# Key Stage 3: Year 8 Cycle 1
# Core Knowledge Booklet

**Student Name: _____**

**Form Group: _____**

## Our Core Knowledge Booklet

At Windsor High School and Sixth Form, our core aim is to unlock both the academic and personal potential of every single student, preparing you for success both inside the classroom and within the wider world. While our school community is dedicated to your complete personal development, this specific booklet will focus on the academic side of your journey.

It is designed to support you throughout Key Stage 3 (Years 7, 8, and 9) and prepare you for your future examinations.

Inside, you will find your examples and evidence-based strategies you need to become a proud, independent, and successful Windsor learner.

## Why We Value Homework and Revision in KS3

To truly excel across your subjects and demonstrate *The Windsor Way*, maintaining a consistent routine of deliberate homework and step-by-step revision acts as the ultimate foundation for your future GCSEs, Sixth Form, and beyond. By taking ownership of your independent learning at this stage of Key Stage 3, you are developing the **Responsibility** and **Resilience** needed for long-term academic success.

Ultimately, homework at Windsor is never just about keeping you busy; it is purposefully designed to glue what you learn in class into your long-term memory, build the independence of a true Windsor Learner, and show your teachers exactly where you are thriving or where you might need a little extra support.

## The Importance of Revision in KS3

Revision is a long-term habit because the human brain naturally forgets up to 80% of new information within a single week, regular revision is essential to lock knowledge into your long-term memory. By building these strong "revision muscles" throughout year 8, active study becomes second nature long before you reach your final exams.

## Our Expectations of You

To maximise your potential and establish great learning habits, we expect all Key Stage 3 students to commit to regular independent study during the evenings and weekends. Taking ownership of your learning is key. Staff will refer to the key terms within your booklet during lessons

## What Qualifies as Independent Study?

- **Homework Tasks:** Completing tasks set by your teacher(s) or revision activities
- **Active Learning:** Embedding your knowledge using the **3 Strategies** in this booklet (Flash cards, Mind Maps and Self-Quizzing) to help information stick.
- **Subject Prep:** Reviewing your class notes and reading ahead to prepare for upcoming topics.

## Your Support Systems

Learning can be challenging, and it is completely normal to need a helping hand. If you are stuck on a topic or unsure how to start your homework or revision, be proactive and ask for help straight away.

- **Teacher Guidance:** Speak to your subject teachers or your Form Tutor during Form Time or after class.
- **Extra Help:** Attend lunchtime homework clubs or scheduled after-school support sessions.

- **Quiet Study Spaces: Utilise** the school library or designated quiet areas at break or after school for a distraction-free environment.

## Working Together: Parents/ Carers and Students

Your academic success is a team effort between you, your teachers, your family and your friends. Your parents and carers do not need to be experts in every subject to help you thrive. Instead, their most important role is to provide a quiet space for you to work, help you stay on track, and encourage you to complete your independent learning. We are all working together, supporting you every step of the way.

## Introducing Your Core Knowledge Booklet

Within this booklet, you will find all the essential information for every subject you study during this cycle.

Each subject includes a list of key terms and core concepts for you to revise. Your teachers will regularly check your understanding of these terms through interleaving starters, Assessment for Learning (AfL) activities, classroom questioning, or during lesson discussions. It is therefore important that you revise these terms regularly using our three main study strategies to support and deepen your knowledge.

To help you deepen your learning further, staff have also provided additional tasks designed to challenge you and deepen the work you are studying within this cycle. For Maths and Science, this includes completing your weekly Sparx assignments.

## Revision Strategies:

To help you study effectively, we focus on three proven learning strategies across the school—Flashcards, Mind Maps, and Quizzing—which will help you master your subjects and build independent learning habits for life. At the end of this booklet there are some examples of blank templates.

# Strategy 1: Mind Mapping

A mind map is a visual way to organise a big topic, spot connections, and see how ideas fit together.

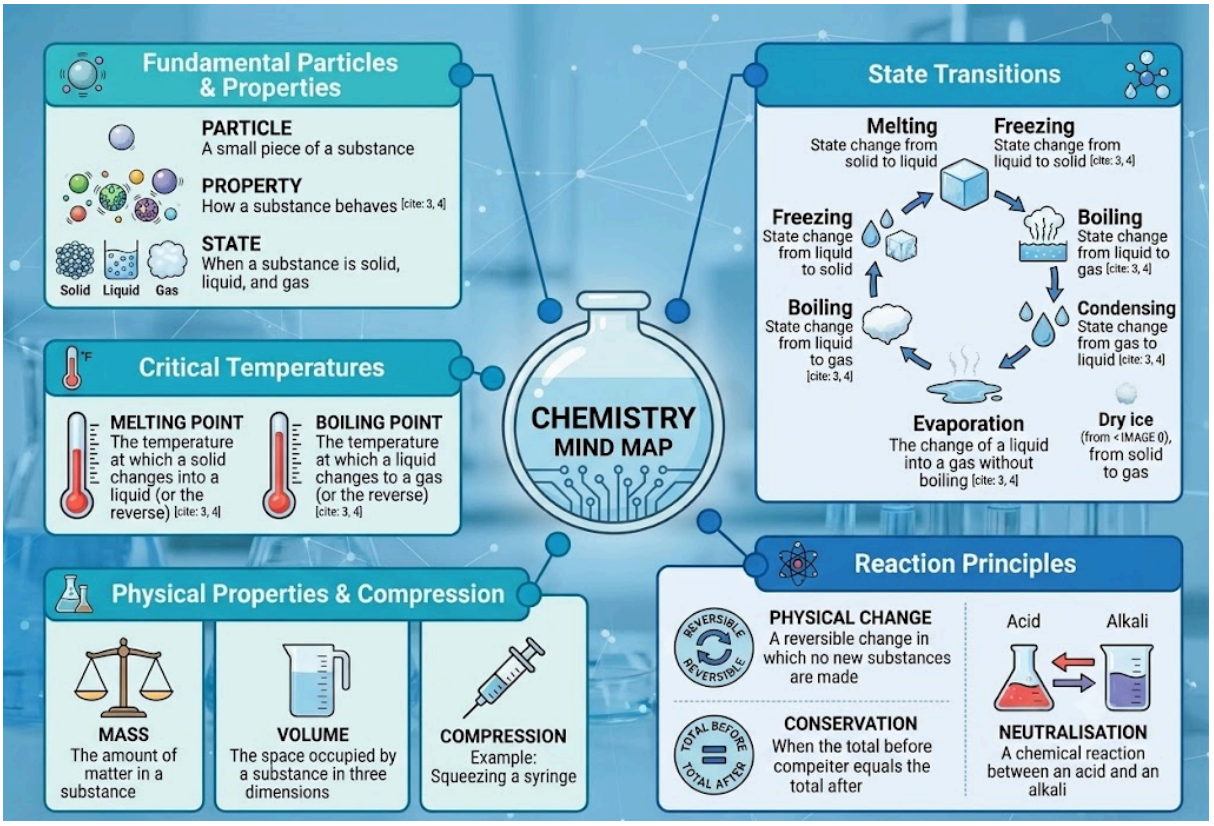
## How to Build a Windsor Mind Map:

1. **The Core**: Turn a blank piece of paper sideways (landscape). Write your main topic right in the middle in big, bold letters, or draw a picture of it.
2. **Main Branches**: Draw thick lines shooting out from the centre for your main sub-topics. Label them with just one or two words.
3. **Sub-Branches (Twigs)**: Draw thinner lines off your main branches for extra details, facts, or definitions.
4. **Use Color and Pictures**: Use different colors for different topics. Your brain remembers colors and quick sketches much better than boring blocks of black ink.

### Mind Map Top Tip:

Never just copy words directly out of a textbook. That doesn't trigger your brain! Read your notes, close the book, and try to draw the mind map completely from memory. Then, open your notes and use a different colour pen to add anything you forgot.

### Science Example: Physical Change




## Strategy 2: Revision Cards (Flashcards)

Flashcards are a tool for memorising facts, key vocabulary, dates, and formulas. They are easy to carry around with you, making them ideal for quick retrieval practice activities.

### How to Make Them:

- **One Fact Per Card:** Keep them short. Don't crowd a card with paragraphs of text. Each card must focus on one single fact or question.
- **The Front:** Write a clear question or a single keyword.
- **The Back:** Write the short, sharp answer or definition (or sometimes a diagram).

### How to Use Flash Cards:

Some students make the mistake of just reading through the same stack of flashcards over and over again. This wastes time on things you already know. Instead, sort your cards into three separate boxes or piles based on how well you know them:

Don't just flip through your cards randomly. Sort them into three boxes or piles:

1. **Box 1 (Every Day):** Put all your flashcards here to start. Quiz yourself every day.
2. **Box 2 (Every Other Day):** If you get a card *right* in Box 1, move it to Box 2. You only need to test yourself on these every two days.

3. **Box 3 (Once a Week):** If you get a card *right* in Box 2, move it to Box 3. You only need to test these once a week.
4. **The Penalty Rule:** If you get a card *wrong* at any point, it goes **straight back to Box 1** to be checked every single day until it's mastered.

### History Example

| FLASHCARD FRONT (The Prompt Face) | FLASHCARD BACK (The Answer Face) |
|---|---|
| **HISTORY: CYCLE 1**<br><br>What is the **Battle of Hastings**? | **Date:** 14th October 1066.<br><br>**Commanders:** King Harold Godwinson (Anglo-Saxons) vs. Duke William of Normandy (Normans).<br><br>**Outcome:** William decisively won. Leads to the Norman Conquest and crowning of William I. |

### Geography Example

| FLASHCARD FRONT (The Prompt Face) | FLASHCARD BACK (The Answer Face) |
|---|---|
| **Geography: CYCLE 1**<br><br>Define **urbanisation** | The growing proportion of people living in towns and cities |

## Strategy 3: Self-Quizzing (Active Retrieval)

Self-quizzing challenges your brain to actively retrieve information. This simple process helps build strong, long-lasting pathways in your memory.

