 Football Pitch



Sport Specific Terminology – Set Pieces

2	**Throw in**	When the ball goes out at the side of the pitch, the throw is taken by the team that did not touch it last. The ball is thrown from behind the head with both feet behind the line.
3	**Corner**	Awarded to the attacking team when the final touch comes off a defender between the post and corner flag.
4	**Free Kick**	Player can shoot straight at goal without passing (**Direct**) or the ball must touch another player before a shot on goal is allowed (**Indirect**).
5	**Goal Kick**	When the ball goes behind the goal off an attacker. The goalkeeper restarts play with a kick from the ground.
6	**Penalty**	Awarded to the attacking team for a foul inside the penalty box. A free shot from the penalty spot.

Formations & Match Timings

9	4-4-2 (4 defenders, 4 midfielders, 2 strikers). 5-4-1 (5 defenders-4 midfielders, 1 striker). 3-5-2 (3 defenders, 5 midfielders, 2 strikers). 4-3-3 (4 defenders, 3 midfielders, 3 strikers)
10	**Game Duration – Timings** - 2 x 45 minute halves (90 minutes). - Half Time – 15 minutes. - Extra Time – 15 minutes each way. In cup games, if the scores are level after extra time, a penalty shoot-out decides the winner (5 penalties each, then sudden death).

Rules of the Game

7	**Rules**	1) A game starts with a kick off in the centre circle on the referee's whistle. Each team has 11 players on the pitch: a goalkeeper, defenders, midfielders and strikers. 2) A referee and two assistants officiate the game. If the ball goes out of play, possession is given to the opposing team as a throw in, goal kick or corner kick. If a foul is committed, a free kick or penalty is awarded. 3) To score a goal, the whole ball must cross the opponent's goal line between the posts. 4) The team with the most goals at the end of the game wins. 5) Yellow card - a caution for a foul. Red card - the player is sent off.

Player Positions

8	**Goalkeeper**	- Prevent the opposing team from scoring a goal.
	Centre Back	- Main role is to tackle and clear the ball near their own goal (hold, press, cover and sweep).
	Full Back	- Main role is to tackle wide players and to overlap in attack.
	Midfielder	- Protects the defensive line and supports the creative players (playmaker). Runs with the ball and switches play.
	Winger	- Dribbles and crosses the ball. Hugs the touchline but can cut inside.
	Striker	- Scores and creates goals, holds the ball up & leads the line.

Football Skills & Techniques

11	**Passing**	Long and short passes: non-kicking foot beside the ball, kicking foot at a right angle to it. Body over the ball, arms out for balance. Choose the weight of pass to suit the distance.
12	**Shooting**	Non-kicking foot next to the ball, head over the ball. Use the side of the foot for placement or the laces for power. Follow through and aim between the goalkeeper and the post.
12	**Dribbling**	Moving the ball around the pitch without losing possession. Keep the ball close to your feet, use both feet, and change speed and direction to beat defenders.
13	**Heading**	Use your forehead to contact the ball, with your eyes focused on the ball. Move your feet or jump to meet the ball and direct it where you want it to go.
14	**Tackling**	Get side on to your opponent, within touching distance. Stay light on your feet with knees slightly bent and eyes on the ball. Curve your run as you approach and do not dive in.
15	**Volley**	Striking the ball while it is still in the air. Move into the line of flight, eyes on the ball, arms out for balance and head still. Lead with your kicking leg.

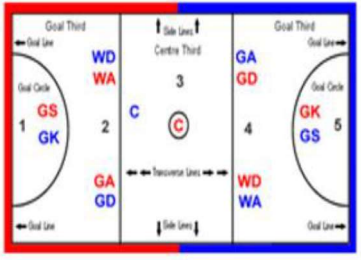
Knowledge Organiser – Netball – Year 8

Skills / Techniques

	Skill / Tactic	Technique Points
1	Chest Pass	'W' grip behind the ball, step forward, push chest to chest and follow through. A fast, flat pass over a short distance.
2	Bounce Pass	'W' grip, step forward and push down so the ball bounces just before the receiver. Used over short distances to pass below a defender's reach.
3	Shoulder Pass	Sideways on, ball at shoulder height. Step, push and follow through in an arc. A powerful pass over a long distance.
4	Footwork	Landing on alternate feet: the first foot down is the static pivoting foot. Landing on both feet together: either foot can become the pivoting foot. On the move, release the ball before the third step.
5	Dodging (Getting Free)	Stop and go: sprint, stop, then accelerate again in the same direction. Feint dodge: fake one way, dodge the other. Holding space: place one foot sideways to your opponent to protect the space behind.
6	Defending	Man to man marking: sideways on, close to your player, on your toes, arms outstretched, marking the ball or the passing lane.
7	Shooting	Balance, hold the ball high, line up your aim, extend your knees, flick the wrists and follow through.

Rules

	Rule	Description	Umpires Decision
9	Offside	A player, with or without the ball, must not move into an area of the court not allowed for their position.	This will result in a free pass being awarded to the opposing team.
10	Footwork	Hopping or dragging the landing foot is not allowed. You may pivot on the landing foot.	If you break the footwork rule, a free pass will be awarded to the opposing team.
11	Three second rule	Players have only three seconds between catching the ball and making a pass.	This will result in a free pass being awarded to the opposing team.
12	Obstruction	A defender must be at least 3ft (0.9m) from the landing foot of the player with the ball. You may jump to intercept from this distance, but you must not land any closer - that is obstruction.	A penalty pass will be awarded if you obstruct a player as described above.
13	Over a third	The ball cannot be thrown over a complete third of the court without being touched or caught (it must not cross two transverse lines).	Free pass taken from where the ball crossed the second line.



