Year 8

Term 2 Knowledge Organisers and Retrieval Quizzes

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Maths

Term 1 Knowledge Organiser

Topics: Four operations with integers and decimals, Simple directed number arithmetic, Solving linear equations

Key Knowledge & Skills

1. **Four Operations with Integers**
    - Multiplication & division: multiply/divide normally, apply sign rules
    - Addition & subtraction: use number lines to visualise
2. **Four Operations with Decimals**
    - Align decimal points for addition/subtraction
    - Multiply as whole numbers, then insert decimal: $2.3 \times 1.2 = 2.76$
    - Divide: $12.6 \div 0.3 = 42$
3. **Simple Directed Number Arithmetic**
    - Remember: “the sign of the number is important”
    - Example: $-5 + 3 = -2$, $-7 - 2 = -9$
4. **Solving Linear Equations (1 variable)**
    - Use **inverse operations** to isolate variable
    - Check solution by substituting back
    - Example: $4x + 3 = 15 \Rightarrow 4x = 12 \Rightarrow x = 3$

Year 8 Maths Term 1 Knowledge Retrieval Quiz

Questions

1. Calculate: $7 + (-3)$
2. Calculate: -5×6
3. Divide: $-36 \div 6$
4. Add: $4.25 + 3.6$
5. Subtract: $7.5 - 8.25$
6. Multiply: 2.3×4
7. Divide: $5.6 \div 0.7$
8. Solve: $x + 7 = 15$
9. Solve: $3x = 21$
10. Solve: $5x - 2 = 18$
11. Solve: $6 + x = 4$
12. Simplify: $3a + 5a - 2$
13. Simplify: $4b - 7 + 2b + 3$
14. Multiply: $x \cdot 5x$
15. Expand: $3(x + 4)$

Answers

1. 4
2. -30
3. -6
4. 7.85
5. -0.75
6. 9.2
7. 8
8. $x = 8$
9. $x = 7$
10. $x = 4$
11. $x = -2$
12. $8a - 2$
13. $6b - 4$
14. $5x^2$
15. $3x + 12$

English

Year 8 Knowledge Organiser – Term 1

Focus: *'Unwind' • Dystopian Fiction • Identity and Control • Analytical Writing on Setting*

Key Knowledge

- Understand key features of dystopian fiction: control, surveillance, rebellion, dehumanisation.
- Explore how *Unwind* comments on identity and government power.
- Learn how setting reinforces theme (control, fear, conformity).
- Recognise how dystopias reflect anxieties about modern society.
- Apply analytical structure (point → evidence → analysis) to abstract ideas such as atmosphere or setting.

Key Skills

- **Analytical Writing:** Develop points linking setting to theme.
- **Inference:** Interpret symbolism within the environment.
- **Comparative Thinking:** Link *Unwind* to other dystopias (e.g. *1984*).
- **Creative Exploration:** Experiment with writing your own dystopian openings.
- **Critical Debate:** Discuss moral and ethical implications of control.

Key Vocabulary

Dystopia | Totalitarian | Identity | Surveillance | Control | Rebellion | Symbolism | Atmosphere | Setting | Dehumanisation | Oppression | Freedom

Retrieval & Reflection

1. What defines a dystopia?
2. How does *Unwind* explore identity?
3. Give an example of setting reflecting control.
4. What is meant by "totalitarian government"?
5. Why might dystopian fiction be used for social commentary?
6. Explain how setting influences atmosphere.
7. What is the structure of an analytical paragraph?

Year 8 English Term 1 Knowledge Retrieval Quiz

Focus: *'Unwind' & Dystopian Fiction*

1. What is the genre of *Unwind*?
2. Define "dystopia".
3. How does *Unwind* explore identity?
4. Give one example of totalitarian control in the novel.
5. What is meant by surveillance in dystopian fiction?
6. How can setting reflect a character's emotions?
7. Name a theme linked to government control in *Unwind*.
8. What is the purpose of analysing setting in analytical writing?
9. Define "atmosphere" in literature.
10. How can rebellion be shown in character actions?
11. Give an example of oppression from *Unwind*.
12. What is the difference between abstract and concrete themes?
13. Why is dystopian fiction often used for social commentary?
14. Explain one way you can link setting to theme.
15. What structure is recommended for analytical paragraphs?

Answers – Year 8 English Knowledge Retrieval Quiz

1. Dystopian fiction
2. An imagined society where conditions are extremely bad or oppressive
3. By showing struggles to maintain individuality under control
4. Example: The unwinding program
5. Close monitoring or restriction of citizens' actions
6. Through description of the environment, weather, or surroundings
7. Control / oppression / freedom / identity
8. To show how writers use place and environment to reinforce themes
9. The mood or feeling created by the setting
10. Acts of defiance, resistance, or disobedience
11. Example: The enforced division of children's bodies
12. Abstract themes are ideas (e.g., freedom), concrete themes are tangible events or objects
13. It allows critique of society in a safe or imaginative way
14. Linking description of setting to a character's state or theme (e.g., confinement → oppression)
15. Point → Evidence → Explanation

Sports & Health

Year 8 Knowledge Organiser – Term 1

Focus: Recap Sending & Receiving • Creating Space • Maintaining Possession • Netball / Rugby

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Key Knowledge

- Consolidate Y7 skills in passing, catching, and movement.
- Understand how to **create and exploit space** by changing direction, speed, and body position.
- Learn how to maintain possession through **support play**, **communication**, and **quick transitions**.
- Begin to analyse opponents and use tactical decision-making to overcome them.
- Apply sport-specific rules and recognise how they influence tactics.
- Understand the concept of attacking and defensive shape in small-sided games.

