



**George Eliot Academy**

The best in everyone™

Part of United Learning

**Year 8**

**End of Year**

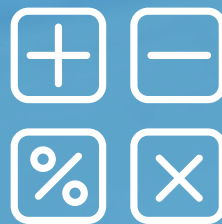
**Assessment Booklet**



Revision  
Topics



Revision  
Tips



SPARX  
Help

# A message from our Principal

Dear Parents and Pupils,

As we approach the end of the academic year, I would like to take this opportunity to introduce the upcoming programme of end-of-year assessments, outlined in this booklet. These assessments are an important part of each pupil's learning journey, providing a valuable opportunity to consolidate knowledge, reflect on progress, and identify next steps for future success.

Inside this booklet, you will find key information about the topics to be assessed in each subject, along with important dates.

At our school, we are proud to place our STAR values at the heart of everything we do:

- Self-Discipline – preparing effectively, managing time wisely, and maintaining focus throughout the revision and assessment period.
- Tenacity – approaching challenges with persistence and resilience, especially when learning feels difficult.
- Ambition – striving to achieve personal bests and embracing the opportunity to improve and grow.
- Responsibility – taking ownership of learning, meeting deadlines, and making the most of the support available.

These values are not just important during assessment periods, they are the habits and attitudes that will support pupils throughout their education and beyond.

We recognise that assessments can sometimes feel demanding, but they are also a chance to celebrate how far pupils have come. I would like to reassure both parents and pupils that staff are here to support every step of the way, whether that be through guidance in lessons, additional resources, or encouragement when it is most needed.

Above all, I want to say how proud we are of our pupils. Your hard work, commitment, and growth this year have been truly impressive. We encourage you to approach the coming weeks with confidence, determination, and a positive mindset.

Thank you to parents and carers for your continued support, it makes an enormous difference.  
Yours sincerely,

Homeira Zakary  
Principal

# Assessment Timetable

A Band		
Tues 2nd June	English Writing	P5/6 (45 mins)
Tues 9th June	Maths – P1 – Non-Calc	P3/4 (45 mins)
Tues 9th June	English Reading	P5/6 (50 mins)
Thur 11th June	PE	P1/2 (30 mins)
Mon 15th June	(8A4 only) Food	P3/4 (30 mins)
Tues 16th June	Maths – P2 – Calc	P3/4 (45 mins)
Wed 17th June	Science - Biology	P3/4 (30 mins)
Fri 19th June	Science - Chemistry	P1/2 (30 mins)
Fri 19th June	RE (Sports Hall)	P3/4 (45 mins)
Mon 22nd June	(8A3 only) Food	P3/4 (30 mins)
Wed 24th June	Science - Physics	P3/4 (30 mins)

B Band		
Thur 4th June	English Writing	P3/4 (45 mins)
Tues 9th June	Maths – P1 – Non-Calc	P5/6 (50 mins)
Thur 11th June	English Reading	P3/4 (50 mins)
Fri 12th June	PE	P1/2 (30mins)
Fri 12th June	Science - Biology	P3/4 (30 mins)
Mon 15th June	Science - Chemistry	P1/2 (30 mins)
Tues 16th June	(8B4 only) Food	P1/2 (30 mins)
Tues 16th June	Maths – P2 – Calc	P5/6 (45 mins)
Fri 19th June	RE (Sports Hall)	P3/4 (45 mins)
Mon 22nd June	Science - Physics	P1/2 (30 mins)
Tues 23rd June	(8B3 only) Food	P1/2 (30 mins)

## 8A

Mon 1st June	Drama	P6 (30 mins)
Weds 3rd June	Spanish	P3/4 (30 mins) x2
Weds 3rd June	Geography	P5/6 (45 mins)
Mon 8th June	Music	P3 (30 mins)
Thur 11th June	History	P1/2 (45 mins)
Mon 15th June	Computer Science	P4 (40 mins)

## 8C

Mon 1st June	Drama	P5 (30 mins)
Tues 2nd June	History	P1/2 (45 mins)
Thur 4th June	Spanish	P5/6 (30 mins) x2
Fri 5th June	Geography	P3/4 (45 mins)
Wed 10th June	Music	P5 (30 mins)
Mon 15th June	Computer Science	P6 (40 mins)

## 8E

Tues 2nd June	Geography	P1/2 (45 mins)
Thur 4th June	Drama	P5 (30 mins)
Fri 5th June	Spanish	P5/6 (30 mins) x2
Wed 10th June	History	P5/6 (45 mins)
Wed 10th June	Music	P2 (30 mins)
Thur 18th June	Computer Science	P6 (40 mins)

## 8L

Tues 2nd June	Drama	P2 (30 mins)
Weds 3rd June	Spanish	P5/6 (30 mins) x2
Thur 4th June	Geography	P5/6 (45 mins)
Mon 8th June	Music	P5 (30 mins)
Fri 12th June	History	P3/4 (45 mins)
Mon 16th June	Computer Science	P1 (40 mins)

## 8S

Weds 3rd June	Drama	P3 (30 mins)
Weds 3rd June	Spanish	P5/6 (30 mins) x2
Thur 4th June	Geography	P1/2 (45 mins)
Mon 8th June	Music	P4 (30 mins)
Mon 8th June	History	P5/6 (45 mins)
Wed 17th June	Computer Science	P1 (40 mins)

## 8T

Mon 1st June	Geography	P3/4 (45 mins)
Weds 3rd June	Spanish	P3/4 (30 mins) x2
Weds 3rd June	Drama	P5 (30 mins)
Tues 9th June	History	P3/4 (45 mins)
Wed 10th June	Music	P6 (30 mins)
Thur 18th June	Computer Science	P1 (40 mins)

## 8X

Tues 2nd June	History	P1/2 (45 mins)
Weds 3rd June	Drama	P2 (30 mins)
Weds 3rd June	Geography	P5/6 (45 mins)
Fri 5th June	Spanish	P5/6 (30 mins) x2
Fri 12th June	Music	P3 (30 mins)
Mon 15th June	Computer Science	P5 (40 mins)

# English



## Year 8 End of Year Assessments

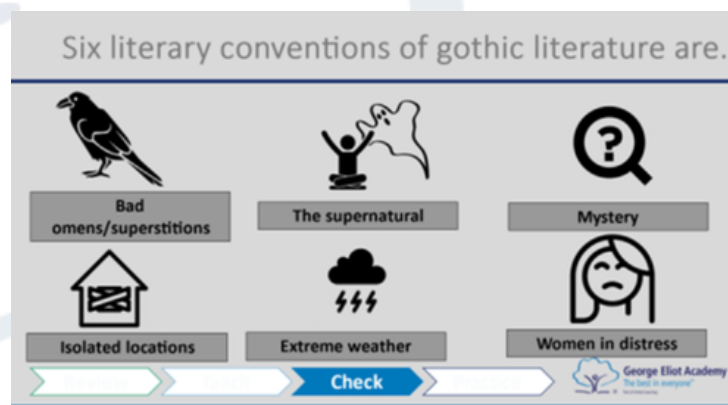
You will have 2 assessments in June. The tasks here will be practiced in class as well, but you may want to review them to be best prepared for the assessments.

**Assessment 1:** Reading – 50 mins. You will respond to questions on a text which you will read for the first time in the assessment.

**Assessment 2:** Writing – 45 mins. You will demonstrate key skills in creative writing. Both assessments assume a knowledge of gothic literature.

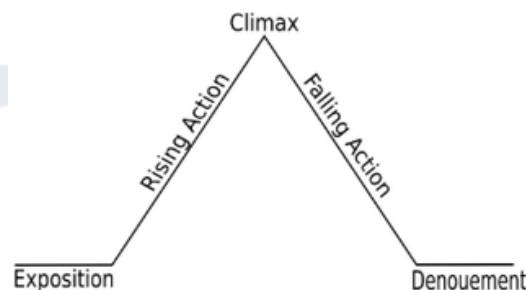
### Task 1

Can you list the main gothic tropes? Practice this using self-quizzing or flash cards.



### Task 2

Can you identify the 5 structural points in the plot?



### Task 3

Can you remember how to identify language? If not please use BBC bite size to remind yourself of: Noun, Verb, Adjective, Adverb, Preposition, Expanded Noun Phrase, Fronted Adverbial.

# English



## Task 4

Writing about text using TEA – can you remember what each one stands for, and how to use it?  
Thesis (also called topic sentence)– Recycle the question + your idea + develop using because...  
Evidence – quotation from the text  
Analysis – zoom in on a method (word or technique) and explore the effects you think it may have.

## Task 5

Can you remember how to use:  
Brackets, commas  
Remind yourself using BBC Bite Size if you are unsure.

## Task 6

Key Vocabulary – do you know what each of the following terms means?

- Simile
- Metaphor
- Implicit Characterisation
- Explicit Characterisation
- Emotive Language
- Direct Address
- Foreshadowing
- Pathetic Fallacy
- Fact
- Opinion

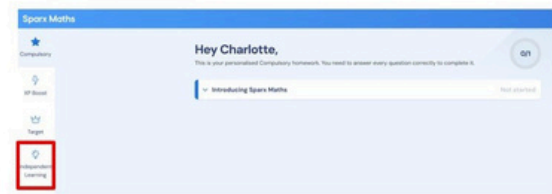


# Maths

## Revising independently with Sparx Independent learning

### Step 1

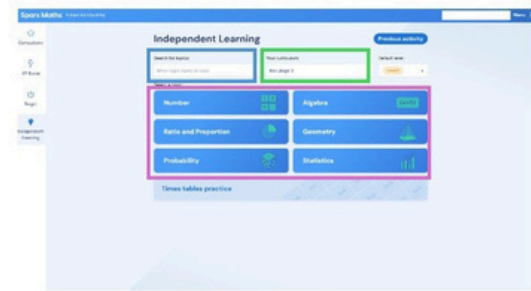
When you log in, you will see the independent learning feature in the top right hand corner (highlighted in red in the screenshot)



### Step 2

Choose the topic you want to work on by

- Searching for the topic code (listed later in this document) (highlighted in green in the screenshot)
- Searching for the name of the topic (highlighted in blue in the screenshot)
- Browsing the content by clicking on one of the main strands (highlighted in purple in the screenshot)



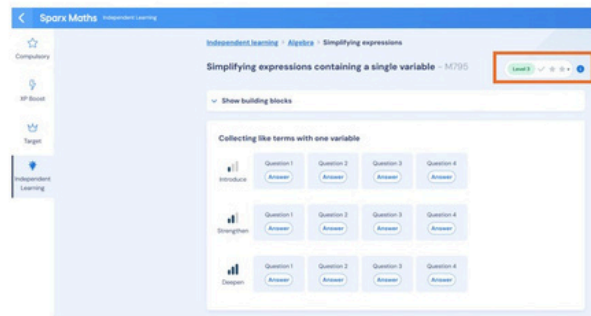
### Step 3

The difficulty level will in line with that of your homework.

