# Year 8 Knowledge Organiser HT2 

Knowledge is Power

Name:
Form:

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## English

## Week 1 - Key Terms

| Week 1 - Key Terms |  |
| :--- | :--- |
| Context | Background information and <br> circumstances that help us understand <br> the play. |
| Tragedy | A genre of play focused around a noble <br> character who has a downfall due to <br> their character flaws. |
| Moor | Refers to Northern African people but <br> in Shakespeare's time used to mean <br> African people in general. |
| Venice | Italian city famous for its canals where <br> Othello is set. |
| Venetian | A person or thing from Venice. |


| Week 3 - Subject Terms |  |
| :--- | :--- |
| Monologue | A long speech by one actor in a <br> play. |
| Soliloquy | When a character on stage <br> speaks their thoughts to the <br> audience only. |
| Dramatic <br> Irony | When the audience knows <br> something that some or all <br> characters on stage do not. |
| Symbolism | The use of objects and language <br> in the play to represent ideas |
| Tragic Hero | A noble but flawed character who <br> is the focus of a tragedy. |


| Week 5 - Key Terms |  |
| :--- | :--- |
| Hamartia | A tragic hero's weakness; the reason for his or <br> her downfall. Also known as a tragic flaw. |
| Downfall | Loss of one's power, property, status and <br> sometimes life. |
| Catharsis | Releasing strong or oppressed emotions in order <br> to provide relief from them. |
| Tragic <br> Villain | A character that places pressure on the tragic <br> hero; often a scheming, Machiavellian character. |
| Tragic <br> Victim | A character who suffers and is killed to evoke pity <br> and sympathy in the audience. |

## Week 6 - Steps of an Analytical Paragraph

1. Point - create a point from the evidence, which answers the question directly and has an adjective
2. Evidence - select a piece of evidence from the text which helps you to answer the question and is relevant and interesting
3. Explain - explain how your evidence is relevant to the question and helps support your point
4. Device - identify a language device, dramatic technique or word type that is used in your quote
5. Analysis - zoom in on a key words and make relevant connotations
6. Link - link back to the context of your play and the original question

## Maths

| Percentages |  |
| :--- | :--- |
| Key Word | Definition |
| Percentage | 'per cent' means 'out of 100' |
| Fraction | A fraction is part of a whole and a way to split up a number into |
| equal parts. |  |
| Numerator | Number at the top of a fraction |
| Denominator | Number at the bottom of a fraction |
| Equivalent | Two fractions are equivalent if one is a multiple of the other |
| Increase | When an amount goes up. |
| Decrease | When an amount goes down |
| Integer | A whole number <br> an amount by to find a percentage of the amount, or to increase or <br> decrease the amount by a certain percentage |
| Multiplier | The amount you started with |
| Original | Money that is paid regularly at a particular percentage, usually given <br> by banks to their customers. |
| Interest | The amount of interest is fixed over a period of time |
| Simple interest | The amount of interest earned over time will increase over time |


| Ratio and Proportion |  |
| :--- | :--- |
| Key Word | Definition |
| Ratio | Relationship between two or more numbers |
| Proportion | A comparison of two numbers that each represent the parts of a <br> whole |
| Part | One 'part' of the ratio is how much one is worth |
| Share | Divide an amount into a ratio |
| Simplest form | Divide all numbers by the same amount until you cannot simplify <br> further |
| Total | The whole amount (add) |
| Difference | Gap between two numbers (subtract) |
| Direct proportion | When one thing increases, the other thing increases at the same rate. |
| Inverse proportion | When one thing increases, the other thing decreases at the same rate. |
| Best value for <br> money | The cheapest amount per item |
| Exchange rate | The rate at which the money of one country can be exchanged for the <br> money of another country |
| Recipe | The amounts of each ingredient needed to cook something |
| Convert | To change one unit into another |
| Conversion graph | Graph we use to change one unit into another |

Science

| Key Word | Definition |
| :--- | :--- |
| Element | A substance made of only one type of atom |
| Ion | A charged atom (it has lost or gained electrons) |
| Group | A column down the periodic table |
| Period | A row across the periodic table |
| Trend | A pattern in data |
| Alkali metal | A group 1 metal. They form hydroxides in water which is alkali |
| Halogens | A group 7 non-metal. They are very reactive |
| Noble Gases | When a more reactive element takes the place of a less reactive <br> element in a compound <br> Displacement Carry energy |
| Waves | The height of the wave |
| Amplitude | The distance between two peaks of a wave |
| Wavelength | The top of a wave |
| Peak | The bottom of a wave |
| Trough | The number of waves per second |
| Frequency | The vibration is at a right angle to the wave travel |
| Transverse | The vibration is in the same direction as the wave travel |
| Longitudinal |  |



How an image is formed in a mirror


## The law of reflection:

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

The normal is always drawn at 90 degrees to the mirror.