## How to self-quiz:

This sequence below is an example of a structure to support your self-quizzing.

| | | |
|---|---|---|
| **1** | **Look** | **Select a small, specific section of your knowledge organiser (about 5 to 8 facts). Read through them with absolute focus for 3 to 5 minutes, trying to understand how they work.** |
| **2** | **COVER** | **Flip your knowledge organiser face down, or slide an opaque piece of card over the facts so you absolutely cannot see them.<br>No cheating!** |
| **3** | **WRITE** | **On a piece of paper, in your book or on your iPad, write down every single fact, term, date, or definition you just looked at. Do not stop until you have completely emptied your head onto the page.** |
| **4** | **CHECK** | **Uncover your knowledge organiser. Go down your written list line-by-line and carefully compare your answers against the master copy to spot any missing words or errors.** |
| **5** | **CORRECT** | **Pick up a different colour pen. Explicitly write out the correct versions of any answers you got wrong or missed entirely, right next to your original attempt.** |

## How Using a Different Colour Pen Helps You Succeed

The exact moment you write down a correction using a contrasting colour pen, your brain flags it as an important note. This alerts your mind to the mistake, ensuring you pay closer attention to that specific fact next time you revise.

## French Example

This example shows a student's actual self-quizzing work. It clearly demonstrates how using a green and red pen allows you to record corrections immediately after checking your answers against the Knowledge Organiser.

| Fact No. | Student Active Retrieval Attempt (From Memory) | Different Colour Pen Feedback / Correction |
|---|---|---|
| **1** | J'habite = I live | ✓ Correct |
| **2** | Tu habites = You live (singular) | ✓ Correct |
| **3** | Il habite = He lives | ✓ Correct |
| **4** | Nous habitons = We live | ✓ Correct |
| **5** | Vous habitez = You live (plural) | **➔ Vous habitez = You live (plural AND formal context).** *Missed the formal definition!* |
| **6** | Ils habitent = They live (masc) | ✓ Correct |

## Subject Pages

**The following pages contain the key terms and additional homework tasks for each subject:**

**English**

**Maths**

**Science**

**Computing**

**Geography**

**History**

**Religious Studies (RE)**

**Physical Education (PE)**

**Languages:** *Students only revise the key terms and tasks for the language they are studying*

**French**

**German**

**Spanish**

**Arts and Technology:** *Students only revise the key terms and tasks for the arts subject they are study this rotation*

**Art**

**Drama**

**Graphics**

**Music**

**Product Design**

## Year 8 English: Cycle 1 Animal Farm

| Topic | Key Term | Definition / Key Information |
|---|---|---|
| **Introduction to Genre, Satire & Context** | Allegory | A story or poem that can be interpreted to reveal a hidden, deeper moral or political meaning (where characters represent real historical figures). |
| | Context | The historical, social, and political background events that happen around a writer, influencing why and how they write a text. |
| | Oppression | Prolonged, cruel, and completely unjust treatment or control over a group of people by a powerful authority. |
| | Rebellion | An act of violent or open resistance against an established government, ruler, or unfair boss. |
| | Satire | The use of humor, irony, exaggeration, or ridicule to expose and criticise people's stupidity or political vices. |
| **The Rebellion & Principles of Animalism** | Animalism | The fictional political system invented by the pigs that mirrors Communism, stating all animals are completely equal and free from human control. |
| | Commandment | A strict, divine rule or law that must be obeyed without question or adjustment. |
| | Corruption | Dishonest, greedy, or illegal behavior by those in power, typically involving the abuse of authority for personal gain. |
| | Idealism | Believing in, pursuing, or representing things in their most perfect, hopeful form, rather than looking at reality. |
| | Utopia | An imagined place, community, or state of things in which everything is absolutely perfect, fair, and peaceful. |
| **Leadership & Early Manipulation** | Eloquence | Fluent, elegant, and persuasive speaking or writing that easily moves or convinces an audience. |
| | Manipulation | Cleverly controlling or influencing someone or a situation in a sneaky, unfair way so they do what you want. |
| | Privilege | A special right, advantage, or immunity granted only to a particular person or group (such as the pigs taking resources). |
| | Propaganda | Information, especially of a biased or misleading nature, used by a political group to promote a specific point of view. |
| | Status | The social or professional position and standing of someone in relation to others within a society. |
| **The Expulsion of Snowball & Rise of Dictatorship** | Dictator | A ruler with total power over a country, typically one who has obtained control by force and uses it cruelly. |
| | Expulsion | The action of forcing someone to leave an organization, community, or place permanently. |
| | Faction | A small, organised, dissenting group within a larger one, often causing internal arguments and rivalry. |
| | Regime | A government, especially an authoritarian or strict one, that maintains tight, system-wide control over a population. |
| | Tactical | Showing clever, calculated planning and actions aimed at achieving a specific, long-term political or military advantage. |
| **Exploitation & Rewriting History** | Complicit | Choosing to be involved with or allowing an unfair system, lie, or wrongdoing to happen by staying silent and not stopping it. |
| | Deception | The act of deliberately hiding the truth or tricking someone into believing something that is completely false. |
| | Duplicity | Deceitful behavior; speaking or acting in two different ways to different people concerning the same matter to hide your true motives. |
| | Exploitation | Selfishly or unfairly making use of someone else's hard work, innocence, or weakness for your own personal advantage. |

| | | |
|---|---|---|
| | Scapegoat | A person or group who is unfairly blamed for the wrongdoings, mistakes, or faults of others |
| **Tyranny, Terror & The Show Trials** | Authoritarian | Enforcing strict obedience to authority at the expense of personal freedom; allowing no individual choice or disagreement. |
| | Execution | The official carrying out a sentence of death on a person, typically ordered by a ruler or court of law. |
| | Purge | An abrupt, violent removal of a group of people from an organisation or place, used by dictators to eliminate potential rivals. |
| | Totalitarian | Relating to a system of government that is centralised and dictatorial, requiring complete subservience and control over every part of public and private life. |
| | Treason | The crime of betraying one's own country or society, especially by attempting to kill the sovereign or overthrow the government. |
| **The Deception of the Working Class** | Betrayal | An act of breaking trust, being disloyal, or delivering an innocent person over to an enemy for selfish reasons. |
| | Cynicism | An inclination to believe that people are motivated purely by self-interest; skepticism about the existence of genuine virtue or honesty. |
| | Indoctrination | The process of teaching a person or group to accept a set of beliefs uncritically and completely, allowing no outside ideas. |
| | Inequality | An unfair situation where some people have much more wealth, power, rights, or opportunities than others. |
| | Naivety | A lack of experience, wisdom, or judgment; being overly innocent and too ready to trust that authority figures are telling the truth. |
| **Cyclical Structure & Full Corruption** | Corrupted | Ruined morally; changed from good to bad through the negative influence of unchecked power, greed, or money. |
| | Cyclical | Moving, developing, or happening in a continuous circle, where the narrative ends up exactly back where it started. |
| | Hypocrisy | The practice of claiming to have moral standards or beliefs to which one's own behavior does not actually conform. |
| | Oligarchy | A small, elite group of people (like the pigs) having total control of a country, organisation, or institution. |
| | Transformation | A complete and dramatic change in someone or something's appearance, character, or form. |
| **The Ending** | Critique | A detailed, thoughtful analysis evaluating a writer's structural choices, character presentation, or commentary on society. |
| | Indistinguishable | So identical or similar to something else that it is completely impossible to tell them apart |
| | Inevitable | Something that is completely certain to happen and cannot be avoided, escaped, or stopped. |
| | Regression | The act of returning to a previous, worse, or less developed state instead of making positive progress or moving forward. |
| | Subjugation | The act of completely defeating, controlling, and bringing a group of people (or animals) under total domination. |

## Additional Homework Tasks

**Task 1:** Watch the TED-Ed video on YouTube: *"Why should you read Animal Farm?"* by Dan Malleck (or search for a BBC Bitesize clip explaining *"What is Satire?"*).

**Task 2:** Find and write down three common techniques used in political propaganda.

**Task 3:** "Napoleon was always destined to become a tyrant. The corruption of the revolution was completely inevitable from the moment the old system was overthrown." To what extent do you agree?

## Year 8 Maths: Cycle 1 Algebra and Statistics

*Some of the key terms link to a clip to watch for extra support*

| Topic | Key Term | Definition / Key Information |
|---|---|---|
| **Inverse** | Inverse | The opposite operation.<br>For example, addition vs subtraction, multiplication vs division. |
| | Substitution | In algebra this involves replacing variables with numbers. |
| | Expand | To remove the brackets (by multiplying). |
| | Factorise | Insert brackets by taking out common factors. |
| | Equation | A mathematical statement containing an equals sign.<br>For example, 5x + 10 = 35. |
| | Solve | Finding the unknown value or values. |
| **Modelling** | Forming an expression | Writing an expression that models a real-world situation. |
| | Forming an equation | Writing an expression that models a real-world situation and setting it equal to a value. |
| | Formula | A mathematical rule written using symbols and letters to describe a relationship between quantities and/or variables. |
| | Rearrange | Manipulating equations and formulae by performing the same operation to both sides. |
| | Inequalities | An inequality occurs when things are not equal. Inequalities are used to compare the relative size of values. |
| **Collect and display** | Primary data | Data that has been collected by yourself. |
| | Secondary data | Data that has been collected by others. |
| | Qualitative data | Data describing qualities, characteristics or categories. |
| | Quantitative data | Data where quantities can be counted or measured. This type of data can be described as either discrete or continuous. |
| | Discrete data | Discrete data can only take certain values.<br>For example, the number of students in a class. |
| | Continuous data | Continuous data can take any value.<br>For example, height and weight. |
| | Frequency | The number of times a particular event or item appears in a set of data. |
| | Dual/ Compound bar chart | A chart which uses bars to show the quantities of two or more sets of data. It can be used to make comparisons between the two or more data sets. |

| | | |
|---|---|---|
| | Composite bar chart | A chart where each bar displays two or more sets of data, stacked in a single row or column. |
| | Pie Charts | A chart in which a circle is divided into parts that each represent a proportion of the total. |
| **Analyse and Interpret** | Mean | The total sum of the numerical data divided by the number of pieces of data. |
| | Median | The middle value of an ordered set of data values. |
| | Mode | In a set of scores, values or numbers the mode is the one that occurs the most. There can be more than one mode or no mode. |
| | Range | The difference between the lowest and highest values in a data set.<br>The range is a measure of spread (how much the values of data in a set vary). |
| | Probability | The likelihood or chance of something happening. It is recorded on a scale of 0 to 1 and given as a decimal, fraction or percentage. |

Homework is set weekly on Sparx Maths (every Thursday) and should be completed by all students (due Wednesday). Access is made easy by clicking the blue button that says, login with Google.