You can choose to complete questions that **introduce** the topic if you don't remember it, **strengthen** the topic if you need a recap or **deepen** the topic if you are looking to increase your knowledge

An example of this is shown on the right with a topic

You can also change the difficulty level, this is located in the top right of the screen. (highlighted in orange in the screenshot)



# Maths

## Year 8 End of Year Assessment Revision List

You can search the Sparx codes in the Independent Learning function in Sparx  
The Year 8 End of Year assessment can include any topic from Year 7 and Year 8 HT1 to HT5

Unit	Topic	Sparx topics
7.01	Numerical skills	M763, M704, M522, M527, M111, M431, M878, M106, M288
7.02	Order of operations	M521
7.03	Introduction of algebra	M813, M795, M531, M417, M327, M208, M979, M707, M242
7.04	Prime, factors and multiples	M227, M823, M698, M322
7.05	Expanding and factorising	M237, M792, M100
7.06	Addition and subtraction	M928, M429, M347, M152, M899
7.07	Perimeter	M920, M635, M690
7.08	Mean	M940
7.09	Multiplication and division	M113, M911, M187, M803, M462, M354, M873, M262
7.10	Area of triangles and quadrilaterals	M900, M390, M291, M610, M269, M996, M705
7.11	Fraction manipulation	M158, M410, M671, M939, M601
7.12	Adding and subtracting fractions	M835, M931
7.13	Comparing and ordering fractions	M335
7.14	Fractions of amounts	M695
7.15	Polygons	M276, M523
7.16	Angles	M502, M541, M780, M331, M818, M351, M679, M319
7.17	Coordinates	M618, M230, M622, M797
7.18	Time	M892, M627, M963, M747, M515

# Maths

Unit	Topic	Sparx topics
8.01	Powers and Roots	M135
8.02	Prime Factorisation	M322, M823, M108
8.03	Rounding	M994, M131, M878
8.04	Fractions	M410, M671, M601, M835, M931, M157, M197, M110, M265, M645, M619
8.05	Solving equations	M707, M509, M387, M554, M634, M647, M401 M957,
8.06	Angles in parallel lines	M163, M606
8.07	Circumference	M595, M169
8.08	Direct proportion	M478, M681
8.09	Fractions, decimals and percentages	M267, M958, M264, M553,
8.10	Percentage calculations	M437, M905, M235, M476, M533, M528
8.11	Ratio 1	M885, M543, M267, M801, M525
8.12	Area of circles	M705, M231, M430, M303, M269, M996
8.13	Statistics 1 (Presenting and interpreting data)	M210, M899, M597, M644, M460, M738, M140, M183, M574, M165, M648,
8.14	Averages and spread	M940, M934, M328, M841, M440

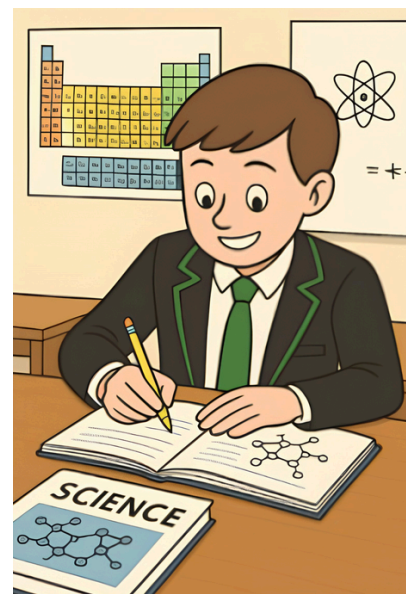
# Science

## Topics Included in Assessment

	Topic	Content
Chemistry	Earth and Atmosphere	Earth structure, Igneous, Metamorphic and Sedimentary rocks, Rock cycle, Fossil and Fossil fuels, Earth's Atmosphere
	Acids and Alkali	Acids, Bases, Indicators, Neutralisation, Acid rain, Metal Oxide and Non-metal oxides
Physics	Forces and Motion (Taught in Yr 7)	Speed, Distance Time Graph, Acceleration, Drag (Air resistance)
	Electricity 1	Circuits, Current, Potential Difference, Home Appliances (Power)
Biology	Life Cycles (Taught in Yr 7)	DNA and Genome, Variation, Human Reproduction, Plant Reproduction
	Plant and Their Processes	Photosynthesis, Structure of a leaf, Transport in a plant, Rate of Photosynthesis, Plants and the atmosphere, Plants as producers
	Interactions and Interdependence	Food chains and webs, Interdependence, Bioaccumulation, Decay, Competition and evolution, Classification
	Year 7 Content may also be included	




## Revision Resources

1. **United Learning Knowledge Organisers** – For each topic they can be found in this folder. Pupils will need to log in to their school account to access these. [Year 8 KOs for EOY](#)
2. **SPARX Science** – Independent Learning.
3. **KS3 Revision Padlet:** An online bank of resources. <https://padlet.com/emarsdenscience/ks3-science-ul-revision-padlet-yw6lnuph9ejghvtp>
4. **KS3 Revision Guide:** <https://amzn.eu/d/7yBrz0A>





# Food Technology

## YEAR 8 REVISION SHEET

MACRO NUTRIENT	FUNCTION IN THE BODY
 <p>Carbohydrates</p>	<p>Provides energy</p> <p>Fast releasing energy for sugary carbohydrates</p> <p>Slow releasing energy for starchy carbohydrates</p>
 <p>Protein</p>	<p>3<sup>rd</sup> source of energy</p> <p>Growth and repair of muscles</p> <p>Repair of cells</p>
 <p>Fats</p>	<p>Source of energy</p> <p>Insulates the body</p> <p>Unsaturated fats help brain health</p>

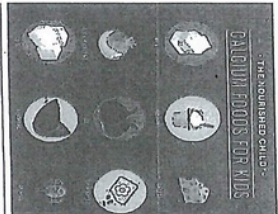
**PROTEIN**

- 1) High Biological Value (HBV) – this protein is from animals and has all the essential amino acids. Examples are; meat, fish, eggs, milk, cheese, yoghurt and (soya beans from a plant).
- 2) Low Biological Value (LBV) – this protein is from plants and has amino acids missing. Examples are; nuts, seeds, beans, lentils.
- 3) Protein complementation is when two LBV are eaten together to get all the amino acids. Example; beans on toast, rice with kidney beans.

Carbohydrate groups	
Starchy Carbohydrates	<p>Slow releasing energy so give you energy for longer.</p> <p>Bread, rice, pasta, potatoes, cereals, porridge.</p>
Sugary Carbohydrates	<p>Gives you fast releasing energy so you have energy for a short amount of time.</p> <p>Sweets, sugar, fizzy pop, honey, fruit, cakes, biscuits, syrup</p>
Fibre	<p>Provides NO energy</p> <p>Helps remove food waste</p> <p>Found in starchy carbohydrate foods;</p> <p>wholemeal/ brown bread, brown rice, potatoes with skin on, peas, strawberries, whole-wheat pasta.</p>

**Why do we need calcium?**



Your body needs calcium to build and maintain strong bones. Your heart, muscles and nerves also need calcium to function properly. Food high in calcium are; milk, cheese and other dairy foods.

Green leafy vegetables, such as broccoli, cabbage and okra, but not spinach.

Soya beans, tofu.

Plant-based drinks (such as soya drink) with added calcium.

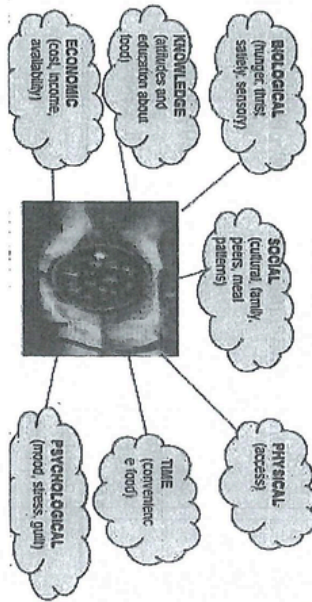
Nuts. Bread and anything made with fortified flour.

# Food Technology

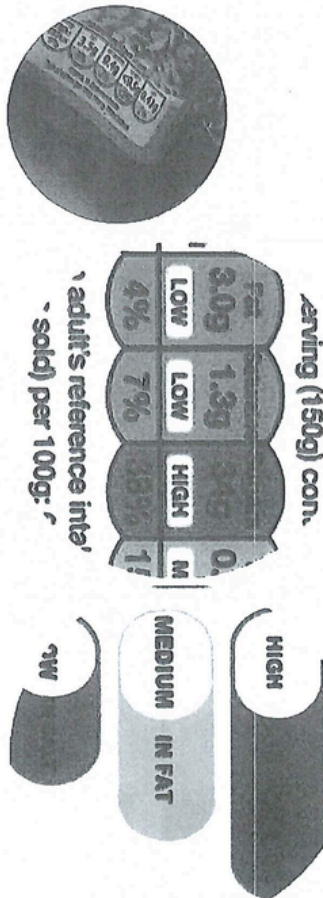
## Factors Affecting Food choice

### What factors influence our food choices?

Consultant



## Traffic Light System



The traffic light labelling system will tell you whether a food has high, medium or low amounts of fat, saturated fat, sugars and salt. It will also tell you the number of calories and kilojoules in that particular product.

Red means the product is high in a nutrient and you should try to cut down, eat less often or eat smaller amounts. Amber means medium. If a food contains mostly amber, you can eat it most of the time. Green means low.