Positions

14

Position	Responsibilities	Court Area
GS	To score goals and to work in and around the circle with the GA	1 & 2
GA	To feed and work with GS and to score goals	1, 2 & 3
WA	To feed the circle players giving them shooting opportunities	2 & 3
C	To take the Centre Pass and to link the defence and the attack	2, 3 & 4
WD	To look for interceptions and to prevent the WA from feeding the circle	3 & 4
GD	To win the ball and reduce the effectiveness of the GA	3, 4 & 5
GK	To work with the GD and to prevent the GS from scoring goals	4 & 5

Knowledge Organiser



Year 8

Art

ASPIRE BELIEVE ACHIEVE

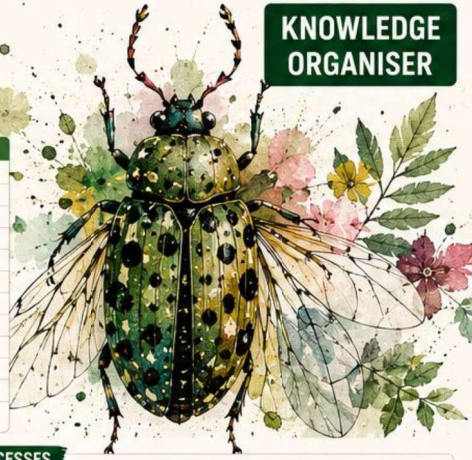
YEAR 8 ART

BUG PROJECT

EXPLORE NATURE, COLOUR & PATTERN THROUGH INSECT ART

Tiny details, big inspiration.

KNOWLEDGE ORGANISER



1. PROJECT OVERVIEW

In this project you will explore the fascinating world of insects and their natural environments.

You will develop your drawing, painting and pattern skills to create expressive, personal artwork inspired by bugs.

Your final challenge is to design a beautiful insect artwork using watercolour and pattern.



2. ASSESSMENT STRANDS

RESEARCH & DEVELOP

Investigate insects, artists and the natural world. Gather visual research and develop ideas.

EXPLORE & REFINE

Experiment with ideas, compositions, colours and materials. Improve your work through annotation, feedback and refinement.

EXPERIMENTATION & TECHNICAL SKILLS

Develop confidence using a range of materials, techniques and processes. Apply drawing, painting and watercolour skills effectively.

RESPOND & PRESENT

Present a personal final outcome. Evaluate your work using subject vocabulary and explain artistic decisions.

3. KEY VOCABULARY

Key word	Meaning
Observation	Looking carefully at details using your eyes.
Exoskeleton	The hard outer covering of an insect.
Pattern	A repeated design or shape.
Symmetry	When both sides are the same.
Proportion	The size relationship between parts.
Texture	How a surface feels or looks.
Camouflage	Blending in with surroundings.
Intricate	Very detailed and complex.
Contrast	The difference between elements.
Vibrant	Bright, strong and full of life.
Composition	The way elements are arranged.
Watercolour	A paint that uses water to create colour.

4. ARTIST INSPIRATION

ABBY DIAMOND



Known for her expressive watercolours, loose mark making and love of pattern and colour in nature.

ROSALIND MONKS



Her work shows beautiful layers of pattern, shape and colour inspired by natural forms and organisms.

JULIE ALICE CHAPPELL



Creates intricate, vibrant insect paintings with stunning detail and pattern using fluid watercolour.

5. MATERIALS & MEDIA



Watercolours



Brushes



Fine Liners



Watercolour Paper



Pencils



Oil Pastels



Coloured Pencils



Mixing Palette

6. TECHNIQUES & PROCESSES



WATERCOLOUR

Use wet washes, blending and layering to create soft colours and textures.



LINE & INK

Explore different lines, patterns and details using fine liner or ink.



PATTERN & REPEAT

Create repeating patterns inspired by insects and natural forms.



TONAL SHADING

Use tone to add depth, shadow and dimension to your drawings.



MIXED MEDIA

Combine different materials and techniques for creative effects.



MONOPRINT

Use monoprint techniques to add texture and unique backgrounds.

7. CREATIVE CHALLENGE

Your challenge is to explore insects and patterns, experiment with watercolour and mixed media techniques and create a final artwork inspired by nature.

Focus on:

- Observation and detail
- Pattern and repetition
- Colour and composition
- Creativity and imagination



8. THE CREATIVE PROCESS

RESEARCH

Look at insects, artists and collect images and ideas.

EXPERIMENT

Try out techniques and materials. Explore colour, line and pattern.

DEVELOP

Develop your ideas and try different compositions.

REFINE

Improve your work using feedback and careful refinement.

FINAL OUTCOME

Create your final insect artwork or 3D piece.

EVALUATE

Evaluate your work and what you could improve.

9. CAREERS LINK – WHERE COULD THIS TAKE YOU?

Fine Artist

Create original artwork and exhibitions.

Nature Illustrator

Illustrate wildlife and nature for books and media.

Entomologist Illustrator

Draw and document insects for research.

Graphic Designer

Create patterns and designs for products, brands and print.

Textile Designer

Design patterns inspired by nature for fabrics.

Photographer

Capture details and beauty in the natural world.

10. RETRIEVAL QUESTIONS

1. What is observation and why is it important in art?
2. Who are Abby Diamond, Rosalind Monks and Julie Alice Chappell?
3. What materials and techniques are used in this project?
4. What is the difference between pattern and texture?
5. How can you create depth using tone in your artwork?
6. What makes an insect well adapted to its environment?
7. How can you use repetition to create interesting patterns?
8. What is monoprint ard how can it be used in artwork?
9. How can mixed media improve your work?
10. Why is it important to evaluate your final outcome?

OBSERVE NATURE | EXPLORE IDEAS | EXPERIMENT BOLDLY | CREATE BEAUTIFULLY | BE PROUD OF YOUR WORK!

YEAR 8
ART (GRAPHICS)

AMPLIFY PROJECT

GRAPHIC DESIGN, BRANDING & PRODUCT DESIGN

Good design makes a brand unforgettable.