Sparx is designed to personalise online learning with appropriately challenging questions. We expect students to complete 100% of all assigned tasks. It is well researched that actively working on Sparx Maths, for one hour a week over the course of a year, can increase a predicted GCSE grade by 30% and improve long-term memory! Students should work independently on tasks; getting help from parents, siblings, friends or AI will directly impact the algorithm making future homework too difficult. As it stands, students get immediate feedback on their work and teachers get insights, enabling them to help students.

Students who use Sparx Maths consistently and repeatedly overtime should see sustained improvement in their Maths.

### Additional Homework Tasks that are set in Sparx each week for you

Task 1: Personal practice has now been created for you after you start your homework in the independent learning area. You can click a button and it will generate an extra 10 questions that are personalised to you. You can do this as many times as you want each week.

## Year 8 Science: Cycle 1 Biology- Digestion, Nutrition and Ecological Relationships

| Key Term | Definition / Key Information |
|---|---|
| **Nutrients** | Important substances that the body requires to survive & stay healthy |
| **Balanced diet** | A diet that supplies the right quantity of nutrients for an individual |
| **Malnutrition** | Eating the wrong amounts or types of food |
| **Deficiency** | A lack of minerals/vitamins that results in poor growth. |
| **Food web** | A diagram showing a set of linked food chains |
| **Food chain** | A diagram that shows the transfer of energy between organisms |
| **Photosynthesis** | The process plants use to make their own glucose |
| **Tertiary consumer** | An organism that eats a secondary consumer |
| **Producer** | An organism that make its own food using photosynthesis |
| **Primary consumer** | An organism that eat producers |
| **Secondary consumer** | A carnivores that feed on primary consumers |
| **Herbivore** | An animal that only eats plants |
| **Carnivore** | An animal that only eats meat |
| **Predator** | An animal that hunts and eats other animals |
| **Prey** | An animal that is hunted eaten by another animal |
| **Trophic** | The position an organism occupies in a food chain |
| **Interdependence** | The way in which living organisms depend on each other to survive, grow, and reproduce |
| **Population** | The number of organisms of one species |
| **Habitat** | The area in which an organism lives |
| **Community** | The collection of the different types of organism present in an ecosystem |
| **Biomass** | Mass of an organism when all water has been removed |
| **Ecosystem** | The interaction between biotic and abiotic factors in a particular location |
| **Omnivore** | An animal that eats plants and meat |
| **Dispersal** | The action or process of distributing seeds over a wide area |
| **Pollination** | The transfer of pollen from the anther to the stigma of a plant |
| **Decomposer** | An organism that breaks down other organisms |
| **Organic** | Relating to or derived from living matter |
| **Characteristics** | A feature or trait belonging to an organism |

| | |
|---|---|
| **Microorganism** | A microscopic organism (bacterium, virus, fungus) |
| **Pollen** | Male sex cell in a plant |
| **Abiotic** | Non living factors that influence the distribution of an organism (light, pH, temperature, wind intensity, moisture) |
| **Biotic** | Living factors that influence the distribution of an organism (disease, predation, food) |
| **Digestion** | The breakdown of large food particles into smaller particles |
| **Diffusion** | The movement of particles in a liquid or gas from where there are more particles to where there are fewer |
| **Enzymes** | A protein that speeds up the digestion of food |
| **Faeces** | Undigested food that is removed from the body. |
| **Sampling** | To measure part of a population to estimate the size of the whole population |
| **Estimate** | Make approximation of a value or rating |
| **Classification** | The arrangement of plants and animals into taxonomic groups according to their observed similarities |
| **Hierarchical** | The systemic organisation of organisms into levels |
| **Macroscopic** | Items large enough to be observed by the naked eye |
| **Kingdoms** | The second highest taxonomic rank consisting of plants, animals, fungi, bacteria and protists |
| **Adaptation** | Characteristic that helps an organism to survive in its environment |
| **Variation** | Differences within a species |
| **Inheritance** | The passing on of traits from parents to their offspring |
| **Continuous** | A characteristic that that can take any value within a population eg height, weight, foot length) |
| **Discontinuous** | A characteristic that can be placed into categories eg blood group (eye colour, shoes size) |
| **Fossil** | The preserved remains of a prehistoric organism embedded in rock |
| **Evolution** | Change of a species over time |
| **Natural selection** | The process by which the organisms with the characteristics that are most suited to the environment survive and reproduce, passing on their genes |
| **Competition** | Competing with other organisms for resources |
| **Extinction** | The dying out of a species so no individuals remain |
| **Endangered** | When a population has declined to at least 70% and the cause of decline is known |
| **Biodiversity** | The range of all organisms living in an area |

| | |
|---|---|
| **Niche** | The role an organism's plays in a community |
| **Co-exists** | Exist at the same time or in the same place |
| **Bioaccumulation** | Chemicals pass up the food chain and become more concentrated |
| **Control variable** | A variable which may affect the outcome of the investigation and therefore has to be kept constant or at least monitored. |
| **Accurate** | The data or results are close to the true value of what you are measuring. |
| **Precise** | Measurements where there is very little spread about the mean value. The repeat measurements are close together. |
| **Repeatable** | The person repeats the investigation using the same method/equipment and obtains the same results |
| **Reproducible** | The investigation is repeated by another person and the same results are obtained |
| **Range** | The difference between the highest and lowest values in a set of numbers |
| **Interval** | The quantity between readings |
| **Anomaly** | A result that doesn't fit in with the pattern of the other results |

All students should complete the weekly homework set on **Sparx science**. This is set on Wednesday and due on Wednesday each week. You do not need a separate login or password simply press the blue button that says login with google.

Sparx is an adaptive, personalised online homework platform designed to tailor the questions to each student's unique learning pace. It adapts over time to make sure work is challenging but achievable, with the primary goal of 100% completion of all assigned tasks.

The homework tasks set, sit alongside what they have learnt in lessons a week or two ago to support retrieval, Sparx will also direct you to work it knows you have previously struggled with.

Independent work is key, getting outside help from parents, siblings or AI can throw off the platform's algorithm, causing future homework to become too difficult. If a student gets a question wrong three times, the platform provides video help and flags the issue for the teacher.

## Year 8 Computing : Cycle 1 Data Representation

| Topic by lesson | Key Term | Definition / Key Information |
|---|---|---|
| **What is data** | Binary and decimal conversions | Being able to convert from binary a base 2 number system to decimal a base 10 number system |
| | Bit | A single binary digit, 0 or 1 |
| | Nibble | 4 binary digits, for example: 0000, 0101, 1100 |
| | Byte | 8 binary digits, for example: 01010011, 11111111, 00001111 |
| **Bitmap images** | Pixcel - | picture element - the smallest part of an image |
| **Vector images** | Vectors | An image made out of shapes and lines which are manipulated through mathematical calculations |
| **Representing sound** | Sample rate | The number of samples taken over a given period of time |
| | Analogue | Sound represented as sound waves |
| **Representing Text** | ASCII | American Standard Code for Information Interchange, which provides the list of binary codes for each letter, number and symbol which is found on the keyboard |
| **Logic gates** | AND | Requires two or more inputs, all inputs need to be TRUE to provide a TRUE output |
| | OR | Requires two or more inputs, one or more inputs need to be TRUE to provide a TRUE output |
| | NOT | Only requires one input, and returns the opposite for the output, for example a TRUE input provides a FALSE output |
| **Compression** | RLE - run length encoding | is a simple, lossless data compression method that reduces the physical size of a file by finding repeating sequences of data and replacing them with a single value and a count of how many times it repeats. |
| | Lossy | Losses data that is not required |
| | Lossless | Does not lose data |
| **Encryption** | Encryption | Encryption is the process of converting readable data (plaintext) into a coded, unreadable format (ciphertext) |
| | Decryption | Decryption is the process of converting unreadable, coded data (ciphertext) into a readable format (plaintext) |
| | Plain text | Readable data |
| | Algorithm | A set of instructions to solve a problem |
| | Cipher text | Unreadable, coded data |

### Additional Homework Tasks

**Task 1:**

Practice binary to decimal conversions using the Binary Game

**Task 2:**

Complete the hour of code encryption activity
https://studio.code.org/courses/hoc-encryption/units/1/lessons/1/levels/1

