



The John of Gaunt School
A Community Academy

Name

TG

Year 8

Knowledge Organisers

Term 2 - 2023

Year 8 Term 2 Quizzing Homework - Question Bank

Computer Science	Design Technology
<ol style="list-style-type: none"> 1. A program for finding things on the Internet? 2. Leaving a trail on the Internet is called a? 3. A storyboard is used for? 4. To use the Internet I need to use an Internet 5. True or false. Frozen is an animation? 6. True or false. The Hunger Games film is an animation? 7. If an animation uses 12 frames per second and last for 10 seconds, how many frames would it use? 8. How many frames are used to film most movies? 9. What type of animation does pixar use? 10. Name the 5 main types of Animation? 11. The original Tom & Jerry uses what type of animation? 12. What type of animation is Wallace and Gromit? 13. If an animation uses 24 frames per second and last for 5 seconds, how many frames would it use? 14. Stop Motion is ...? 15. 3D animation is ...? 16. Traditional animation is ...? 17. Storyboard Scenes should be ...? 18. Animation is ...? 19. Do storyboards need to be in colour ? 20. Is stop animation a quick process to create ? 	<ol style="list-style-type: none"> 1. What does the word Rendering mean in Graphics? 2. What does the word Annotation mean? 3. Why do we Annotate design drawing work? 4. Name two methods of enhancing a drawing? 5. What does CAD stand for? 6. Give an example of a CAD programme. 7. Name a 3D drawing technique? 8. When looking at scale drawings what does this mean 1:2? 9. What does Aesthetics mean? 10. Why do we Analyse a product? 11. What standard size paper is larger than A4? 12. How can we describe a paper's orientation? 13. What does Placement involve in graphics? 14. Name a manufactured material? 15. Why do we use joints to fasten wood together? 16. Give an example of a wood joint. 17. Explain the term Specification. 18. How would you describe an Output of an electrical circuit? 19. What is the function of a Resistor in an electrical circuit? 20. What does LED stand for? (electrical component)

Drama	English
<p>'The Grinch</p> <ol style="list-style-type: none"> 1. What is exaggeration? 2. What is characterisation? 3. What does dialogue tell you in a script? 4. What do stage directions tell you in a script? 5. What is blocking? 6. What is proxemics? 7. What is emphasis? 8. What are facial expressions? 9. What is body language? 10. What is gesture? 	<ol style="list-style-type: none"> 1. What is narrative structure? 2. A motif is a recurring subject, theme or idea. True or False? 3. What are the two definitions of the word 'SUSPECT'? 4. What is a victim? 5. What is a motive? 6. The art of deduction = to work out a crime through reasoning. True or False? 7. What is an accusation? 8. Write down five points from 'The Detection Club' list of rules that writers must abide by to produce an effective detective story. 9. List the FANBOYS conjunctions. 10. List five subordinating conjunctions. 11. Write out the two rules for punctuating complex sentences 12. List five synonyms that we can use to describe the colour white. 13. What is the difference between the colour scarlet red and mahogany red? 14. What is the difference between chocolate brown and caramel brown? 15. List three synonyms to describe the colour grey. 16. List three synonyms to describe the colour black. 17. What sense is being described through the words: coarse, silky and cool? 18. What sense is being described through the words: faint, intoxicating, aroma? 19. What sense is being described through the words: bitter, stale, sour?

Food	Geography
<ol style="list-style-type: none"> 1. When washing up, where should you stack your dirty equipment? 2. What do you do if you burn yourself? 3. What do you use to remove a hot dish from the oven? 4. Name 2 foods that use a bechamel sauce. 5. When opening the oven door, where do you stand? 6. Where should the pan handles be pointed to when using the hob? 7. What is sanitiser for? 8. When meat turns brown – what is this called? 9. True or false – you must provide your own apron and containers? 10. Bacteria reproduces via which method? 11. Name 3 food poisoning bacteria. 12. Explain the term ‘Danger Zone’. 13. Explain the term jardinière and draw and example of this vegetable cut. 14. What are the 3 macronutrients? 15. Vitamins can be classed in ways, what are they? 16. What is cross contamination? 17. Bridge and what? 18. Explain what the Eatwell Guide is. 19. Name 5 sections of the Eatwell Guide. 20. List all the Fat soluble Vitamins 	<ol style="list-style-type: none"> 1. What is meant by the following abbreviations? LIC NEE HIC 2. Explain what is meant by the development gap. 3. Ways of measuring quality of life and the development of a country are known as? 4. Explain what is meant by GNI, Life expectancy, Infant mortality rate, Literacy rate. 5. Which 3 indicators of development make up the Human Development Index. 6. Which three continents have the highest overall HDI ratings? 7. Which continent has the lowest overall HDI rating? 8. Define the term “Trade” 9. What are primary and manufactured products? 10. What does landlocked mean and how can this affect trade? 11. State one aim of fair trade. 12. Give an example of a fairtrade product. 13. Explain the difference between short term or immediate aid and long term aid. 14. Name the capital city of India. 15. Name India’s largest river. 16. What is the population of India? 17. What is meant by urbanisation? 18. Give two examples of push factors in rural areas of India. 19. Give two examples of pull factors towards urban areas in India. 20. What are the advantages and disadvantages of urbanisation in India?

History	History cont.
<p>1. Which of the statements below is NOT a Protestant belief? Bible and Services in English Priests wear normal clothes and can marry No Purgatory and no point in Pilgrimages Church should be decorated and have an altar at the front Only Jesus/God can forgive sins not clergymen</p> <p>2. Why did James Stuart (James V of Scotland) become king James I of England when Elizabeth Tudor (Elizabeth I of England) died in 1603?</p> <p>3. What name was given for the fines paid by a Catholic if they refused to attend a Protestant church service on a Sunday?</p> <p>4. What did Ferdinand Magellan become the first explorer to do between 1519 and 1521?</p> <p>5. What year did the 130 ships of the Spanish Armada attempt to invade England?</p> <p>6. Name 2 kings and queens which were Catholic?</p> <p>7. What punishment was given to the Gunpowder Plotters of 1605?</p> <p>8. Which of the people listed below were NOT Catholic? Mary Queen of Scots Robert Catesby Robert Cecil Guy Fawkes</p> <p>9. What word describes the devil when he takes animal form to visit (or feed)</p> <p>10. Which Italian explorer reached Canada after setting off from Bristol in 1497?</p>	<p>11. Which tribe in western South America (based around Peru) were conquered by the Spanish in around 1533?</p> <p>12. How many masts does a galleon have?</p> <p>13. Why did Elizabeth I execute her cousin (Mary Queen of Scots) in 1587?</p> <p>14. How many "heretic" Protestants were burnt at the stake by Mary I (1553-1558) as she attempted to restore the Catholic faith to England?</p> <p>15. On 26th October, which member of the House of Lords, received an anonymous letter (no name on it) warning him NOT to go to Parliament on 5th November 1605?</p> <p>16. Which country did explorers Vasco de Gama and Ferdinand Magellan come from?</p> <p>17. What is the crime (and correct punishment) of going against the official religion of your country?</p> <p>18. Which large island sits off the south coast of England, near Southampton?</p> <p>19. Where is the area of land known as Flanders?</p> <p>20. Which of the reasons below was NOT a reason the Spanish Armada failed in 1588 They failed to attack the Royal Navy in Plymouth harbour They failed to moor safely when waiting to pick up their troops The English sent 8 fireships to disrupt their crescent formation The English Royal Navy had more ships</p>