KNOWLEDGE ORGANISER



1. PROJECT OVERVIEW

In this project you will become a graphic designer.

You will create a brand identity for a fictional company called 'Amplify'.

You will research existing products, develop moodboards, design logos, experiment with typography and create packaging for a product of your choice.

Your final challenge is to design an AirPod case that reflects your brand and stands out from the competition!

2. ASSESSMENT STRANDS

RESEARCH & DEVELOP — Investigate brands, designers and target audiences. Gather inspiration and develop your ideas.

EXPLORE & REFINE — Experiment with layouts, logos, typography and colour. Improve your ideas through feedback and refinement.

EXPERIMENTATION & TECHNICAL SKILLS — Develop skills in digital design, hand drawing, typography and product design. Apply techniques and processes with confidence.

RESPOND & PRESENT — Present your final designs clearly. Evaluate your work and explain your design choices using key vocabulary.

3. KEY VOCABULARY

Key word	Meaning
Brief	A short description of what is required.
Specification	A detailed list of requirements.
Moodboard	A collection of images and ideas.
Existing Products	Products already on the market.
Typography	The style, arrangement and design of text.
Colour Theory	How colours work together.
Brand Identity	The visual elements that make a brand recognisable.
Logo	A symbol or mark that represents a brand.
Concept	The original idea behind a design.
Research	Finding and collecting information.
Analysis	Looking closely and explaining.
Development	Improving and refining your ideas.
Final Design	The completed design.
CAD/CAM	Computer aided design / manufacture.
Photoshop	A digital program used to edit images.

4. ARTIST / DESIGNER INSPIRATION

KEITH HARING



Bold lines, doodles and iconic street art. Simple shapes and repetition create energy and impact.

SUPERMUNDANE



Strong use of colour, pattern and typography. Geometric shapes and playful, modern designs.

MIKE PERRY



Vibrant colours, negative space and dynamic compositions. Typography and logos with attitude.

LOOK AT EXISTING BRANDS...

NIKE · adidas · SONY · b

5. MATERIALS & MEDIA



6. TECHNIQUES & PROCESSES



MOODBOARDS — Collect images, colours, type and ideas to inspire your designs.

TYPOGRAPHY — Experiment with fonts, lettering and layout to communicate.

LOGO DESIGN — Develop logo ideas to build a strong brand identity.

LITHOGRAPHY — Use litho crayons and ink to create bold printed textures.

CELLO TAPE TRANSFER — Create texture by pressing tape onto surfaces and lifting away.

MONOPRINT — Create one-off prints using ink and found materials.

COLLAGE & LAYERING — Combine papers, textures and images for visual interest.

PHOTOSHOP — Edit, refine and add effects using Filter Gallery and tools.

7. THE CREATIVE PROCESS

1. **RESEARCH EXISTING PRODUCTS** — Analyse existing products and create a moodboard.
2. **KEITH HARING** — Research his style and experiment with doodles and line.
3. **SUPERMUNDANE** — Explore his use of colour, geometric shapes and typography.
4. **MIKE PERRY** — Look at his vibrant style and negative space compositions.
5. **TYPOGRAPHY** — Experiment with fonts, layout and lettering ideas.
6. **LOGO DESIGN** — Design a logo for 'Amplify' using your ideas.
7. **DESIGN GENERATION** — Create initial ideas for your AirPod case and packaging.
8. **REFINE & PHOTOSHOP** — Refine your designs and improve using Photoshop.
9. **FINAL OUTCOME** — Produce your final AirPod case design and packaging.

8. DESIGN ELEMENTS

LINE — Use line to create shape, movement and patterns.

SHAPE — 2D shapes create forms and symbols.

COLOUR — Creates mood, attracts attention and shows brand personality.

TEXTURE — The feel or look of a surface.

SPACE — The areas around and between design elements.

9. CAREERS LINK – WHERE COULD THIS TAKE YOU?

Graphic Designer — Create visual concepts and brand identities.

Brand Designer — Develop logos and visual identities for companies.

Packaging Designer — Design packaging that is functional and eye-catching.

Product Designer — Design products that look great and work well.

Marketing Executive — Promote brands and products to target audiences.

Creative Director — Lead creative projects and inspire teams.

10. RETRIEVAL QUESTIONS

1. What is a brand and why is it important?
2. Who are the designers Keith Haring, Supermundane and Mike Perry?
3. What makes Keith Haring's style recognisable?
4. How does Supermundane use colour and shape?
5. Why is typography important in design?
6. What is a logo and what does it represent?
7. What techniques can you use to add texture?
8. What is cellotape transfer and how does it work?
9. How can Photoshop help you improve your designs?
10. How will your final design reflect the 'Amplify' brand?

BE CREATIVE · TAKE RISKS · THINK BOLDLY · AMPLIFY YOUR IDEAS · BE PROUD OF YOUR WORK!


PRODUCT DESIGN
Knowledge Organiser
YEAR 8

YEAR 8
PRODUCT DESIGN

MEMPHIS CLOCK PROJECT

DESIGN & MAKE A MEMPHIS-INSPIRED CLOCK

BE CREATIVE!
BOLD DESIGN.
BOLD YOU.

KNOWLEDGE ORGANISER



1. PROJECT BRIEF

You will design and make a decorative clock inspired by Memphis design.

Your clock should be functional, eye-catching and suitable for a teenager's bedroom.

You will learn how to use materials and techniques safely and creatively to make your design idea real.

YOUR CLOCK SHOULD BE:

- Colourful and bold
- Use geometric shapes and patterns
- Include clear numbers or markings
- Be stable and safe to use
- Show good use of materials and finishing

2. ASSESSMENT STRANDS

RESEARCH
Investigate existing clocks, Memphis design and user needs.