# Geography

## 8.01: Population



### Population distribution

1	population density	(n) the number of people who live within one square kilometre (km <sup>2</sup> )
2	population distribution	(n) how people are spread out over a particular area
3	densely populated	(n) many people per km <sup>2</sup>
4	sparsely populated	(n) few people per km <sup>2</sup>

### Population structure

1	population structure	(n) the number/proportion of people in each age range, for each gender
2	population pyramid	(n) a graphical representation of a country's population structure, showing the distribution of different age groups and sexes
3	working-age population	(n) the group of people typically aged 15–64 who are considered old enough to work and support the economy
4	young dependents	(n) children and young people aged 0–14 who are usually not working and depend on others for care and support
5	elderly dependents	(n) older adults, usually aged 65 and over, who are often retired and may rely on others or the government for financial and healthcare support

### Population change

1	birth rate	(n) the number of live births per 1,000 people in a population per year
2	death rate	(n) the number of deaths per 1,000 people in a population per year
3	natural increase	(n) the difference between the birth rate and death rate
4	population explosion	(n) the rapid increase in the world's population since the 1950s
5	overpopulation	(n) when the number of people in a region exceeds the capacity of that region's resources to support them

### Migration

1	voluntary migration	(n) when people choose to move to another place, often for reasons such as better job opportunities, education or lifestyle
2	forced migration	(n) when people are made to move due to conflict, natural disasters, persecution or other dangers beyond their control
3	international migration	(n) when people move from one country to another
4	internal migration	(n) when people move within the same country, e.g. from rural areas to cities
5	push factor	(n) factor that makes people want to leave an area
6	pull factor	(n) factor that makes people want to move to an area
7	source country	(n) the home country of a migrant
8	host country	(n) the destination country for a migrant

### Managing population

1	ageing population	(n) a population with a high and increasing proportion of people aged 65 and over, often due to low birth rates and longer life expectancy
2	youthful population	(n) a population with a high proportion of young people (typically under the age of 15), often found in countries with high birth rates and lower life expectancy

Geography | 8.01: Population | Knowledge Organiser

## 8.01: Population



### Factors influencing population distribution

1	physical	<ol style="list-style-type: none"> <li>relief of the land</li> <li>availability of natural resources</li> <li>climate</li> <li>fertility of soil</li> <li>access to fresh water</li> </ol>
2	human	<ol style="list-style-type: none"> <li>transport network</li> <li>job opportunities</li> <li>investment in basic and wider services</li> </ol>

### Factors affecting birth and death rates

1	birth rate	<ol style="list-style-type: none"> <li>cost of childcare</li> <li>access to contraception</li> <li>children seen as an economic asset</li> <li>average age of marriage</li> </ol>
2	death rate	<ol style="list-style-type: none"> <li>access to safe drinking water</li> <li>access to food</li> </ol>
3	both	<ol style="list-style-type: none"> <li>access to healthcare</li> <li>infant mortality rate</li> <li>access to education</li> <li>war</li> </ol>

### Population structure and development

1	developing countries	<ol style="list-style-type: none"> <li>high birth rates, so a large young dependent population</li> <li>a lower life expectancy, so a small elderly dependent population</li> </ol>
2	developed countries	<ol style="list-style-type: none"> <li>a declining birth rate, so a small young dependent population</li> <li>a rising life expectancy, so a large elderly dependent population</li> </ol>

### Ageing population

1	Advantages	<ol style="list-style-type: none"> <li>the grey pound</li> <li>family support with childcare</li> <li>jobs in health and social care</li> </ol>
2	Disadvantages	<ol style="list-style-type: none"> <li>pressure on public services, including healthcare</li> <li>strain on housing supply</li> <li>increased tax revenue required for pensions</li> </ol>
3	Management strategies	<ol style="list-style-type: none"> <li>increasing the retirement age</li> <li>increasing tax for the working-age population</li> <li>access to free or funded childcare</li> </ol>

### Youthful population

1	Advantages	<ol style="list-style-type: none"> <li>large future workforce</li> <li>increased tax revenue in the future</li> <li>future business development</li> </ol>
2	Disadvantages	<ol style="list-style-type: none"> <li>strain on natural resources</li> <li>overpopulation</li> <li>education requirements</li> </ol>
3	Management strategies	<ol style="list-style-type: none"> <li>investing in healthcare</li> <li>family planning</li> <li>investment in education</li> <li>improving women's rights</li> </ol>

### Factors affecting migration

Push factors	Pull factors
war and conflict	peace (no war)
low wages	higher wages
education difficult to access	good education system
droughts and water scarcity	better access to healthcare
gender inequality	good job opportunities

Geography | 8.01: Population | Knowledge Organiser



# Geography

## 8.02: Coasts



### Wave features

1	swash	(n) the movement of a wave up the beach. The direction is dependent upon the wind direction.
2	backwash	(n) the movement of water down a beach. This is caused by gravity and happens at 90 degrees to the shore.
3	constructive wave	(n) waves that have a strong swash and a weak backwash. Deposition is the dominant process.
4	destructive wave	(n) waves that have a weak swash and a strong backwash. Erosion is the dominant process.
5	fetch	(n) the distance a wave has travelled
6	prevailing wind	(n) the direction that the wind usually comes from in a particular area over a long period of time

### Weathering and erosion

1	hydraulic action	(n) the erosion caused by the force of the water hitting the rocks, which traps and compresses air in the cracks and causes the cracks to weaken and break
2	abrasion	(n) the erosion caused when rocks and sediment carried by waves (or a river) are thrown against a cliff or riverbank
3	attrition	(n) the erosion caused when rocks and sediment carried by waves (or a river) hit each other and cause each other to break into smaller pieces
4	weathering	(n) the slow breakdown of rocks while they are in place



1	geology	(n) the scientific study of the Earth, including its structure, materials (such as rocks and minerals) and the processes that act upon it	<b>Geology</b>
2	igneous rock	(n) rocks formed from the cooling and crystallisation of molten rock. Examples include basalt and granite.	
3	metamorphic rock	(n) rocks formed when very high temperature and pressure cause existing rocks to change. Examples include slate and marble.	
4	sedimentary rock	(n) rocks formed when sediments of rock are transported, deposited, compacted and cemented together in layers. Examples include chalk, clay and limestone.	

### Coastal processes

1	transportation	(n) the movement of sediment
2	deposition	(n) when waves drop the sediment they are transporting, either due to a loss of energy or change in the direction of the coastline
3	longshore drift	(n) the process by which sediment (such as sand and pebbles) is transported along a coastline by the action of waves. It creates beaches.

### Headlands and bays

1	resistant	(aj) does not easily erode or wear away
2	headland	(n) a piece of land that sticks out into the sea and is usually made of hard, resistant rock
3	bay	(n) a curved or indented area of the coastline where the land curves inward

Alternating hard and soft rock → destructive waves → hydraulic action → soft rock less resistant → erodes quickly → hard rock more resistant → erodes slowly → soft rock retreats → bay forms → hard rock remains → headland forms

### Caves, arches, stacks and stumps

1	cave	(n) a hollow or opening in a cliff face, usually at the base, formed when waves erode a weakness in the rock, such as a fault or crack
2	arch	(n) a natural bridge of rock with an opening underneath, formed when a cave is eroded all the way through a headland.
3	stack	(n) a tall, isolated pillar of rock that is left standing in the sea after the roof of an arch collapses
4	stump	(n) the remains of a collapsed stack, which has been eroded by waves down to a small, flat rock just above or below sea level

Weakness or crack in headland → destructive waves → hydraulic action and abrasion → cave formed → headland erodes through → arch formed → unsupported roof collapses → vertical stack left → stack collapses leaving a stump

Geography | 8.02: Coasts | Knowledge Organiser

## 8.02: Coasts



### Beaches and longshore drift

1	sand	(n) loose material made up of fine rock particles, usually smaller than 2 mm in diameter
2	shingle	(n) loose, rounded pebbles and small stones found on beaches, usually between 2 mm and 200 mm in size
3	sediment	(n) solid material that is moved and deposited in a new location
4	beach	(n) a landform made of loose material, such as sand, pebbles or shingle, that lies along the edge of a sea, ocean or lake
5	longshore drift	(n) the process by which sediment (such as sand and pebbles) is transported along a coastline by the action of waves. It creates beaches.

Direction of prevailing wind at an angle → swash happens at an angle → transports material up the beach → backwash takes material down the beach at 90 degrees → due to the force of gravity → process repeats → sediment moves across the beach → zigzag pattern

### Coastal management

1	soft engineering	(n) adaptations to work with nature beach nourishment - Sand and shingle from elsewhere are added to the beach. managed retreat - Engineers do nothing, people are moved and the coast is left to erode and flood naturally.
2	hard engineering	(n) human-made structures that help to deal with coastal erosion seawalls - concrete walls that reflect the waves' energy back out to sea groynes - wooden posts that trap sediment and interrupt longshore drift



### Other threats to the coast

1	plastic pollution	(n) when plastic waste ends up in the environment, especially in the sea
2	sewage pollution	(n) when untreated or poorly treated wastewater (including human waste) is released into rivers or the sea
3	oil spill	(n) when oil accidentally leaks into the sea, usually from a ship or drilling platform
4	sea level rise	(n) the increase in the average level of the world's oceans
5	sustainability	(n) meeting the needs of the present without compromising the ability of future generations to meet their own needs

### Coastal erosion case study: Happisburgh, Norfolk coast

**Background:** Norfolk coast in between Cromer and Sea Palling.  
A small village with a population of approx. 1400 people.

**Vulnerability:** soft boulder clay, long fetch, longshore drift, limited sea defences

Impacts	Management strategies
homes destroyed or had to be knocked down	1950s: groynes and revetments
roads lost to the sea	
car parks relocated	2000s: rock armour
homes valued at £1 on Beach road	
farmland lost: 1 field per year	2007 onwards: managed retreat
businesses lost, e.g. caravan parks	

Geography | 8.02: Coasts | Knowledge Organiser

# Geography

## 8.03: Ecosystems

### Classification of Ecosystem

1	ecosystem	(n) A community of living organisms interacting with each other and their environment in a particular area.
2	biome	(n) A large-scale ecosystem and an area of the world that, because of a similar climate, have similar landscapes, animals (fauna) and plants (flora).
3	habitat	(n) The place where an organism lives.
4	biodiversity	(n) The variety of plants and animals found in a particular ecosystem or biome.
5	sustainability	(n) Meeting the needs of the present without compromising the ability of future generations to meet their own needs.

### Features of an Ecosystem

1	flora	(n) The plants of a particular region, habitat or geological period.
2	fauna	(n) The animals of a particular region, habitat or geological period.
3	food chain	(n) A diagram that models the feeding relationships between populations.
4	food web	(n) A network of interconnected food chains showing how energy and nutrients flow between different organisms in an ecosystem.
5	organism	(n) Something that is living or used to be alive.
6	interdependence	(n) Interdependence refers to the way that species, places, environments and systems are connected, and how a change in one can impact others.
7	adaptation	(n) A feature or characteristic that helps a plant or animal survive and reproduce in its environment.

