

The logo for Oasis Academy Coulsdon is located in the top left corner. It consists of a green arrow pointing downwards and to the right, with a white outline. Inside the arrow, the word "Oasis" is written in white, with a white circle around the letter 'O'. Below "Oasis", the words "academy" and "coulsdon" are written in white on a dark blue background.

Oasis

academy
coulsdon

YEAR 8

Name: _____

Mentor group: _____

BLOCK 1

KNOWLEDGE

ORGANISER

BOOKLET

CONTENTS

Academic Vocabulary	3
English Language & English Literature	4
Mathematics	5
Science	6
Art	7
Drama	8
Food Technology	9
Geography	10
History	11
Modern Languages	
French	13
German	14
Spanish	14
Music	16
Physical Education	17
Religious Education	18
Textiles	19
Contacts	20

ACADEMIC VOCABULARY

Below is a list of academic vocabulary which could be useful to develop the quality of your written work and spoken language. Challenge yourself to use some of them and broaden the range of vocabulary that you use. The definition column offers examples of how the word is used. You could even challenge yourself to use synonyms of the word

If you are unsure how to use a word then ask your teacher.

<i>Word</i>	<i>Definition</i>	<i>Synonyms (words with similar meanings)</i>
<i>Alternative</i>	One of two or more possibilities e.g. audiobooks are an alternative to reading	Different, substitute, another, replacement
<i>Attribute</i>	Regard something as being caused by or a feature of something E.g. he attributed the firm's success to the efforts of the managing director	Assign, accredit, allocate
<i>Approximate</i>	Close to the actual, but not completely accurate. E.g. the approximate time of death	Estimate, rough, imprecise
<i>Contrast</i>	The state of being strikingly different from something else. E.g. his friend's success contrasted with his own failure	Difference, disparity, distinction, variation
<i>Fundamental</i>	A central or primary rule or principle on which something is based. E.g. Two courses cover the fundamentals of microbiology	Basics, essentials, foundations, rudiments
<i>Generate</i>	Produce or create. E.g. Changes which are likely to generate controversy	Cause, give rise to, spawn, create
<i>Integrate</i>	Combine one thing with another. E.g. teaching literacy should be integrated with all lessons.	Combine, amalgamate, merge, unite, fuse
<i>Perspective</i>	A particular view of something E.g. most guidebook history is written from the editor's perspective	Outlook, viewpoint, position, stance
<i>Pursue</i>	Follow or chase E.g. the office pursued the van	Follow, chase, hunt, stalk, trail, trace, shadow
<i>Reject</i>	Dismiss as inadequate. E.g. an application to hold a pop concert was rejected	Turn down, refuse, decline, spurn
<i>Subsequent</i>	Coming after something in time, following. E.g. the theory was developed subsequent to the earthquake of 1906	Following, ensuing, succeeding, successive, later
<i>Ultimate</i>	Being or happening at the end of a process; final. E.g. their ultimate aim was to force his resignation	Eventual, last, final, concluding, terminal
<i>Via</i>	Travelling through (a place) en route to a destination. E.g. A file was sent via email	By way of, across, along, by virtue of

A. Context		B. Vocabulary		C. Sentence frames	
1764	Horace Walpole's <i>The Castle of Otranto</i> , the first Gothic novel, published	1.Prevalent	Common	Horace Walpole	Yet where? How? As...
1818	Mary Shelley's <i>Frankenstein</i> published	2.Transgressive	Going against rules of behaviour	Horace Walpole	An awful silence..., except now and then....
1837	Queen Victoria crowned; the beginning of the Victorian era	3.Transcend	Go beyond	Horace Walpole	Words cannot paint
1859	Charles Darwin's <i>The Origin of Species</i> published	4.Demonic	Like a demon	Bram Stoker	seemed... But...
1901	Queen Victoria dies; end of the Victorian era	5.Vengeful	Wanting revenge	Bram Stoke	As., I....
1 to 6.7 million	The population increase in London during the 19 th century (1800s)	6.Solidue	Being alone	Bram Stoker	like..., as though...
1760-1840	The Industrial Revolution	7.Acrid	Strong, sharp, unpleasant	Mary Shelley	Time; weather, event
		8.Indifferent	Lacking interest or emotion	Mary Shelley	How can I describe?
		9. Fastidious	Neat, accurate	Mary Shelley	Oh!
		10.Eerie	Spooky	R.L. Stevenson	List of 'then'
	D. Victorian characteristics and fears	11.Duplicitous	Two-face, deceitful	R.L. Stevenson	And still...; even in his dreams
1.Respectable	Conforming to acceptable behaviour	12.Degenerate	Low standards of behaviour	Susan Hill	Again and again
2.Moral	Living within the rules of right and wrong	13.Hitherto	Until now	Susan Hill	Two things
3.Proper	Obeying standards	14.Insidious	Unpleasant, develops gradually	Susan Hill	Didn't happen
4.Repressed	Preventing oneself from experiencing uncomfortable emotions	15.Animation	Making something move	Charles Dickens	I cannot say
5.Restrained	Holding back from expressing strong emotions	16.Profane	Disrespect or disrespectful	Charles Dickens	Looking
6.Pious	Devoted to religion	17.Reign	Control, rule	Daphne Du Maurier	Nature had
7.Anxious	Uneasy, nervous	18.Ominous	Threatening	Daphne Du Maurier	Hitherto unseen
8.Unorthodox	Breaking with conventions or rules	19.Shun	Avoid, reject	Oscar Wilde	An exclamation broke
9.Savage	Wild, untamed	20.Voracious	Extremely eager	Oscar Wilde	Yes. But?
10.Superantural	Something that can't be explained by science	21.Enlarge	Make something bigger	Angela Carter	The only things
11.Dual	Something that has two parts	22.Tendrils	A thin string	Angela Carter	It was a world... but...
12.Depraved	Disgustingly immoral	23.Pooled	Formed into a pool	Angela Carter	She is (metaphor)
13.Aberration	Something abnormal or unexpected	24.Gaped	Hung open	Angela Carter	Animal (metaphor)
14.Debased	Lowered in quality	25.Gutter	Burn weakly and unsteadily		
15.Decadent	Luxurious, self-indulgent	26.Abode	Home		F. Literary and structural techniques
16.Subconscious	Something happening without you realising	27.Isolated	Lonely	1.Tricolon	Three words or phrases used together
	E. Gothic characters and settings	28.Angelic	Like an angel	2.Simile	Comparing something to something it isn't using 'like' or 'as'
1.Deformed	Damaged, broken or misshaped	29.Satanic	Like a devil	3.Metaphor	Describing something is something it isn't
2.Grotesque	Ugly and frightening	30.Flirt	Moving quickly and unexpectedly	4.Sensory detail	Using the five senses (taste, touch, smell, sound, sight) in writing
3.Predatory	Seeks out and preys on innocents	31.Perpetuate	Spread	5.Alliteration	Repetition of the same sound
4.Sadistic	Enjoys causing pain to others	32.Obliterate	Destroy	6.Personification	Describing a non-human thing using human characteristics
5.Tragic	Someone we feel sorry for	33.Perpetual	Never-ending	7.Oxymoron	Combining opposite words to create a phrase that doesn't seem to make logical sense
6.Terrifying	A suggested threat to your soul to make you feel afraid	34.Baleful	Evil	8.Juxtaposition	Putting two opposite ideas near to each other
7.On a threshold	On a doorway (between two worlds)	35.Ceaselessly	Without stopping	9.Pathetic fallacy	Giving human qualities to nature
8.Wild and untamed	The raw power of nature has taken over	36.Perennial	Everlasting		
9.Uncanny	Strange, bizarre or unfamiliar	37.Voracious	Greedy, uncontrollable		
10.Macabre	Connected with death or the dead				