DESIGN
Develop ideas and create clear designs with annotations.

MAKE
Use tools and materials safely to make your clock.

EVALUATE
Test your clock and identify strengths and improvements.

3. KEY VOCABULARY

Memphis design	A bold 1980s design style using bright colours, shapes and patterns.
Geometric	Shapes such as circles, triangles, squares and rectangles.
Pattern	A repeated decorative design.
Aesthetic	How a product looks.
Function	What a product does.
Prototype	A practice model made before the final product.
Annotation	Notes added to explain an idea.
Accuracy	Measuring and making carefully.
Evaluate	Judging how successful a product is.
Improve	Making changes to make something better.

4. DESIGN BRIEF

Design and make a Memphis-inspired clock for a teenager's bedroom.

BE CREATIVE!

YOUR CLOCK SHOULD:

- Be colourful, bold and eye-catching
- Use geometric shapes and patterns
- Include a clear clock face with numbers or markings
- Be stable and safe to use
- Show accurate measuring and careful cutting
- Be finished neatly using paint, Posca pens or decorative materials
- Reflect the Memphis style through zig-zags, dots, stripes or squiggles



5. MATERIALS, TOOLS & PROCESSES

MATERIALS

- MDF
- Acrylic paint
- Clock mechanism
- PVA glue or epoxy
- Decorative card / vinyl / patterned paper
- Posca pens
- Sandpaper

SAFETY FIRST

- Always follow instructions.
- Use tools for the purpose they are designed.
- Wear safety glasses when needed.
- Keep your work area tidy.
- Report any breakages or accidents.

TOOLS


Ruler


Try square


Pencil


Compass


Craft knife


Scissors


Sandpaper


Hot glue gun

PROCESSES

Research
↓
Design
↓
Make a prototype
↓
Decorate
↓
Assemble
↓
Test
↓
Evaluate

6. WHAT MAKES A GOOD MEMPHIS CLOCK?


A clear clock face that is easy to read


Bold colours, strong contrasts and patterns


Accurate cutting and measuring


Strong, stable and safe to use


Clean finishes and careful decoration


Creative design that looks fun and original

7. CAREERS LINK


Product Designer


Interior Designer


Graphic Designer


Illustrator


CAD Technician

8. RETRIEVAL QUESTIONS

1. What is Memphis design?
2. Name three features of Memphis style.
3. What is the purpose of a design brief?
4. Why is a prototype useful?
5. What does 'function' mean?
6. Name two geometric shapes used in Memphis design.
7. Why must materials be measured accurately?
8. What does 'aesthetic' mean?
9. Give one way you could make your clock stand out.
10. Why is evaluation important?



DESIGN | MAKE | EVALUATE | INNOVATE | BE CREATIVE | WORK SAFELY | BE PROUD OF YOUR WORK!

YEAR 8
PRODUCT DESIGN

FIDGET SPINNER PROJECT

DESIGN & TARGET MARKET USING MDF AND ACRYLIC

GOOD DESIGN SPINS SUCCESS!

KNOWLEDGE ORGANISER

1. PROJECT BRIEF

You will design and make a fidget spinner using MDF and acrylic.

Your spinner must look good, work well and be safe to use.

You will focus on the needs of your target market and create a design that is appealing and suitable for them.

YOUR SPINNER SHOULD BE:

- Appealing and stylish
- Well made and durable
- Smooth and safe to use
- Balanced and spins well
- Suitable for your target market

2. ASSESSMENT STRANDS

RESEARCH
Investigate existing products, user needs and design ideas.

DESIGN
Develop ideas and create clear designs with annotations.

MAKE
Use tools and materials safely to make your spinner.

EVALUATE
Test your product and identify strengths and improvements.



3. KEY VOCABULARY

Design	A plan or idea for a product.
Specification	A list of points the product must meet.
Target market	The specific group of people who will use your product.
Function	What the product is designed to do.
Ergonomic	Designed to be comfortable and easy to use.
Material	The substance a product is made from.
MDF	Medium Density Fibreboard – smooth and strong.
Acrylic	A clear or coloured plastic that is strong and lightweight.
Prototype	An early model used to test and improve an idea.
Bearing	A small part that allows the spinner to rotate smoothly.
Evaluate	To judge how successful something is and suggest improvements.
Durability	How well a product withstands wear and tear.

4. DESIGN BRIEF

Design and make a fidget spinner for a teenager to help relieve stress and anxiety.

YOUR SPINNER SHOULD:

- Be stylish, bold and eye-catching
- Spin smoothly and be well balanced
- Include a high quality bearing
- Be durable and safe to use
- Feel comfortable to hold
- Use suitable materials and finishes
- Be finished neatly and to a high standard

5. MATERIALS, TOOLS & PROCESSES

MATERIALS

- MDF (3–6mm)
- Coloured acrylic (3–5mm)
- Bearing (608ZZ or similar)
- Washers / spacers
- PVA glue or epoxy
- Sandpaper
- Wood finish (optional)

SAFETY FIRST

- Always follow instructions.
- Use tools for the purpose they are designed.
- Wear safety glasses when needed.
- Keep your work area tidy.
- Report any breakages or accidents.

TOOLS



PROCESSES

Measure & mark out
↓
Cut
↓
Shape & file
↓
Sand
↓
Assemble
↓
Test
↓
Evaluate

6. DESIGNING FOR THE TARGET MARKET

CONSIDER...

Age group
Who will use it?

Interests
What do they like?

Style
What designs appeal to them?

Price range
How much are they willing to pay?

Use
Where and how will they use it?

EXAMPLE TARGET MARKETS

GAMERS (11–16)
Bold colours, gaming themes, logos, high performance spinners.

YOUNGER TEENAGERS (8–12)
Bright colours, fun shapes, easy to hold, safe and lightweight.