**Task 3:**

Practice your logic gate simulations on Logic Gate Simulator

## Year 8 Geography: Cycle 1 Hydrosphere

| Topic | Key Term | Definition / Key Information |
|---|---|---|
| **The Water Cycle** | Hydrosphere | All water on Earth (liquid, solid ice, and gas). It is a **closed system**. |
| | Evaporation | Water turns from liquid into gas (vapour) due to heat. |
| | Condensation | Water vapour cools down and turns liquid to form clouds. |
| | Precipitation | Water falling to Earth (rain, snow, hail). |
| | Transpiration | Water evaporating from plant leaves. |
| | Infiltration | Water soaking into the soil/ground. |
| | Surface Runoff | Water flowing over the land into rivers. |
| **Drainage Basins** | Drainage Basin | The area of land drained by a river and its tributaries. |
| | Watershed | The edge or boundary of a drainage basin (high land). |
| | Source & Mouth | **Source:** Where a river starts.<br>**Mouth:** Where it meets the sea. |
| | Tributary | A smaller stream that joins a main river. |
| | Confluence | The point where two rivers meet. |
| **River Processes** | Erosion | The wearing away of land (Hydraulic Action, Abrasion, Attrition, Solution). |
| | Hydraulic action | The force of moving water hitting the river banks and bed, compressing air in cracks and causing material to break away. |
| | Abrasion | Rocks and sediment carried by the river scrape and grind against the bed and banks, wearing them away. |
| | Attrition | Rocks carried by the river collide with each other, breaking into smaller, smoother, and rounder pieces. |
| | Solution | Acidic water dissolves soluble rocks (e.g. limestone), removing material in solution. |
| | Weathering | Weathering is the breaking down of rocks in the place where they are found, without being move- (biological, chemical and mechanical) |
| | Transportation | How the river moves its load (Traction, Saltation, Suspension, Solution). |
| | Deposition | When a river drops its load because it loses energy. |
| **River Courses** | Upper Course | Steep, narrow, shallow. Vertical erosion creates V-shaped valleys. |
| | Middle Course | Gentle gradient, wider channel. Features meanders (bends). |
| | Lower Course | Flat, very wide and deep. Features deltas and floodplains. |
| | V-shaped valley | A narrow valley with steep sides formed in the upper course of a river due to vertical erosion. |
| | Waterfall | A vertical drop in a river where hard rock overlies softer rock, causing erosion and collapse. |
| | Gorge | A steep-sided, narrow valley formed as a waterfall retreats upstream due to erosion. |
| | Meander | A bend in a river formed by lateral erosion on the outside of the bend and deposition on the inside. |
| | Levee | Raised river banks formed by deposition of sediment during floods, with heavier material deposited closest to the channel. |
| **Flooding** | Physical Causes | Heavy rain, steep slopes, snowmelt, or impermeable rock are all natural causes of flooding |

| | | |
|---|---|---|
| | Human Causes | **Urbanisation** (concrete), **Deforestation**, and agriculture are all human causes of flooding |
| | Lag Time | The time delay between peak rainfall and peak river discharge. |
| **Glaciation** | Glacier | A mass of moving ice. They **retreat** when they melt due to climate change. |
| | Corrie | A bowl-shaped hollow on a mountainside. |
| | Arete | A sharp, knife-like ridge between two corries. |
| | Ribbon Lake | A long, narrow lake found in a glacial valley (e.g., Lake District). |
| **Marine & Oceans** | Biodiversity | The variety of life. Oceans cover 71% of Earth. |
| | Coral Bleaching | When coral turns white and dies due to rising sea temperatures. |
| | Threats | Overfishing, plastic pollution, and oil spills. |
| **Local Knowledge Check**<br>• **Birmingham Rivers:** River Cole, River Tame, and River Rea (none are navigable).<br>• **UK Glacial Example:** Helvellyn in the Lake District.<br>• **Key Seaways:** Suez Canal, Panama Canal, and the Strait of Hormuz | | |

## Additional Homework Tasks

**Task 1: The Water Cycle in Motion (Recall)** Search YouTube for *"The Water Cycle - National Geographic"* or a similar educational video. Watch the clip and answer the following:

5. Which store contains the most water on Earth?
6. Why is the water cycle called a 'closed system'?
7. Explain the difference between **Infiltration** and **Surface Runoff**.

**Task 2: Drainage Basin Application (Application)** Imagine a new town is being built on a steep hillside near a river.

1. Using your knowledge of **urbanisation**, explain what will happen to the **Lag Time** on a flood hydrograph.
2. If the trees on the hillside are cut down (**deforestation**), how will this affect the amount of **interception** and **surface runoff**?

**Task 3: The Future of Our Hydrosphere (Evaluation)** *"Human activities are more responsible for flooding than physical geography."* Answer the question arguing whether you **agree** or **disagree** with this statement. Use examples like concrete surfaces vs. heavy rainfall to support your points.

## Year 8 History Cycle 1: The English Civil War & Stuart England

| Topic | Key Term | Definition |
|---|---|---|
| **James I** | Catholic | Christian religion of all of Europe until the early 1500s led by the Pope in Rome. Challenged by protestants. |
| | Protestant | Christian religion which challenged (protested against) catholicism from the early 1500s. |
| | Puritan | A radical (extreme) form of protestantism - belief that the church should be purified to remove every trace of the old catholic church e.g. decoration |
| | Absolutism | When a ruler has complete power over their country, allowing them to make any decision they want. |
| | Divine Right of Kings | An idea that Kings are chosen by God. This idea got Kings like Charles I into trouble with Parliament. |
| | Parliament | Representative body to make laws (voted by some of the public in 16th Century) Meet at the Houses of Parliament in London. House of Commons (MPs) and the House of Lords (Peers) |
| **Charles and the Civil War** | Civil war | When there are two sides who fight each other within a country. There were three civil wars in the 1600s. |
| | Tax | an amount of money that a government requires people to pay according to their income, that is used to pay for the things done by the government. |
| | Constitution | A set of rules drawn up so that a country's government rules fairly. Charles I ignored a lot of unwritten rules. |
| **Charles and the civil war** | Aristocracy/ nobility | the highest class in certain societies,made up of people of noble birth holding hereditary titles and offices. |
| | Personal Rule | In 1629, Charles ruled without meeting Parliament for 11 years. |
| | Archbishop of Canterbury | the most senior bishop in the Church of England, below the monarch. |
| **Charles and the civil war** | Roundhead | The nickname for the soldiers who fought for the Parliamentary side in the Civil Wars. |
| | Cavalier | The nickname for the soldiers who fought for Charles I in the Civil Wars. |
| | New Model Army | The army which was reorganised by Oliver Cromwell and enabled Parliament to win the Civil Wars. |
| **Oliver Cromwell and the Republic** | Regicide | The act of killing a king/ queen. |
| | Republic | A type of government that does not have a King. Britain had a Republic between 1649 and 1660. |

| | | |
|---|---|---|
| | Uprising | An organized rebellion, especially against an authority or government |
| **The Republic** | Interregnum | a formal word for a period between the end of one ruler's time and the start of the next |
| | Protectorate | The name given to the rule of Oliver Cromwell once he named himself Lord Protector of England, rather than King. |
| | Radical | someone who advocates [publically recommends] for complete political or social change |
| **Restoration** | Restoration | To bring back the monarchy (to restore them). |
| | Act of Parliament | A law which said Charles II, and each monarch afterwards, would be unable to rule without Parliament. |
| | Commonwealth | The Commonwealth refers to the period in the post-Civil War period when England was ruled without a King. |
| **Glorious Revolution** | Glorious Revolution | It was a peaceful takeover with no bloodshed |
| | Bill of Rights | A law in 1689 which said that Parliament should meet regularly (not just on the invitation of the King/ Queen) and free speech was allowed within Parliament. That is still the case today. |
| | Act of Settlement | Signed by King William in 1701. It meant that no Catholic could ever be King of England. That is still the case today. |

**<u>Additional homework tasks (Optional)</u>**

**Task 1: Create a Horrible Histories style song/ rap about the English Civil War**

*Success criteria:*

- Use the Knowledge Organiser to read key facts about the Civil War that we have learnt in lessons.
- The song/ rap should preferably rhyme.
- Don't use AI- we would like something original.

**Task 2: Write an obituary for James I, Charles I or Charles II**

An obituary is an overview of somebody's life after they have died, which usually focuses on their achievements in life and key events.

- Choose one of the Kings you have studied and write an obituary as if they have *just* passed away.

**Task 3: Design a Christmas card as if you are living through the rule of Major Generals.**

Imagine that you are living through the rule of Major Generals and Christmas has been banned. Design a Christmas card that you could send to your family. Remember, no trees, presents, mince pies, decorations...only church!

## Year 8 RE: Cycle 1 Creation and Death

| Topic | Key Term | Definition/ Key Information |
|---|---|---|
| **Creation of the Universe (Christians)** | Genesis | The book in the Bible which details the Creation story |
| | The 7 days of God's creation | 1. Light<br>2. Sky<br>3. Land<br>4. Sun<br>5. Birds / Fish<br>6. Animal (including humans)<br>7. Rest |
| | Literalist Christians | They believe the stories in the Bible are literally true - as if they really happened. |
| | Liberal Christians | They believe the stories in the Bible are not literally true but that they represent important teachings, but did not actually happen as they are described in the Bible |
| | Adam and Eve | The first humans God created in the Garden of Eden |
| **Creation of the Universe (Hindus)** | Brahman | The supreme God in Hinduism which shows themself in many different forms. Together, Brahma, Vishnu and Shiva make up the life force of Brahman. |
| | Brahma | The Creator |
| | Vishnu | The Preserver |
| | Shiva | The Destroyer |
| **God's judgement** | Omnipotent | All powerful |
| | Omniscient | All knowing / all seeing |
| | Omnibenevolent | All loving |
| | Misscarriage of justice | When someone is accused wrongly of something and everyone thinks they did it |
| | Remorse | Feeling sorry for something you did |
| | Repent | The act of expressing remorse |
| | Parable | A story with a message behind it |
| **Heaven, hell and purgatory** | Heaven | An afterlife reward with God. For some this is a literal location and for others this is symbolic of being with God |
| | Hell | An afterlife location of eternal suffering, a punishment for unrepentant sinners. For some this is a literal location and for others this is symbolic of being with God |
| | Purgatory | A Roman Catholic afterlife belief in between Heaven and Hell, where people who are not pure enough to go to Heaven and not bad enough to go to Hell go |
| | Eternity | Forever |
| | Devout | Someone with very strong religious beliefs |
| **John Hick** | The parable of the Celestial City | The parable, story, scholar John Hick uses to discuss the journey of an atheist and theist on a road to the end of their life, |

| | | |
|---|---|---|
| | | which the first sees as the end and the latter sees as Heaven - thus influencing how they view life |
| | Soul-making | The belief that experiencing bad times makes you a stronger / better person, which is why God allows evil in the world |
| | John Hick | The scholar who wrote the parable of the Celestial City and created the theory of Soul-Making |
| | Soul | The immortal, eternal, part of our bodies. It is spiritual in sense |
| **Burial, Humanism, Resurrection and Cryonics** | Humanism | Humanism is a secular (TC5) view towards the world.<br>Humanists prioritise this life and believe we should support each other as humans to flourish. |
| | Anonymous Christian | Someone who lives a morally good life, but has not encountered Christ - someone who scholar Karl Rahner believes should be in Heaven |
| | Eschatological | Life after death; where we go when we die on this planet. |
| | Resurrection | The rising of the dead. The resurrection in Christianity also refers to the resurrection of Jesus after his crucifixion |
| | Cryonics | The practice of freezing someone after death, so that they could be revived in years to come. |