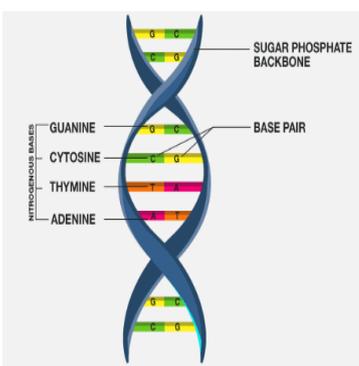
MATHS

Unit 1 - primes			Unit 2 - fractions		
No.	Question	Answer	No.	Question	Answer
1.1	What is a prime number?	A number that only has two factors, one and itself	2.1	What is an improper fraction?	A fraction where the numerator is bigger than the denominator
1.2	What is a square number?	The result of multiplying a number by itself	2.2	What is a mixed fraction?	A fraction where there is a whole number and a fraction (it is bigger than one)
1.3	What is the square root?	The inverse of squaring e.g. the square root of 64 is 8	2.3	What is a unit fraction?	A fraction with a numerator of one
1.4	What is an integer?	A whole number	2.4	How do you multiply fractions?	Multiply the numerators and multiply the denominators
1.5	What is a multiple?	A number in the times table	2.5	How do you divide fractions?	Find a common denominator Divide the numerators
1.6	What is a factor?	A number that divides into another number without any remainder	2.6	How do you add fractions?	Find a common denominator Add the numerators
1.7	What is the HCF?	The highest common factor (the largest whole number that is a factor of both numbers)	2.7	How do you subtract fractions?	Find a common denominator Subtract the numerators
1.8	What is the LCM?	The lowest common multiple (the smallest number that is a multiple of both numbers)	2.8	How do you find a fraction of an amount?	Divide the amount by the denominator and multiply by the numerator
1.9	What is the index?	How many times a number has been multiplied by itself e.g. $3^5 = 3 \times 3 \times 3 \times 3 \times 3$	2.9	To find... $1/2$	Divide by 2
1.10	What does power mean?	How many times a number has been multiplied by itself e.g. $3^5 = 3 \times 3 \times 3 \times 3 \times 3$	2.10	To find... $1/3$	Divide by 3
1.11	What does squared mean?	"three to the power of five"	2.11	To find... $1/4$	Divide by 4
1.12	What does cubed mean?	A number to the power of 2	2.12	To find... $1/5$	Divide by 5
1.10	What are the prime factors?	A number to the power of 3	2.13	To find... $1/6$	Divide by 6
1.11	What is prime factor decomposition?	The factors of a number that are also prime numbers	2.14	To find... $1/7$	Divide by 7
1.12	What does product mean?	Breaking down a number into the product of its prime factors using a prime factor tree	2.15	To find... $1/8$	Divide by 8
		Multiply	2.16	To find... $1/9$	Divide by 9
			2.17	To find... $1/10$	Divide by 10

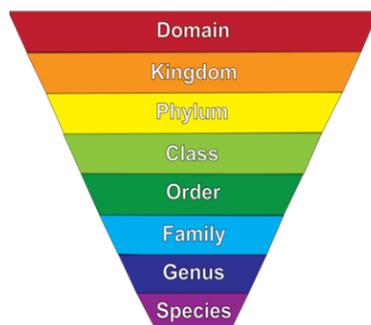
SCIENCE

1 Adaptation	Characteristics (traits) an organism has to suit the environment where it lives.
2 Classification	Grouping of living thing into different categories based on their common characteris-
3 Competition	How organisms fight for survival. Food, water, reproduction mate, territory and leader-
4 Binomial system	Every organism has two names – E.g. A Lion is Panthera (Genus) Leo (Species)
5 Characteristic	A feature of an organism. Eg. Hair colour, eye colour or blood group.
6 Photosynthesis	Chemical reaction that plants use to produce their own food (glucose) and oxygen.
7 Chlorophyll	A substance. A green dye which absorbs sunlight.
8 Chloroplast	An organelle. Found in plants. Photosynthesis happens here.
9 Leaves	Photosynthesis happens in this part of the plant. Has 3 layers – Upper epidermis, Mes-
10 Upper epidermis	Waxy cuticle – stops the leaf from losing water.
11 Mesophyll	Palisade cells and spongy cells (full of chloroplasts) and gaps of air in between.
12 Lower epidermis	Guard cells (open and close to let gases in and out) surrounding stomata (gaps where
13 Leave's adaptations	Thin (to help gases move in and out), green (full of chloroplasts), large surface area (to
14 Magnesium	An element. Needed to make chlorophyll. Deficiency causes premature ageing.
15 Phosphorus	An element. Needed for all reactions in plants. Deficiency causes purple leaves.
16 Potassium	An element. Needed for opening and closing of the stomata. Deficiency causes yellow
17 Nitrogen	An element. Needed to make chlorophyll. Deficiency causes yellow or pale green leaves.
18 DNA	A molecule. Holds genetic information. Double helix. 4 bases pairs A (Adenine) T (Thymine) C (Cytosine) G (Guanine)
19 Inherited characteris-	Passed from your family. E.g. Hair colour, eye colour, skin colour, blood group, height
20 Environmental Charac-	Gained from the environment/lifestyle. E.g. Accent, scars, tattoos, religion, weight
21 Genes	Small sections of DNA. One gene has the information for one characteristic.
22 Allele	Two versions of a gene.
23 Double helix	Structure of DNA. Two strands bound together like a spiral ladder.
24 Chromosomes	Long molecules of DNA. X shape. Found in the nucleus of cells.
25 Method	Step by step guide on how to do an experiment.
26 Results table	Where you record what happened during your experiment.
27 Discussion/Conclusion	Summary of the experiment. Discussion of results.