Key Skills

- **Movement Variety:** Using dodges, feints, and changes in pace.
- **Support Play:** Positioning to offer passing options.
- **Maintaining Possession:** Keeping control under pressure, recycling the ball.
- **Defensive Play:** Marking space or players effectively.
- **Decision-Making:** Knowing when to pass, hold, or move.
- **Fitness Development:** Building stamina, coordination, and reaction time through gameplay.

Key Vocabulary

- Possession | Interception | Attack | Defence | Movement off the Ball | Support | Agility | Reaction Time | Tactics | Transition | Pressure

Retrieval & Reflection

1. What does maintaining possession mean, and why is it important?
2. How does communication help create space?
3. Describe a situation when you had to move in a new direction to support a teammate.

4. What are two key defensive techniques in netball or rugby?
5. How can you improve your reaction time in a game?
6. Explain how fitness impacts your ability to perform tactical movements.

Year 8 Sports and Health Term 1 Knowledge Retrieval Quiz

1. What does “maintaining possession” mean?
2. Why is communication key when keeping the ball?
3. Name two ways to create space.
4. What skill allows a player to change direction quickly?
5. What does “interception” mean?
6. What does it mean to travel in multiple directions?
7. Give one example of defending space.
8. How can teamwork improve attacking play?
9. Name two passes used in netball.
10. What type of pass is used for long distance?
11. In rugby, what happens when the ball goes forward?
12. What are the basic principles of attack?
13. Define “reaction time.”
14. What is the purpose of movement off the ball?
15. Why is fitness important in invasion games?

Answers

1. Keeping control without losing it to opponents.
2. Helps players coordinate movement and passes.
3. Changing pace, direction, or using dodges.
4. Agility.
5. Taking the ball from opponent’s pass.
6. Moving side to side, forward, or backward to find gaps.
7. Marking a zone rather than a player.
8. Creates passing options and support.
9. Chest, bounce.
10. Shoulder or overhead pass.
11. Scrum for forward pass.
12. Width, depth, support, and movement.
13. Speed of response to a stimulus.
14. To make yourself available to receive.
15. Maintains performance and reduces fatigue.

French

Year 8 Term 1 – French Knowledge Organiser

Theme: Hobbies

Grammar & Key Structures

- Jouer + au/à la/aux (present tense)
- Faire + du/de la/des (present tense)
- Être (present tense)
- Negatives: ne … pas
- Infinitives with opinions
- Questions: est-ce que vs qu'est-ce que

Extra Vocabulary

French	**English**
Jouer au tennis	To play tennis
Faire de la natation	To go swimming
Lire	To read
Écouter de la musique	To listen to music
Danser	To dance
Regarder la télé	To watch TV
Sportif / Sportive	Sporty
Créatif / Créative	Creative
Fatigué(e)	Tired

Key Skills

- Talk about hobbies and interests
- Express opinions
- Form questions and negatives

Year 8 Term 1 – French Knowledge Retrieval Quiz

1. **Translate: "to play tennis"**
2. **Translate: "to go swimming"**
3. **Write "I listen to music" in French**
4. **Conjugate jouer for "je"**
5. **Conjugate faire for "il/elle"**
6. **Translate: "creative"**
7. **Translate: "sporty"**
8. **Form a negative: "I play football"**
9. **Write French for "sometimes"**
10. **Translate: "to dance"**
11. **Question: est-ce que vs qu'est-ce que → which do you use to ask "What do you do?"**
12. **Translate: "to read"**
13. **Translate: "tired"**
14. **Conjugate être for "nous"**
15. **Translate: "I like"**

Answers:

1. **Jouer au tennis**
2. **Faire de la natation**
3. **J’écoute de la musique**
4. **Je joue**
5. **Il/Elle fait**
6. **Créatif / Créative**
7. **Sportif / Sportive**
8. **Je ne joue pas au football**
9. **Parfois**
10. **Danser**
11. **Qu’est-ce que**
12. **Lire**
13. **Fatigué(e)**
14. **Nous sommes**
15. **J’aime**

Spanish

Year 8 Term 1 – Spanish Knowledge Organiser

Theme: School

Grammar & Key Structures

- AR verbs (present tense)
- ER/IR verbs (present tense)
- Adjectives: agreement & position
- Articles: el/la/los/las, un/una
- Negatives: no / hay

Extra Vocabulary

Spanish	**English**
Mi asignatura favorita	My favourite subject
Las matemáticas	Maths
La historia	History
La biología	Biology
La informática	IT
Difícil / Fácil	Hard / Easy
Interesante	Interesting
Aburrido / Aburrida	Boring
El profesor / La profesora	Teacher
Hay	There is / There are

Key Skills

- Talk about school subjects
- Express opinions and preferences
- Describe teachers and lessons
- Form negatives and questions

Year 8 Term 1 – Spanish Knowledge Retrieval Quiz

1. Translate: "my favourite subject"
2. Translate: "maths"
3. Translate: "biology"
4. Translate: "I like"
5. Write "I don’t like" in Spanish
6. Conjugate **AR verb**: estudiar – yo
7. Conjugate **ER verb**: comer – tú
8. Conjugate **IR verb**: vivir – él
9. Translate: "teacher" (male & female)
10. Translate: "hard"
11. Translate: "interesting"
12. Translate: "boring"
13. Write "there is" in Spanish
14. Write "there are" in Spanish
15. Translate: "history"

Answers:

1. Mi asignatura favorita
2. Las matemáticas
3. La biología
4. Me gusta
5. No me gusta
6. Estudio
7. Comes
8. Vive
9. El profesor / La profesora
10. Difícil
11. Interesante
12. Aburrido / Aburrida
13. Hay (singular)
14. Hay (plural)
15. La historia