### Climatic Features

1	climate	(n) The average weather conditions of an area over thirty years.
2	temperature	(n) A measure of how hot or cold something is, often recorded in degrees Celsius (°C).
3	precipitation	(n) Water falling to the ground in all forms (rain, snow, sleet or hail).
4	climate graph	(n) A visual that shows the average monthly temperature and rainfall for a particular location, allowing us to see patterns in climate throughout the year.
5	solar insolation	(n) The amount of the sun's energy received at the Earth's surface in a specific place and time.

### Major Global Biomes

1	tundra	(n) A cold, treeless biome found at high latitudes or at high altitudes, where the ground is frozen for most of the year (permafrost).
2	hot desert	(n) A dry biome with very low rainfall, high daytime temperatures and sparse vegetation, such as the Sahara Desert.
3	temperate forest	(n) A forest biome found in regions with moderate temperatures and rainfall, usually with four distinct seasons.
4	savannah grasslands	(n) A large open area covered mainly with grasses and scattered trees, found in tropical or subtropical regions (savannah).
5	tropical rainforest	(n) Found in both the northern and southern hemisphere mainly on or around the equator. Vegetation is vast and varied, climate is humid, hot and wet year-round.

Geography | 8.03: Ecosystems | Knowledge Organiser

## 8.03: Ecosystems

### Biome 1: The Taiga, Russia

1	taiga	(n) A cold forest biome found in northern regions, made up mainly of coniferous (pine) trees; also called a boreal forest.
2	permafrost	(n) Ground that remains continuously frozen for two or more consecutive years, often found in polar and subarctic regions.
3	deciduous	(adj) Trees or plants that shed their leaves annually.
4	evergreen	(adj) Trees or plants that retain their leaves throughout the year.
5	logging	(n) The cutting down of trees to sell the wood for profit (legally or illegally).
6	deforestation	(n) The permanent removal of trees, often to make space for farming or construction.
7	Indigenous communities	(n) Groups of people who are the original inhabitants of a region and have distinct cultural traditions, languages, and ways of life that are closely connected to their natural environment.

**Location:** Northern Hemisphere, along the Arctic circle. Siberia, Russia.

**Features:** Low biodiversity, infertile soils, very cold and dry climate.

**Animal and plant adaptations:** Moose and black spruce tree

Threats	Management strategies
Logging	Selective logging
Mining and energy resources	Mine zoning
Tourism	Low impact tourism
Threats to Indigenous communities	Cultural protection

### Biome 2: The Coral Triangle, Philippines

1	coral reef	(n) A large underwater structure made of the skeletons of coral polyps, providing habitat for many marine species.
2	polyp	(n) A small, soft-bodied organism that builds coral skeletons; the basic living unit of a coral reef.
3	colony	(n) A group of organisms of the same species living closely together, often for mutual benefit.
4	Marine Protected Areas (MPAs)	(n) Specific zones in the ocean where human activities such as fishing, mining, and tourism are restricted or carefully managed.
5	ecotourism	(n) Tourism directed towards natural environments, intended to support conservation efforts and observe wildlife responsibly.

**Location:** Shallow tropical waters, around coastlines and islands.

**Features:** High biodiversity, warm water 23–29°C, shallow clear water 60m or less.

**Animals and plant adaptations:** Clown fish, sea turtle, seagrass

Threats	Management strategies
Coral bleaching	MPAs
Overfishing	The Bantay Dagat sea patrols
Pollution from land	Funding reef-positive businesses
Tourism	Green fins ecotourism

Geography | 8.03: Ecosystems | Knowledge Organiser

# Geography

## 8.04: Tectonics



### Structure of the Earth

1 crust	(n) the rocky, outer layer of earth made up of rock and minerals
2 mantle	(n) a layer of dense rock found below the crust
3 outer core	(n) a liquid layer of mostly molten metals that lies between the mantle and inner core
4 inner core	(n) a solid ball of metals that lies at the centre of earth
5 continental crust	(n) parts of Earth's crust that are found below landmasses
6 oceanic crust	(n) parts of Earth's crust that are found below oceans

### Theory

1 tectonic plates	(n) individual sections of the Earth's crust and the upper mantle that lies beneath it
2 plate boundary	(n) locations where tectonic plates meet and interact
3 convection currents	(n) the movement of fluids because of temperature differences
4 subduction	(n) the process where one tectonic plate slides beneath another and sinks into the mantle, usually when a denser oceanic plate meets a lighter continental plate
5 continental drift	(n) a theory that proposed earth's continents were once one landmass (supercontinent) that gradually drifted apart over time
6 Pangaea	(n) a supercontinent made up of all the world's land masses before they were broken up into the different continents we recognise today
7 geological timescale	(n) a timeline that shows the history of the Earth, divided into eons, eras, periods and epochs
8 era	(n) a major division of time within an eon, marked by significant changes in Earth's life and landforms



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### Volcanoes and Earthquakes

1 shield volcano	(n) a wide, gently sloping volcano formed by runny (low-viscosity) lava that flows easily over long distances, building a shape similar to a warrior's shield
2 composite volcano	(n) a tall, steep-sided volcano made of alternating layers of ash and thick, sticky lava; these volcanoes often produce explosive eruptions
3 lava	(n) molten rock that has erupted onto the Earth's surface from a volcano and begins to cool and solidify
4 magma	(n) molten rock located beneath the Earth's surface in the mantle or crust, which can rise through cracks and erupt as lava
5 geothermal energy	(n) energy produced by heat from beneath the Earth's surface, often used for electricity or heating
6 epicentre	(n) the point on the Earth's surface directly above the focus; it is usually where the shaking is felt most strongly and where the most damage occurs
7 focus	(n) the point inside the Earth's crust where the earthquake starts; it is the place where the rocks first break and release energy in the form of seismic waves
8 seismic waves	(n) waves of energy that travel through the Earth during an earthquake
9 Moment Magnitude Scale	(n) a modern scale used to measure the total energy released by an earthquake (Mw)
10 seismometer	(n) the instrument that detects and measures ground vibrations caused by seismic waves (earthquakes)

Geography | 8.04: Tectonics | Knowledge Organiser

## 8.04: Tectonics



### Living Near Volcanoes

Opportunities	Challenges
fertile soils	volcanic eruptions
geothermal energy	gases
tourism	ash clouds

### Preparing for Earthquakes

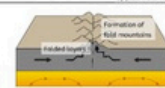
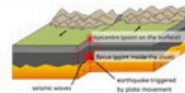
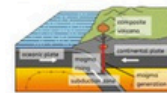
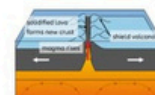
	Advantages	Disadvantages
Earthquake resistant buildings	designed to withstand shaking and therefore are less likely to collapse	expensive to build
Earthquake drills	people can react quickly and calmly without panic	people can forget proper actions if drills are not repeated regularly or if they do not feel realistic enough
Training emergency services	response teams can mobilise quickly and respond more efficiently	requires significant time, funding, technology and ongoing training
Land use planning	keeps people away from the most dangerous fault lines or areas	difficult and costly to move communities



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### Types of Plate Boundaries

1 constructive	(n) a type of tectonic plate boundary where two plates move apart, allowing magma to rise and create new crust, often forming mid-ocean ridges or rift valleys
2 destructive	(n) a type of tectonic plate boundary where an oceanic plate is forced beneath a continental plate (subduction); this process destroys crust, generates magma, and often leads to explosive volcanic eruptions
3 conservative	(n) a type of tectonic boundary where two plates slide past each other horizontally, often causing earthquakes
4 collision* (additional)	(n) a type of tectonic plate boundary where two continental plates move towards each other and collide



### Earthquake Case Study: Nepal 2015

<b>Location:</b> Asia, landlocked, between India and China, in the Himalayan mountain range.	
<b>Magnitude, focus and epicentre:</b> Gorkha earthquake 7.8 Mw. Collision boundary between the Indian and Eurasian plates. Focus depth 15-16km (shallow). Epicentre was 80km northwest of Kathmandu, the capital city.	
Effects	Responses
8,773 people were killed and over 23,000 injured	ActionAid supported more than 150,000 people and provided food to over 18,500 families and emergency shelter to 7,000 families
600,000 homes were destroyed	The Oxfam International programme helped more than 600,000 people; provided clean water, sanitation, food and shelter
7000 schools were damaged or destroyed	Disasters Emergency Committee (DEC) raised £87 million from 13 charities which was used to rebuild schools with earthquake resistance

Geography | 8.04: Tectonics | Knowledge Organiser

# History

## 8.01: The Tudors

### Key Vocabulary

1 annulment	(n) to declare that a marriage never actually existed
2 armada	(n) fleet of Spanish warships
3 counter-reformation	(n) the Catholic fights against the spread of Protestantism
4 dissolution	(n) the ending of an organisation
5 heretic	(n) someone with religious views that disagree with official Church teaching
6 indulgences	(n) a payment to the Catholic Church to forgive a person's sins
7 papal bull	(n) an official order from the Pope
8 plot	(n) secret plan or scheme, often to do something harmful or illegal
9 reformation	(n) a movement which led to a break with the Catholic Church and the beginning of the Protestant Church
10 vestments	(n) robes worn by priests

### Key Individuals

Henry VII	founder of the Tudor dynasty
Henry VIII	Tudor King 1509–47 who started the Protestant Reformation
Katherine of Aragon	first wife of Henry VIII and mother of Mary I
Mary I	Catholic Queen of England 1553–1558
Anne Boleyn	second wife of Henry VIII and mother of Elizabeth I
Edward VI	Protestant successor of Henry VIII 1547–1553
Elizabeth I	Protestant Queen of England 1558–1603
Mary Queen of Scots	Catholic cousin of Elizabeth I executed in 1587
Francis Drake	first Englishman to circumnavigate the globe
Walter Raleigh	established the first English colony of Roanoke
Walsingham	Elizabeth I 'spymaster'