DNA structure



Classification of organisms

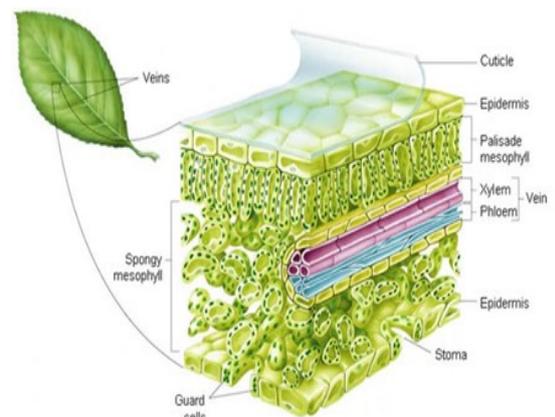


Greatest # of organisms, broad



Least # of organisms, specific

Structure of a leaf

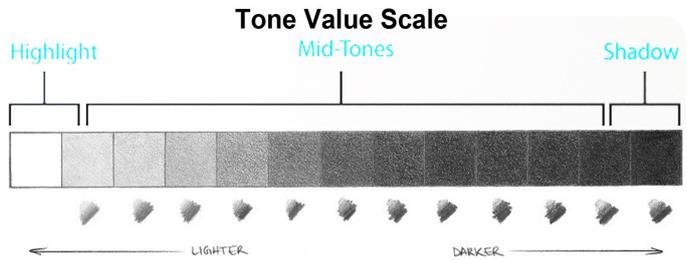


Art Knowledge Organiser Year 8: Drawing Project

Tone

This refers to the lightness or darkness of something.
This could be a shade or how dark or light a colour appears.
Tones are created by the way light falls on a 3D object.

The parts of the object on which the light is strongest are called highlights and the darker areas are called shadows.
There will be a range of tones in between the highlights and shadows.



Grades of Pencils

Pencils come in different grades. The softer the pencil the darker the tone.

H = hard, B = black (soft)

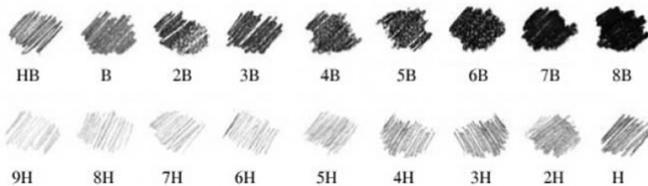
In Art the most useful pencils are B, 2B and 4B.

If your pencil has no grade it is likely to be an HB (hard black in the middle of the scale)

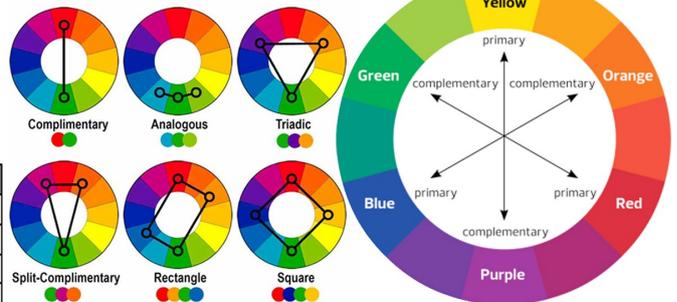
Making something look 3D

- To prevent objects looking flat, a range of tonal shading is essential to make objects look 3D
- Pressing harder and lighter with a pencil creates the different tones
- As a surface goes away from you the tones usually darken
- Shading straight across a surface will make an item appear flat
- Use the direction of your pencil to help enhance the 3D surface
- Including shadows will also help make objects appear 3D and separate objects from each other

Graphite scale - B (black, soft), H (hard)



Colour Wheel	A circle with different coloured sections used to show the relationship between colours.
Primary Colours	Red, blue and yellow. All other colours can be obtained by mixing two primary colours together.
Secondary Colours	A colour resulting from the mixing of two primary colours.
Tertiary Colours	A colour obtained by mixing a primary and a secondary colour.
Harmonious Colours	Colours that sit next to each other on the colour wheel.
Complementary Colours	Colours that are opposite on the colour wheel.
Warm Colours	Warm colours are the hues from red through to yellow, browns and tans. Think of the sun and fire.
Cool Colours	Cool colors are the hues from blue green through to blue violet. Think of ice and water.
Colour Palette	The range of colours used in an artwork. Eg. a limited palette or a warm, summer inspired palette.



Still Life

A painting or drawing of an arrangement of objects, typically including fruit and flowers and objects contrasting with these in texture, such as bowls and glassware.



KEY WORDS	
Viewfinder	A window to select a focus area for a drawing
Composition	The position and layout of shapes on the paper
Line	Defines shape, the outer edges of something
Tone	How dark or light a shape is
Shape	The outline of the objects being drawn
Form	Appearing three-dimensional
Pattern	A repeated shape or line
Texture	The feel or appearance of a surface, how rough or smooth it is
Structure	The way in which parts are arranged and put together
Proportion	The size and shape of one object in comparison to another
Cross-hatching	Lines which are placed over each other at different angles to build up areas of tone
Media/Medium	A medium refers to the materials that are used to create a work of art. The plural of medium is media
Mixed Media	The term used to describe artworks made from a combination of different media or materials
Technique	The skill and way in which an artist uses tools and materials to achieve an expressive effect
Aesthetics	A term used in regard to the quality or sensation of pleasure, enjoyment, disturbance or meaning people can experience in viewing works of art

Recording from Observation

Primary source observational drawing:
drawing something real in front of you.

Secondary source observational drawing:
drawing something from a picture.

DRAMA

Still Image

A Still image is when the action in a play or scene is frozen, as in a photograph or video frame.

Elements you need to make it look interesting are:

Levels
Gesture
Space
Facial expressions

You can use a still image at the start and end of a play.

You can also use it during a performance to highlight a key moment.

Role-play

Role-play is the acting out of a scene or performance in a particular role.

It is about being a CHARACTER and being someone else; it is acting as someone else.

Thought tracking

Thought tracking is when a character says their thoughts and feelings out loud to the audience when everyone else has frozen.