Music	PE								
<ol style="list-style-type: none"> 1. What are the names of the four families in the orchestra? 2. What is the person called that leads the orchestra? 3. What is pizzicato? 4. What is arco? 5. What are the dates of the Baroque, Classical and Romantic Era's? 6. Name a composer from the Baroque, Classical and Romantic Era's 7. What is the word for a high female voice? 8. What is the word for a low female voice? 9. What is the word for a high male voice? 10. What is the word for a low male voice? 11. Where does Calypso Music come from? 12. Name a traditional Caribbean instrument 13. What instruments do you usually find in Calypso music? 14. What is a riff? 15. What is call and response? 16. What is the musical word for how the music is organised? 17. What is the musical word for the main tune? 18. What is the musical word for how loud or quiet the music is? 19. What is the musical word for how fast or slow the music is? 20. What is the musical word for how many layers there are in a piece? <p>Also recognise the instrument from images:</p> <table border="0"> <tr> <td>Violin</td> <td>Flute</td> <td>Clarinet</td> <td>Piano</td> </tr> <tr> <td>Cello</td> <td>Trumpet</td> <td>Timpani</td> <td>Tuba</td> </tr> </table>	Violin	Flute	Clarinet	Piano	Cello	Trumpet	Timpani	Tuba	
Violin	Flute	Clarinet	Piano						
Cello	Trumpet	Timpani	Tuba						

Science	Spanish
<ol style="list-style-type: none"> 1. What is combustion? 2. What is thermal decomposition? 3. Name the most reactive metal from the reactivity series 4. Name the least reactive metal from the reactivity series 5. Do exothermic reactions give out heat or take in heat? 6. Do endothermic reactions give out heat or take in heat? 7. What does a catalyst do? 8. Do catalysts get used up during reactions? 9. What is oxidation? 10. Give an example of thermal decomposition 	<p>A] Learn the family members on the KO and write what these are in Spanish:</p> <ol style="list-style-type: none"> 1. my mother 2. my father 3. my brother 4. my sister 5. my uncle 6. my cousin (f) 7. my grandfather 8. my parents 9. my stepmother 10. I am an only daughter <p>B] Answer these questions about yourself in Spanish in full sentences:</p> <ol style="list-style-type: none"> 1. ¿Tienes hermanos? (Do you have siblings?) 2. ¿Cuántas personas hay en tu familia? (How many people are there in your family?) 3. ¿Tienes animales en casa? (Do you have any pets at home?) 4. ¿Cómo eres? (What do you look like? – Give physical details as well as your personality.) 5. Describe a un miembro de tu familia. (Describe a member of your family – physically and personality).

Year 8 Art Knowledge Organiser

Topic: Healthy Oceans

Drawing

When drawing you need to consider these three main areas – tone, texture (using mark making) and proportions.

<https://www.bbc.co.uk/bitesize/guides/z2thmsg/revision/1>

Tone means how light or dark something is. The tones artists and designers use and the contrast between them can create very different moods and visual effects.



Watercolours can be used to create a huge amount of different effects such as mark making, layering, dry brush marks and bleeding (wet on wet) colours into one another.

https://www.youtube.com/watch?v=5R_LsnH0m9uI



Wax resist can be used with watercolours. The wax is applied to paper first and it resists the paint as you paint over it.



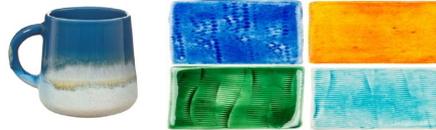
Clay Art

Clay is used for many purposes including the making of bricks, tiles, jars, and jugs. **In sculpture it is been used to make models for larger pieces, for moulds of works to be cast in metal, or as sculpture in its own right.**

Clay Tools- You will be creating clay tiles inspired by the ocean. You will be using different clay tools to create textures and patterns.



Glaze is a special liquid that is painted onto clay once it has dried. Then it is fired in a kiln and this melts it to form a glassy, coloured surface.



Texture and Pattern

Texture refers to the surface quality in a work of art. We associate **textures** with the way that things look or feel. We describe things as being rough, smooth, silky, shiny, prickly and so on.

Pattern is anything repeated in a predictable combination.



Courtney Mattison-

Hand-crafts intricate and large-scale sculptural works that visualize climate change through the fragile beauty of coral reefs. Works in ceramic (clay)

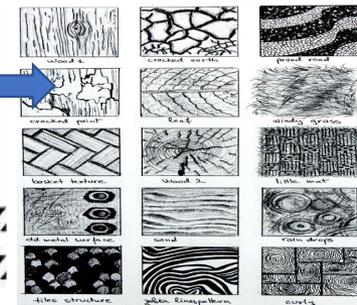
Yellena James-

Paints imaginary eco systems bursting with colourful flora and fauna. James uses a combination of pens, inks, acrylic gouache paint.

Jason DeCaires-

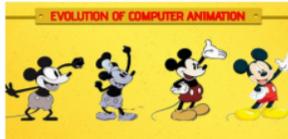
A sculptor, photographer and environmentalist. He creates underwater sculptures that create a habitat for marine life.

Key Artists



1. What is animation?

- Animation is the process of giving the illusion of movement to drawings, models, or inanimate objects.
- Animated motion pictures and television shows are highly popular forms of entertainment.
- Animation has developed and advanced greatly over the years.



Storyboards

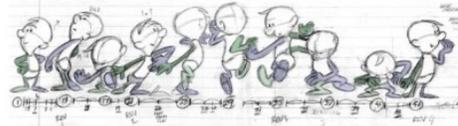
- ⇒ A storyboard is used by many people to illustrate a sequence of **moving** images.
- ⇒ A storyboard shows the flow of scenes that occur in a timeline, a succession of events.
- ⇒ This is different to a visualisation diagram which are used for a single of events.
- ⇒ Each scene of the story is placed in chronological order (in the order that they occur in time).