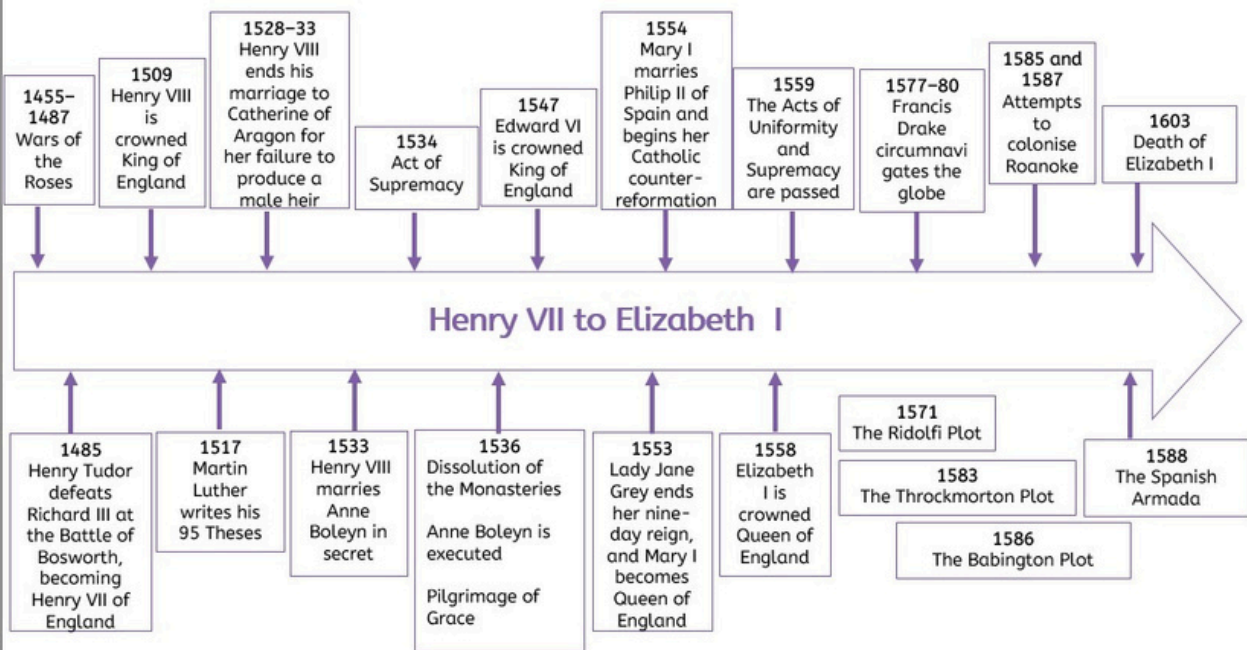
Power	Identity	Connectivity
The control a person or group has in a country. For example, Henry VIII disliked the power of the pope and his refusal to grant an annulment. <i>This includes threads such as succession.</i>	The qualities and characteristics that make a person who they are and what they value as important. For example, Mary I was a devout Catholic. <i>This includes threads such as the role of women.</i>	The act of joining or being linked to somewhere, someone or something else. For example, we have evidence of African Tudors in the court of Henry VIII. <i>This includes threads such as medicine.</i>



History | 8.01: The Tudors | Knowledge Organiser

## 8.01: The Tudors

### Chronology



History | 8.01: The Tudors | Knowledge Organiser

# History

## 8.02 England: A World Turned Upside Down

### Key Vocabulary

1	army	(n) an organised force for fighting
2	commonwealth	(n) a group of people organised under a single government
3	dissenters	(n) people who disagree with or oppose something, especially a religious or political authority
4	flank	(n) side
5	interregnum	(n) a period between reign
6	regicide	(n) the deliberate killing of a monarch, or the person responsible for doing so
7	republic	(n) a form of government where power is held by elected individuals and not a monarch
8	restoration	(n) the return of a monarch to the throne
9	treason	(n) a crime against the monarch or state
10	union	(n) the joining together
11	witch	(n) a person believed to have magic powers used for evil

### Key Individuals

Charles I	King of England 1625-1649, executed for treason
Oliver Cromwell	Leader of the New Model Army who became Lord Protector in 1653
Thomas Fairfax	Commander of the New Model Army
Prince Rupert	Nephew of Charles I who led the Cavalier cavalry
Richard Cromwell	Son of Oliver Cromwell who succeeded his father as Lord Protector in 1658
Charles II	Eldest son of Charles I and heir to the throne
James II	Catholic younger brother of Charles II, crowned king in 1685
William III and Mary II	Protestant daughter of James II and her husband, who were invited by Parliament to take the throne

### Themes and Threads

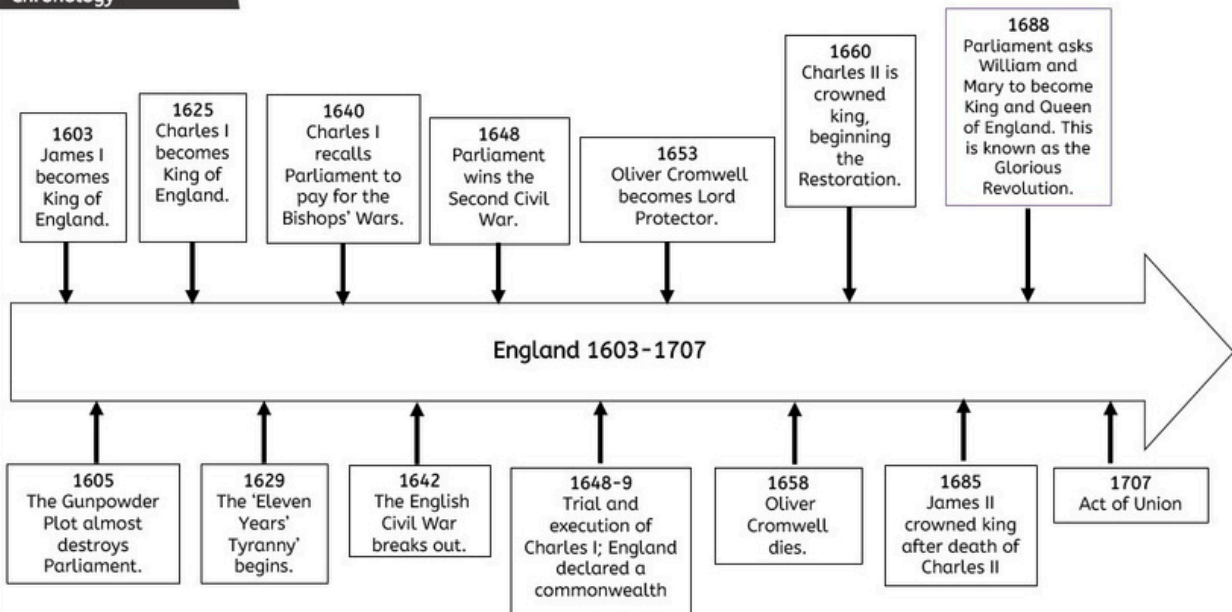
Power	Identity	Connectivity
<p>The control a person or group has in a country</p> <p>For example, a cause of the Civil War was the struggle for power between Parliament and King Charles I.</p> <p><i>This includes threads such as warfare and protest.</i></p>	<p>The qualities and characteristics that make a person who they are and what they value as important</p> <p>For example, Oliver Cromwell was a Puritan, and this affected his rule as Lord Protector.</p> <p><i>This includes threads such as beliefs.</i></p>	<p>The act of joining or being linked to somewhere, someone or something else</p> <p>For example, the Act of Union in 1707 created the United Kingdom.</p> <p><i>This includes threads such migration.</i></p>



History | 8.02: England: A World Turned Upside Down | Knowledge Organiser

## 8.02 England: A World Turned Upside Down

### Chronology



History | 8.02: England: A World Turned Upside Down | Knowledge Organiser

# History

## 8.03 Transatlantic Slave Trade

### Key Vocabulary

1 Act	(n) a law or formal decision made by parliament or leaders of a country.
2 Abolish	(v) to formally put an end to something.
3 Auction	(n) public or private sale where goods, property, or services are sold to the highest bidder.
4 Enslave	(v) to force someone to remain in conditions such as slavery.
5 Resistance	(n) refusal to accept or obey something.
6 Oppression	(n) denying individuals or groups their rights, freedom, or dignity.
7 Trade	(n) the exchange of good, services or resources between people, businesses or countries.
8 Transatlantic Slave Trade	the forced migration of 12 million Africans to European colonies in the Americas.

### Key Individuals

William Wilberforce	MP who introduced bills in Parliament to abolish slavery.
Olaudah Equiano	Former enslaved person and a member of the Sons of Africa group.
Thomas Clarkson	One of the first men to join the Abolition Committee. Collected evidence in the horrors of the slave trade.
Mary Prince	The first black woman to publish her experiences of slavery in her autobiography.

### Themes and Threads

Power	Identity	Connectivity
The control a person or group has in a country. For example, the Americas and Europe had the power of enslaved people who worked on plantations. <i>This includes threads such as empire and protest.</i>	The qualities and characteristics that make a person who they are and what they value as important. For example, the beliefs of the Quakers were used as an argument to abolish slavery. <i>This includes threads such as beliefs.</i>	The act of joining or being linked to somewhere, someone or something else. For example, the slave trade involved the forced migration of enslaved people from Africa to the Americas. <i>This includes threads such migration and trade</i>



History | 8.03: Transatlantic Slave Trade | Knowledge Organiser

## 8.04 Time of Revolutionary Change

### Key Vocabulary

1 Agriculture	(n) farming animals and crops.
2 Domestic	(n) work in the home.
3 Dual burden	(n) when a person (typically women) have responsibility in paid employment as well as unpaid work in the home.
4 Enclosure	(v) land surrounded by a barrier.
5 Exhibition	(n) an event at which objects are put out in a public space for people to look at.
6 Industrial Revolution	(n)The shift from farming societies to factory-based production using new technology and transport.
7 Innovation	(n) improving something or creating something that is a new technology.
8 Progress	(n) an improvement or change in a positive direction.
9 Rural	(n) countryside
10 Urban	(n) towns and cities

### Language of change

Extent of change	major/significant/continuity
Rate of change	rapid/gradual/slow
Impact of change	Long term, short-term, turning point

### Themes and Threads

Power
The control a person or group has in a country. For example, factory owners had control over their workers. <i>This includes threads such as class systems and protest.</i>
Identity
The qualities and characteristics that make a person who they are and what they value as important. For example, the industrial revolution created a 'dual burden' for working class women. <i>This includes threads such as women.</i>
Connectivity
The act of joining or being linked to somewhere, someone or something else. For example, goods produced in factories were traded across the UK and wider world. <i>This includes threads such as migration and trade.</i>



History | 8.04: Time of Revolutionary Change | Knowledge Organiser

# Spanish

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## Unit 5: Holidays

5.1.1 ¿Adónde fuiste de vacaciones el año pasado? - Where did you go on holidays last year?	
Fui a	I went to
Fuimos a	We went to
Me alojé	I stayed
En la costa / En el campo / En la montaña	By the sea / in the countryside / in the mountains
En un hotel/apartamento	In a hotel/apartment
En un camping	On a campsite
En una caravana/caravane	In a caravan
Cerca de	Near to
Lejos de	Far from