The angle is measured from the normal to the ray

## When light reflects in a plane mirror: <br> - It appears behind the mirror <br> - It is the right way up <br> - It is laterally inverted

History

| Key Terms/ Individuals |  |
| :--- | :--- |
| Bastille | This was a large armoury and state prison in Paris. |
| Bourgeoisie | These were the wealthy middle and upper classes of French society who were <br> members of the Third Estate. |
| Girondins | This was a name given to the moderates in the National Convention. They <br> were in control of the legislative assembly until 1793. |
| Jacobins | It contained radical politicians who were representatives in the National <br> Convention. Led by Maximilien Robespierre, they called for democratic <br> solutions to France's problems. |
| National <br> Assembly | The name was given to the Third Estate after it separated from the Estates- <br> General in 1789. It claimed to legitimately represent the French population. |
| Third Estate | One of the three estates in the Estates-General that had the commoners of <br> France as members. Had just one vote in the Estates-General. |
| Versailles | The royal palace built by King Louis XIV. Known for its extravagance and <br> immense size. |
| Louis XVI | Louis XVI was the French king from 1774 to 1792 but was replaced during the <br> French Revolution and later executed in 1793. |
| Marie- <br> Antoinette | She was the wife of King Louis XVI and the epitome of the French royalty's <br> extravagance. Executed in 1793 just as Louis XVI was. |
| Maximilien <br> Robespierre | Leader of the Jacobins in the National Assembly. He attempted to silence all <br> enemies of the Revolution. Executed on July 28, 1794. |
| Napoleon <br> Bonaparte | A general in the French army and was responsible for the 1799 coup to <br> overthrow the Directory. |

## Geography

| Key Word | Definition |
| :--- | :--- |
| Ecosystem | An interconnected community of plants, animals and their surroundings. |
| Biome | A large scale, global ecosystem. |
| Abiotic | A non- living organism. |
| Biotic | A living organism. |
| Producer | An organism which produces its own food using energy from the sun. |
| Primary consumer | An organism which eats plant matter. Also known as a herbivore. |
| Secondary consumer | An organism which eats other animals. Also known as a carnivore. |
| Decomposer | An organism which breaks down dead organic (plant and animal) matter. |
| Food chain | The connections between different organisms that rely on one another as a food source. |
| Food web | A complex hierarchy of plants and animals relying on each other for food. |
| Biodiversity | The variety of plants and animals in a given ecosystem. |
| Adaptation | A change in an organism which has become better suited to its environment. |


| Spanish | English | Spanish | English |
| :---: | :---: | :---: | :---: |
| Las patatas fritas | Chips | beber | To drink |
| La carne | Meat | Por la mañana | In the morning |
| La ensalada | Salad | Al mediodía | At midday |
| La fruta | Fruit | Por la noche | At night |
| La hamburguesa | Hamburger | La paella | Spanish rice dish (typically with seafood) |
| La leche | Milk | Tapas | Small sharing plates |
| El arroz | Rice | Jamón serrano | A Spanish type of ham |
| El café | Coffee | Pan con tomate | Bread with tomato on top |
| Los caramelos | Sweets | Prefiero | I prefer |
| El huevo | Egg | Creo que/pienso que | I think that |
| El pescado | Fish | Me molesta | It annoys me |
| El pollo | Chicken | Recomiendo | I recommend |
| El agua | Water | Sano | healthy |
| Tomar | To take (eat/drink) | Rico | Tasty |
| Desayunar | To have breakfast | Saludable | Healthy |
| Comer | To eat | Sano | Healthy |
| cenar | To have dinner | vegetariano | vegetarian |


| Spanish | English |
| :--- | :--- |
| Bueno | Good |
| malo | Bad |
| Ayer | Yesterday |
| El año pasado | Last year |
| La semana pasada | Last week |
| Cuando era pequeño | When I was little |
| Hoy | Today |
| Normalmente | Normally |
| ahora | To take drugs |
| Tomar drogas | To do exercise |
| Hacer ejercicio | To be fit |
| Estar en forma | To eat healthily |
| Comer sano | To avoid sweets |
| Evitar los dulces | To smoke |
| Fumar | Evitar el azúcar alcohol |