Why use storyboards?

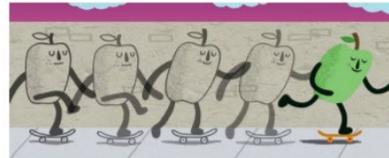
- A visual aid makes it much easier for you to share and explain your ideas and vision with other people
- When you have a storyboard, you can show people exactly how your animation is going to be mapped out and what it will look like.
- Makes production much easier by setting up a plan for production, including all the shots you'll need, the order that they'll be laid out, and how the visuals will interact with the script. You won't forget any scenes
- While it may take you a little while to put your storyboard together, in the long run it will save you time in revisions later and the process will go more smoothly

2. What are the different types of animation?

- Some of the main types of animation use are:
- ♦ Traditional animation—2D and hand drawn.



- ♦ 2D animation—vector based



- ♦ 3D animation—computer animation and CGI



- ♦ Stop motion—Claymation and cut-outs.



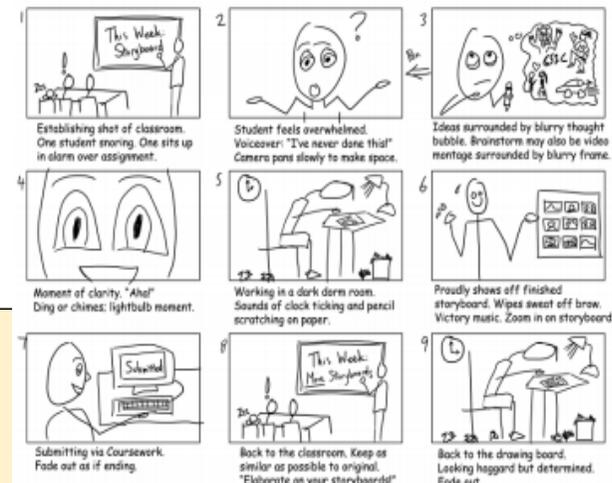
Further Resources:

BBC BiteSize Animation:
<https://www.bbc.co.uk/bitesize/guides/zv2v4wx/revision/5>

3. What is stop motion animation?

<https://www.youtube.com/watch?v=wVjMFU11hVA>

- In stop motion animation objects are physically manipulated in small steps.
- This is done between individually photographed frames so that they appear to move independently when the e series of frames is played back in fast sequence.
- One second of stop motion animation is made up of 12 frames.
- Creating stop motion animation can take a considerable amount of time.
- Wallace and Gromit is a type of stop motion animation called Claymation.
- The feature length film 'Curse of the Were-Rabbit' took 15 months to film as the creators had to manipulate and move the clay models.



DESIGN TECHNOLOGY YEAR 8 MODULE 2
Materials and their properties

KEY WORDS

Compartments:- A separate section or part of a structure or container

Temporary fixing:- A method of joining together a product for a short amount of time so that you can work on a easily.

Interior:- Situated on or relating to the inside of something.

Decoration:- The activity of making something look more attractive by putting things on it or around it.

Inlay:- embedding pieces of a different material in it, flush with its surface.

Flat Pack:- when a product is stored flat to be assembled later into its final shape

Finishing techniques.

There are many ways of finishing products. Paint effects are just one of them. Matt, satin and gloss for the most common type of paint. Fancy paints such as; chalk paint and crackle glaze are used now. Stencils also give a an interesting finish..

Manufactured Boards

Manufactured boards are timber sheets which are produced by gluing wood layers or wood fibers together

Boards are available in many thicknesses

Boards are inexpensive so are often used instead of real woods



Manufactured boards are often made using waste wood

Manufactured boards have been developed mainly for industrial production as they can be made in very large sheets of consistent quality

	Name
Dust particles are mixed with a glue/resin and compressed and formed into boards.	MDF
Thin strips of wood glued edge to edge then thin ply stuck top and bottom.	Blockboard
A very cheap particle board which sometimes has a laminated plastic surface.	Hardboard
This board is made by gluing bits of wood together and forming into large boards.	Chipboard
Many man made boards are ugly to look at and this can be stuck to them to make them look like solid wood.	Veneer
This board is made of thin layers of wood stuck together.	Plywood

Extension task

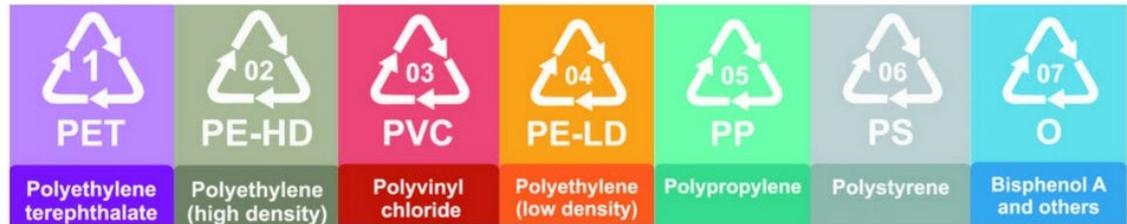
Find out how one type of manufactured board is made.

Advantages of manufactured boards

- Large sheet sizes
- Cover large areas easily
- Uniform thickness
- Stable – no shrinkage
- Do not warp
- Use woods efficiently
- Little waste
- Often veneered over – helps to save the rainforests

Extension Task

Materials are often described by their properties. (Eg Steel is strong.) List other material properties and give an example of a material that has that property?



PET is commonly used in commercially sold water bottles, soft drink bottles, sports drink bottles, and condiment bottles.

HDPE is commonly used in milk and juice bottles, detergent bottles, shampoo bottles, grocery bags, and cereal box liners.

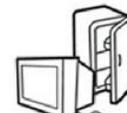
PVC can be flexible or rigid, and is used for plumbing pipes, clear food packaging, shrink wrap, plastic children's toys, tablecloths, vinyl flooring, children's play mats, and blister packs (such as for medicines).

LDPE is used for dry cleaning bags, bread bags, newspaper bags, produce bags, and garbage bags, as well as "paper" milk cartons and hot/cold beverage cups.

PP is used to make yogurt containers, deli food containers, furniture, luggage and winter clothing insulation.

PS, also popularly known as Styrofoam, is used for cups, plates, take-out containers, supermarket meat trays, and packing peanuts.

Any plastic item not made from the above six plastics is lumped together as a #7 plastic. things like CD's baby bottles and headlight lens



Drama

Key Features of Script

Play study of 'The Grinch'.

To explore the characters from the story, including the Grinch, Cindy Lou, Mayor May-Who and Martha May. We will use our characterisation, key physical and vocal skills and blocking to stage the script.