5.1.2 ¿Cómo fuiste? - How did you travel?	
Viajé / viajamos	I travelled / we travelled
En avión	By plane
En coche	By car
En tren	By train
En barco/ferry	By boat
En bici(cicla)	By bike

5.3 ¿Cómo lo pasaste? - How was it?	
Fue/era...	It was...
Una desilusión	Disappointing
Lo pasé/pasamos genial/bomba/ fenomenal Lo pasé/pasamos fatal/muy mal/regular	I/we had a good time I/we had a terrible time

5.2 ¿Qué hiciste? - What did you do?	
Nadé en el mar/en la piscina	I swam in the sea/pool
Nadamos / nadó	We swam / s/he swam
Visité los monumentos, los sitios turísticos	I visited the monuments/tourist sites
Visitamos / visitó	We visited / s/he visited
Tomé / lo mamos / tomó el sol	I/we/s/he sunbathed
Tomé / lo mamos / tomó muchas fotos	I/we/s/he took photos
Hice / hicimos / hizo submarinismo/buceo	I / we / s/he went scuba diving
Comí / comimos / comió	I / we / s/he ate
Me relajé / nos relajamos / se relajó	I / we / s/he relaxed
Fui / fuimos / fue de compras	I/we/s/he went shopping
Compré / compramos / compró recuerdos	I/we/s/he bought souvenirs
Fui / fuimos / fue a un parque acuático	I/we/s/he went to a water park
Vi / vimos / vimos sitios históricos	I/we/s/he saw the historic sites

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## Unit 5: Holidays

5.4 Háblame de tus mejores/últimas vacaciones - Tell me about your best/last holiday	
Mis mejores/últimas vacaciones fueron...	My best/last holiday were...
Durante las vacaciones de verano	During the summer holidays
Durante las vacaciones de Navidad	During the Christmas holidays
El año pasado	Last year
El primer/segundo día	On the first/second day

5.5.1 ¿Qué haces normalmente en vacaciones? - What do you normally do on holidays?	
¿Dónde vas de vacaciones?	Where do you go on holiday?
Normalmente	Normally
En general	In general
Voy / Vamos a	I / we go to
Viajo / viajamos	I / we travel
Me relajo / nos relajamos	I relax / we relax

5.5.2 ¿Qué tipo de vacaciones prefieres? - What type of holidays do you prefer?	
Prefiero/me encanta(n)/me gusta(n)	I prefer / I love / I like
Las vacaciones activas	Active holidays
Las vacaciones relajadas	Relaxing holidays
Las vacaciones culturales	Cultural holidays
Quedarme en Inglaterra	To stay/staying in England
Explorar	To explore/exploring
El tiempo (el sol)	The weather (the sun)
La comida	The food

5.6.1 ¿Qué planes tienes para las próximas vacaciones - What are your plans for the next holidays?	
Este verano	This summer
Este año	This year
Voy/Vamos a + infinitive	I'm/We're going
Quiero + infinitive	I want
Me gustaría / quisiera (+infinitive)	I / We would like
Pasar una semana / un fin de semana	To spend a week/weekend
Relajarme	To relax
Alojarme	To stay (accommodation)

5.6.2 ¿Cómo serían tus vacaciones ideales? - What would your ideal holiday be?	
Me gustaría/ quisiera	I would like
Ir a	To go (to)
Pasar un mes en	To spend a month (in)
(Esto) es mi sueño	This is/It's my dream
Sería...	It would be...

# Spanish

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## Unit 6: Going Out And Staying In

6.1.2 ¿Qué te gusta hacer en tu tiempo libre? - What do you enjoy doing in your free time?	
En mi tiempo libre	In my free time
Me apasiona (+ noun or infinitive) Me apasiona el esquí acuático / Me apasiona practicar el esquí	I have a passion for / I am passionate about water ski / I am passionate about practising water ski
Desde hace ... años	For ... years

6.2.1 ¿Qué planes tienes para el fin de semana? - ¿Qué vas a hacer este fin de semana? - What are you going to do at the weekend?	
Este fin de semana	This weekend
Voy a (+ infinitive)	I'm going to (+verb/activity)

6.2.2 ¿Quieres ir al cine el sábado por la tarde? - Do you want to go out Saturday afternoon?	
¿Quieres + infinitive?	Do you want (to)...?
Salir conmigo	To go out with me
El sábado por la tarde/noche	Saturday afternoon/evening
¿A qué hora?	At what time?
A las ocho / a las ocho y media	At eight o'clock / at half past eight
¡Sí, buena idea	Yes, good idea
De acuerdo, vale	OK
Quizá(s)	Maybe
No me apetece	I don't fancy it
Lo siento, no puedo	Sorry, I can't

6.3.1 ¿Qué prefieres ver en la tele? - What do you prefer watching on tv?	
Prefiero / me gusta ver	I prefer to watch
Las noticias	The news
Los documentales	Documentaries
Las telenovelas	Soap operas
Los concursos	Game shows
Las series americanas	(American) series
Los realitys	TV reality programmes
Las emisiones deportivas	Sports programmes
¿Qué tipo de película le gusta?	What genre of films do you like?
Las películas históricas	Historic films
Las películas de acción	Action films
Las películas de ciencia ficción	Science fiction films
Las películas de fantasía	Fantasy films
Las comedias	Comedies
Las películas de terror	Horror films
¿Te gusta...?	Do you like...?
¿Cuál es tu programa de televisión favorito?	What is your favourite TV programme?
Son...	They are...

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## Unit 6: Going Out And Staying In

6.3.2 ¿Qué tipo de música prefieres? - What type of music do you prefer?	
Escucho/prefiero	I listen to/I prefer
Me gusta/prefiero escuchar	I like listening to/I prefer listening to
El rap / rock / heavy metal / reguetón	Rap / rock / metal / reggaeton
El pop / la música pop	Pop
La música electrónica / clásica	Electronic music / Classical music
Mi cantante / artista / grupo favorito/a	My favourite singer / artist / band
La letra	The lyrics
La melodía	The tune

6.5 Vamos de fiesta - Let's party	
¿Qué vas a comprar?	What are you going to buy?
¿Qué vas a llevar a la fiesta?	What are you going to bring to the party?
Voy / va / vamos a comprar	I'm going to buy
Voy / va / vamos a llevar	I'm going to wear
Bisutería, joyas	Jewellery
Un pantalón	Trousers
Unos vaqueros	Jeans
Un traje	A suit
Un vestido	A dress
Una falda	A skirt
Una chaqueta	A jacket
Una camisa	A shirt
Zapatillas de deporte / deportivas	Trainers
La comida	Food
Una tarta	A cake
Palatas fritas	Chips
Bocadillos	Sandwiches
Chocolate	Chocolate
Bebidas (gaseosas)	(Fizzy) drinks

6.6 Role Plays	
¿(en qué) Pude ayudarte?	Can I help you?
En la tienda	In the shop
¿Tiene...?	Do you have...?
Un espejo	A mirror
Otra talla	Another size
¿Qué talla necesita?	Which size do you want?
Quisiera	I would like
Una talla más grande / pequeña	A bigger size / smaller size
¿Dónde está(n)?	Where is.../where are...?
¿Cuánto es?	How much does that cost?
Son... euros	It costs...
En el restaurante	At the restaurant
¿Cuántas personas?	How many people?
Una mesa para dos/tres personas	A table for two/three people
La cuenta, por favor	Please
¿Tiene menú?	Do you have a menu?
No tengo (tenedor, cuchillo, cuchara)	I don't have (a fork/knife)
Hay un problema	There is a problem

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# Spanish

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## Unit 7 : Daily Routine, Health & Fitness

7.1.1 ¿Cómo es tu rutina diaria? - What's your daily routine like?	
Me levanto	I get up
Me lavo	I have a wash
Me lavo los dientes	I brush my teeth
Me ducho	I shower
Desayuno	I have breakfast
Voy al instituto	I go to school
Termino el instituto	I leave school
Vuelvo a casa	I re turn home
Me tiendo	I have a snack
Ceno	I eat dinner
Me relajo	I relax
Me acuesto	I go to bed
A las...	At... o'clock
A las ... y cuarto / y media	At quarter / half past ...
A las ... menos cuarto	At quarter to ...

7.1.2 ¿Qué cambiarías de tu rutina?	
Cambiaría mucho/poco	I would change a lot/little
Me gustaría (+infinitive)	I would like
Me gustaría poder (+infinitive)	I would like to be able
Levantame	To get up
Acostame	To go to bed
Volver a casa	To return home
Tener más tiempo	To have more time
Pronto	Early
Tarde	Late
Antes/ más pronto	Earlier
(Una hora) más tarde	(An hour) later

7.1.3 ¿Qué hiciste ayer?	
Me levanté a las...	I got up at...
Me duché	I showered
Fue...	It was...

7.2.1 ¿Llevas una vida sana?	
¿Estás en forma?	Are you fit?
(No) Estoy en (buena) forma / estoy sano/a	I'm (not) fit/healthy
(No) Llevo una vida sana	I am (not) healthy/I lead a healthy life
Bebo suficiente/poca agua	I drink enough/little water
Bebo muchas bebidas gaseosas	I drink a lot of fizzy drinks
(No) como sano	I (don't) eat healthy
Como demasiados caramelos	I eat too many sweets
Como pescado (muy) a menudo	I eat fish (very) often
(No) como suficiente verdura	I (don't) eat enough vegetables
Como fruta dos veces al día	I eat fruit twice a day
Me encanta la comida rápida	I love fast food
(No) soy activo/a	I am (not) active
Duermo ocho horas (al día)	I sleep eight hours per night

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## Unit 7 : Daily Routine, Health & Fitness

7.2.2 ¿Qué debemos hacer para llevar una vida sana? & ¿Qué vas a hacer para mantenerte en forma? - What should we do to keep healthy?	
Para llevar una vida sana	To have a healthy life
Para mantenerse en forma	To stay fit
Voy a (+infinitive)	I'm going to
Debemos (+infinitive)	We should
Se debe (+infinitive)	One/you should
Hay que (+infinitive)	We must
Comer equilibradamente	To eat a balanced diet
Comer más/menos	To eat more/less (fewer)
Beber más	To drink more
Dormir más	To sleep more
Evitar	To avoid

7.3.2 En el médico - At the doctor's	
¿Qué le pasa?	What's the matter?
¿Dónde le duele?	Where does it hurt?
¿En qué puedo ayudarte?	How can I help?
¿Desde hace cuánto tiempo?	Since when?
Desde hace (un día/dos días)	For (a day/two days)
Debe	You must
Tomar un jarabe	Have/take some cough syrup
Tomar pastillas	Have/take pills
Tomar este medicamento/medicina	Take this medication
Ir al dentista	Go to the dentist
Ir a la farmacia	Go to the pharmacy
Dormir	Sleep
¿Qué me recomienda?	What do you recommend?