Sometimes the character's thoughts/emotions are different to what they are showing or saying on the outside.

Vocal skills

Tone of voice – the emotion of a character shown through their voice. For example; angry, happy, sad.

Pitch – how high or how low your voice is.

Pace – the speed in which you say the dialogue. For example; fast or slow.

Pause – leaving a gap between words to add tension.

Volume – how loud or how quiet you are. This can help show your character's emotions.

Movement techniques

Gesture – the actions used by an actor to show what the character is feeling or what they are doing.

Facial expressions – changes made to the face to show how the character is feeling.

Body language – the emotion shown by an actor's movement or position of their body.

Posture – the position that a character is sitting or standing in. It helps to show their emotions.

Dramatic Irony

Dramatic irony is when the audience knows what is happening but the actors on stage do not know what is happening.

Split stage

Split stage is when two or more scenes are performed on stage at the same time.
It helps to show different locations.

Hot-seating

Hot-seating is when you are asked questions in character and you have to answer them in character.

We use hot-seating in Drama as it helps to understand your character and their background and get you to think about who they are.

Open ended questions are better to ask as it draws out more information.

General Drama terminology/vocabulary

Devising – Creating a piece of drama from a starting point/stimulus.

Improvisation – Working as a team or individually to explore ideas practically and create a performance.

Characterisation – Creating a character, changing your voice and movement to play a particular role.

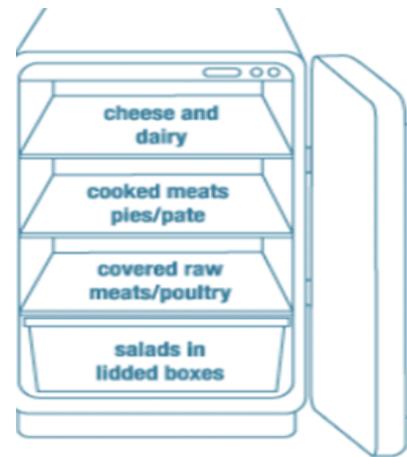
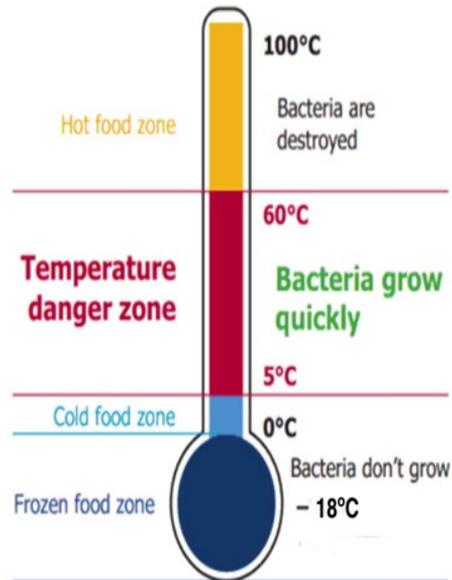
Blocking – working out where actors will stand and move to and from.

Props – Objects that are held and used by an actor on stage to make a performance more realistic.

FOOD TECHNOLOGY

How food should be stored in a fridge

- The temperature danger zone is between 5°C and 60°C, when it is easiest for harmful bacteria to grow in food
- Minimise the time that food spends at these temperatures in order to keep food safe
- Refrigerated food needs to be kept at 5°C or below
- Hot food needs to be kept at 60°C or above



Key temperatures

- Bacterial growth stopped at -18°C
- Bacterial growth slows at 0 to 5°C
- Bacteria killed at above 75°C

Chopping boards

- Red: Raw meat
- Yellow: Cooked meat and fish
- Blue: Raw fish
- Brown: Vegetables
- White: Dairy and bakery

Bacterial growth conditions

- Temperature
- Moisture
- Food
- Time
- Oxygen

Key Words

Safety	Prevention of anything that may cause physical harm to a person, e.g. cuts and burns.
Hygiene	Prevention of anything that may cause infections, e.g. bacteria.
Hazard	Anything that has the potential to cause harm to a person, e.g. a knife or water on the floor.
Prevention	A way of reducing the chance that a hazard will cause harm to someone.
Risk	The likelihood and severity of a hazard occurring, usually rated as low, medium or high.
Bacteria	Microscopic living organisms that may cause food poisoning if ingested.
Chemical	A hazard caused by chemicals, e.g. bleach.
Microbial	A hazard caused by bacteria.
Physical	A hazard caused by a foreign object, e.g. hair, nail varnish.
Cross contamination	When bacteria are transferred from one place to another.
Cleaning	The removal of bacteria from an object.
Cooking	The application of heat to a food, in order to kill bacteria.
Chilling	Reducing the temperature of a food in order to slow the growth of bacteria.
Antibacterial	A substance used to kill bacteria, never 100% effective.
Antiseptic	A substance used to prevent the growth of bacteria.
Detergent	A substance used to remove grease and dirt.
Sterilise	To remove all bacteria from an object or surface using heat or radiation.
Toxins	A poisonous substance that is produced by a living organism.
Food poisoning	An illness caused by the ingestion of bacteria, which has come from food, normally causing vomiting and diarrhoea.
Vector	An animal that carries, and can spread, food poisoning bacteria.
Sealed	When meat has been cooked on the outside but not all the way through.

How can we follow the 4 Cs?

- **Cleaning:** wash your hands thoroughly regularly; clean your surfaces before and after cooking using an antibacterial spray; wash up all utensils and equipment thoroughly.
- **Cooking:** use a temperature probe to ensure high risk foods (like meat and fish) are cooked to the correct temperature (63°C).
- **Chilling:** ensure your fridge is set between 1 and 4°C, and your freezer is set below 0°C; store foods in the correct place in a fridge; only reheat leftovers once; ensure foods are chilled within 3 hours of cooking; only chill sealed foods; allow foods to cool before chilling.
- **Cross contamination:** Use the correct coloured chopping boards; wash your hands thoroughly and regularly; wash equipment and utensils thoroughly; seal foods and store them in the correct places; dispose of rubbish correctly; deter pests/ vectors.

GEOGRAPHY

Erosion is the wearing away or removal of rocks

Hydraulic Action: The force of the waves hitting the cliffs removes material. Air bubbles in the water are pushed into cracks in the cliff and remove material due to an increase in pressure.

Abrasion: Material in the sea hits against the cliffs and removes rocks and soil. *It acts like sandpaper.*

Corrosion: Chemicals in the water dissolve the cliff.