| Spanish | English |
| :--- | :--- |
| Dormir ocho horas al día | To sleep eight hours a day |
| Beber dos litros de agua al día | To drink 2 litres of agua a day |
| Se debe | You must |
| No se debe | You mustn't |
| Hay que | You must |
| En la foto hay | In the photo there is/are |


| Health and Fitness |  |
| :---: | :---: |
| Muscular Strength | The amount of the force muscles can generate against a resistance |
| Muscular Endurance | The ability to use voluntary muscles, over long periods of time without getting tired |
| Flexibility | The range of movement at a joint |
| Cardiovascular Fitness (Aerobic Endurance) | The ability of the heart and circulatory system to meet the demands of the body for a long period of time |
| Body composition | The percentage of a body that is fat, muscle, bone and water |
| Coordination | The ability to move two or more body parts at the same time |
| Reaction Time | The time taken for a response to occur after a stimulus |
| Agility | The ability to change direction at speed |
| Balance | The ability to keep the body steady when in a static position or when moving |
| Speed | The time taken to cover a set distance/complete a movement |
| Power | The ability to combine speed and strength |
| Principles of training |  |
| Progressive Overload | Working the body harder than normal/gradually increasing the amount of exercise you do |
| Reversibility | If training is not regular, adaptations will be reversed. This can happen when suffering from illness, injury or after an off season |
| Specificity | Training showed be matched to the requirements of the sport or position the performer is in. Training must be specifically designed to develop the right muscles, type of fitness or skills |
| Individual needs | All PEP's would differ depending on performers goals/target, strengths/weaknesses, age/gender and current health/fitness levels |
| Overtraining | Occurs when you train too hard and do not allow the body enough rest/recovery time Signs include extended muscle soreness, frequent illness \& increase injuries |



## Performing Arts

| Melodrama Conventions |  |
| :---: | :--- |
| $\begin{array}{c}\text { Stock } \\ \text { Characters }\end{array}$ | $\begin{array}{l}\text { These are stereotypical characters that have a predictable } \\ \text { appearance, behavior, manner and speech. For example: Hero, } \\ \text { Villain. }\end{array}$ |
| Structure | $\begin{array}{l}\text { Melodramas always have simple moral plots, where the story } \\ \text { would show a struggle between good and evil and would } \\ \text { conclude with the restoration of a morally correct and just } \\ \text { society. Each play relied on extreme opposites, to captivate the } \\ \text { audience attention and ignite reactions, such as justice vs. } \\ \text { revenge, honesty vs. dishonesty, or innocence vs. corruption. }\end{array}$ |
| PPP Structure | $\begin{array}{l}\text { Provocation } \\ \text { the initial cause for setting action into motion - jealousy or } \\ \text { greed forces an evil character to plan an offence } \\ \text { the consequential sufferings of the good and innocent } \\ \text { characters who are caught up in the evil plot } \\ \text { Penalty }\end{array}$ |
| in a last minute twist of fate, the wicked character has their |  |
| plans foiled and receives a punishment for his/her evil actions |  |$\}$


| Melodrama Facts |  |
| :---: | :--- |
| Fact | Melodrama is a style of drama that is <br> associated with an exaggerated acting <br> style. This includes, over the top <br> reactions and highly emotional <br> responses to events. |
| Fact | Melodrama includes stereotypical <br> characters. |
| $\mathbf{2}$ | The storylines are eventful and <br> dramatic. Overriding themes often <br> include 'good vs evil' and 'life and <br> death situations'. |
| $\mathbf{3}$ |  |


| 5 Key Rules of Mime |
| :--- |
| 1.No Speaking |
| 2.Exaggerated Actions |
| 3.Facial Expressions |
| 4.Clear Beginning,_Middle and End |
| 5.Direct the Action to the Audience |
| $\qquad$Melodrama = <br> Music (Melody) + Acting (Drama) |

## Computing

| Websites |  |
| :---: | :---: |
| Web browser | These are programs used to access websites. |
| HTML - Hyper text mark up language | The language used to write and display web page documents |
| Hyperlink | A link in a document or webpage that connects to another location (Internal or external) |
| Working with HTML | HTML is typically written (or generated) in two ways: <br> - using a plain text editor <br> - using a What You See Is What You Get (WYSIWYG) editor |
| Plain text editor | An editor like Notepad offers greater control over the code because each and every character that forms the HTML and the resulting web page is hand typed |
| CSS (Cascading Style sheets) | Can be used to change the style of a whole website, one web page or a single occurrence of an element |
| Web browser | These are programs used to access websites. |