Geography

Year 8 – Knowledge Organiser

Key Knowledge & Skills

- **Ecosystems:** Interactions between living organisms and their environment; includes biotic (living) and abiotic (non-living) factors.
- **Global Biomes:** Tropical rainforest, desert, tundra, grassland, temperate forest, savanna; distribution affected by climate.
- **Food Chains & Webs:** Energy transfer through producers (plants), primary consumers (herbivores), secondary consumers (carnivores), decomposers.
- **Rainforest Structure:** Layers – emergent, canopy, understory, forest floor. Importance of each layer for biodiversity.
- **Water & Nutrient Cycles:** Movement of water (precipitation, evaporation) and nutrients (decomposition, soil fertility).
- **Plant & Animal Adaptations:** Thick leaves, drip tips, camouflage, nocturnal behavior, storing water.
- **People of the Amazon:** Indigenous communities, farming, logging, sustainable practices.
- **Rainforest Threats:** Deforestation, logging, mining, agriculture; impact on biodiversity and climate.
- **Sustainability:** Selective logging, conservation projects, ecotourism.
- **Assessment Prep:** Linking biomes, adaptations, and human activity.

Key Vocabulary & Examples

- Ecosystem, biome, habitat, biodiversity
- Producer, consumer, predator, prey, decomposer
- Emergent layer, canopy, understory, forest floor
- Deforestation, sustainability, conservation, ecotourism
- Adaptation, photosynthesis, nutrient cycle

Year 8 Term 1 Geography Knowledge Retrieval Quiz

Topic: How Fragile is Our Earth?

Questions

1. What is an ecosystem?
2. Name three global biomes.
3. Define a producer in a food chain.
4. Define a consumer in a food chain.
5. What is a decomposer?
6. Name the four layers of a rainforest.
7. What is the main role of the canopy?
8. Give one plant adaptation in the rainforest.
9. Give one animal adaptation in the rainforest.
10. Who are the indigenous people of the Amazon?
11. Name one threat to the rainforest.
12. Name one sustainable practice in rainforests.
13. What does biodiversity mean?
14. What is a food web?
15. Why are nutrient cycles important?

Answers

1. A community of living organisms interacting with their environment.
2. Rainforest, desert, tundra (also savanna, grassland, temperate forest).
3. A plant that makes its own food via photosynthesis.
4. An organism that eats other organisms.
5. Organisms that break down dead material and recycle nutrients.
6. Emergent, canopy, understory, forest floor.
7. Provides shade and habitat for many species.
8. Drip tips, thick waxy leaves, buttress roots.
9. Camouflage, nocturnal, storing water, specialized diet.
10. Indigenous/Amazonian tribes.
11. Deforestation, logging, mining, agriculture.
12. Selective logging, ecotourism, conservation projects.
13. The variety of species in an ecosystem.
14. Interconnected food chains showing energy flow.
15. They recycle nutrients to maintain soil fertility and ecosystem health.

History

Year 8 Term 1 Knowledge Organiser

Topic: Slavery

Key Knowledge

Enquiry Question: Why was there a slave trade?

Lesson 1: How and why did Black people come to Britain?

- Early migration through trade, exploration, and enslavement.

Lesson 2: Sugar & the Slave Trade

- Sugar plantations in the Caribbean drove demand for slaves.
- Britain profited from sugar and slave labour.

Lesson 3: Horrors of the Slave Trade

- Middle Passage: brutal conditions on ships.
- Families separated, high mortality, physical abuse.

Lesson 4: Slave Resistance

- Revolts and rebellions on plantations.
- Cultural retention, sabotage, escape.

Lesson 5: Abolitionists

- William Wilberforce and Olaudah Equiano.
- Campaigns led to Abolition Act 1807 (UK).

Lesson 6: Bristol's Connection

- Bristol as a port involved in slave trade.
- Debates over statues, street names, and education about slavery.

Skills

- Evaluating sources for reliability and bias.
- Explaining significance of individuals.
- Making judgements about historical events.

Year 8 History Term 1 Knowledge Retrieval Quiz

1. Why did Britain participate in the slave trade?
2. How did Black people first come to Britain?
3. What crop increased the demand for slaves?
4. Name one danger of the Middle Passage.
5. Give one way slaves resisted.
6. Name one famous abolitionist.
7. When was the Abolition Act passed in the UK?
8. Why was Bristol important in the slave trade?
9. What was separated during slave transport?
10. Give one consequence of the slave trade for Africans.
11. How did slaves maintain culture?
12. Name one method used to control enslaved people.
13. What is meant by “slave revolt”?
14. Name one way the slave trade impacted British wealth.
15. How should Bristol remember its slave trade history?

Answers – Year 8

1. Profit from plantations and trade
2. Through trade, exploration, enslavement
3. Sugar
4. Disease, malnutrition, death
5. Revolts, sabotage, escape
6. William Wilberforce / Olaudah Equiano
7. 1807
8. Major port for shipping slaves and sugar
9. Families
10. Population loss, trauma, disruption
11. Songs, stories, traditions
12. Violence, punishment, control of movement
13. Organized rebellion against enslavers
14. Economic growth, investment in Britain
15. Education, museums, renaming streets/statues

RE

Year 8 Term 1 Knowledge Organiser

Topic: Hinduism

Key Concepts:

- **Hinduism:** Polytheistic religion from India.
- **Sacred Texts:** Vedas, Upanishads, Bhagavad Gita.
- **Dharma:** Duty or moral responsibility.

Key Knowledge/Skills:

1. **Introduction to Hinduism:** Belief in many gods, reincarnation, karma, moksha.
2. **Hindu Gods:**
    - **Brahma** – The Creator
    - **Vishnu** – The Preserver
    - **Shiva** – The Destroyer
    - Other gods and goddesses: Lakshmi, Saraswati, Ganesha
3. **Puja:**
    - Worship ritual performed at home or in temples.
    - Use of offerings: flowers, food, incense.
    - Shows devotion to the gods.