## Additional Tasks

1. Create a storyboard to show the 7 stages / days of the Genesis Creation story. Each day needs a summary of what happened and an image to support this.

2. Read the Hindu Creation story in more detail here Creation stories in Hinduism . Summarise what happened and how it is similar/different to the Christian Creation story. (link not working? Type Hindu Creation Story into Google and it is the first BBC link)

3. Read the Islam Creation story in more detail here Creation stories in Islam . Summarise what happened and how it is similar/different to the Christian Creation story. (link not working? Type Islam Creation Story into Google and it is the first BBC link)

4. Research the pros and cons of Cyronics and create a short summary of them.

## Year 8 Physical Education Cycle 1

| Topic | Key Term | Definition / Key Information |
|---|---|---|
| **Fitness** | Power | The ability to perform strength performances quickly. A combination of speed and strength (e.g., jumping up for a basketball rebound). |
| | Reaction Time | The amount of time it takes to respond to a specific stimulus (e.g., reacting to a referee's whistle or a fast volleyball serve). |
| | Coordination | The ability to use two or more body parts together smoothly and efficiently (e.g., striking a badminton shuttlecock mid-air). |
| | Balance | The ability to maintain the body's center of mass above the base of support, which can be static (still) or dynamic (moving). |
| **Gymnastics** | Flight | The phase of a movement where a gymnast leaves the floor or apparatus and is completely airborne (e.g., vaulting). |
| | Counter-Balance | A partner balance where individuals depend on each other's weight to remain stable, typically by pulling away from one another. |
| | Counter-Tension | A partner balance based on pushing against one another with equal and opposite force to maintain stability. |
| | Rotation & Vaulting | **Rotation:** Turning around an axis (e.g., forward rolls, cartwheels).<br>**Vaulting:** Using an apparatus to propel the body through the air. |
| **Dance** | Choreographic Device | The tools and methods used to develop and structure dance movement (e.g., repetition, accumulation, retrograde). |
| | Spatial Awareness | An understanding of the performance area, including pathways (linear/circular), levels (high/medium/low), and directions. |
| | Projection | The energy and emotion a dancer uses to communicate the intent of the choreography forward to the audience. |
| | Focus & Expression | **Focus:** Where a dancer looks during a routine.<br>**Expression:** Using facial features to match the mood of the music. |
| **Rugby** | Lineout | A set piece used to restart play after the ball has gone into touch (out of bounds), where forwards leap into the air to catch a high throw. |
| | Scrum | A pack formation used to restart play after a minor infringement (like a knock-on), where players bind together to contest for the |

| Topic | Key Term | Definition / Key Information |
|---|---|---|
| | | ball. |
| | Ruck | A phase of play where one or more players from each team close around the ball on the ground to secure possession after a tackle. |
| | Maul & Offload | **Maul:** When a ball-carrier is held by an opponent but stays on their feet with teammates bound.<br>**Offload:** Passing the ball out of a tackle before hitting the ground. |
| **Football** | Offside Rule | An infringement where an attacking player is nearer to the opponent's goal line than both the ball and the second-last opponent when the ball is passed to them. |
| | Jockeying | A defensive delay tactic where a player backs away slightly, keeping their body shape low and guided to slow down the attacker without tackling immediately. |
| | Support Play | Teammates moving into open space to create passing options or angles for the player currently in possession of the ball. |
| | Pressing & Transition | **Pressing:** Defending high up the pitch to force mistakes.<br>**Transition:** Shifting instantly from defending to attacking when possession changes. |
| **Basketball** | Pivot Rule | The legal action where a player holding the ball steps once or multiple times in any direction with one foot, while keeping the other foot planted on the floor. |
| | Double Dribble | A violation that occurs when a player dribbles the ball with two hands simultaneously or stops dribbling and then starts again. |
| | Lay-Up | A high-percentage close-range shot where a player uses a one-handed bounce off the backboard while driving toward the basket on the run. |
| | Man-to-Man Defense | A tactical defensive setup where each player is assigned to guard a specific opponent across the court. |
| **Volleyball** | Volley (Set) | An overhead pass executed with the fingertips of both hands, used to position the ball high and close to the net for a teammate to attack. |
| | Dig (Forearm Pass) | A defensive underarm passing technique used to handle low, fast-moving balls or spikes, executed with flat, locked forearms. |
| | Three-Touch Rule | A team is legally allowed a maximum of three successive |

| Topic | Key Term | Definition / Key Information |
|---|---|---|
| | | touches to return the ball over the net. A single player cannot touch the ball twice in a row. |
| | Spike & Block | **Spike:** Hitting the ball aggressively downwards into the opponent's court.<br>**Block:** Jumping at the net with extended hands to stop an opponent's spike. |
| **Badminton** | Forehand Smash | An aggressive, high-speed overhead attacking shot struck downward at a steep angle into the opponent's court. |
| | Net Shot / Hairpin | A precise, delicate shot played close to the net that travels barely over the tape and drops straight down on the other side. |
| | Long vs Short Service | **Long Serve:** Hit high and deep to the back line (mainly singles).<br>**Short Serve:** Kept low and short to the front line (mainly doubles). |
| | Tactical Tramlines | The outer boundary alleys. The side tramlines are out-of-bounds during singles play but inside during doubles play. |
| **Athletics** | Anaerobic vs Aerobic Training | **Anaerobic:** High-intensity, short-duration exercise working without oxygen (e.g., 100m sprint).<br>**Aerobic:** Steady, lower-intensity exercise using oxygen (e.g., 1500m pacing). |
| | Fosbury Flop | An advanced High Jump technique where the athlete runs in a curved approach, leaps from the outside foot, and clears the bar head-first with their back to it. |
| | Rotational Technique | An advanced throwing method used in the Discus or Shot Put, involving 1.5 to 2 full body rotations inside the circle to maximize centrifugal force and velocity. |
| | Blind Baton Exchange | An advanced relay pass technique where the receiving runner accelerates forward without looking backward, reaching their hand back blindly to take the baton. |
| **Striking and Fielding (Cricket & Rounders)** | Body Positioning / Angles | Aligning the feet, hips, and shoulders deliberately at an angle to the incoming delivery to intentionally dictate the direction of the hit. |
| | Back-Up / Defensive Backing | Fielders sprinting into position behind a teammate or post who is about to catch or intercept a thrown ball, preventing overthrows and extra bases. |
| | Advanced Rounders | **Backward Hit:** Striking the ball behind the batting line, |

| Topic | Key Term | Definition / Key Information |
|---|---|---|
| | | requiring the runner to legally hold at 1st post until the ball returns forward.<br>**Obstruction:** Blockade foul. |
| | Advanced Cricket | **Spin Bowling:** Applying friction upon release to cause the ball to change direction drastically after bouncing.<br>**Fielding Positions:** Silly Mid-On, Slip, or Deep Cover. |

**Additional Homework Tasks**

**Task 1: Advanced Knowledge Recall**

Review the expanded Year 8 matrix table and answer the following questions on your homework sheet:

- Explain the precise mechanical difference between the "Push Technique" (learned in Y7) and the advanced "Rotational Technique" used for throwing events in Athletics.

- What are the distinct procedural and positional rules that dictate a "Blind Baton Exchange" versus a standard visual exchange in a relay race?
- In Cricket, describe how a bowler adjusts their release to achieve "Spin Bowling," and name two specific advanced fielding positions.

**Task 2: Game Situation Tactical Application**

Imagine you are a fielder in a competitive Rounders match. The batter hits a powerful "Backward Hit" straight behind the batting box into deep outer space.

- Detail what restrictions are immediately placed on the batter regarding advancing past the 1st post.

- Explain how the fielding team must use **Back-Up / Defensive Backing** to stop a fast runner from scoring a full rounder once the ball is recovered.

**Task 3: Principles of Physical Performance Evaluation**

**Statement:** *"In advanced Athletics track events and advanced field sports, moving from basic execution to high-level mastery (such as shifting from steady aerobic running to high-intensity anaerobic sprints, or using the Fosbury Flop over a basic hurdle jump) depends entirely on an athlete's physical Power rather than tactical preparation."*

Write a structured paragraph explaining whether you agree or disagree with this statement. Support your answer using comparative examples from at least two advanced activities listed in the Year 8 table (e.g., Athletics, Basketball, or Volleyball) to justify your balance of training principles.