Attrition: Material in the sea crash into each other and break into smaller pieces.

Weathering is the breakdown of rocks caused by the day-to-day changes in the atmosphere.

Freeze-thaw: Water collects in cracks. At night this water freezes and expands. The cracks get larger. In the day the temperature rises and



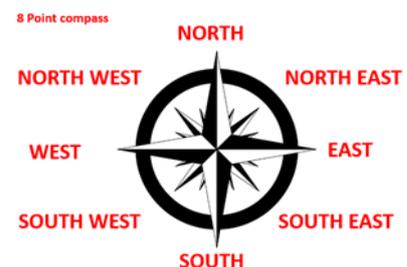
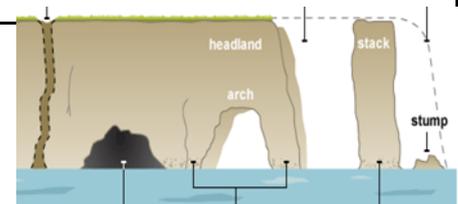
Sea Wall	A strong concrete wall built in front of the cliff or seaside settlement. They absorb the power of the wave = less erosion. Tourists also like to walk along it. It can, however, be expensive and ugly.
Rip Rap	Large rocks placed in front of the cliff or seaside settlement. They absorb the power of the wave = less erosion. They look quite natural. It can, however, be expensive and make access to the beach difficult.
Gabions	A cage filled with smaller rocks. These are placed in front of the cliff or seaside settlement. They absorb the power of the wave = less erosion. They are cheaper than rock armour. The sea can corrode the metal cages = broken gabions which can be dangerous to tourists.
Off-shore Breakwater	Stone walls built up in the ocean parallel to the coastline. They absorb the power of the wave in the ocean, before it reaches the beach = less erosion. It also helps make the beach larger which attracts tourists. They are very expensive and can interfere with boats.
Revetments	A wooden fence structure built along the beach. They absorb the power of the wave = less erosion. They can affect tourism as they take up large sections of the beach and are ugly.
Managed Retreat	Allowing erosion to take place naturally and move settlements when necessary. It is very environmentally friendly. Nature is allowed to take its course. It forces people from their homes and lots of compensation

Erosion and weathering of hard rocks = landforms (e.g. cave, arch, stack)

•Hydraulic action causes a crack to form in the headland, along a line of weakness. Continued erosion makes the crack wider = cave.

•Eventually the back wall of the cave is eroded through = arch.

Weathering weakens the roof of the arch. Eventually it collapses = stack.



HISTORY

From 1750 Britain went through a process of change in a number of key areas:

- Agriculture - New tools, fertilizers and harvesting techniques were introduced, resulting in increased productivity and agricultural prosperity.
- Industry - factories sprung up all over the country creating more efficient ways to produce goods such as wool, cotton and coal. The increase in factories brought thousands of new jobs.
- Transport and communications - Thomas Telford built roads and canals in the 1700s and George Stephenson and Isambard Kingdom Brunel oversaw the 'Railway Mania' of the 1800s. There had previously been no very fast way of transporting goods and people around the country.
- Technology - There were also many scientific discoveries and technological inventions that changed society and industry. Changes to sanitation and medical treatment such as the work of John Snow and Edward Jenner improved people's quality of life.

Industrial revolution	A time of great change in Britain between 1750 to 1900
Population	The number of people living in a particular place
Invention	Something new which is created, can be an object or an idea
Economy	The system of how money is used within a particular country
Agriculture	The process of producing food, and fibres by farming of certain plants or raising animals
Poverty	The lack of basic human needs such as clean water, nutrition, healthcare, education and shelter
Sanitation	Sanitation is the system that disposes of human waste
Industry	The process of making products by using machines and factories
Mass production	The production of many products in one go e.g. textiles

Factory working conditions

Long working hours: normal shifts were usually 12-14 hours a day, with extra time required during busy periods.

Low wages: a typical wage for male workers was about 15 shillings (75p) a week, but women and children were paid much less, with children three shillings (15p). For this reason, employers preferred to employ women and children.

Cruel discipline: there was frequent "strapping" (hitting with a leather strap). Other punishments included nailing children's ears to the table, and dousing them in water butts to keep them awake.

Accidents: forcing children to crawl into dangerous, unguarded machinery led to many accidents and deaths.

Health: The air was full of dust, which led to chest and lung diseases and loud noise made by machines damaged workers' hearing.

Living conditions

Overcrowding: due to large numbers of people moving to the cities, there were not enough houses for all these people to live in.

Disease: typhus, typhoid, tuberculosis and cholera all existed in the cities of England. Overcrowding, low standard housing and poor quality water supplies all helped spread disease.

Waste disposal: gutters were filled with litter. Human waste was discharged directly into the sewers, which flowed straight into rivers.

Poor quality housing: houses were built very close together so there was little light or fresh air inside them. They did not have running water and people found it difficult to keep clean.

Lack of fresh water: people could get water from a variety of places, such as streams, wells and stand pipes, but this water was often polluted by human waste.