Key Vocabulary:

- **Dharma** – Duty/morality
- **Karma** – Actions have consequences
- **Moksha** – Liberation from the cycle of rebirth
- **Puja** – Ritual worship
- **Mandir** – Hindu temple

Extra Information:

- Hinduism emphasises respect for all life (Ahimsa).
- Daily practices may include prayer, meditation, and puja at a home shrine.

Year 8 RE Term 1 Knowledge Retrieval Quiz

Topic: Hinduism

1. What type of religion is Hinduism?
2. Name the three main Hindu gods.
3. Who is the Creator?
4. Who is the Preserver?
5. Who is the Destroyer?
6. Name one other Hindu deity.
7. What is Dharma?
8. What is Karma?
9. What is Moksha?
10. What is a Mandir?
11. What is Puja?
12. Name one object used in Puja.
13. What is Ahimsa?
14. What is reincarnation?
15. How do Hindus show devotion at home?

Answers:

1. Polytheistic
2. Brahma, Vishnu, Shiva
3. Brahma
4. Vishnu
5. Shiva
6. Ganesha, Lakshmi, Saraswati
7. Duty or moral responsibility
8. Actions have consequences
9. Liberation from the cycle of rebirth
10. Hindu temple
11. Ritual worship
12. Flowers, incense, food offerings
13. Non-violence / respect for all life
14. Rebirth of the soul after death
15. Prayer, meditation, and puja at a home shrine

Performing Arts

Year 8 Term 1 Knowledge Organiser

Core Performing Skills

Skill Area	Description	Key Vocabulary
Performing Confidently	Regularly perform in front of others with assurance, focus and stage presence.	Confidence, Presence, Projection
Realistic Character	Create a believable and relatable character with appropriate physical and vocal expression.	Realism, Believability, Characterisation
Physical & Vocal Skills	Use one or more physical and vocal skills effectively in rehearsals and performance to communicate emotion and meaning.	Physicality, Voice, Control
Appropriate Challenge	Perform a character that shows a selection of suitable skills confidently and competently.	Challenge, Skill Selection, Refinement

Physical & Vocal Skills

Type	Skill	Definition
Physical	**Gait**	How a character walks and moves.
	Gesture	Body movement (often with arms) showing meaning or emotion.
	Posture	How the character holds their body when standing or sitting.
	Facial Expression	Movements of the face showing emotion.
	Mannerisms	Habitual gestures revealing personality.
	Body Tension	How relaxed or tense the actor's muscles are.
	Use of Space	How the actor moves around the stage to create meaning.
	Status	The importance or authority of a character compared to others.
Vocal	**Pitch**	How high or low the voice sounds.
	Pace	The speed of delivery of lines.
	Pause	A break in speech to add tension or meaning.
	Tone of Voice	Emotion or attitude behind the delivery of words.
	Volume	How loud or quiet the actor's voice is.
	Accent	The way words are pronounced to suggest origin or background.
	Diction	Clarity of speech and pronunciation.
	Emphasis	Stressing certain words for importance.
	Intonation	Rise and fall of the voice across a phrase.
	Energy	The drive or enthusiasm behind a performance.
	Timing	Controlling the delivery and pace for effect.

Core Devising Skills

Skill Area	Description	Key Vocabulary
Understanding the Brief	Understanding the purpose and requirements of the task or theme.	Brief, Theme, Purpose
Contributing Clear Ideas	Sharing 2–3 ideas that clearly link to the brief and performance goal.	Clarity, Collaboration
Copying Techniques	Using styles or techniques at a *good* level after being modelled by the teacher.	Technique, Style, Genre
Range of Ideas & Leadership	Creating 3–4 practical ideas, contributing actively and taking the lead regularly in group work.	Leadership, Teamwork
Applying Skills Regularly	Consistent use of physical, vocal and communication skills for the chosen style or genre.	Consistency, Control, Creativity

Key Theory and Drama Concepts

Concept	Definition
Freeze Frame	A still image on stage that represents a moment or emotion.
Step-out	When an actor steps out of character to speak their thoughts to the audience.
Split-stage	Using different parts of the stage to show different scenes happening at the same time.
Narrator	The person who tells the story to the audience.
Narration	The act of telling a story to an audience.
Stage Positions	Where actors stand on stage (DSL, USR, CS etc.).
Downstage / Upstage / Centre Stage	Front, back, and middle areas of the stage relative to the audience.
In-the-round	Circular stage with audience surrounding it.
End-on	Traditional stage setup with audience seated in front.
Traverse	Catwalk-style stage with the audience on two sides.
Monologue	A speech by one person.
Script	The written text of a play.
Devising	Creating a performance from scratch, without using a script.
Soundscape	Using voices, body and objects to create sounds and atmosphere.
Performance Extract	A short section of a script performed by actors.
Linear Structure	Story told in a clear order: beginning, middle, end.

Concept	Definition
Chronological Structure	Events are performed in the order they happened.
Episodic Structure	Story told in separate scenes linked by a theme.
Forum Theatre (Augusto Boal)	Style where the audience can stop the performance and suggest new actions to change the outcome.
Theatre in Education (TIE)	Theatre used to teach or explore a social/moral issue.
Steven Berkoff	Director who uses *physical theatre* – storytelling through the body.
Stanislavski	Practitioner who believed acting should be *naturalistic*.
Suspension of Disbelief	The audience accepts the events on stage as real.
Benjamin Zephaniah	British poet and novelist whose work explores social issues and identity.
Adrian Flynn	Playwright known for works aimed at young people, such as *Burning Everest*.
Augusto Boal	Brazilian practitioner who created *Forum Theatre* to explore real-life change through performance.