TEENS / COLLECTORS (13–18)
Sleek, modern, custom designs, quality finish, unique materials.

GOOD DESSIVE = RIGHT PRODUCT = RIGHT MARKET

7. CAREERS & INDUSTRY LINKS – WHERE COULD THIS TAKE YOU?

CAREER	HOW IT LINKS TO THIS PROJECT
Product Designer	Designs products that are functional, attractive and user friendly.
Industrial Designer	Focuses on the look, feel and usability of everyday products.
CAD Technician	Uses computer software to design and model components.
Marketing Executive	Researches customer needs, target markets and promotes products.
Manufacturing Engineer	Plans how products are made safely and efficiently.
Entrepreneur	Designs, makes and sells their own products to the right market.

8. INDUSTRY SPOTLIGHT

Fidget spinners became a global trend by offering stress relief, focus and fun.

Successful products are those that combine great design, quality materials and an understanding of the target market.

Companies use research, prototyping and testing to make products that people love and want to use.

KEY TAKEAWAY:
Understanding your target market helps you create a product that people want and will use.

9. RETRIEVAL QUESTIONS

1. What is the purpose of a design brief?
2. Who is the end user of your product?
3. What does 'function' mean?
4. What is the purpose of a prototype?
5. Name two materials you could use.
6. Why is a bearing important?
7. Give two ways you could improve your design.
8. What does 'suitability' mean?
9. What is the purpose of evaluation?
10. Why should you keep your workspace tidy?

BE CREATIVE = WORK SAFELY HAVE FUN BE PROUD

Food Tech

Year 8

Knowledge organiser

ASPIRE BELIEVE ACHIEVE

YEAR 8 FOOD

CULTURAL FOODS, TRADITIONS & RECIPE DESIGN

CELEBRATING FOOD, PEOPLE & CREATIVITY

KNOWLEDGE ORGANISER

1. WHAT WE WILL LEARN



You will explore foods from different cultures and traditions, understanding their history, ingredients and how they are prepared.

You will design your own recipe inspired by your own cultural experiences or those of others.

You will learn how food brings people together and reflects values, identity and respect.

Respecting other cultures and trying new foods helps us understand and appreciate the world we live in.

2. KEY VOCABULARY

Key word	Meaning
Culture	The customs, beliefs, arts, foods and way of life of a group of people.
Tradition	A custom or belief that has been passed down through generations.
Diversity	Having a range of different cultures, backgrounds and ideas.
Cuisine	A style or type of cooking associated with a country or region.
Adapt	To change a recipe or method to suit different tastes or needs.
Ingredient	A food item used to make a dish.
Seasonal	Using ingredients that are at their best at a certain time of year.
Presentation	How food looks when it is prepared and served.
Sensory evaluation	Using our senses (taste, smell, sight, touch, hearing) to judge food.
Recipe design	Creating an original recipe by planning ingredients, methods and presentation.
Balanced diet	Eating a variety of foods in the right amounts to stay healthy.
Evaluate	To judge how successful something is and suggest improvements.

3. CULTURAL FOODS – EXPLORE & RESPECT

Region / Country	Popular Foods	Key Ingredients	Interesting Fact
India	Chicken curry, samosas, dhal	Spices, lentils, rice, yoghurt	Spices like turmeric and cumin are used for flavour and health.
Italy	Pasta, pizza, risotto	Tomatoes, olive oil, garlic, basil	Pizza originated in Naples and is now loved worldwide!
Mexico	Tacos, nachos, enchiladas	Beans, chilli, avocado, lime	Maize (corn) is a staple food with ancient origins.
China	Fried rice, dumplings, noodle dishes	Soy sauce, ginger, garlic, spring onion	Chopsticks were invented over 3,000 years ago.
Ghana	Jollof rice, groundnut stew	Tomatoes, rice, peanuts, pepper	Jollof rice is a celebration dish across West Africa.

Trying foods from other cultures opens our minds and helps us celebrate the amazing diversity of our world.

4. BRITISH VALUES & FOOD

Democracy	• We can all have a say in what we eat and how we cook. • Class votes on recipes build decision making and teamwork.
The Rule of Law	• Food businesses must follow food safety laws. • These laws keep everyone safe and ensure quality.
Individual Liberty	• We can make healthy, informed choices about the food we eat. • We can be creative with flavours, respecting our own tastes and beliefs.
Mutual Respect	• We respect different cultures and food traditions. • We listen to others and are kind when trying new foods.
Tolerance of those of different faiths and beliefs	• Understanding food traditions helps us celebrate differences and build stronger communities. • We consider dietary needs and choices.

BRITISH FOOD TRADITIONS

Sunday roast • Afternoon tea • Pancake Day • Christmas dinner
Bonfire Night toffee apples • Harvest festivals • Fish and chips

5. RECIPE DESIGN – THE CREATIVE PROCESS

1. RESEARCH
Explore cuisines, ingredients, flavours and food trends.

2. PLAN
Decide on your dish, ingredients, method, equipment and target audience.

3. DEVELOP
Test your recipe. Try different combinations and adjust amounts.

4. EVALUATE
Taste test, get feedback, check presentation and cost.

5. FINALISE
Write your final recipe with clear instructions and photograph.

KEY POINTS FOR A GREAT RECIPE

- ✓ Easy to follow instructions
- ✓ Balanced flavours
- ✓ Use of seasonal ingredients
- ✓ Appealing presentation
- ✓ Cost effective
- ✓ Suitable for your target market



6. CAREERS & INDUSTRY LINKS – WHERE COULD THIS TAKE YOU?

Job role	What they do	Where they work
Chef	Creates menus, cooks and manages kitchen staff.	Restaurants, hotels, cruise ships
Food Stylist	Styles food for photographs, adverts and magazines.	Media, advertising, publishing
Product Developer	Creates new food products and improves existing ones.	Food companies, manufacturers
Nutritionist	Gives advice on healthy eating and special dietary needs.	Hospitals, schools, clinics
Catering Manager	Plans menus, budgets and staff for large food services.	Schools, hospitals, businesses, events
Food Blogger / Influencer	Shares food ideas and recipes online.	Online platforms, social media

7. THE CREATIVE INDUSTRIES & FOOD

Food Photography	Taking amazing photos to promote food.
Food Writing	Recipe writing, food reviews, cookbooks.
Food Packaging Design	Designing eye-catching labels and packaging.
Advertising & Marketing	Creating adverts and campaigns for food.
Event & Hospitality	Planning and styling food events.