Ma famille	Comment est ton père/ta mère ?	être- to be	Tu es comment?
Mon père – my dad	Il/elle est – He/she is.....	Je suis – I am	J'ai/ il a / elle a I have/ he has/ she has
Ma mère – my mum	Ils sont – They are	Tu es – You are	Les cheveux roux ginger hair
Mon grand-père – my grandad	Paresseux/paresseuse – lazy	Il/elle/on est – He/she/it is	Les cheveux blonds blond hair
Ma grand-mère - my grandma	Intelligent(e) - intelligent	Nous sommes- we are	Les cheveux bruns brown hair
Mon oncle – my uncle	Créatif/créative- creative	Vous êtes – You are (pl)	Les cheveux noirs black hair
Ma tante – my aunt	Bruyant (e) - loud	Ils sont – they are	Les cheveux courts short hair
Mon frère – my brother	drôle - funny	Elles sont – they are(f)	Les cheveux longs long hair
Ma soeur – my sister	Musical (e) - musical		Les cheveux frisés curly hair
Mon cousin – my cousin	sympa - nice	Quel est le métier de ton père/ta mère?	Les cheveux raides straight hair
Ma cousine – my cousin (f)	timide - shy		Les cheveux en piques Spiky hair
Mon demi-frère – step brother	Sportif/sportive - sporty	What is your dad/mum's profession?	Je suis/ il est/elle is I am/he is/she is
Ma belle-mère - step mother	Bavard (e) – chatty	Il/elle est – He/she is.....	De taille moyenne of average height
Mon beau-père – my step dad	Heureux/heureuse- happy		Grand (e) tall
Ma demi-soeur – my step sister	sévère - strict	docteur - doctor	Petit (e) short
		Boulangère/boulangère - baker	Gros (se) fat
Avez-vous des frères ou des soeurs? – Have you got brothers and sisters?		Électricien/électricienne - electrician	Mince thin
J'ai un frère	I have one brother	Infirmier/Infirmière - nurse	absolument absolutely
J'ai deux frères	I have two brothers	facteur - postman	Assez/très Quite/very
J'ai une soeur	I have a sister	Mécanicien/mécanicienne - mechanic	vraiment truly
J'ai deux soeurs	I have two sisters	Coiffeur/coiffeuse - hairdresser	Avez-vous un animal – Do you have a pet?
Je n'ai pas de frères ou soeurs	I have no brothers and sisters	Professeur - teacher	J'ai.... I have
Il a huit ans	He/she is 8 years old	Programmeur/programmeuse - programmer	Un poisson rouge a goldfish
Il s'appelle Pierre	He/she is called Peter	Sécretaire - secretary	Un chien /une chienne a dog(s)
Ils ont neuf ans	They are 9 years old	Serveur/serveuse – waiter/waitress	Un oiseau (x) a bird (s)
Ils s'appellent Max et Claudia	They are called Max and Claudia	Vendeur-vendeuse – salesman/saleswoman	Un chat (s) a cat (s)
		Au chômage - unemployed	Une souris a mouse (mice)
		Journaliste - journalist	Un serpent (s) a snake
Son anniversaire est le 10 mai	His/her birthday is on 10 th May	Ouvrier/ouvrière – factory worker	Un lapin (s) a rabbit
	avoir – to have	Homme de ménage/femme de ménage - cleaner	Un cochon d'inde a guinea pig
J'ai- I have	Nous avons – we have	Policier/policière – police(wo)man	Un cheval (chevaux) a horse(s)
T'as – you have	Vous avez – you have	charpentier - carpenter	Un lézard A lizard
Il/elle/on a – he/she/it has	Ils/elles ont – you/they have	plombier - plumber	Je n'ai pas d'animal I don't have a pet

MFL: GERMAN

Meine Familie	Wie ist dein Vater/deine Mutter?	Sein – to be	Wo siehst du aus?
Mein Vater – my dad	Er/sie ist – He/she is.....	ich bin – I am	Ich habe/Er hat/Sie hat.....
Meine Mutter – my mum	Sie sind – They are	du bist – You are	
Mein Großvater – my grandad	faul – lazy	er/sie/es ist – He/she/it is	blonde Haare
Meine Großmutter – my grandma	intelligent - intelligent	wir sind – we are	braune Haare
Mein Onkel – my uncle	kreativ - creative	ihr seid – You are	schwarze Haare
Meine Tante – my aunt	laut - loud	Sie sind – You are	kurze Haare
Mein Bruder – my brother	lustig - funny	sie sind – they are	lange Haare
Meine Schwester – my sister	musikalisch - musical		lockige Haare
Mein Cousin – my cousin	nett - nice	Was ist dein Vater/deine Mutter von Beruf?	glatte Haare
Meine Cousine – my cousin	schüchtern - shy	What is your dad/mum's profession?	
Mein Stiefbruder – step brother	sportlich - sporty	Er/sie ist – He/she is.....	Ich bin/Er ist/Sie ist.....
Meine Stiefmutter – step mother	launisch - moody		mittelgroß
Er - he	nervig - annoying		groß
Sie - she	streng - strict	Arzt/Ärztin - doctor	klein
Hast du Geschwister? – Have you got brothers and sisters?		Bäcker(in) - baker	dick
Ich habe einen Bruder	I have one brother	Bankangestellte - bank	schlank
Ich habe zwei Brüder	I have two brothers	Busfahrer – bus driver	
Ich habe eine Schwester	I have a sister	Briefträger - postman	ziemlich/sehr
Ich habe zwei Schwestern	I have two sisters	Buchhalter - accountant	
Ich habe keine Geschwister	I have no brothers and sisters	Friseur - hairdresser	Hast du ein Haustier? – Do you have a pet?
		Hausmann/frau – house husband/wife	Ich habe....
		Koch/Köchin - cook	einen Goldfisch (e)
Er/sie ist 8 Jahre alt	He/she is 8 years old	Lehrer(in) – teacher	einen Hund (e)
Er/sie heißt Peter/Petra	He/she is called Peter/Petra	Kellner(in) - waiter	einen Vogel (ö)
Sie sind 9 Jahre alt	They are 9 years old	Krankenpfleger – male nurse	eine Katze (n)
Sie heißen Max und Claudia	They are called Max and Claudia	Krankenschwester - nurse	eine Maus (ä,e)
		Journalist(in) - journalist	eine Schlange (n)
Er/sie hat am 10. Mai Geburtstag	His/her birthday is on 10 th May	Geschäftsmann-business man	ein Kaninchen
		haben – to have	ein Meerschweinchen
Ich habe – I have	Wir haben – we have	Polizist(in) – police(wo)man	a guinea pig
Du hast – you have	Ihr habt – you have	Tischler - carpenter	a horse(s)
Er/sie/es hat – he/she/it has	Sie/sie haben – you/they have	Klempner - plumber	Ich habe kein Haustier

MFL: SPANISH

El tiempo – the weather		¿Dónde está? – where is it?	¿Dónde te quedaste? – Where did you stay?
hace calor	it is hot	en el norte – in the north	Me quedé/nos quedamos I / we stayed
hace sol	it is sunny	en el este– in the east	on a campsite
hace frío	it is cold	en el oeste– in the west	in a B&B
está nublado	it is cloudy	en el centro – in the centre	in a holiday apartment
está lloviendo	it is raining	en el sur – in the south	in a hotel
está nevando	it is snowing	¿Qué hiciste? what did you do?	in a youth hostel
hay niebla	there is fog		in a camper van
hay tormenta	there is storm	bebí – I drank	in a caravan
		comí – I ate	in a tent
¿Adónde fuiste? – where did you go?		¿Cuánto tiempo te quedaste? - ¿How long did you stay for?	
fui a /fuimos a	I went to/ we went to	Me quedé/nos quedamos	I stay/ we stay there for
Londres	London	dos semanas	two weeks
Francia	France	una semana	one week
Italia	Italy	unos días	a few days
España	Spain	diez días	10 days
los Estados Unidos	USA		
Turquía	Turkey		
la Islas Canarias	Canary Islands		
¿Cómo viajaste? – How did you travel?		¿Con quién viajaste? Who did you travel with?	
viajé viajamos en...	I/We travelled by..	Fui /fuimos con	I /we went with
el coche	car	mis padres	my parents
el autobús	bus	mis amigos	my friends
el barco	ship	mi familia	my family
el avión	plane		
el tren	train		
el autocar	coach		
la autocaravana	camper van		
la bici	bike		
el ferry	ferry		
el metro	underground		
andando/a pie	walking/on foot		
el tramvía	tram		
			