Year 8 Term 1 Performing Arts Knowledge Retrieval Quiz 1

1. What does it mean to perform a **realistic character**?
2. Define the term **freeze frame**.

3. What is the purpose of a **step-out** moment in drama?
4. Explain what **split stage** means.
5. Name two **vocal skills** and explain their effect.
6. What is the difference between **in-the-round** and **end-on** staging?
7. Who is **Augusto Boal**, and what technique did he create?
8. What happens during **Forum Theatre**?
9. What does **Theatre in Education** aim to do?
10. Define **episodic structure**.
11. What is the difference between **linear** and **chronological** structure?
12. Who is **Benjamin Zephaniah**, and what is one of his achievements?
13. Who wrote *Burning Everest*, and what is it about?
14. What does **Stanislavski** believe about acting?
15. What does it mean to perform **regularly with confidence**?

Answers:

1. Performing a **realistic character** means acting in a believable and natural way that reflects real life.

2. A **freeze frame** is a still image created on stage to represent a moment or idea.
3. A **step-out** is when an actor steps out of character to express their inner thoughts to the audience.
4. **Split-stage** means using different parts of the stage to show separate scenes at the same time.
5. Example: **Pitch** (high/low voice) and **Pace** (speed of speech) help show mood or personality.
6. **In-the-round** has audience all around the stage; **end-on** has audience only at the front.
7. **Augusto Boal** was a Brazilian theatre practitioner who created **Forum Theatre**.
8. In **Forum Theatre**, the audience can stop the scene and suggest alternative actions to change the story.
9. **Theatre in Education** uses performance to teach audiences about a social or moral issue.
10. **Episodic structure** tells a story through separate, theme-linked scenes that can be shown in any order.
11. **Linear** means events follow a clear order; **chronological** means events are performed in time order.
12. **Benjamin Zephaniah** is a British poet and novelist known for writing relatable stories for teenagers.
13. **Adrian Flynn** wrote *Burning Everest*, about a foster child fascinated by mountaineer George Mallory.
14. **Stanislavski** believed acting should be naturalistic and realistic.
15. Performing **regularly with confidence** means showing consistency, focus, and self-assurance in every performance.

Music

Year 8 Term 1 Knowledge Organiser

Core Skills (for YOU to master)

Performing

- Play/sing in ensemble or solo with increasing confidence and control (timing, expression, accuracy).
- Understand your role in a band or duet: listen to others, balance your part, rehearse effectively.
- Use musical elements (e.g., tempo, dynamics, articulation) to shape your performance.
- Use technology or rehearsal recording to improve your performance.

Composing

- Create music using chords, progressions, bass-lines, melodic fragments (riffs), structure (intro, verse, chorus, bridge, outro).
- Use simple notation or music software/DAW to capture your ideas.
- Employ musical devices such as riffs, sequences, cadences, motif development.
- Link your composition to purpose or style: e.g., write a pop song, film theme, game soundtrack, or world-music inspired piece.

Listening & Analysing

- Expand your listening across genres: blues, pop, film, classical, world.
- Use musical vocabulary accurately: chord, progression, bass line, riff, motif, cadence, major/minor key, texture, timbre, rhythm, harmony, structure.
- Analyse how musical elements create effect: e.g., how a bass line adds groove in blues; how a film score uses leitmotifs; how pop songs use chorus/bridge for impact.
- Recognise context: when/why a style emerged, what instruments/technology were used, how culture influences music.

Key Terminology You MUST Know

- **Chord** – two or more notes played at the same time.
- **Major chord / Minor chord** – a chord in a major key sounds “happy/brighter”, a minor chord sounds “sad/darker”.
- **Chord progression** – a sequence of chords in a piece of music.
- **Bass line** – the lowest part in a piece of music, often giving harmonic or rhythmic support.
- **Riff** – a short, repeated musical phrase or pattern (common in pop/blues/rock).
- **Cadence** – the final two chords of a phrase (how a musical phrase ends).
- **Key** – the tonal centre of a piece of music (major or minor).
- **Melody** – the main tune of a piece of music.
- **Phrase** – a musical sentence or short passage.
- **Structure / Form** – how music is organised into sections (intro, verse, chorus, bridge, outro).
- **Tempo** – the speed of the music (fast, slow, moderato, allegro etc.).

- **Dynamics** – how loud or quiet the music is (soft, loud, cresc./dim.).
- **Texture** – how many layers of sound are heard and how they relate (thin/thick, one melody vs many).
- **Timbre (or sonority)** – the character or "colour" of a sound/instrument (e.g., bright trumpet, warm cello).
- **Rhythm** – how long or short notes are, how they are grouped, patterns of beats.
- **Harmony** – how chords and notes support the melody; combination of simultaneous sounds.
- **Motif** – a short musical idea that is developed or repeated.
- **Sequence** – repeating a musical motif at a higher or lower pitch.
- **DAW (Digital Audio Workstation)** – software used to compose, record, edit and produce music on a computer.
- **Remix / Cover** – a new version of an existing piece of music (changes instrumentation, tempo, style).
- **Genre / Style** – the type of music (e.g., blues, pop, game music, film score, world music).
- **Context** – background or circumstances of the music (time period, culture, technology, purpose).

Topic Examples & What to Focus On

- **Blues & Improvisation**: Learn 12-bar blues structure, typical chords (I – IV – V), use of riffs and improvisation.
- **Pop Songwriting & Band/Ensemble Work**: Learn chord charts, song structure (intro, verse, chorus, bridge, outro), use of bass lines, riffs, accompaniment.
- **Film & Game Music**: Focus on mood, leitmotifs, diegetic vs non-diegetic sound, instrumentation and texture for effect.
- **World Music & Fusion**: Explore music from other cultures (e.g., gamelan, samba, reggae) and how rhythms/instruments differ; use that in your composing.
- **Baroque/ Classical Period (1600-1750)**: Learn about typical instruments, texture (bass continuo), ornamentation, structure; compare with modern styles.
- **Technology & Production**: Use DAW software to create, edit, remix music; understand how production choices affect sound (effects, mixing, arrangement).