Creativity + passion + skills = exciting opportunities in the food world!

8. DESIGN A DISH – CHALLENGE

Create an original recipe that is:

- ✓ Inspired by a culture, tradition or celebration
- ✓ Healthy and balanced
- ✓ Cost effective
- ✓ Visually appealing
- ✓ Suitable for your target market
- ✓ Sustainable – consider food miles and waste

CONSIDER...

- Who is your dish for?
- What will they enjoy?
- What dietary needs might they have?
- How will you present it?
- How will you market it?

BE CREATIVE • THINK CAREFULLY • COOK WITH CONFIDENCE

9. INDUSTRY SPOTLIGHT

Jamie Oliver
Chef, restaurateur and campaigner who inspires people to cook healthy, tasty food.
Advocates for better food education.

TikTok / Instagram Food Creators
Sharing quick recipes, food creativity and cooking inspiration with millions of people worldwide.



Marks & Spencer Food
Develops innovative products with quality, taste and sustainability at the heart.

M&S FOOD

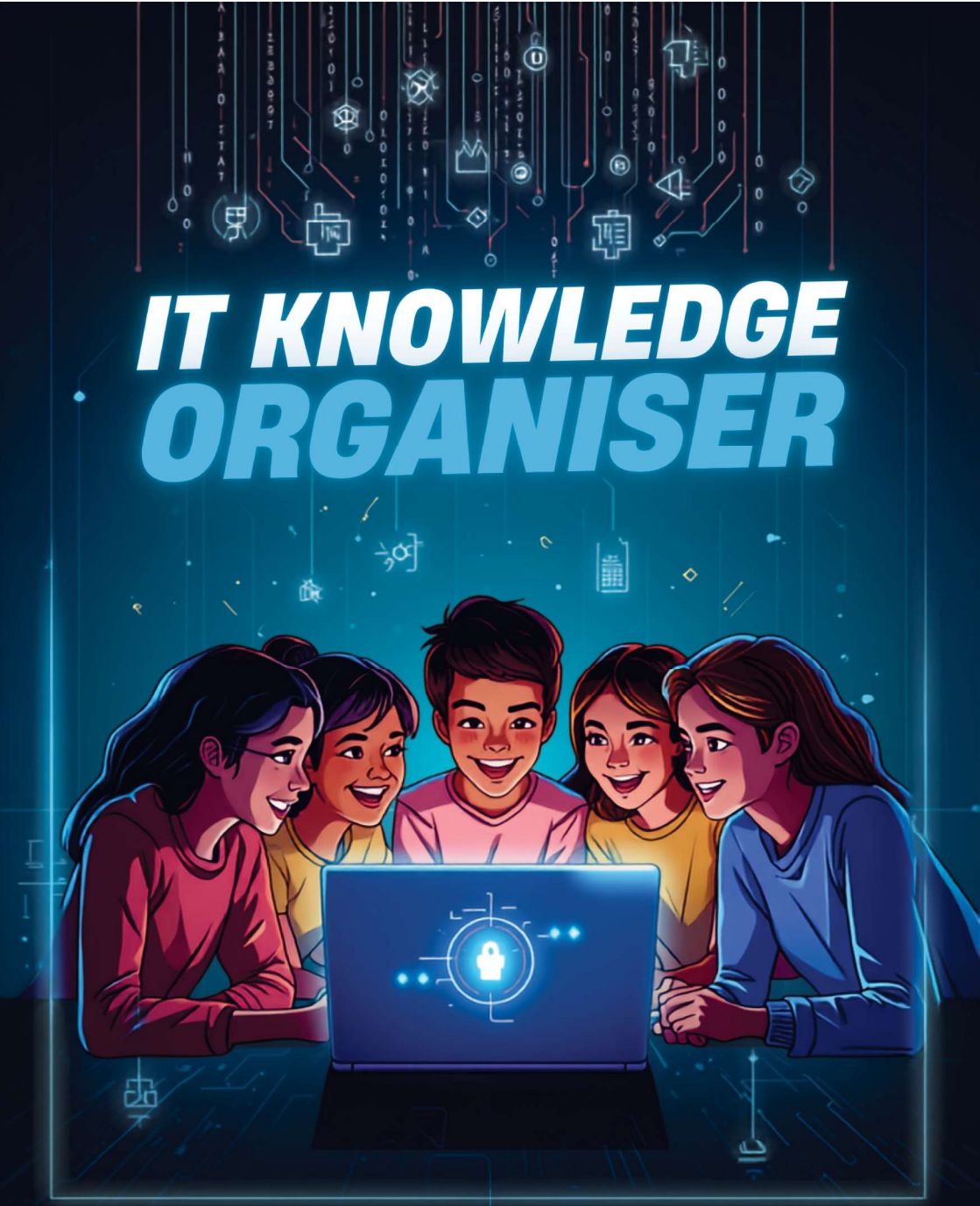
KEY TAKEAWAY

Understanding food, respecting cultures and being creative opens the door to a world of opportunities!

DISCOVER CULTURES • RESPECT TRADITIONS • COOK CREATIVELY • SHARE & ENJOY • MAKE A DIFFERENCE

FOOD BRINGS US TOGETHER!