7.3.1 ¿Qué te pasa?	
¿Dónde te duele?	Where does it hurt?
Tengo dolor de /en (+aflicto)... Tengo dolor de cabeza Me duele (n) la cabeza (los brazos)	I'm ... hurt
Cabeza (la)	Head
Garganta (la)	Throat
Pierna (la)	Leg
Brazo (el)	Arm
Cuello (el)	Neck
Espalda (la)	Back
Pie (el)	Foot
Vientre (el)	Stomach
Oído(s) (el/los)	Ears
Ojo(s) (el/los)	Eyes
Diente(s) / muela(s) (el/los/la/las)	Teeth
He vomitado	I've been sick
Me he quemado con el sol	I have a sunburn
Tengo un resfriado	I have a cold
Tengo la gripe	I have flu
Tengo la fiebre	I have a fever
Tengo tos	I have a cough

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# Spanish

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## Unit 8: School and Future plans

8.1.1 ¿Cómo es tu instituto? - What is your school like?	
Es un colegio/instituto mixto	It's mixed school
Es un colegio de chicas/chicos	It's an all-girls/boys school
Está en/cerca de...	It's situated in/close to...
Hay...edificios	There are...buildings
Llevamos uniforme	We wear a school uniform

8.1.2 ¿Qué actividades extraescolares haces? & ¿Cómo es un día típico en tu instituto? What co curricular activities do you do? & What is a typical day at school like?	
Tenemos... clases al día	We have... lessons a day
El día empieza a las ...	The day starts at...
El día le mina a las...	The day finishes at...
Después del instituto	After school
Hay muchas actividades y clubs	There are a activities and clubs
Una actividad extracurricular	An extra-curricular activity
Se puede	You can
Participar en el coro	Participate in the choir

8.1.3 ¿Qué opinas de las reglas de tu instituto? - What do you think about the school rules?	
Hay demasiadas reglas/normas	There are too many rules
Hay que (+infinitive)	You have to...
No se puede (+infinitive)	You're not allowed to...
Masticar chicle	Chew chewing gum
Fumar	Smoke
Ser puntual	Be on time
Llegar tarde	Be late
Escuchar al/a la profe	Listen to the teacher
Acosar a los demás	Bully others
Utilizar el móvil	Use a mobile phone
Tener un piercing	Have a piercing
Llevar maquillaje	Wear make up

8.1.4 ¿Qué cambiarías? - What would you change?	
(No) cambiaría muchas cosas	I would (not) change a lot
Las reglas/normas son	The rules are
Me gustaría (+infinitive)	I would like
Llevar vaqueros	To wear jeans
Llevar zapatillas de deporte	To wear trainers
Llevar maquillaje	To wear make up
Llegar más tarde	To arrive later
Terminar las clases antes	To finish lessons earlier
Utilizar mi móvil	To use my mobile phone

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## Unit 8: School and Future plans

8.2.1 ¿En qué trabaja(n)? ¿Qué hacen tus padres? - What do your parents do?	
Mi madre/padre es...	My mum/dad is...
Cocinera/o	A cook
Enfermera/o	A nurse
Bombero/a	A firefighter
Dependiente	A salesperson/shop assistant
Camarera/o	Waiter/waitress
Médica/o	Doctor
Obrera/o	Builder
Electricista/o	Electrician
Conductora/conductor (de taxi/de bus)	(Taxi/bus) driver
Abogada/o	Lawyer
Mecánica/o	Mechanic
Profesora/profesor	Teacher
Madre/padre a tiempo completo	Stay-at-home mum/dad
Trabaja en	He/she works
Una oficina / una fábrica / al aire libre	In an office/a factory/outside
Está en paro	S/he is unemployed
Está jubilada/o	S/he is retired

8.2.2 ¿Qué les gusta de su trabajo?	
Le encanta su trabajo	He/she likes his/her job
No le gusta su trabajo	He/she does not like his/her job
Trabaja con otros	He/she works with others
Trabaja con niños	He/she works with children
Trabaja sola/o	He/she works alone
No le gusta (+infinitive)	He/she like/s/doesn't like
Tiene que (+infinitive)	He/she has to/must
Limpia	To clean
Cocinar	To cook
Hablar con los clientes	To speak with customers
Trabajar al aire libre	To work outside
Trabajar con el ordenador	To work on a computer
Ayudar a los demás	To help others
Tiene muchas responsabilidades	He/she has lots of responsibilities
Un buen sueldo	A good salary

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## Unit 8: School and Future plans

8.2.2 ¿Qué les gusta de su trabajo?		8.4 ¿Qué harás en el futuro / dentro de 5-10-20 años? - What will you do in the future / in 5-10-20 years from now?	
Me gustaría/quiero ser	I would like / want to be	Dentro de 5-10-20 años	In five/ten/twenty years
Esperar ser	I hope to be	Voy a (+infinitive)	I'm going to...
Piloto	A pilot	Quiero (+infinitive)	I want to...
Ingeniera/o	An engineer	Espero (+infinitive)	I hope to...
Cantante	A singer	Me gustaría/quisiera (+infinitive)	I would like to...
Bailarina/bailarín	A dancer	Casarme	To get married
Programadora/programador	A programmer	Tener hijos	To have children
Deportista profesional	A professional sports person	Tener una casa/un coche	To have a house/car
Tener mi propio negocio	Have my own business	Tener mi propio negocio	To have my own business
Viajar por todo el mundo	Travel the world	Vivir en el extranjero	To live abroad
Ser	That would be...	Estudiar en la universidad	To study at university
Mi sueño	My dream	Viajar por todo el mundo	To travel
		Ser feliz	To be happy/rich
		Ser rica/o y famosa/o	To be rich and famous
		Tendré	I will have
		Podré (+infinitive)	I will be able to

# Music

Topics – Musical Elements Articulation, Tonality, Structure, Rhythm, Harmony, Reggae features, Blues features.

Articulation – how a note is played.	Staccato = short and detached Legato = smooth and connected
Tonality – Key of the music	Major = happy, bright sound; T T ST T T T ST Minor = dark, sad sound; T ST T T ST T T
Structure – Order / organisation of sound	Binary = AB Ternary = ABA Theme and variation = A, A1, A2, A3, A4...
Harmony – the combination of different pitches	Chord = multiple notes played at once Triad = 3 note chord Major chord = R + 4 + 3 Minor chord = R + 3 + 4 7th chord = R + 4 + 3 + 3
Rhythm – a pattern made of different note lengths.	Syncopation = an offbeat rhythm (fighting against the pulse).

Note name	Symbol	Note Value	Kodaly sound recognition
Semibreve		4 beats	
Minim		2 beats	To-o
Crotchet		1 beat	Ta
Quaver		½ beat	Te
Semiquaver		¼ beat	Tika

# Music

## Reggae music features:

- Skank rhythm = off beat chords played staccato
- Bass riffs = repeating bassline patterns
- Primary chords (chords I, IV and V)
- Lyrics about love, politics, racism or Rastafarianism.

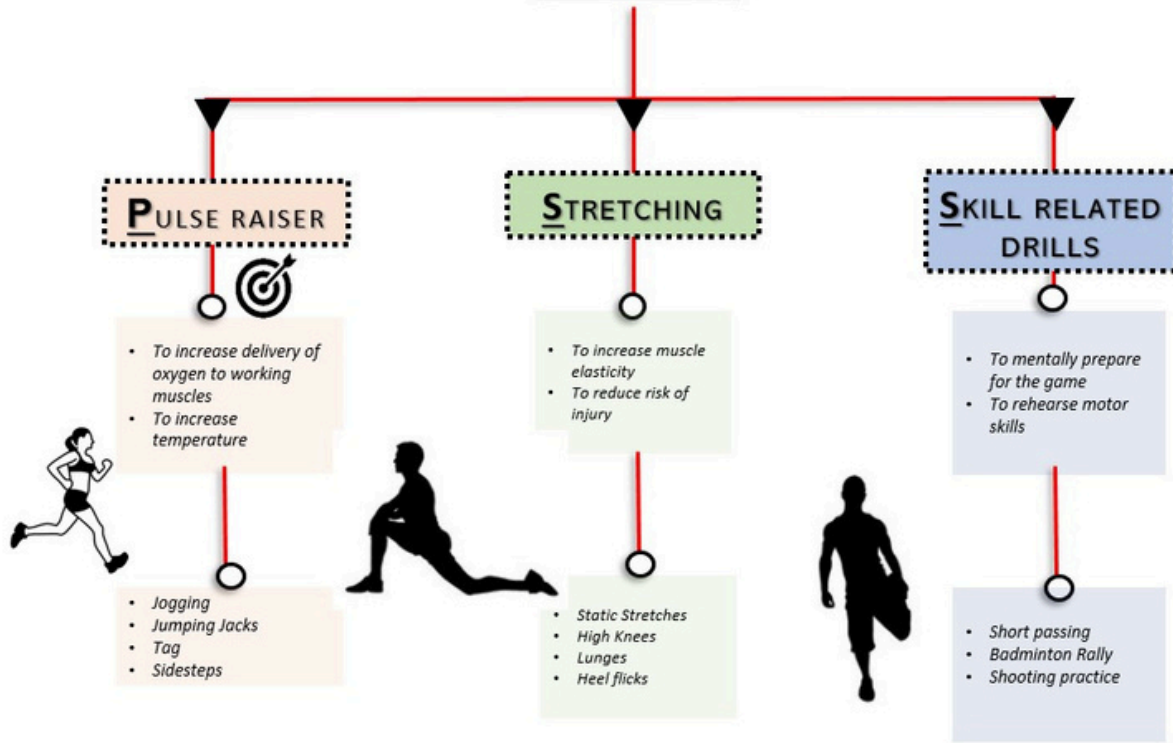
## Blues music features:

- Spirituals = early slave songs, monophonic, call and response, voices only.
- Ragtime = piano music, based on cakewalk and minstrel music, syncopated Right hand melody, Stride march like left hand accompaniment.
- 12 bar blues = I I I I, IV IV I I, V IV I I (12 bar chord pattern)
- Commonly uses 7th chords
- Walking bassline
- Strophic form vocals (AAB structure)
- Call and response
- Improvisation
- Blues Scale