Past tense – to be/to go		Past tense – to do	
	fui – I was/ I went	hice – I did	Era genial – It was great
	fuiste– You were/went	hiciste– you did	Era fantástico – It was fantastic
	fue– He, she was/went	hizo He/she did	Era emocionante – it was exciting
	fuimos– we were /went	hicimos – we did	Era fascinante – it was fascinating
	fuisteis– You pl were/went	hicisteis– You guys did	Era aburrido, monótono – it was boring
	fueron – they were/went	hicieron – they did	Useful phrases
			El año pasado – last year
			El mes pasado – last month
			Me gustaría volver – I would like to come back

KNOWLEDGE ORGANISER - The Blues - Year 8

1. NOTE VALUES

Semibreve
4 beats

Minims
2 beats

Crotchets
1 beat

Quavers
1/2 beat

Semiquavers
1/4 beat

2. NOTE NAMES IN THE TREBLE CLEF

E G B D F A C E

3. NOTE NAMES IN THE BASS CLEF

A C E G B D F A

4. THE BLUES SCALE IN C

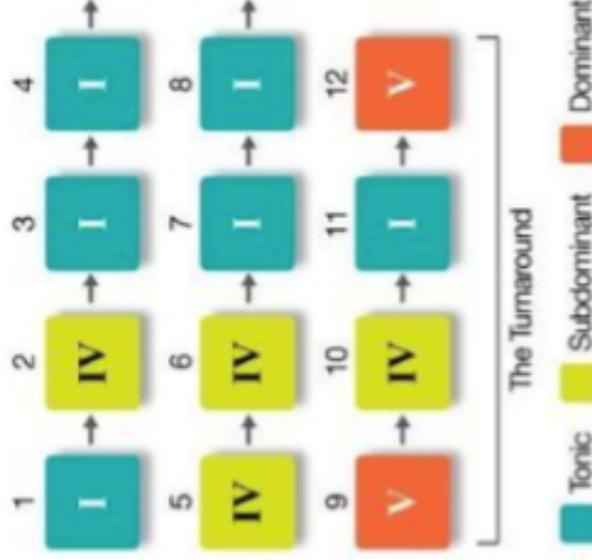
The melody of a Blues piece uses a special scale - The Blues scale is built using the flattened 3rd, 5th and 7th notes.

C Eb F G Ab Bb C

5. The 12-BAR CHORD STRUCTURE

- There are lots of different types of blues, but the most popular song structure is the 12-bar blues.
- The 12-bar blues uses a set chord pattern that is 12 bars long.
- The only chords are I, IV and V (Primary Chords).
- The 12-bar pattern is repeated throughout the song.

The 12-Bar Blues



10. In The Blues in C, this would be as follows:

C / / / C+E+G			
F / / / F+A+C			
G / / / G+B+D	F / / / F+A+C	C / / / C+E+G	C / / / C+E+G

11. THE WALKING BASS

C E G A Bflat A G E C E G A Bflat A G E

F A C D Eflat D C A C E G A Bflat A G E

G B D G F A C F C E G A Bflat A G E

12. KEYWORDS

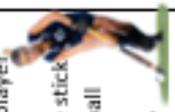
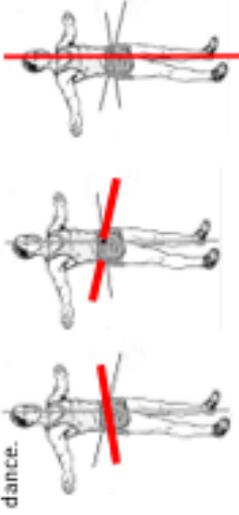
- Walking Bass** - the bass part in the Blues 'walks' up the notes of a chord creating a 'walking bass' part.
- 12-Bar Blues** - traditional style of music, using 3 chords over a 12-bar cycle (see no.8).
- Syncopation** - when music is played on the **off beat** (i.e. not played on the main beat of the bar). This creates a disjointed feel.
- Improvisation** - music that is made up on the spot by a performer, often based on a given chord progression or set of notes.
- Swing rhythm** - the first bit of the beat is longer, as it steals time from the second bit to give the music a swinging feel.

18. HISTORICAL CONTEXT

- In the **1600s & 1700s**, millions of Africans were captured and sold as **slaves**. Many were taken to **North America**.
- To take their minds off their work, which was often brutally hard, they sang **work songs**, using their tools to give the music a **beat**.
- Over the years, **African musical styles**, such as **call & response** singing, blended with **chords** was the beginning of **The Blues**.
- When slavery was abolished in the **1860s**, life remained hard for ex-slaves in the southern states. The lyrics and tone of their songs continued to be **sad** and 'blue'.
- By the **1920s**, blues was popular all over America.
- In the **1940s & 50s** a style called **rhythm & blues** was developed (a speeded up version of the blues with electric instruments).