Key physical and vocal skills

Page to Stage: The Grinch

Script	A form of story written to be performed
Exaggeration	To make something over-the-top by adding energy., drawing attention to or highlighting a moment.
Characterisation	Using our key physical and vocal skills to create a character in a performance.
Dialogue	What the characters say
Stage directions	What the characters do
Blocking	Precise staging of actors on a stage

Word	Definition
Facial expressions	Use of face to communicate
Body language	Use of body to communicate
Gesture	Use of hands to communicate
Posture	The way we hold ourselves
Proxemics	The distance between actors
Emphasis	Stressing a specific word or phrase
Pace	Fast or slow
Pitch	High or low
Pause	Stopping for effect
Tone	Emotion

Page to stage: all plays, musicals, television shows, Netflix series, Youtube videos etc start with a script! It is up to the actor to perform the character using key physical and vocal skills. If you want to develop your skill in posture, gesture and voice in performance type 'Oak National Academy' into Google. Click KS3, Drama and 'Posture, gesture and voice'.

ENGLISH - Crime Fiction

Subject Specific Content (QLA W1)

In 1930, a group of British mystery writers started 'The Detection Club' and produced a list of rules that writers of detective fiction should follow in order to produce detective stories which gave the reader a fair chance of solving the crime.

1. The criminal must be introduced in the early part of the story, but it should not be anyone whose thoughts we have been allowed to hear.
2. No supernatural solutions are allowed.
3. You cannot have more than one secret passage or room.
4. No undiscovered poisons or anything that needs a long scientific explanation is allowed.
5. Intuition (knowing something without using evidence to find out) is not allowed.
6. Your detective may not have accidental help.
7. The detective may not commit the crime.
8. The detective may not find any clues that are not passed on to the reader straight away. The reader must be given all the clues.
9. The detective's 'friend' must not hide any thoughts that may pass through his mind about the crime; his intelligence must be slightly, but very slightly below that of the average reader.
10. Twin brothers, or doubles may not be used unless you have prepared the reader for their appearance.

Vocabulary (QLA W1, W3):

Colour Thesaurus:

- 1) **White** = ivory, salt, bone, pearl, porcelain
- 2) **Red** = scarlet, blood, ruby, cherry, mahogany
- 3) **Blue** = indigo, azure, sapphire, arctic, teal
- 4) **Brown** = chocolate, mocha, cedar, caramel, tawny
- 5) **Grey** = graphite, charcoal, slate, ash, pewter
- 6) **Black** = raven, ink, midnight, coal, obsidian

Senses (QLAs W1 and W3):

See: What can you see? Zoom in to the smallest details.

Touch: What textures could you feel? E.g. Coarse, cool, dusty, silky

Smell: What smells could you describe? E.g. Aroma, overpowering, faint, intoxicating

Hear: What sounds could you describe? E.g. Murmur, shrill, rustle, blare

Taste: What tastes could you describe? E.g. Nauseating, bitter, stale, sour

Key Vocabulary, Spellings and Definitions (QLA W1 and W3):

1. **Dialogue:** A conversation between two or more characters.
2. **Narrative structure:** The way a story is constructed (put together).
3. **Perspective:** The point of view a story is told from.
4. **Motif:** A recurring (repeated) subject, theme or idea.
5. **Suspect:** a) To doubt or mistrust (verb) OR
b) A person believed to be guilty but with limited proof (noun)
6. **Victim:** A person who suffers from harm or injury or who is tricked as a result of a crime.
7. **Detective:** A member of the police force whose job is to obtain (find) information and evidence.
8. **Motive:** The reason for a person's actions.
9. **Deduction:** To work out a crime through reasoning - to draw a logical conclusion.
10. **Accusation:** A charge of guilt or blame.

Grammar (QLAs W2 and W5):

- 1) **FANBOYS** = For, And, Nor, But, Or, Yet, So (use to make a compound sentence)
- 2) **SUBORDINATING CONJUNCTIONS** = Whilst, Although, Since, As, Because (use to make a complex sentence)
- 3) **Punctuating complex sentences:**
 - Subordinate Clause + Main Clause = Use a comma to separate the clauses
 - Main Clause + Subordinate Clause = Do not use a comma to separate the clauses

Food Preparation Yr. 8

Key content

Food poisoning

Food poisoning can be caused by:

1. bacteria, e.g. through cross-contamination from pests, unclean hands and dirty equipment, or bacteria already present in the food, such as salmonella;
2. physical contaminants, e.g. hair, plasters, egg shells, packaging;
3. chemicals, e.g. cleaning chemicals.

Microorganisms occur naturally in the environment, on cereals, vegetables, fruit, animals, people, water, soil and in the air. Most bacteria are harmless but a small number can cause illness.

Harmful bacteria are called pathogenic bacteria.

People at risk

Elderly people, babies and anyone who is ill or pregnant needs to be extra careful about the food they eat.

Symptoms of food poisoning

The symptoms of food poisoning include: nausea; vomiting; stomach pains; diarrhoea.

Diagrams:

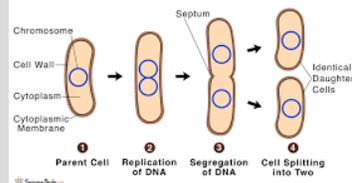
Bacterial growth and multiplication

All bacteria, including those that are harmful, have four requirements to survive and grow:

1. food;
2. moisture;
3. warmth;
4. time.



Binary Fission



Temperatures to remember

To reduce the risk of food poisoning, good temperature control is vital:

5-63°C – the danger zone where bacteria grow most readily.

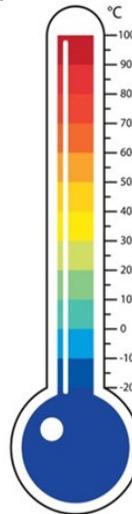
37°C – body temperature, optimum temperature for bacterial growth.

8°C – maximum legal temperature for cold food, i.e. your fridge.

5°C (or below) – the ideal temperature your fridge should be.

75°C – if cooking food, the core temperature, middle or thickest part should reach at least this temperature.

75°C – if reheating food, it should reach at least this temperature. In Scotland food should reach at least 82°C.