What You Should Be Doing Right Now

- Practice your instrument/voice regularly; join ensembles/bands; rehearse with focus.
- Compose short pieces: try a riff + bass line + chord progression and build a simple song structure.
- Listen widely: pick a piece each week from a different style, write down what you hear (instruments, rhythm, structure, mood).
- Use the vocabulary list: make flash-cards for the key terms above and test yourself.
- When you compose or perform, ask: "What effect do I want?" "What style is this?" "Which elements am I using?"
- Review your work: record your performance, listen back, write "what worked", "what I will improve", "how I will improve".

- Be ready for assessments: you'll have tasks in performing, composing, listening; make sure you can use vocabulary and link your ideas to style/context.

Year 8 Term 1 Music Knowledge Retrieval Quiz 1

1. What is a **chord progression**?
2. Define a **riff** in music.

3. What does **cadence** mean in a phrase of music?
4. What is the difference between a **major chord** and a **minor chord**?
5. What is meant by **texture** in music?
6. Define **timbre** (sonority).
7. What is a **bass line** and what role does it play?
8. What is the typical **song structure / form** of a pop song?
9. Define **motif** and give an example of how it might be used.
10. What is a **sequence** in musical terms?
11. What does **DAW** stand for and what is it used for?
12. Give two characteristics of **film music** that differ from a pop song.
13. What is **improvisation** and in what style might you find it?
14. Why is it important to know the **context** of a piece of music?
15. Name three musical elements you should use when analysing or performing music.

Answers:

1. A **chord progression** is a sequence of chords played in a piece of music.
2. A **riff** is a short, repeated musical phrase or pattern often used in pop, blues or rock.

3. A **cadence** is the last two chords at the end of a musical phrase which provide a sense of closure or pause.
4. A **major chord** sounds bright/happy; a **minor chord** sounds darker/sadder.
5. **Texture** refers to how many layers of sound there are and how they interact (e.g., one melody vs many, thick vs thin).
6. **Timbre** (or sonority) refers to the character or quality of a sound/instrument (what it "sounds like").
7. A **bass line** is the lowest part of a piece (often on bass guitar, double bass, keyboard) and provides harmonic/rhythmic support.
8. A typical pop song structure is: Intro – Verse 1 – Chorus – Verse 2 – Chorus – Bridge – Chorus – Outro.
9. A **motif** is a short musical idea that is repeated or developed in a piece (for example a 2-bar melody that recurs).
10. A **sequence** is when a musical motif is repeated at a higher or lower pitch.
11. **DAW** stands for Digital Audio Workstation. It is software used to compose, record, edit and produce music.
12. Two characteristics of **film music** might be: use of leitmotif (theme for a character/idea), variable instrumentation for mood, non-diegetic music, more emphasis on atmosphere; also often longer, more orchestral, linked to visuals.
13. **Improvisation** is creating music spontaneously (without complete preparation). It is commonly found in the blues, jazz and other styles.
14. Knowing the **context** of a piece helps you understand why it was written, what influences affected it (culture, technology, history) and how those influence musical decisions.
15. Three musical elements you should use when analysing or performing: rhythm (duration, beat patterns), dynamics (loud/soft), melody/harmony, tempo, texture, timbre etc.

Art

Term 1 Knowledge Organiser

Terms 1–2: Expression & The Senses

Big Idea

You will explore how artists like **Wassily Kandinsky** use **abstract shapes**, rhythm, and even **synesthesia** to express feelings. You will learn how mark-making, line, contrast, and composition can show emotion, and you will develop practical skills in **lino cutting and printing** to create bold designs using **positive and negative space**.

Key Knowledge

Expression & Emotion in Art

- **Expression**: Showing feelings through visual elements like line, colour, texture, and shape.
- Artists use **gesture**, rhythm, and movement to communicate mood.
- **Mood**: The atmosphere or feeling created by an artwork (e.g., calm, chaotic, joyful).

Kandinsky & Synesthesia

- **Wassily Kandinsky** believed that art should express inner emotions, not just represent the world.
- He used **abstract** shapes, flowing lines, and rhythmic compositions.
- **Synesthesia**: A sensory condition where one sense triggers another (e.g., "hearing" colours or "seeing" music).
    - Kandinsky used this idea to link sound, colour, and emotion.

Visual Elements & Techniques

Mark-making

- Using different lines and textures to suggest feeling or movement.
- Examples: scribbles, sharp lines, sweeping strokes, dots, cross-hatching.

Contrast

- Strong differences between elements—light vs dark, bold vs delicate, large vs small.
- Used to create drama and emphasis.

Positive & Negative Space

- **Positive space**: The areas of an artwork that are the main subjects.
- **Negative space**: Empty or background areas.
- Managing both creates balance and visual impact.

Scale & Composition

- **Scale**: Changing size to emphasise importance, mood, or drama.
- **Composition**: How visual elements are arranged on the page.
- Effective composition guides the viewer's eye and strengthens mood.

Lino Cutting & Printing

- Safe use of lino tools:
  - Always cut **away** from your hands and body.
  - Secure the lino to prevent slipping.
  - Use sharp tools responsibly.
- **Lino printing** uses carved areas to create positive and negative shapes.
- Bold designs come from clear shapes, confident cuts, and strong contrasts.

Key Vocabulary

expression • synesthesia • gesture • mood • colour theory • mark-making • lino cutting • sensory • abstract • contrast • positive & negative space • movement • scale • structure • composition • emphasis

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Art Knowledge Retrieval Quiz

1. What does "expression" mean in art?
2. Who was Kandinsky?
3. What is synesthesia?

4. How did Kandinsky use synesthesia in his art?
5. What is meant by abstract art?
6. Give one example of mark-making.
7. What does “contrast” create in an artwork?
8. What is positive space?
9. What is negative space?
10. Why must you cut away from yourself when lino cutting?
11. What makes a lino print bold?
12. What does scale mean in art?
13. What is composition?
14. How can gesture lines affect the mood of your drawing?
15. Why is experimenting with composition important?