PHYSICAL EDUCATION

Year 8 Autumn Term Knowledge Organiser

Year 8 Autumn Term Knowledge Organiser		Year 8 Autumn Term Knowledge Organiser		
<p>U13s Rugby Rules</p> <p>13 Vs 13 20 mins per half Size 4 ball 6 player scrum – strike and push Ruck & Maul Drop kick to start game at each half or after a score.</p> 	<p>Handball Rules</p> <p>7v7 Players can take a maximum of 3 steps with the ball before having to dribble. Players cannot hold the ball for longer than 3 seconds No double dribble allowed (hands not on the top of the ball when dribbling) No player accept the goal keeper is allowed in the goal area. Corners are only awarded if a the ball comes off a defending players but no off the goal keeper. Goal keeper may come out of their goal area.</p>	<p>Netball Rules</p> <p>7v7 (GS/GA/GD/GK/W/D/WA/C) Footwork – Landing foot must not come off the ground and land again while in possession Offside – Any player with or without the ball out of their playing area Obstruction – Any player intercepting/defending must be 3ft (0.9m) away from an opponent Over a third – The ball can't be thrown over a complete third of the court Only GS & GA can score for a team (must be inside the goal area to shoot) 1 point is awarded for each successful goal scored</p> 	<p>Badminton Rules</p> <p>20-20 must win by 2 clear points If 29-29 next point wins Must serve diagonally Serve must be underarm & below server's waist Singles – Long & thin (Serve & rally) Doubles – Short & fat serve (Whole court in play for rally) 21 points to win</p> 	<p>Hockey Rules</p> <p>11 v 11 30 minutes each way Goalkeeper is the only player that can use his feet Only the flat side of the stick can be used to hit the ball Must wear shin pads Ball cannot go in the air Cannot tackle from behind 1 v 1 at all times or a foul is committed Obstruction – when your back is turned to another player and you are between the ball and that player</p> 
<p>Levers</p> <p>All levers have three parts: The Fulcrum: This is the point of movement, generally at the centre of a joint. A Load: This is the body's weight or an external object (e.g. a bat or racquet). This will move as a result of the effort on the lever. An Effort: This is a muscular force that moves the load First class levers: A sporting example of this would be a footballer moves their head forwards to head the ball. Second class levers: A sporting example of this would be a netballer standing on their tiptoes to make themselves big when defending. Third class levers: A sporting example of this would be a fielder in cricket as they bring their arm through to release the ball.</p>		<p>Planes of Movement</p> <p>SAGITTAL PLANE: A plane which vertically splits the body into left and right parts and involves flexion and extension movements A sporting example includes the shoulder, hip and knee flexion during the running action FRONTAL PLANE: The Frontal Plane is a vertical plane but it divides the body into front and back. Movements that take place in this plane are sideways movements of adduction and abduction. A sporting example includes abduction or adduction of the hip joint. For example, when performing the breaststroke in swimming the leg action takes place in the frontal plane. TRANSVERSE PLANE: The Transverse Plane is a horizontal plane that divides the body into upper and lower halves. Movements that take place in this plane are rotational. A sporting example includes the arm action when bowling in cricket with rotation at the shoulder joint as it moves in the transverse plane.</p> 		
<p>Axis of Rotation</p> <p>FRONTAL AXIS: A horizontal axis running from the front to the back of the body. A sporting example includes a gymnast performing a cartwheel TRANSVERSE AXIS: The transverse axis runs through the body horizontally from the left to right. A sporting example includes performing a somersault in gymnastics or trampolining. LONGITUDINAL AXIS: The longitudinal axis runs through the body vertically from the top to bottom. A sporting example includes performing a pirouette in dance.</p> 		<p>Planes of Movement</p> <p>SAGITTAL PLANE: A plane which vertically splits the body into left and right parts and involves flexion and extension movements A sporting example includes the shoulder, hip and knee flexion during the running action FRONTAL PLANE: The Frontal Plane is a vertical plane but it divides the body into front and back. Movements that take place in this plane are sideways movements of adduction and abduction. A sporting example includes abduction or adduction of the hip joint. For example, when performing the breaststroke in swimming the leg action takes place in the frontal plane. TRANSVERSE PLANE: The Transverse Plane is a horizontal plane that divides the body into upper and lower halves. Movements that take place in this plane are rotational. A sporting example includes the arm action when bowling in cricket with rotation at the shoulder joint as it moves in the transverse plane.</p> 		

RELIGIOUS EDUCATION

Name of Religion	Christianity	Islam	Hinduism	Buddhism	Sikhism	Judaism
Holy Book	Bible	Qu'ran	Vedas	Tripitaka	Guru Granth Sahib	Torah
Place of worship	Church	Mosque	Mandir / Temple	Temple	Gurdwara	Synagogue
Symbol	Cross/ fish 	Star and Crescent 	Omkaah 	Wheel of Dharma 	Khanda 	Star of David 
Important Person / Founder	Jesus	Mohammed	None	Buddha	Guru Nanak	Abraham
Any other information: (e.g. important festivals, rituals etc.)	Christmas Easter	Eid Ramadam Muslim Allah	Diwali	Dalia Lama Wesak Dharma Day	Diwali	Hamukah Passover

TEXTILES

Pattern

A design that is created by repeating lines, shapes, tones or colours. The design used to create a pattern is often referred to as a motif. Motifs can be simple shapes or complex arrangements.

How to Analyse Textile/Artists work.

Describe what you can see in the Artwork.

What media has the artist used?

What shapes and colours can you see?

Helen Parrot—Textile Artist

Helen lives and works in Sheffield, England, close to the Peak District National Park. She has been making and exhibiting her art tex-



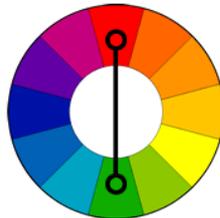
Textiles Key Terms

Seam - a stitching line where two pieces of fabric are sewn together

Ways of neatening seams to stop them fraying e.g. zig-zag, overlocking

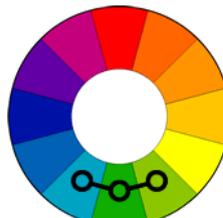
Complementary

Colours that are opposite each other on the colour wheel are considered to be complementary colours (example: red and green).



Analogous

Analogous colour schemes use colours that are next to each other on the colour wheel. They usually match well and create serene and comfortable designs.



Monochromatic



Decorative techniques

Applique—a method of making decorative patterns by sewing one piece of fabric onto another one

Hand and machine embroidery - decorating fabric using needle and thread.

Fabric Pen and crayon

Poly-tile printing—block printing using a polystyrene tile.

Trapping with plastics and fabrics

PVA sampling—making patterns with PVA

Words to describe fabrics

Breathable, brushed, clingy, colourfast, distressed, floaty, threadbare, attractive, bumpy, coarse, dry, dense, dull, durable, fluffy, firm, furry, fuzzy, glossy, hairy, textured, bright, dull, thin, patterned, printed, plain, striped, silky, smooth, thick.

Traditional Patterns

Guatemalan Huipil

A 'huipil' is a sleeveless tunic, traditionally worn by women in many regions of Guatemala. The tunics are hand embroidered on both inside and outside, front and back

Primary Sources of research—involves gathering new evidence that has not been collected before e.g. photographs, questionnaires, drawings of natural objects, etc.

Secondary sources research - involves gathering existing material that has already been

Kuba cloth is handwoven using the strands from raffia

palm leaves.

The raffia strands are dyed in a variety



with bold and intricate patterns.



African Wax print

The wax prints are part of a nonverbal way of communication among African women, and they carry messages. Some can be named after personalities,





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