Food Safety

Key vocab

Word	Definition
At risk / High Risk Groups	Groups of people who are more at risk of illness.
High risk ingredients	Food which is ready to eat, e.g. cooked meat and fish, cooked eggs, dairy products, sandwiches and ready meals.
Food poisoning	Illness resulting from eating food which contains food poisoning micro-organisms or toxins produced by micro-organisms.
Bacteria	Small living organisms that can reproduce to form colonies. Some bacteria can be harmful (pathogenic) and others are necessary for food production, e.g. to make cheese and yogurt.
Cross-contamination:	The transfer of bacteria from one source to another. Usually raw food to ready-to-eat food but can also be the transfer of bacteria from unclean hands, equipment, cloths or pests. Can also relate to allergens.
Microorganisms	a microscopic organism, especially a bacterium, virus, or fungus.
Pathogenic Bacteria	Bacteria that can cause disease.
Binary Fission	division of a single entity into two or more parts and the regeneration of those parts to separate entities resembling the original

More info can be found here:

<https://bit.ly/2Z97B5f> - Food fact of Life'

<https://www.food.gov.uk/food-safety> - Food Standards Agency

What is development?

Development in Geography is a complex term. Most simply it means people having an acceptable standard of living or quality of life. This is very different around the world.

Measuring development

Development Indicators are used to measure and understand a country's level of development.

Economic indicators

Gross National Income or GNI
 The total amount of money earned by a nation's people and businesses, divided by the total population. This gives a figure in \$US dollars per person, or the average earnings. It is used to measure and track a nation's wealth from year to year.

Social indicators - examples

- Infant mortality**  The number of children who die before reaching 1 year old, per 1000 babies born.
- Literacy rate**  The percentage of population over the age of 15 who can read and write.
- Life expectancy**  The average lifespan of someone born in a country.

Mixed indicators

Human Development Index (HDI)
 The HDI combines three indicators – life expectancy, education (average number of years of schooling) and gross national income.

Reducing the development gap

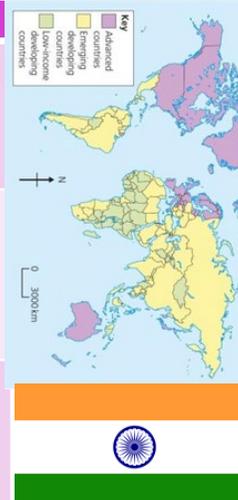
<p>Aid</p> <p>Aid comes in many forms and can help some countries develop key projects faster. Aid can improve services such as schools, hospitals and roads. Different forms of aid include; short term, long term, bilateral and multilateral. HIC's donate billions of \$ in Aid every year to help improve development in LIC's.</p>  	<p>Fair trade </p> <p>This is a movement where the aims include farmers in LIC's and NEE's getting a fair price for the goods (such as footballs or chocolate) they produce along with better working conditions. The fair trade logo is now seen in many places on our supermarket shelves. Fair trade can help the poorest rural communities develop through improving incomes and farming practices.</p>  
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Year 8 Topic 2 Development & India

Development is globally uneven with most HICs located in Europe, North America and Oceania. Most NEEs are in Asia and South America, whilst most LICs are in Africa. Remember, development can also vary within countries too, as people's quality of life is mainly dependant on income.

Variations in the level of development

<p>LICs or Low Income Countries</p>	<p>These are the poorest countries in the world, where people have an average income (GNI) of \$1045 or less per person. Most citizens have a poor standard of living and can live in extreme poverty.</p>
<p>NEEs or Newly emerging Economies</p>	<p>Countries that have begun to experience higher rates of development, industrialisation, increasing incomes and high levels of investment. eg Brazil, Russia, China and India (the BRICS countries). These countries are getting richer.</p>
<p>HICs or High Income Countries</p>	<p>Countries where people have an average income of \$12,746 or above per person. These countries are wealthy with high standards of living. These countries can invest money in services such as health & Education</p>



Which factors can affect development?

<p>History </p> <p>Colonialism (the practice of taking full or partial political control over another country, and exploiting it's wealth). helped Europe develop, but slowed down development in many other countries e.g. LIC's in Africa. African countries are still feeling the effects of Colonialism today, as valuable resources such as oil and gold were taken.</p>	<p>Trade </p> <p>Wealthy HIC's like Japan and the UK are heavily industrialised and produce manufactured goods such as cars and computers to trade internationally. LIC's trade more in low value primary products such as crops (cotton, sugar, tea) which earn far lower incomes on international trade markets.</p>
<p>Education </p> <p>Education creates a skilled workforce meaning more goods and services are produced.</p> <p>Educated people earn more money, meaning they also pay more taxes. This money can help develop the country in the future. Investment in education in LIC's is far higher than in HIC's.</p>	<p>Health </p> <p>Lack of clean water and poor healthcare in LIC's means a large number of people suffer from diseases.</p> <p>People who are ill cannot work so there is little contribution to the economy. More money spent on healthcare in HIC's means less spent on development.</p>

India – History & Physical geography Development in India Urbanisation in India

India, officially the **Republic of India**, is a country in South Asia. It is the second-most populated country in the world with 1.3 billion people. It is the seventh-largest country by land area. India was formally ruled by Britain for almost 200 years before gaining independence from colonial rule in 1947.

India is home to the famous river Ganges The Ganges is a lifeline to millions who live along its course. It is a sacred river and worshipped as the goddess Ganga in Hinduism. The Ganges is threatened by severe pollution from human activities such as industry and sewage. This poses a danger not only to humans but also to animals.





Although India has undergone rapid development in the last 20 years, it has big differences in wealth within the country. Generally, the states in the south and west (with the exception of Rajasthan) have a far higher level of development than the states in the north and east. In 2013 India was the seventh richest country in the world. Estimates suggest that it had grown to become the fifth largest economy in 2020 and is predicted to be the third largest world economy after China and the USA by 2025. Although India is an example of a country that has become richer, there is still a great deal of poverty in rural areas.



India's economic development and improvement in living standards, have caused rapid **urbanisation** - This is the process where more and more people live in cities. **Urbanisation** in India has happened very quickly. This has created a skilled workforce creating jobs for example in call centres and software companies. This increases wealth leading to investment in education, health and **sanitation**, reducing disease and **infant mortality** rates.

City authorities though struggle to cope with the growth. This can result in a lack of affordable housing, causing migrants from rural areas to live in self built **slums** with no waste disposal, and high incidences of disease. Rapid **urbanisation** also puts pressure on transport systems leading to high levels of urban air and water pollution in Indian cities.




Tudors, Stuarts and Religious Change Timeline

1547 – Edward VI became England’s first **Protestant** king

1553 – Queen Mary I restores England to the **Catholic** faith

1554 – Mary I marries **Catholic** King Philip II of Spain. Around 300 **Protestants** burnt at the stake for heresy.

1558 – Queen Elizabeth I returns England to the **Protestant** faith

1587 – After **Catholic** plots to overthrow Elizabeth **Mary Queen of Scots** (her cousin) is executed.

1588 – **Catholic** Spanish Armada (Philip II) invades England but fails.