Answers

1. Showing mood or emotion through visual elements such as line, colour, and shape.
2. A Russian abstract artist known for using colour, rhythm, and emotion in his work.
3. A sensory condition where one sense triggers another (e.g., hearing colours).

4. He used it to link sound, colour, and emotion, creating expressive abstract art.
5. Art that does not represent realistic images but expresses ideas or feelings using shapes and colours.
6. Examples: scribbles, dots, sweeping lines, cross-hatching, sharp strokes.
7. Drama, emphasis, and strong visual interest.
8. The main shapes or subjects in an artwork.
9. The empty or background areas around the subject.
10. To prevent injury and keep carving safe.
11. Clear shapes, confident cuts, and strong light-dark contrast.
12. The size of objects or shapes within an artwork.
13. How elements are arranged on the page to create an effective design.
14. They can suggest movement, energy, calmness, or tension depending on how they're drawn.
15. It helps emphasise mood, guide the viewer's eye, and improve overall impact.

Computing

Term 1 Knowledge Organiser

Term 1: Media Makers – Respect Online

Big Idea

You will learn how to communicate safely and respectfully online, create simple **vector graphics** (logos) using VectorPea, and design clear slide presentations for an audience. You will build on your Year 7 design skills and organise your digital work effectively using **OneDrive**.

Key Knowledge

Online Respect & Safety

- **Online safety** means behaving responsibly and protecting personal information on the internet.
- **Respect online** includes:
  - Using the correct **tone** (friendly, polite, clear).
  - Avoiding sarcasm or messages that could be misunderstood.
  - Being kind in comments, chats, and collaborations.
- A **digital footprint** is the record of everything you do online.
- Be aware of **copyright** rules: you must have permission to use images, music, or text that you didn't create.

Communication & Collaboration

- Work respectfully with others when sharing files or giving feedback.
- Consider your **audience**: Who will see your work? What do they need to understand?
- Good communication online uses simple language, positive tone, and clear structure.

Graphic Design Skills – VectorPea

- A **vector graphic** (SVG) uses lines and shapes that can scale without losing quality.
- You can create a **logo** using:
  - Shapes
  - Colour
  - Lines
  - Text
- Vector graphics allow easy editing, resizing, and exporting.

Slide Presentation Skills

- Build on Y7 design knowledge:
    - **Layout**: Arrange text and images neatly.
    - **Font**: Choose styles that are clear, readable, and appropriate.
    - **Colour**: Use effective colour combinations that don't distract.
    - Use your vector logo to give your slides a consistent **design** style.
- Presentations should be audience-friendly: short text, meaningful images, clear structure.

Saving & File Management

- Use **OneDrive** to save, organise, and back up your work.
- Use folders with clear names for easy access.
- **Download** files from online tools and **upload** them to your OneDrive to keep everything safe.

Key Vocabulary

Online safety • Respect • Collaboration • Tone • Layout • Colour • Font • Design • Logo • Audience • Vector graphics (SVG) • Download • Upload • Digital footprint • Copyright

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Computing Knowledge Retrieval Quiz

1. What does online safety mean?

2. What is tone in online communication?
3. Why is respect important when communicating online?
4. What does digital footprint mean?
5. What is copyright?
6. What is a vector graphic?
7. Name one advantage of vector graphics.
8. What is a logo?
9. Why is it important to consider your audience when creating slides?
10. What does layout refer to in a presentation?
11. Why is font choice important?
12. Why should you avoid using too many colours on a slide?
13. What is OneDrive used for?
14. What does “upload” mean?
15. Why is collaboration important in digital projects?

Answers

1. Staying safe and protecting personal information when using the internet.

2. The attitude or emotion shown through your words (e.g., friendly, respectful).
3. It prevents misunderstandings and helps create positive online communication.
4. The record or trail of everything you do online.
5. A law that protects someone's creative work from being used without permission.
6. An image made from shapes and lines that can be resized without losing quality.
7. It can be edited and resized easily without becoming blurry.
8. A small symbol or image that represents a brand, person, or project.
9. To make sure your message is clear and appropriate for the people viewing it.
10. How text, images, and graphics are arranged on a slide.
11. Because it affects readability and the overall look of the presentation.
12. Too many colours can distract the viewer and make the slide hard to read.
13. Saving, organising, storing, and backing up files online.
14. Adding or transferring a file from your device to an online storage space.
15. It helps groups work together respectfully to share ideas and complete tasks.

Food Technology

Term 1 Knowledge Organiser

Terms 1 & 4: World Flavours – Fajita Wraps & Risotto

Big Idea

You will explore global flavours by preparing savoury dishes such as **fajita wraps** and **risotto**. You will learn safe **hob skills**, practise frying, stirring, and simmering, and use herbs, seasoning, and fillings to add flavour. You will also develop an awareness of how different cultures influence the foods we cook and the way we share meals.

Key Knowledge

Safe Hob Skills

- Always turn pan handles inward.
- Keep sleeves and hair tied back.
- Heat pans gently and never leave them unattended.
- Use wooden or heatproof utensils when cooking.
- Control the temperature to avoid burning food.

Cooking Techniques

- **Frying**: Cooking food in a small amount of oil; used for fajita vegetables and chicken.
- **Stirring**: Keeps ingredients moving to prevent sticking and ensures even cooking.
- **Simmering**: Cooking just below boiling point—gentle bubbles; used to soften rice in risotto.