**Languages**:You will complete one of the following for the language you are studying

## Year 8 French: Cycle 1 -Vive les vacances!

Cycle 1 is all about exploring the things that make us happy, inspire us and connect us to the world around us-including tv, Internet, cinema, music and reading.By the end of Cycle 1, you will understand the concept of Tenses, negative constructions and high frequency phrases.

**Click on each Quizlet link for premade flash cards and quizzes to support your learning.**

| Topic | Key Term | Definition / Key Information |
|---|---|---|
| **TV programmes**<br>*Talking about tv likes and dislikes* | Noun | A noun is a **person**, a **place** or a **thing**. |
| | Grammatical Gender | In English, objects don't have a gender.<br>In French , every single noun is treated as either **masculine** (male) or **feminine** (female)<br>This is called **grammatical gender.** |
| | Singular | **Singular** means **one** of something, eg-I/he/the student |
| | Plural | **Plural** means **more than one** of something, eg-the students/they/we |
| | Definite Article | The definite article is the word ***the*** |
| | Indefinite Article | The indefinite article is word ***a*** or ***an*** |
| **Quizlet** | | |
| **Films and cinema**<br>*Talking about film preferences* | Verb | A **verb** is an **action word** or a **doing word**. It tells you what someone or something is doing, being, or feeling. |
| | Verb Conjugation | **Conjugation** is when you **change a verb's ending** or spelling so that it matches the person who is doing the action. |
| | Regular verb | A **regular verb** follows **predictable grammar rules** when conjugated or used in a different tense. |
| | Time Phrase | A **time phrase** is a short group of words that tells you **when** something is happening, eg-now/today/from time to time |
| Quizlet | | |
| **Reading habits and genre preferences**<br>*Talking about different types of reading* | The Negative form | The words not/never/no more/nothing |
| | Conjunctions | Words used to create longer sentences-also, but |
| **Quizlet** | | |
| **Online activities**<br>*Talking about what you do when you are connected* | Verb paradigm | A **verb paradigm** (pronounced *para-dime*) is simply a **complete chart or table** that shows all the different forms of a single verb. |
| **Quizlet** | | |
| **Music preferences**<br>*Talking about music preferences* | Adjective | An **adjective** is a describing word. |
| | Adjectival agreement | Adjectives agree with the noun they are describing**-** masculine/ feminine, singular/ plural |
| | Adjectival position | Most adjectives come after the noun [thing/person] they are describing |
| | Irregular adjectives | Adjectives that do not follow a regular pattern- spelling and position |
| **Quizlet** | | |
| **Past tense activities**<br>*Talking about what you have or have **not** done* | Possessive Adjective | A **possessive adjective** is a word you put before a noun to show **who owns it** or who it belongs to, e.g. my, your |

| | | |
|---|---|---|
| | Intensifier/ Qualifier | An **intensifier** or **qualifier** is a word used to change the strength of an adjective. It makes a describing word sound stronger or weaker, e.g. very, |
| **Quizlet** | | |
| **Description of past weekend**<br><br>*Talking about what you have done at the weekend* | Third Person | The **third person** is the form of language you use when you are talking **about** other people or things, rather than talking about yourself, e.g. he, she, they |
| | Irregular verb | An **irregular verb** is a word that **breaks the standard grammar rules** when you change its tense or change who is doing the action. Instead of following the normal pattern, it changes its spelling-and is sometimes a completely different word. |
| **Quizlet** | | |
| **Grammar workshop**<br>*Using about different tenses, sequencers and extending your sentences* | Plural | **Plural** means **more than one** of something, eg-the cats/dogs/hamsters |
| **Quizlet** | | |
| *Asking and answering questions* | Verb Inversion | **Inversion** simply means "flipping the order." In grammar, it means **swapping the position of the subject (the person) and the verb (the action)**. |
| | Question Word | A **question word** is a word used at the start of a sentence to ask for specific information. |
| **Quizlet** | | |

**Task 1: ActiveHub** Link: https://activehub.pearson.com/#/

ActiveHub is an online learning platform used by your school where your teacher will set your official language homework, tasks, and digital textbook practice. By giving you instant feedback on interactive exercises that match your lessons exactly, it helps you and your teacher see where you are smashing it and where you need extra support.

**Task 2: Duolingo** Link: https://www.duolingo.com/courses

Duolingo is a free, game-like app and website that makes learning a language fun by turning vocabulary, listening, and speaking practice into bite-sized mini-games. Spending just 5 minutes a day keeping your daily "streak" alive is a brilliant way to supercharge your pronunciation and confidence outside of the classroom.

**Task 3: Oak Academy** Link: https://www.thenational.academy/teachers/programmes/french-secondary-aqa/units?years=8&keystages=ks3

Oak National Academy is a free online classroom filled with video lessons, worksheets, and quizzes created by real teachers to support your schoolwork. It is the ultimate tool for catching up or revising at your own speed, allowing you to pause a teacher explaining tricky topics step-by-step whenever you need extra help.

## Year 8 German: Cycle 1 - *Ich liebe Ferien* - Revision Homework

**Click on each Vocabulary/Quizlet link for premade flash cards and quizzes to support your learning.**

| Week | Topic | Key Term | Definition / Key Information |
|---|---|---|---|
| 1 | **Wo hast du im Urlaub gewohnt?** *Talking about where you stayed on holiday* | Perfect Tense | The past tense you with two verbs - an auxiliary verb and a past participle verb |
| | | Past Participle | A "helping" verb (usually *haben* or *sein*) that you partner up with a past participle verb to build the past tense. |
| | | Auxiliary Verb | The action verb that gets kicked to the very end of a past-tense sentence (in German, these usually start with *ge-*, like *gewohnt*) |
| | Vocabulary | | |
| 2 | **Was hast du im Urlaub gemacht?** *Talking about holiday activities in the past* | Weak Verb | A "regular" verb that follows a predictable pattern when changing tenses (their past participles usually end in a neat *-t*) |
| | | Strong Verbs | "Irregular" verbs that like to break the rules by changing their spelling or vowels in the past tense (their past participles usually end in *-en*). |
| | Vocabulary | | |
| 3 | **Wie bist du gefahren?** *Talking about how you travelled on holiday* | Movement Auxiliary Verb | The helping verb *sein* (to be), which German uses instead of *haben* when you are traveling from point A to point B (like flying or driving). |
| | | Preposition | A small word that connects words together to show direction, time, or location (e.g., *mit* / with, *nach* / to). |
| | Vocabulary | | |
| 4 | **Wie war das Wetter?** *Talking about weather* | Imperfect tense | Another type of past tense, mostly used in German for descriptions (like "it *was* hot" or "there *was* rain"). |
| | | Verb Inversion | Flipping the usual word order around so that the verb comes *before* the person (subject)—this happens when you start a sentence with a time or weather phrase. |
| | Vocabulary | | |
| 5 | **Katastrophe** *Talking about problems on holiday* | Negative Expression | Words used to say "not", "none", or "never" (like *nicht* or *kein*) to describe things going wrong. |
| | Vocabulary | | |
| 6 | **Willkommen in der Jugendherberge** *Talking staying in a youth hostel* | Modal verb | A special "mood" verb (like *können* / can, or *müssen* / must) that changes the meaning of the main action. |
| | | Infinitive Verb | The "dictionary form" of a verb before it gets changed by a person (in German, these always end in *-en*, like *spielen* or *wohnen*). |
| | | Adjective | A describing word used to give more detail about a person, place, or thing (e.g., a *comfy* bed). |
| | Vocabulary | | |
| 7 | **Wie komme ich zum Bahnhof?** *Talking about directions and places in a town* | Imperative Mood | The tone or verb form you use when giving commands, orders, or directions (e.g., "Go straight ahead!"). |
| | | Compound Noun | A giant word created by joining two or more smaller nouns together (e.g., *Jugend* + *Herberge* = *Jugendherberge*). |

| | | | |
|---|---|---|---|
| | | Noun | A person, place, or thing (remember: in German, *all* nouns start with a capital letter) |
| | | Gender | The grammatical category assigned to every German noun: Masculine (*der*), Feminine (*die*), or Neuter (*das*). |
| | | Definite article | The exact word for "**the**". |
| | | Indefinite Article | The exact word for "**a**" or "**an**" |
| | Vocabulary | | |
| **8** | **Wir feiern**<br>*Talking about festivals* | Time-Manner-Place | The golden rule for German word order. When writing a sentence, you must always state *when* you did it first, *how* you did it second, and *where* you did it last. |
| | Vocabulary | | |
| **9** | **Im Aktivurlaub**<br>*Talking about active holidays* | Reflexive Verbs | An action verb where the person doing the action is doing it to themselves (e.g., "I wash *myself*"). |
| | | Reflexive Pronouns | The little words (like *mich* or *dich*) that translate to "myself" or "yourself" in a reflexive sentence |
| **Vocabulary** | | | |

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Link:
https://www.thenational.academy/teachers/programmes/german-secondary-aqa/units?years=7&keystages=ks3

Oak National Academy is a free online classroom filled with video lessons, worksheets, and quizzes created by real teachers to support your schoolwork. It is the ultimate tool for catching up or revising at your own speed, allowing you to pause a teacher explaining tricky topics step-by-step whenever you need extra help.