IT KNOWLEDGE ORGANISER



Year 8

Year 8 Autumn Term

Animations

Knowledge Organiser

Key Vocabulary

Key word	Definition
Motion Capture	The process of recording the real-world movements of human actors or objects and mapping that exact data onto a digital 3D model.
Stop Motion	A filmmaking technique where physical objects are photographed, moved slightly in small increments, and photographed again.
Cel	A traditional, hand-drawn technique where individual frames are drawn or painted on transparent sheets.
Live Action	A hybrid filmmaking genre that combines live-action photography (real actors and physical sets) with animated elements (2D cartoons, 3D models, or stop-motion).
Computer generated	The process of creating moving images using computer software and algorithms. Unlike traditional hand-drawn animation, where artists draw every single frame, CGI artists use digital models.
Layers	Layers act like stacked, transparent sheets of glass. They allow you to build, edit, and organize different parts of a project.
Tweening	The animation process of automatically generating intermediate frames between two major images (keyframes).
Classic Tween	An animation feature in software like Adobe Animate (formerly Flash) that automatically generates the frames between two keyframes. It allows you to animate an object's position, size, rotation, skew, colour, and opacity over time without needing to draw every single frame.
Shape Tween	An animation technique that morphs or distorts one vector shape into an entirely different vector shape over time.
Motion Tween	an automated animation technique where software calculates the intermediate frames between two keyframes.
Backdrop	The visual environment behind the characters or main objects. It sets the scene, establishes the mood, and provides crucial context for the narrative.

What is animation?

Animation is the art of bringing life to an otherwise inanimate objects, or illustrated / 3D generated characters.
It is created by projecting sequenced images quickly, one after another, to create the illusion of life.




Types of animation



Stop Motion

Stop motion animation is a fantastic, highly engaging creative outlet for teens. It blends story-telling, cinematography, and design, allowing them to bring objects to life frame by frame.

Live Action



Live-action animation is a filmmaking technique that combines real, live-action footage with animated elements. In these productions, living actors share the screen and physically interact with animated characters or environments.

Computer Generated (2D/3D)

Computer-generated animation (or CGI animation) is the process of creating moving images using computer software and digital models. Instead of drawing every single frame by hand, artists build 3D characters, objects, and environments, and use mathematical algorithms to bring them to life.



Motion Capture

Motion capture animation is the process of recording the real-world movements of human actors or objects and mapping that exact data onto a digital 3D model. It allows studios to skip frame-by-frame manual animation and instead create highly realistic, nuanced character movements.



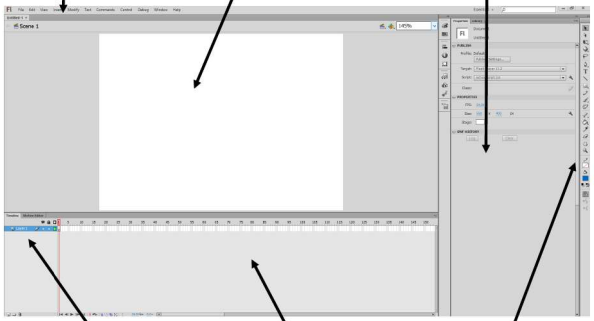
Adobe Flash Professional Software

Adobe Flash Professional remains an industry-standard 2D animation tool, heavily favoured for frame-by-frame character animation, motion tweening, and interactive web graphics.

Menu - Where you can select items from menu, tools, software controls, export and save your project.

Scene/Stage - Area of workspace where create animation components.

Property Inspector - Where you can edit and control the properties of the different tools and components of your animation.



Layer panel - Where the different layers and components of your animation are located. These can be locked or selected to be edited here.

Timeline - Where you control when and how your graphics, audio, and animations appear on the Stage over time, using a system of layers and frames.

Tool panel - Where tools are located to use to create animation components.

Careers

Scan the QR codes

Animator | VFX Artist | Content Creator | Browse more careers

French Knowledge Organiser

Year 8



KEY IDEA
French helps students communicate about family, food, places and holidays using high-frequency vocabulary, useful grammar and three time frames.

YEAR 8 FRENCH: CORE KNOWLEDGE ORGANISER

Students build confidence in speaking, reading and writing French by learning useful vocabulary, core grammar and sentence-building patterns.

KEY TERMS
- Partitive article
- Possessive adjective
- Pronoun
- Near future
- Perfect tense
- Agreement
- Negative
- Time frame

Apprendre le français ouvre un monde de possibilités !

1 FAMILY AND PETS

- J'ai un chat / Je n'ai pas d'animal = *I have a cat / I do not have a pet*
- la famille, le père, la mère, le frère, la sœur, les parents
- mon / ma / mes = *my*
- Il / Elle est petit(e), grand(e), de taille moyenne



2 DESCRIPTIONS

- les yeux bleus / verts / marron
- les cheveux courts / longs / bouclés
- Adjectives agree: petit / petite, grand / grande
- Possessive adjectives: mon, ma, mes; ton, ta, tes; son, sa, ses



3 FOOD AND DRINK

- je mange du pain, des céréales, des œufs
- je bois de l'eau
- Partitive articles: du, de la, de l', des = *some*
- After a negative: il n'y a pas de...



4 TOWN, HOME AND LEISURE

- J'habite dans une ville / un village; c'est animé / calme
- un café, un musée, un marché, un centre commercial, une piscine
- je vais au cinéma / à la piscine / aux magasins
- Aller à: au, à la, à l', aux



5 GRAMMAR FOUNDATIONS

Personal pronouns

je	= I
tu	= you
il	= he/it
elle	= she/it
on	= we/one
nous	= we
vous	= you
ils	= they
elles	= they

Present tense -er verbs

	porter	manger	regarder
je	porte	mange	regarde
tu	portes	manges	regardes
il/elle	porte	mange	regarde
nous	portons	mangeons	regardons
vous	portez	mangez	regardez
ils/elles	portent	mangent	regardent

Manger (example)
nous **mangeons**

Boire (present tense)

je	bois
tu	bois
il	boit
nous	buvons
vous	buvez
ils	boivent

Near future: aller + infinitive
je **vais** visiter...