1603 – Elizabeth I dies with no heir so Scottish **Protestant** King James V become English King James I. The first Stuart king.

1605- **Catholic** plotters led by Robert Catesby are caught attempting to blow up James I and Parliament

CATHOLIC	PROTESTANT
Pope Head of Church	Jesus is the Head of the Church
Bible written in Latin	Bible in English
The Clergy can forgive sins	Only God can forgive sins
Decorated churches (+ altar)	Plain churches (+ table)
Priests wear fancy vestments (robes) + can't marry	Priests wear simple clothes + can marry
Purgatory before Heaven	No Purgatory
Holy Relics + Pilgrimages important	Holy Relics + Pilgrimages NOT important

Challenge yourself to learn more about Religious changes:
<https://www.bbc.co.uk/bitesize/topics/zgrd4qt>

The Age of Exploration

- 1492 – Christopher Columbus (Italian) explores America (The New World)
- 1497 - John Cabot (Italian) explores Canada but sets off from Bristol
- 1498 – Vasco de Gama (Portuguese) sails around Africa to reach India
- 1519 – Ferdinand Magellan (Portuguese) circumnavigates (sails around) the globe.

Why did the Spanish Armada fail in August 1588?

1. Spanish led by inexperienced Duke Medina Sidonia
2. Royal Navy led by Sir Francis Drake
3. Didn't attack English fleet in Plymouth harbour
4. Spanish ships slower and less agile
5. Failed to get message to Spanish troops in Flanders
6. Failed to safely anchor boats behind the Isle of Wight – forced to wait for troops in open sea
7. English Fireships disrupt crescent formation
8. Shipwrecked by huge storms as they made their way home (had cut anchors off to escape fireships)

The Gunpowder Plot 1605

- A) Plotters:** Robert Catesby, Guido Fawkes, Thomas Percy, Robert Winter and 8 others – all **Catholic**
- B) Plan:** Rent cellar under Parliament / Blow up **Protestant** James I / Put his daughter Elizabeth on throne with **Catholic** advisors.
- C) CONSPIRACY?** – How did **Catholics** get 36 barrels of gunpowder? Cellar was rented from friend of Robert Cecil (King James' chief advisor!). After anonymous letter to Lord Monteagle, cellars not searched for 10 days, why? Plotters caught on 7th November – how did Robert Cecil know where they were?
- D) Outcomes?** 5th November celebrations (Bonfire Night), Strict Laws against **Catholics** passed.

History – KPI 2: Religious Change during the Tudor Period

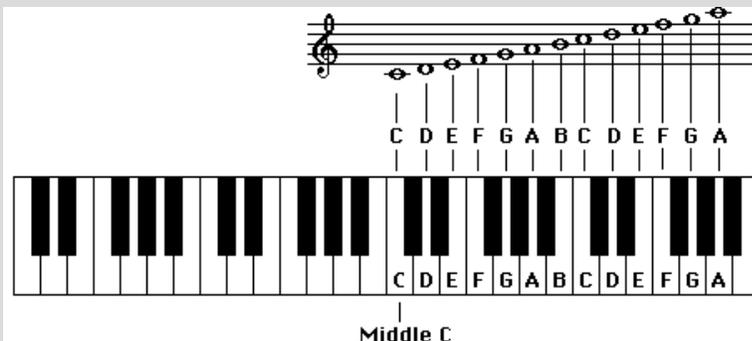
Key term	Definition
Galleon	Large warship with 3 masts
Armada	Enormous fleet of ships or boats
Flanders	Coastal part of Belgium and also the Netherlands
Isle of Wight	Island off coast of Southampton (UK)
Recusancy fines	Fine for Catholics (non-attendance at Protestant church services)
Colonise	Take over a foreign land and make it part of your own empire (+ settlers)
Privateer	Another name given for a normal sailor who sometimes stole from other ships
Familiar	Name given to the devil in animal form
High treason	Crime of trying to kill a king or queen
Incas	Ancient tribe based on Western side of South America. Capital in Peru.
Pope	Head of the Catholic Church
Papal Bull	Direct order from the Pope
Excommunicate	Remove from Catholic Church
Heresy	To go against religion of your country
Hanged, drawn and quartered	Punishment for gunpowder plotters – hanged, gutted, then ripped into 4.
Treason	To go against king and / or country

Music

Key content

Western Classical music is music that is played by orchestral instruments and instruments such as the piano, organ and harpsichord. There are three era's of Western Classical music which we look at: The Baroque Era (1600-1750), The Classical Era (1750-1825) and The Romantic Era (1825-1900).

Diagrams:



Western Classical Music

Key vocab

Word	Definition
Orchestra	A large ensemble split in to four instrumental families: strings, woodwind, brass and percussion. The orchestra is led by a conductor.
Strings	Instruments include: violin, viola, cello, harp
Woodwind	Instruments include: flute, clarinet, oboe, bassoon
Brass	Instruments include: trumpet, cornet, French horn, trombone, tuba
Percussion	Instruments include: timpani, drum kit, triangle, glockenspiel, gong
Pizzicato	String technique where you pluck the strings
Arco	String technique where you use the bow to play the strings
Baroque Era	An era of music from 1600-1750
Classical Era	An era of music from 1750-1825
Romantic Era	An era of music from 1825-1900

More info can be found here: [Listening](#)



Listen to music by the following key composers:

Baroque Era – Bach, Handel, Vivaldi

Classical Era: Beethoven, Haydn, Mozart

Romantic Era: Brahms, Chopin, Tchaikovsky

Subject Physical Education

Topic THEORY ME

Key content

RICE: R: Rest, I: Ice, C:Compression, E:Elevation

Chronic Injury: Injuries caused by continuous stress

Acute Injury: Injuries caused by sudden trauma

EAP: E:Emergency, A:Action, P:Plan. Written document identifying what action to take in the event of an emergency at a sporting event.

COMMON MEDICAL CONDITIONS

Diabetes: Condition in which blood sugar levels are unregulated by the body. Symptoms: shakiness, dizziness, sweating, hunger and irritability. Treatment: Type 1: Insulin if high or sugary food if low. Type 2: medication

Epilepsy: Condition causing abnormal brain activity leading to seizures. Symptoms: shaking, stare blankly, unconsciousness. Treatment: Protect them from injury, place in recovery position, call 999.

Asthma: Lung condition that causes occasional breathing difficulties. Symptoms: coughing, shortness of breath, wheezing. Treatment: Reassurance, inhaler, 999.