## Year 8 Spanish: Cycle 1 - Más sobre mi vida

**Click on each Quizlet link for premade flash cards and quizzes to support your learning.**

| Topic | Key Term | Definition / Key Information |
|---|---|---|
| **Invites**<br>**Going out arrangements**<br>**Positive and negative reactions**<br>**Prepositions** | Prepositions | A word that describes where something is |
| **Quizlet Vocabulary Practice** | | |
| **Excuses**<br>Accepting and declining invitations | Present tense- | Describes an action in the current time |
| **Quizlet Vocabulary Practice** | | |
| **Technology**<br>**Mobile phones**<br>*Talking about different types of online activities* | Verb conjugation; irregular verbs, | Irregular verbs **do not** follow the normal standard patterns when you change them. |
| | Question forms | The ways we ask questions in Spanish. Key rules include: |
| **Quizlet Vocabulary Practice** | | |
| **Music genres**<br>**Opinion-giving phrases**<br>**Exclamations**<br>Present tense<br>*Me gusta* + definite article | Gender | Every noun in Spanish has a gender: it is either **masculine** or **feminine**. |
| | Possessive adjectives | Words used to show **ownership** or who something belongs to (e.g., "my", "your", "his/her"). |
| **Quizlet Vocabulary Practice** | | |
| **TV programmes**<br>**TV guide** | Present tense, full paradigm | The complete set of forms for a verb |
| | Intensifiers | Words used to **modify or strengthen** an adjective, helping to add detail and variety to descriptions. |
| **Quizlet Vocabulary Practice** | | |
| **Film genres**<br>**Opinions and reasons** | Adjectival agreement | Adjectives (describing words) must **match** the noun they describe in two ways |
| **Quizlet Vocabulary Practice** | | |
| **Past tense activities**<br>Past tense time expressions<br>Sequencers<br>Exclamations | Use of intensifiers | Words used to change the strength or emphasis of an adjective. They always go **before** the adjective they are modifying. |
| **Quizlet Vocabulary Practice** | | |
| **Writing workshop**<br>Verbs- using two different tenses together | Use of connectives | Connecting words used to **link ideas or shorter sentences together**. Using them helps you build longer, more complex sentences and avoids repeating yourself. |
| | Negative form | Changing a sentence to mean the opposite by saying that something is **not** true or **not** happening. |
| **Quizlet Vocabulary Practice** | | |

**Task 1: ActiveHub -**Link: https://activehub.pearson.com/#/

ActiveHub is an online learning platform used by your school where your teacher will set your official language homework, tasks, and digital textbook practice. By giving you instant feedback on interactive exercises that match your lessons exactly, this allows you to see your strengths and areas of development.

**Task 2: Duolingo -**Link: https://www.duolingo.com/courses

Duolingo is a free, game-like app and website that makes learning a language fun by turning vocabulary, listening, and speaking practice into bite-sized mini-games. Spending just 5 minutes a day keeping your daily "streak" alive is a brilliant way to supercharge your pronunciation and confidence outside of the classroom.

**Task 3: Oak Academy -** Link: https://www.thenational.academy/teachers/programmes/spanish-secondary-aqa/units?keystages=ks3

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**Arts and Tech**: You will complete one of the following for the current cycle you are studying

## Year 8 Art and Design: Cycle 1  Ecosystems

| Topic | Key Term/ | Definition / Key Information |
|---|---|---|
| 1. Ecosystem | Ecosystem | The living and nonliving components of an environment and the interrelationships that exist between them. |
| | Biomes | A global-scale ecosystem. |
| | Producers | Organisms that obtain their energy from a primary source such as the sun (e.g., plants/leaves). |
| | Consumers | Organisms that obtain their energy by eating animals and/or plants. |
| | Food Chain | A single line that demonstrates the flow of energy between producers and consumers. |
| | Food Web | A diagram that shows all the complex linkages and connections between producers and consumers in an ecosystem. |
| | Decomposers | Organisms such as bacteria and fungi that break down dead plant and animal material, recycling nutrients back into the soil. |
| | Sustainability | Taking care of the Earth so that people, animals, and plants can live well now and in the future; using what we need without hurting the planet. |
| 2. Formal elements | Analogous colours | These are groups of colours that sit right next to each other on the color wheel. (neighbours)<br>The word "analogous" means having things in common or being similar. They share a common "underlying" colour and naturally blend beautifully together without clashing. |
| | Continuous Line | A drawing technique where the drawing tool stays on the page continuously without being lifted to explore outlines and details. |
| | Tone and Form | Shading techniques (such as building smooth layers, circular shading and direction ) used to make a 2D shape into a 3D looking form. |

**Additional Homework Tasks**

**Task 1 Homework menu**

Choose one of the suggestions from the slide Year 8 Art Homework Menu Upload a photo  to the Google Classroom once complete.

**Task 2: Artist connections** Learn the characteristics of these artists and compare the similarities and differences between them. You might want to make a sketch/ drawing of their work to support.

| | |
|---|---|
| **Jenny Kendler** | Diverse Environmental Art Activist and nature lover.<br>**Key Themes:** Raises awareness about environmental issues and endangered species impacted by climate change.<br>**Materials & Focus:** Uses natural materials (seeds, plants) and recycled components. Notable project *Birds Watching*—a 40-foot reflective sculpture of 100 endangered birds' eyes. |
| **Rosalind Monks** | Illustrator and graphic designer inspired by wildlife, environments and outdoors.<br>**Key Themes:** Draws attention to under-threat, fragmented habitats and endangered animals (such as the Valais wild lynx).<br>**Materials & Focus:** Composes intricate shapes and textures entirely made out of hand-drawn natural patterns.<br>**Stylistic Techniques:** Packs patterns closely together to generate depth/tone, uses varied fine or blocked black pen lines, utilises strong symmetry, and mimics the natural directional flow of fur or feathers. |
| **Jim Moir** | Illustrator /painter<br>**Key Themes:** Bird illustrations. The natural world was his playground as a child.<br>**Materials & Focus:** Watercolour, Moir captures the quirks, attitudes, and distinct personalities of the birds.<br>**Stylistic Techniques:** Layers, detail, precision, colour and character, delicately captures the structure of feathers, the softness of a bird's down, and the glassy eyes. |

## Year 8 Drama: Cycle 1 Naturalism - Billy Elliot

| Topic | Key Term | Definition / Key Information |
|---|---|---|
| Naturalism – Billy Elliot | Accent | A distinctive way of pronouncing words that shows what region or country a character comes from. |
| | Thought Track | When a character steps out of the action or freezes to speak their inner thoughts and feelings directly to the audience. |
| | Dialogue | The exchange of spoken words between characters |
| | Blocking | The precise planning and choreography of actors' movements on stage. Directed by the creative team, it dictates exactly where performers stand, when they move, and how they interact with props and set pieces to tell a story effectively. |
| | Naturalism | A style of theatre that tries to replicate real life as accurately as possible, making the acting, speech, and situations look completely believable. |
| | Stylised | Stylisation in drama is a **non-naturalistic performance style** that deliberately distorts, exaggerates, or simplifies reality. |
| | Social Context | The background, environment, and real-world conditions surrounding the characters. |
| | Hot-seating | A drama strategy where an actor or student sits in a designated chair (the "hot seat") and answers questions from the rest of the group while staying entirely in character. |
| | Vocal Tone | The specific quality or mood of an actor's voice (e.g., harsh, warm, trembling) that reveals a character's true emotions. |

**Additional Homework Tasks**

**Task 1:** Practice speaking out loud at home using a regional North-East accent or focus heavily on using realistic dialogue with natural pauses while talking to someone or reading a script out loud.

**Task 2:** Next time you are watching a TV drama, a soap opera, or a movie , look out for Naturalism in action. Spot a scene where two characters are having an argument and figure out who has the higher status based purely on their body language and how close they stand to each other.

## Year 8 Food: Cycle 1

| Topic | Key Term | Definition / Key Information |
|---|---|---|
| **Hygiene, Health and Safety** | Microorganisms | (or microbes) are tiny, often single-celled living things e.g. bacteria, moulds, yeast |
| | Pathogenic | Anything capable of causing disease e.g. harmful bacteria like Salmonella |
| | Perishable | Deteriorates (goes-off) easily e.g. raw meat |
| | Food poisoning | An illness caused by eating contaminated, spoiled, or toxic food or drinks |
| | Hazard | Anything that can cause harm |
| | Cross-contamination | The transfer of harmful bacteria, viruses, or allergens from one surface, object, or food to another |
| | Use-by and best-before dates | Use by date - food must be disposed of after this date<br>Best before date - indicates that a food may start to change quality e.g. biscuits go softer |
| **The Eatwell Guide, Energy and Water** | The Eatwell Guide | The Eatwell Guide shows how much of what we eat overall should come from each food group to achieve a healthy, balanced diet. |
| | Calorie | A calorie is a unit of measurement for energy |
| | Dietary related diseases | E.g. obesity, coronary heart disease, diabetes… |
| | Metabolism | Converting food into energy to fuel vital functions like breathing |
| | Malnutrition | A medical condition caused by a deficiency, excess, or imbalance in a person's intake of energy or nutrients. |
| | Kilojoules | (kJ) are a standard metric unit used to measure energy |
| **Nutrition - (macro and micro nutrients)** | Deficiency and excess | under( not eating enough) and over (too much) nutrition |
| | Macronutrients | The essential nutrients your body requires in large quantities to produce energy, maintain structure, and support vital bodily functions. |
| | Micronutrients | Essential vitamins and minerals required by the body in very small amounts to function properly. |
| **Function of ingredients** | Sensory analysis | Using the senses to evaluate foods looking at texture, appearance, aroma and taste. |
| | Cake making methods | Methods of making cakes: all-in-one (muffins), melting (brownies), rubbing-in(scones), whisking (Swiss roll) and creaming methods (Victoria sponge cake) |

**Additional homework tasks**

**Task 1: Food Commodities**

Name at least five ingredients, food or dishes that you identify as typical of UK cuisine.

Why have you chosen these in particular?

- Choose a food and research how it is produced. State if it is grown, reared or caught. Complete the Food is grown, reared or caught fact file.

**Task 2: Seasonality**

- View the Eat the seasons presentation to learn about when different fruit and vegetables are in season. Make a poster/infographic showing the different food and when they are in season throughout the year.
- Learn more about seasonality using the What's in season worksheet.