Perfect tense with avoir
j'**ai** visité / j'ai mangé / j'**ai** joué

Perfect tense negatives
je n'ai pas visité
je n'ai pas pris de photos

6 USEFUL PHRASES FOR SPEAKING

Talking about places
Je vais au cinéma.
Je vais à la piscine.
Je vais aux magasins.

Food and shopping
Je voudrais...
Pour moi...
C'est combien ?

Reaction phrases
d'accord
bonne idée
pourquoi pas
désolé(e)

Holiday plans
je vais visiter la tour Eiffel
prendre des photos





7 HOLIDAYS, PAST AND FUTURE

- **en vacances:** à la mer, à la montagne, à la campagne
- **Near future:** je vais visiter...
- **Perfect tense:** j'ai visité, j'ai acheté, j'ai nagé, *je suis allé(e)*
- **Past opinions:** c'était amusant, génial, intéressant, nul
- **Three time frames:** *present + past + near future*



présent — Je suis ici *maintenant.*
passé — J'ai visité la France.
futur proche — Je vais y retourner l'année prochaine.

8 DAYS, MONTHS, NUMBERS AND KEY TAKEAWAY

Days of the week
lundi
mardi
mercredi
jeudi
vendredi
samedi
dimanche

Months of the year

janvier	juillet
février	août
mars	septembre
avril	octobre
mai	novembre
juin	décembre

Numbers 1–20

1	un	11	onze
2	deux	12	douze
3	trois	13	treize
4	quatre	14	quatorze
5	cinq	15	quinze
6	six	16	seize
7	sept	17	dix-sept
8	huit	18	dix-huit
9	neuf	19	dix-neuf
10	dix	20	vingt

Key tens and examples

21	vingt-et-un	71	soixante-et-onze
22	vingt-deux	80	quatre-vingts
30	trente	81	quatre-vingt-un
31	trente-et-un	90	quatre-vingt-dix
40	quarante	100	cent
50	cinquante		
60	soixante		
70	soixante-dix		

Key takeaway
- Use key vocabulary to talk about family, food, places and holidays.
- Use present, past and near future to build better answers.
- Check agreement, articles and negatives carefully.
- Practise speaking aloud to improve confidence.



THINK LIKE A LINGUIST: How can you use present, past and future French to communicate clearly about yourself and your world? | APPRENDRE | PROGRESSER | RÉUSSIR

PSHE Learning Journey
Year 8

CREATIVE RESOURCES

SKILLS DEVELOPED: TEAMWORK & LEADERSHIP | PUBLIC SPEAKING | PROBLEM SOLVING | CREATIVITY & INNOVATION | DECISION MAKING | RESILIENCE & STAYING POSITIVE | PLANNING & ORGANISATION | SKILLS DEVELOPED

YEAR 9

YEAR 8 – CELEBRATING DIFFERENCES
- What is your Identity?
- Multicultural Britain
- Importance of Being Kind
- Breaking Down Stereotypes
- Learning Disabilities
- Prejudice and Discrimination
- Challenging Islamophobia

CITIZENSHIP
BRITISH VALUES

YEAR 8 – DIGITAL WORLDS & EMERGING DANGERS
CITIZENSHIP
PSHE
EQUALITY

- Deepfakes
- Bullying & Digital Media Literacy
- What is AI Generated Sexual imagery
- AI & Chat Bots
- Algorithms and content
- AI - How is it changing the way we think
- Illegal Online Behaviours

YEAR 8 – DANGEROUS SOCIETY ONLINE & OFFLINE
- County Lines – What is It?
- County Lines – Who is at Risk?
- Substance Misuse
- Cyberbullying
- Online Grooming
- Alcohol Safety
- Child Exploitation & Online Protection

STATUTORY HEALTH & RSE
DRUGS EDUCATION
GANGS

YEAR 8 – IDENTITY, RELATIONSHIPS & SEX EDUCATION
STATUTORY HEALTH & RSE
PSHE

- Relationships and Sex Education
- Being Yourself & Self-Love
- Healthy Respectful Relationships
- What is Love?
- Dealing with Conflict
- Periods and Menstrual Cycle
- Introduction to Contraception
- Sexual Orientation

YEAR 8 – PHYSICAL HEALTH & MENTAL WELLBEING
- Health and Wellbeing
- What is Mental Health?
- Positive Body Image
- Child Abuse
- Types of Bullying
- Healthy Eating and Cholesterol
- Stress Management

STATUTORY HEALTH
PSHE
WELLBEING

YEAR 8 – STAYING SAFE & BUILDING RESPECT
STATUTORY HEALTH & RSE
PERSONAL SAFETY
PSHE

- Loneliness
- Is it Bullying or Banter
- Peer Pressure & Risk Taking
- Personal Safety
- Personal Safety In Public Spaces
- Respect and Women
- Why Sexist Jokes are Wrong

WELCOME

RSE 2026 COMPLIANT

HEALTH 2026 COMPLIANT

SPIRAL THEMATIC APPROACH
1) Equality, Diversity & British Values
2) Personal Safety & Digital Awareness
3) Relationships and Sex Education
4) Modern Dangers: Online and Offline
5) Healthy Bodies & Emotional Wellbeing

PERSONAL DEVELOPMENT

ASSESSMENT & PROGRESS IN PSHE
- ✓ Themed Projects,
- ✓ Confidence Checkers
- ✓ End of Unit Quizzes
- ✓ AFL
- ✓ Work Booklets



BLACON
HIGH SCHOOL