2. THEORY ME

1. Understand the **fitness components** providing sporting examples
(Components include: Speed, Strength, Power, Agility, Coordination, Balance, Flexibility, Reaction, Cardiovascular endurance, muscular endurance)

50%<	51 – 69%	70%+
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2. To be able to **respond to a sporting injury** appropriately (R.I.C.E, E.A.P, Chronic and Acute) and how the effect of a warm up and cool down will affect injury.

	GEM Activity will consist of a TEST	
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3. Understand how to **respond to a medical condition** (Asthma, Epilepsy and Diabetes)

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Skill-related components

Key Words

	Definition	Example
Agility	The ability to change the position of the body quickly and control the movement	A badminton player moving around the court from back to front and side to side at high speed and efficiency
Balance	The ability to maintain the body's centre of mass above the base of support	A sprinter holds a perfectly still sprint start position and is ready to go into action as soon as the gun sounds
Coordination	The ability to use two or more body parts together	A trampolinist timing their arm and leg movements to perform the perfect tuck somersault
Power	The ability to perform strength performances quickly	A javelin thrower applies great force to the spear while moving their arm rapidly forward
Reaction time	The time taken to respond to a stimulus	A boxer perceives a punch from their left and rapidly moves their head to avoid being struck
Speed	The ability to put body parts into motion quickly	A tennis player moving forward from the baseline quickly to reach a drop shot close to the net

Health-related components

	Definition	Example
Body composition	The percentage of body weight which is fat, muscle and bone	The gymnast has a lean body composition to allow them to propel themselves through the air when performing on the asymmetrical bars
Cardiovascular fitness	The ability of the heart, lungs and blood to transport oxygen	Completing a half marathon with consistent split times across all parts of the run
Flexibility	The range of motion (ROM) at a joint	A gymnast training to increase hip mobility to improve the quality of their split leap on the beam
Muscular endurance	The ability to use voluntary muscles repeatedly without tiring	A rower repeatedly pulling their oar against the water to propel the boat towards the line
Strength	The amount of force a muscle can exert against a resistance	Pushing with all one's force in a rugby scrum against the resistance of the opposition pack

C4 Chemical Reactions Knowledge Organiser

4.1 Combustion

The Fire Triangle



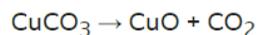
Combustion is the scientific word for burning.

4.2 Thermal decomposition

Some compounds break down when heated, forming two or more products from one reactant. This type of reaction is called **thermal decomposition**.

Many metal carbonates can take part in thermal decomposition reactions. For example, copper carbonate breaks down easily when it is heated:

copper carbonate → copper oxide + carbon dioxide

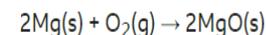


4.3 Oxidation

Reactions of metals with oxygen

Many **metals** react with oxygen to make metal oxides. For example, magnesium burns rapidly in air:

Magnesium + oxygen → magnesium oxide



The reactions are **oxidation** reactions because the metal gains oxygen.

4.4 Reactivity Series

The Reactivity Series

Here's a mnemonic to help you learn the order:

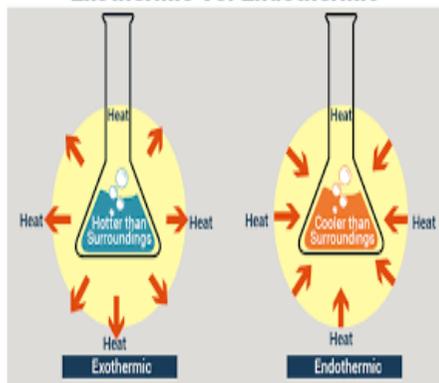
purple (potassium)
 slime (sodium)
 can (calcium)
 make (magnesium)
 a (aluminium)
 careless (carbon)
 zebra (zinc)
 insane (iron)
 try (tin)
 learning (lead)
 how (hydrogen)
 camels (copper)
 surprise (silver)
 gorillas (gold)

	potassium	
	sodium	
	calcium	
	magnesium	
	aluminium	
carbon →	zinc	
	iron	
	tin	
	lead	
hydrogen →	copper	
	silver	
	gold	
	platinum	

The reactivity series is a league table for metals. The more reactive metals are near the top of the table with the least reactive near the bottom. In chemical reactions, a more reactive metal will displace a less reactive metal.

4.6 Exothermic and Endothermic Reactions

Exothermic Vs. Endothermic



4.7 Catalysts

A **catalyst** is a substance that:

- increases the rate of a reaction
- does not alter the **products** of the reaction
- is not chemically changed or used up at the end of the reaction

Las Vacaciones – Holidays KO1 KS3 Spanish

¿Adónde vas?

voy / fui / voy a ir

- a Alemania – to Germany
- a Escocia - to Scotland
- a Francia – to France
- a Gales – to Wales
- a Grecia – to Greece
- a Inglaterra – to England
- a Irlanda – to Ireland
- a Italia – to Italy
- a México – to Mexico
- a Portugal – to Portugal
- a los Estados Unidos – to the USA
- al Caribe – to the Caribbean



¿Cuándo? – When?

- para una semana – for a week
- para quince días – for a fortnight
- para un mes – for a month
- para un fin de semana – for a weekend



- en verano – in the summer
- en otoño – in the autumn
- en invierno – in the winter
- en primavera – in the spring



- el año que viene – next year
- el mes que viene – next month
- el fin de semana que viene – next weekend
- la semana que viene – next week

- a la costa - to the coast
- a la sierra – to the mountains
- al campo – to the countryside
- a la playa – to the beach

- al polideportivo – to the sports centre
- al parque temático – to the theme park
- al cine – to the cinema
- al parque – to the park
- a la piscina – to the pool
- al centro comercial – to the shopping centre
- a la playa – to the beach

¿Con quién? Who with? con – with

- mi familia - my family
- mi tío - my uncle mi tía- my aunt
- mi padre - my dad mi madre - my mum
- mis padres - my parents
- mi hermano - my brother mi hermana - my sister
- mi clase - my class
- mi novia - my girlfriend mi novio - my boyfriend
- mi(s) amigo(a)s - my friend(s)

- en el futuro – in the future
- cuando tenga 18 años – when I'm 18
- durante las vacaciones – in the holidays

¿Cómo viajas? How do you travel?

viajo - I travel; **viajé** – I travelled; **voy a viajar** – I'm going to travel

- en barco – by boat
- en avión – by plane
- en autobús – by bus
- en autocar – by coach
- en bici – by bike
- en taxi – by taxi
- en coche – by car
- en ferry – by ferry



- el primer día – on the first day
- el último día - on the last day
- el segundo día – on the second day
- durante la primera semana – during the 1st week
- cuando hacía sol – when it was sunny
- cuando llovía – when it was raining
- por la mañana – in the morning
- por la tarde – in the afternoon / evening
- por la noche – at night
- todos los días – every day
- cada día - each day
- por regla general - usually



- lo pasé bomba – I had a great time
- lo pasé fatal – I had a terrible time
- es – (it) is era – (it) was
- será – it will be sería – it would be

ADJECTIVES

REMEMBER AGREEMENTS!