## Year 8 Graphics : Cycle 1

| Topic | Key Term/ | Definition / Key Information |
|---|---|---|
| **Key words** | Silhouette | A dark, solid shape of an object or person seen against a brighter background. |
| | Gradient | A visual technique where two or more colors smoothly and gradually blend into one another. |
| | Film poster | A visual advertisement designed to promote a movie and persuade audiences to watch it. It acts as a marketing tool, capturing the core essence, genre, and tone of a film |
| | Contrast | The arrangement of opposing visual elements (such as light vs. dark, large vs. small, or smooth vs. rough) to create visual interest, establish a hierarchy, and guide the viewer's eye |
| | Pattern | Lines, colours or shapes are repeated in a decorative design. |
| | Halftone | A technique that simulates continuous-tone imagery (like gradients or photographs) by using tiny dots or lines, of varying sizes, shapes, or spacing. |
| | Composition | The way something is built, put together or arranged (composition) Layering and blending supports this. |
| | Branding | How a brand chooses to visually represent itself whether in a physical or digital sense through elements such as colors, fonts, logos, and other design elements. |
| **Techniques** | Selecting | Making selections in Photoshop allows you to isolate and edit specific parts of an image. Select subject or Object selection. |
| | Posterize | This reduces the number of colors in your image, creating sharp transitions and a flat, graphic look. |
| | Clipping masks | A tool in design software that uses the shape of one layer or object to hide or show other parts |
| | Blending | Combining multiple photos, smoothing out transitions, or merging digital colors. Using blend modes on Photoshop. |
| | Hue and Saturation | **Hue** is the basic "color" itself (such as red, blue, or yellow), defined by its position on the color wheel. **Saturation** refers to the intensity, purity, or vibrancy of that color. You find it in Image - Adjustments on Photoshop. |
| | Typography | The art and process of arranging text to be both legible and visually appealing. It goes far beyond simply choosing a font; it involves manipulating text layout, size, and spacing to communicate a message, evoke emotion, and guide the viewer’s eye. |
| | Adding halftone | You can use Filters in Photoshop to add half tone, found in the sketch filters, or by using brushes made up of small dots. |
| | Warp | Warping in graphics is the process of digitally manipulating an image or vector shape to distort its geometry. |
| **Influences** | Olly Moss | Olly Moss is an English graphic artist, best known for his reimagining of |

| | | |
|---|---|---|
| | | movie posters.<br>● Silhouettes<br>● Cutout imagery<br>● Limited colour palette<br>● Rule of 3rds<br>● Film posters |
| | Shephard Fairey | Shepard Fairey is an influential American contemporary street artist, graphic designer, and activist who emerged from the 1980s skateboarding and punk rock scenes.<br>● **Bold Visual Style:** He utilizes highly stylized, stencil-like graphics often reduced to a strict palette of black, white, and red.<br>● Portraits<br>● Layering and collage<br>● Stencil Graffitti |
| | Acid Warhol | This collection is a kaleidoscope of versatility, radiating a vibrant pop art vibe with its dazzling array of bold and electrifying colors. It allows every image to come alive with a burst of energy, adding a touch of excitement and dynamism to your projects.<br>● Vibrant colours and<br>● Pop art style<br>● Repetition<br>● Halftone effect<br>● Black and white<br>● Silhouettes |
| | Andrea Robescu | Andreea Robescu is a Barcelona-based visual artist working across illustration and mixed-media image-making for contemporary brands and fashion illustration.Her practice moves between drawing, collage, typography, and found imagery, combining analog and digital processes.<br>● Floral pattern<br>● Bold lines<br>● Typography<br>● Hand writing<br>● Repetition<br>● Overlaying<br>● Digital drawing |

**Additional Homework Tasks**

**Task 1: Research** one of the artists above and create a slide related to their work. Include images, a description and techniques they use. Consider questions such as:

- How would you describe the style?
- What processes / techniques do they use?
- What colour schemes do they use?
- What imagery do they use and why?
- How could you adapt their style to your theme/brand?

**Task 2:** Complete questions on Shepard Fairey on your digital folders when set by the teacher.

**Task 3: Product research** different film posters  or Fashions adverts and examples related to your designs.

**Task 4: Drawing** Complete any digital drawings on your ipad for Shepard Fairey or Andrea Robescu.

## Year 8 Music: Cycle 1 Blues Music

| Topic | Key Term | Definition / Key Information |
|---|---|---|
| **The Blues** | 12 Bar Blues | A 3 chord sequence that lasts for 12 bars. |
| | Chords | Three notes played together at the same time. |
| | Walking Bassline | A bassline that always moves to a new note on every beat. |
| | Improvisation | Creating a musical idea on the spot, using a scale. |
| | Pentatonic Scale | A musical scale made up of 5 notes. |
| **Notation** | Crotchet | A note value that lasts for one beat. |
| | Minim | A note value that lasts for two beats. |
| | Quaver | A note value that lasts for half a beat. |
| | Stave | The set of five horizontal lines and four spaces that music is written on. |
| | Flat note ♭ | The black note to the left of a white note. |
| **Elements of Music** | Tempo | The speed of a given piece of music. |
| | Dynamics | The volume of music, how loud or quiet it is. |
| | Tonality | The mood of the music, often described as major or minor. |
| | Texture | How many different music layers are being performed at the same time (thick or thin). |
| | Structure | The overall layout or organisation of a piece of music (e.g., verse, chorus). |

### Additional Homework Tasks

Task 1: Listen to a completely new style of music you have never heard before, then write a short summary detailing its musical features and what you liked or disliked about this piece of music

Task 2: Research the traditional music of another country, making sure to include information about their unique instruments, cultural traditions, and any interesting facts.

Task 3: Spend 20 minutes practising and improving your current classroom performance piece, and make an audio or video recording to document your progress.

## Year 8 Product Design: Cycle 1

| Topic | Key Term | Definition / Key Information |
|---|---|---|
| Design Context | Alessi | An Italian housewares and kitchen utensil company, known as one of the "Italian Design Factories", founded in 1921. |
| | Form follows function | Purpose-Driven: A design's starting point should always be what the object or space needs to do. |
| Workshop Safety & Tools | Health and Safety at Work Act 1974 | The primary legislation that governs safe working practices and the maintenance of a safe environment within the workshop. |
| | Tenon Saw | A hand tool used for making straight cuts in wood, typically used in conjunction with a Bench Hook . |
| | Engineer's Vice | A heavy-duty mechanical apparatus used to secure an object while work is performed on it. |
| | Try Square | A woodworking tool used for marking and checking 90-degree (square) angles. |
| Manufacturing & Quality Control | Batch Production | The manufacture of a specific number of identical products, often based around a theme. |
| | QAQC | Quality Assurance / Quality Control : Systems used during production to ensure products meet a specific standard. |
| | Tolerance | The permissible limit or limits of variation in a physical dimension or measured value of a manufactured part. |
| | Go/No Go Gauge | A physical measuring tool used to quickly check if a manufactured part is "in tolerance ". |
| Materials & Construction | Softwood (Pine) | Pine is an evergreen wood often used in construction; used for the phone stand frame. |
| | Plywood | Plywood; a manufactured board used for the phone stand back. |
| | Dowel butt joint | A type of joint where the ends of materials are secured using a cylindrical Dowel. |

**Additional Homework Tasks**

**Task 1: Workshop Protocols (Recall)** Identify and list five specific "Workshop Rules" from your Knowledge Organiser that are designed to prevent accidents caused by "**human carelessness**". Explain how adhering to these rules ensures the safety of everyone in the workshop.

**Task 2: Quality and Accuracy (Application)** Explain how a manufacturer would use a **Go/No Go Gauge** during **Batch Production**. Your explanation should clarify how the tool determines if a part is "in **tolerance**" or if it must be rejected.

**Task 3: Design Philosophy (Evaluation) Analyse** the **Alessi** "**Anna G**" corkscrew design. Using the **ACCESSFM** categories, discuss whether the **Aesthetics** of this playful object are more important than its **Function** as a kitchen tool.

## Blank Templates

### Blank Flash Cards

Use this template daily to structure your flash cards. Write your question/ key term or prompt on the front and the answer on the back.

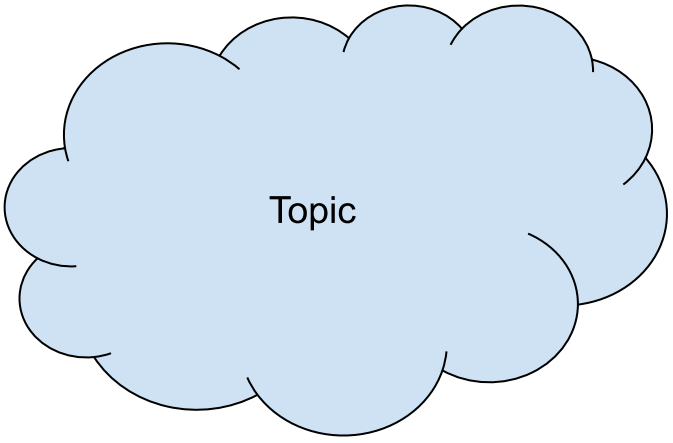
| FLASHCARD FRONT (The Prompt Face) | FLASHCARD BACK (The Answer Face) |
| --- | --- |
| _____ | |

| FLASHCARD FRONT (The Prompt Face) | FLASHCARD BACK (The Answer Face) |
| --- | --- |
| _____ | |

| FLASHCARD FRONT (The Prompt Face) | FLASHCARD BACK (The Answer Face) |
| --- | --- |
| _____ | |

**Blank Self-Quizzing Template**

Use this template daily to structure your "Look, Cover, Write, Check, Correct" routine with any Windsor Knowledge Organiser.

| No. | Active Retrieval Output (Write From Memory) | Green Pen Corrections / Omissions Box |
|---|---|---|
| 1 | | |
| 2 | | |
| 3 | | |
| 4 | | |
| 5 | | |
| 6 | | |
| 7 | | |
| 8 | | |
| 9 | | |
| 10 | | |

**Blank Mind Map**