# PE

## WARM UP

Y7 PE KNOWLEDGE ORGANISER

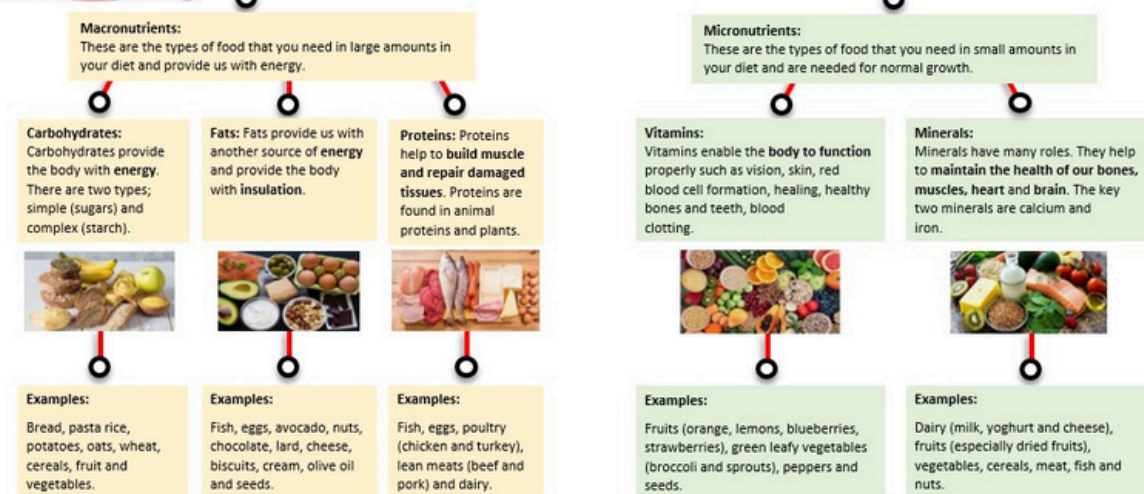


## Diet and Nutrition

Y8 PE KNOWLEDGE ORGANISER







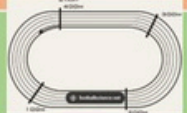





Diet is an essential part of providing our bodies with energy we need to maintain a healthy lifestyle and optimise performance.



# PE

## Year 8 Knowledge Organiser - Components of Fitness

Component	Definition	Sporting example		Fitness test	
Muscular endurance	The ability to use voluntary muscles over a long period of time without tiring.	Rower		1 minute press up/sit up test	
Muscular strength	The ability of a muscle to apply force and overcome resistance.	Weight lifter		Hand grip dynamometer	
Cardiovascular fitness	The ability to continue exertion while getting energy from the aerobic system.	Long distance runner	 	12 minute cooper run	 
Power	The ability to exert a maximal force in as short a time as possible.	Shot putt		Vertical jump test	

# RE

Islam			Religious Authority	
Key Vocabulary				
1	Abu Bakr	The first Caliph chosen by Sunni Muslims after Muhammad's death	Qur'an	The holy book of Islam, believed to be the literal word of God
2	Ali	Muhammad's cousin and son-in-law, considered by Shia Muslims as his rightful successor		
3	Allah	The Arabic word for God in Islam	Surah	A chapter of the Qur'an
4	burqa	A full-body covering worn by some Muslim women for reasons of modesty		
5	caliph	A leader in Sunni Islam who succeeded Muhammad in leading the Muslim community	Muhammad	The final prophet in Islam, believed to have received the Qur'an
6	charity	Giving to those in need, especially through zakat		
7	Constitution of Medina	A document created by Muhammad to establish peace and cooperation in Medina	Sunnah	The example of Muhammad's life used as a guide by Muslims
8	Eid-al-Fitr	A festival marking the end of Ramadan		
9	Fatima	Muhammad's daughter, especially respected in Shia Islam		
10	Hadith	Recorded sayings and actions of Muhammad	Tools for Studying Religion	
11	Hajj	A pilgrimage to Makkah that Muslims aim to complete once in their lifetime	Theology is the study of God and ideas about God. Theologians look at how ideas about God influence beliefs in religions and the actions people will do.	
12	hijab	A headscarf worn by some Muslim women as a sign of modesty	Social Scientists use evidence to see how people are influenced by society. Social Scientists look at patterns in what people believe about God and how this may change due to time and place.	
13	Hijrah	The migration of Muhammad and his followers from Makkah to Medina		
14	imam	A leader in Shia Islam or someone who leads prayer in Sunni Islam		
15	Islam	A monotheistic religion revealed to the Prophet Muhammad		
16	Jahannam	Hell; a place of punishment after death for those who reject faith or do wrong		
17	Jannah	Paradise; a place of reward after death for the righteous		
18	Kaaba	The sacred cube-shaped structure in Makkah that Muslims face during prayer		
19	Khadija	Muhammad's first wife and the first person to accept Islam		
20	Makkah	The birthplace of Muhammad and the holiest city in Islam		

Islam		
Key Vocabulary		
21	Medina	The city where Muhammad established the first Muslim community
22	modesty	A principle in Islam often expressed through clothing and behaviour
23	Muhammad	The final prophet in Islam, believed to have received the Qur'an
24	niqab	A face veil worn by some Muslim women as part of modest dress
25	prophet	A messenger chosen by God to deliver His message
26	Qur'an	The holy book of Islam, believed to be the literal word of God
27	Ramadan	The ninth month of the Islamic calendar, observed with fasting
28	salah	Ritual prayer performed five times a day
29	sawm	Fasting from dawn to dusk during Ramadan
30	Seal of the Prophets	A title for Muhammad, indicating he is the final prophet
31	shahada	The Islamic declaration of faith
32	Sharia	Islamic law derived from the Qur'an and Sunnah
33	Shia	A branch of Islam that believes Ali was Muhammad's rightful successor
34	shirk	The sin of associating partners with Allah
35	Sunnah	The example of Muhammad's life used as a guide by Muslims
36	Sunni	The largest branch of Islam, following the elected caliphs
37	Surah	A chapter of the Qur'an
38	tawhid	The belief in the oneness of Allah
39	ummah	The global Muslim community
40	wudu	Ritual washing before prayer
41	zakat	Compulsory act of charity, for those who can afford it

## Study of Hindu Dharma

### Key Vocabulary

1	Brahman	The one, divine ultimate reality. Everything comes from Brahman and returns to it.
2	Atman	The Hindu idea of the soul – the true self that lives on after the body dies.
3	Moksha	Freedom (liberation) from the cycle of birth, death and rebirth (the ultimate goal in Hindu Dharma), where the soul becomes one with the divine.
4	Deity	Preferred term for a god or goddess. In Hindu Dharma, there are many deities, each representing aspects of Brahman.
5	Monotheism	Belief in one God. Some followers of Hindu Dharma include monotheistic ideas, even though there are many deities.
6	Polytheism	The belief in many gods.
7	Pantheism	The belief that God is present in everything; in nature, people, and the universe.
8	Brahma	Hindu deity of creation, part of the Trimurti (Brahma, Vishnu, and Shiva).
9	Vishnu	Hindu deity known as the protector of the universe (one of the Trimurti). He appears in many forms (avatars) to help restore balance in the world.
10	Shiva	Hindu destroyer deity. He helps make way for the new and brings balance (one of the Trimurti).
11	Trimurti	Three main deities in Hindu Dharma (Brahma the creator, Vishnu the protector, and Shiva the destroyer), who together keep the universe in balance.
12	Avatar	A deity appearing on Earth in human or animal form to help restore balance and protect good.
13	Vedas	Oldest and most important texts in Hindu tradition. Ancient scriptures including hymns, prayers, and teachings.



### Religious Authority Introduced

<b>Bhagavad Gita</b>	One of many Hindu sacred texts. A narrative in which Lord Krishna teaches Arjuna about life, duty, and making good choices.
<b>Vedas</b>	Oldest and most important texts in Hindu tradition. Ancient scriptures including hymns, prayers and teachings.
<b>Dharma</b>	A person's duty; doing what is right for you, your role, and your community.

### Tools for Studying Religion

**Theology** is the study of God and ideas about God. Theologians look at how ideas about God influence beliefs in religions and the actions people will do.

**Social Scientists** use evidence to see how people are influenced by society. Social Scientists look at patterns in what people believe about God and how this may change due to time and place.



## Study of Hindu Dharma

### Key Vocabulary

14	Bhagavad Gita	Sacred Hindu text where Lord Krishna teaches Arjuna about life, duty, and making good choices.
15	Dharma	(In Hindu Dharma) a person's duty; doing what is right for you, your role, and your community.
16	Sanatana Dharma	A name many Hindus use for their traditions, meaning "eternal (or universal) duty". Universal values that are believed to be true for all people.
17	Varnashrama Dharma	Hindu idea that people should follow their individual duties based on their stage of life (ashrama) and their role in society (varna).
18	Varna	The four traditional groups in Hindu society (Brahmins, Kshatriyas, Vaishyas, and Shudras), each with different roles and duties.
19	Ashrama	The four stages of life in Hindu Dharma (student, householder, retiree, and spiritual seeker) each with its own duties.
20	Mandir	(or temple) A place where many Hindus go to pray, worship and take part in religious ceremonies.
21	Murti	Statue or image of a deity used in Hindu worship to help people focus.
22	Puja	Hindu act of worship that includes offering prayers, flowers, food and light to a deity.
23	Ramayana	Ancient Hindu story about Prince Rama, his wife Sita, and his battle against the demon king Ravana.
24	Diwali	Festival of lights celebrating the victory of good over evil in the Ramayana. Many Hindus light lamps, share sweets and enjoy fireworks.
25	Namakarana	Hindu baby naming ceremony, where the child's name is chosen and blessings are given.
26	Samsara	Cycle of birth, death, and rebirth in Hindu belief. People aim to break free from this cycle by living a good life.
27	Karma	Idea that actions and choices have consequences; good actions bring good results, and bad actions bring bad results, this follows the atman (soul) into the next life.
28	Ahimsa	Hindu principle of non-violence: not hurting others in actions, words or thoughts.
29	Caste	Traditional system in Hindu society that grouped people into different roles (Varna), like teachers, protectors, or traders, based on birth.
30	Dalit	People who were traditionally outside the caste system in India. Many Dalits have faced unfair treatment, but today the term is used with pride by those working for equality.



# Computer Science

**KS3 Revision topics and links:**

**[KS3 Computer Science - BBC Bitesize](#)**

- **Sequencing**
- **Selection**
- **Iteration**
- **Bia & reliability**
- **Internet & Communication**
- **Introduction to networks**