- rápido – fast
- cómodo – comfortable
- relajante – relaxing
- interesante – interesting
- cansador – tiring
- agotador – exhausting
- incómodo – uncomfortable
- fácil – easy
- barato – cheap
- caro – expensive
- limpio – clean
- sucio – dirty
- ruidoso – noisy
- tranquilo - quiet
- bonito – pretty
- estupendo – great
- concurrido – crowded

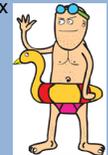
Comparatives :

- más / menos adjective que – more / less adj than
- eg ir a España es más relajante que ir a Japón – going to Spain is more relaxing than going to Japan ;
- sacar fotos es menos agotador que nadar en el mar – taking photos is less exhausting than swimming in the sea.
- la playa en Escocia era menos concurrida que la playa en Italia – the beach in Scotland was less crowded than the beach in Italy.

¿Qué haces? – what do you do?

ALSO SEE KO 2 WITH VERBS IN 3 TENSES

- comer – to eat beber – to drink
- nadar – to swim descansar – to relax
- tomar el sol – to sunbathe
- bañarse – to bathe (swim)
- ir de paseo – to go for a walk
- sacar fotos – to take photos
- hacer surfing – to go surfing
- ir a discotecas – to go to discos
- montar en bicicleta – to ride a bike
- visitar monumentos – to visit sights



KEY VERB – ir – to go (present)

- voy – I go vamos – we go
- vas – you go vais – you go
- va_ he/she goes van – they go

singular
(one person)

plural
(more than one)

KEY VERB – ir – to go (past)

- fui – I went fuimos – we went
- fuiste – you went fuisteis – you went
- fue_ he/she went fueron – they went

singular
(one person)

plural
(more than one person)

KEY VERB – ir – to go ('going to' future)

- voy a ir – I'm going to go vamos a ir – we are going to go
- vas a ir – you are going to go vais a ir – you are going to go
- va a ir_ he/she is going to go van a ir – they are going to go

singular
(one person)

plural
(more than one person)

Blob Feelings

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As blob entered the **archaic** church, he hoped he would find **solace** and support within the ancient, old building walls. He was not disappointed as two **benevolent** and caring people greeted him.

Inside the medical centre, one blob stood at the window feeling complete **seclusion**, alone from anyone else. He watched, upset by the weaponry being **wielded**. He wondered if another **scuffle** would inevitably end up breaking out.

On the other side of the tunnel, a blob with great **eloquence** boomed persuasively from the loudspeaker, fluently trying to persuade others to listen to his speech.

Despite the noise and attention from others, there was a blob who remained feeling **desolate** with an overwhelming feeling of unhappiness. His feelings were **exacerbated** and made worse by the beautiful bond shared by two blobs holding hands. Their beautiful bond seemed **incongruous** and not in keeping with those around them who felt like **desolate** blob: **forlorn** and lonely.

Meanwhile, **perturbed** by the possible explosion and worried that it might hurt someone, one blob raced towards the blob about to cause **havoc** with a bomb. First, he had to get past the **exuberant** blob, who was happily jumping for joy. Exuberant blob was **oblivious** to the bomb and hadn't noticed it in the slightest.

Another blob seemingly also **oblivious** to the bomb was a **lethargic** blob, he showed no interest in anything going on around him – including the awful **harangue** going on from one blob to **minuscule** blob. Why he needed to give minuscule blob such an aggressive and lengthy speech was anyone's guess!

All the while, reading blob demonstrated a very **tenacious** attitude and determination to block the others out and remain **engrossed** in his book.



desolate – extremely unhappy
 forlorn – sad and lonely
 exuberant – happy and excited
 lethargic – tired and lazy
 tenacious – determined
 perturbed – afraid or worried



archaic – very old
 benevolent – kind
 solace – comfort and consolation
 minuscule – very small
 incongruous – out of place



scuffle – fight
 harangue – aggressive speech
 havoc – widespread destruction
 oblivious – not aware
 engross – absorbed attention

Crime & Punishment

Key word	Definition
Crime	The doing of an act forbidden by law or the failure to do an act required by law especially when serious
Punishment	A penalty for doing something wrong
Evil	Anything very wrong or bad that hurts people or animals and is done without concern for the pain of others
Retribution	Repayment for one's actions, e.g. punishment for evil actions
Deterrence	The act or action of discouragement
Reformation	The act of reform, the offering of a second chance or rehabilitation
Prison	A building or holding for people who have broken the law
Community service	Unpaid work that an offender is expected to do to help people in a particular area (instead of prison)
Intention	A decided course of action
Capital punishment	Also known as the death penalty; when sentenced to death as punishment
Sin	The act of disobeying a religious law or rule
Forgiveness	To take mercy, to forgive

Key Content:

Within this topic we examine the reasons that may contribute to someone committing a crime, such as poverty and upbringing. In addition to this, we establish how breaking of the law is punished in the UK, with both past and current methods of punishment, such as tagging, prison and capital punishment.

What are the aims of punishment? People are punished for a purpose. Often the aims of a punishment overlap, e.g. the death penalty acts to deter people from committing similar crimes and it aims to protect the public from the individual who is guilty of the crime. There are four recognised aims of punishment:

- **deterrence** - punishment should put people off committing crime
- **protection** - punishment should protect society from the criminal and the criminal from themselves
- **reformation** - punishment should reform the criminal
- **retribution** - punishment should make the criminal pay for what they have done wrong

What is the current UK law about capital punishment? Capital punishment is illegal in the UK. It was abolished for murder in 1965 and abolished for all crimes in 1998. In 2004, the UK agreed not to restore the death penalty for as long as it is part of the [European Convention](#). As a part of our topic we discuss reasons for and against the reintroduction of the death penalty, including religious views on this.

What does Christianity say about crime? Christianity teaches that sin is a part of human nature and that all people have the potential to commit a crime. Many Christians believe that the Bible teaches the difference between right and wrong. Following God's will leads people to the right path; ignoring God's will leads to disaster. A typical set of guidelines from the Bible is the Ten Commandments. Christians should follow these guidelines to be good people.



Useful websites for extended reading:

- <https://www.bbc.com/bitesize/guides/zvs3d2p/revision/1>
- <https://www.bbc.com/bitesize/guides/znhf9j6/revision/4>
- <http://www.bbc.co.uk/ethics/capitalpunishment/>

LAST PAGE