| HTML |  |
| :--- | :--- |
| <b> | BOLD TAG |
| </b> | CLOSING BOLD TAG |
| <i> | ITALIC |
| <html> | CODE USED IS HYPER TEXT MARKUP <br> LANGUAGE |
| <h1> | HEADING |
| <title> | CLTLE |
| </title> | PARAGRAPH TITLE |
| </p> | BOLD |
| <b> |  |


| Key Word | Definition |
| :--- | :--- |
| Gargoyle | A grotesque carved human or animal face or figure projecting from the gutter of a building, typically acting as a spout to carry water clear of a wall. |
| Green Man | The Green Man is a legendary being primarily interpreted as a symbol of rebirth, representing the cycle of new growth that occurs every spring. The <br> Green Man is most commonly depicted in a sculpture, or other representation of a face which is made of, or completely surrounded by, leaves |
| Expression | A look on someone's face that conveys a particular emotion. |
| Mood | Depiction that induces or suggests of a particular feeling or state of mind. |
| Grotesque | A very ugly or comically distorted figure or image. |
| Gothic | A style of architecture prevalent in western Europe in the 12th-16th centuries (and revived in the mid 18th to early 20th centuries), characterized by <br> pointed arches, rib vaults, and flying buttresses, together with large windows and elaborate tracery. English Gothic architecture is divided into Early <br> English, Decorated, and Perpendicular. |
| Architecture | The art or practice of designing and constructing buildings. |
| Mythology | A collection of myths, especially one belonging to a particular religious or cultural tradition. |
| Medieval | Resembling or likened to the Middle Ages, especially in being cruel, uncivilized, or primitive. |
| Romanesque | Relating to a style of architecture which prevailed in Europe c. 900-1200, although sometimes dated back to the end of the Roman Empire |
| Representation | The description or portrayal of someone or something in a particular way. |
| Symbolism | An artistic and poetic movement or style using symbolic images and indirect suggestion to express mystical ideas, emotions, and states of mind. |
| Christianity | The religion based on the person and teachings of Jesus Christ, or its beliefs and practices. |
| Moral | A lesson that can be derived from a story or experience. |
| Middle Ages | The period of European history from the fall of the Roman Empire in the West (5th century) to the fall of Constantinople (1453) |

## Textiles

| Key Word | Definition |
| :---: | :---: |
| Bobbin | A bobbin is a small round object on which thread or wool is wound to hold it, for example on a sewing machine. |
| Stitch ripper | A stitch ripper, also called a seam ripper, is a small tool used to cut the threads in a seam. |
| Measuring tape | A narrow strip (as of a limp cloth or steel tape) marked off in units (such as inches or centimetres) for measuring. |
| Tailor's chalk | A thin flat piece of hard chalk or soapstone used by tailors and seamstresses for making temporary marks on cloth. |
| Sewing machine | A sewing machine is a machine used to sew fabric and materials together with thread. |
| Biodegradable | Something that can be broken down and will eventually rot away e.g. Bio fibres. |
| Components | Pre-manufactured parts that are added to textile products, e.g. zips and buttons. |
| Mass production | Large scale industrial production by companies on a production line. |
| One-off production | Making a unique product. |

## Cooking and Nutrition

| Key Word | Definition |
| :---: | :---: |
| Nutrition | A study of what people eat and how all the nutrients in foods work together in the body |
| Nutrients | Natural chemical substances in foods that are essential for body growth, function and health |
| Macro Nutrients | Nutrients needed by the body in large a mounts |
| Micro-Nutrients | Nutrients needed in the body in smaller amounts |
| Amino acids | Building blocks of protein |
| Essential amino acids | The essential amino acids that the body cannot make |
| Protein complementation | Eating a combination of LBV proteins to ensure the body gets all the essential amino acids |
| Cooks Knife | A large knife with a deep blade used for cutting, chopping, slicing and dicing |
| Paring knife/vegetable knife | A small knife mainly used for slicing and dicing |
| Bread knife | A large serrated knife-edged knife used to slice bread, cakes and pastry |
| Dough | A mixture of dry ingredients and liquid, that is mixed, kneaded, shaped and then baked. |
| Yeast | A single-celled plant fungus and a raising agent which needs time, food, warmth and liquid to ferment |
| Fermentation | The process in which yeast produces the gas carbon dioxide |
| Knead | The process of working a dough mixture to make it smooth and elastic |
| gluten | The protein in flour that is developed when water is added to flour and mixed. |
| prove | Leaving the dough to rise |
| steaming | Cooking in the steam that comes from boiling water |