Flavour & Ingredients

- **Season**: Add ingredients like salt, pepper, or herbs to enhance flavour.
- **Marinate**: Soak foods (e.g., meat or vegetables) in a mixture of spices or liquids to add flavour before cooking.
- **Stock**: A flavoured liquid used in risotto to cook and season rice.
- **Filling contents**: Ingredients placed inside wraps or added to dishes to make them satisfying (e.g., vegetables, beans, chicken).
- **Seasonality**: Using ingredients that are naturally in season for the best flavour and sustainability.

World Flavours & Culture

- Fajitas are inspired by **Mexican cuisine**, often using peppers, onions, spices, and warm tortillas.
- Risotto is a traditional **Italian dish** made by slowly adding stock to rice.
- Understanding world flavours helps broaden our appreciation of different cultures and how food brings people together through shared meals and conversations.

Key Vocabulary

simmer • season • marinate • staple • frying • stock • dishes • filling contents • seasonality

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Food Technology Knowledge Retrieval Quiz

1. What does simmering mean?
2. Why do we simmer rice when making risotto?
3. What is seasoning?
4. What does it mean to marinate food?
5. Give one safe hob practice.
6. What does frying involve?
7. What ingredient gives risotto its flavourful cooking liquid?
8. What are filling contents in a dish?
9. What is seasonality?
10. Which culture influences fajita wraps?
11. Which country is risotto traditionally from?
12. Why is stirring important when frying fajita vegetables?
13. Why should pan handles be turned inward on the hob?
14. Give one example of a herb or spice used to season world dishes.
15. Why is understanding world flavours important?

Answers

1. Cooking food gently just below boiling point.
2. To soften the rice slowly and allow it to absorb flavour.
3. Adding herbs, spices, salt, or pepper to enhance flavour.
4. Soaking food in a flavoured liquid to add taste before cooking.
5. Examples: turn pan handles inward, tie hair back, never leave pans unattended.
6. Cooking food in a small amount of oil.
7. Stock.
8. The ingredients placed inside a wrap or added to a dish to make it filling.
9. Using ingredients that are naturally in season.
10. Mexican cuisine.
11. Italy.
12. To stop sticking and ensure even cooking.
13. To prevent them being knocked and causing accidents.
14. Examples: paprika, oregano, cumin, basil, chilli powder.
15. It helps us appreciate different cultures and understand how food brings people together.

Product Design

Term 1 Knowledge Organiser

Terms 1–2 / Terms 4–5: Project 2 – Wooden Box

Big Idea

You will learn how to plan and construct a high-quality **wooden box**. You will practise technical drawing skills (orthographic and isometric), measure and mark accurately, and use tools safely in the workshop. You will cut, drill, and assemble your box using **dowel joints**, work with the grain of the wood, and apply a smooth finish to improve appearance and durability.

Key Knowledge

Design & Drawing

- **Orthographic drawing**: A set of 2D views (front, side, plan) showing accurate measurements.
- **Isometric drawing**: A 3D drawing at a 30° angle that shows depth and shape.
- These drawings help plan and visualise your design before construction.

Materials

- **Pine**: A softwood often used for school projects; easy to cut and shape.
- **Plywood**: A strong, stable manufactured board made from layers of wood glued together.
- **Grain**: The direction of wood fibres; working with the grain helps prevent splintering.

Measuring, Marking & Cutting

- Accurate measuring and marking improve **fit**, **structure**, and **strength**.
- Key tools and equipment:
    - **Bench hook** – holds wood steady while sawing.
    - **Clamp** – holds materials securely.
    - **Drill bit** – creates holes for dowels.
    - **Sandpaper** – smooths surfaces.
    - **Belt sander** – smooths edges and removes excess material.
- Keep all corners **square** so the box fits together correctly.

Dowel Joints

- **Dowels** are small wooden rods used to join pieces of wood.
- Holes must be drilled accurately so the pieces fit together tightly.
- Dowel joints increase strength and alignment.

Finishing

- A **finish** improves appearance and protects the wood.
- Steps for a smooth finish:
    - Sand in the direction of the grain.
    - Remove dust before applying finishes.
    - Apply layers evenly (e.g., varnish, wax or paint).

Workshop Safety

- Wear safety goggles.
- Keep fingers away from blades and moving parts.
- Tie back hair and avoid loose clothing.
- Use tools responsibly and maintain focus at all times.

Key Vocabulary

Orthographic • Isometric • Pine • Plywood • Dowel • Clamp • Sandpaper • Belt sander • Bench hook • Drill bit • Grain • Finish • Square • Surface • Accuracy • Strength • Workshop safety

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Product Design Knowledge Retrieval Quiz

1. What is an orthographic drawing?
2. What is an isometric drawing used for?
3. Why is accuracy important when measuring and marking?
4. What type of material is pine?
5. What is plywood made from?
6. Why must you work with the grain when sanding?
7. What is the purpose of a bench hook?
8. What does a clamp do?
9. What is a dowel joint?
10. Why must drill holes for dowels be accurate?
11. What does “square” mean when constructing a box?
12. What is sandpaper used for?
13. Why do we apply a finish to wood?
14. Name one rule of workshop safety.
15. What is the purpose of a belt sander?

Answers

1. A set of 2D technical drawings showing different views of an object with accurate measurements.
2. To show a 3D view of the product and help visualise shape and depth.
3. It ensures parts fit together properly and the box is strong and well-made.
4. A softwood.
5. Layers of wood glued together.
6. To avoid scratching or tearing the surface of the wood.
7. To hold wood steady while sawing.
8. It holds materials securely in place.
9. A joint made using small wooden rods to connect two pieces of wood.
10. So the dowels fit tightly and the joint is strong.
11. That corners form perfect right angles so the box fits together correctly.
12. Smoothing the wood's surface.
13. To improve appearance and protect the wood.
14. Examples: wear goggles, tie back hair, keep fingers away from blades.
15. To smooth edges or remove material quickly.