## Hard work • Excellence • Integrity

## 2023-2024

## Year 8 Cycle 1 100\% Book

Name:
Tutor group:

 finished the cycle or the year). You must keep your 100\% books (even after you have part of your equipment
You must have this $100 \%$ book for every lesson - it is themselves after learning.
Students remember 50\% more when they test
this knowledge for the long-term.
what you have learnt in lessons in order to remember must know. This will help you recap, revisit and revise Knowledge organisers contain critical knowledge you Your 100\% book and knowledge organisers

## Correcting spelling, punctuation and grammar

Your work will be marked across all subjects to help you improve your literacy. This is the code that will be used.

| Correcting your spelling, punctuation and grammar |  |
| :--- | :--- |
| $S p+$ underlined word | The underlined word is spelt incorrectly. <br> Look, cover, write then check. Do this at least three times so you spell it <br> correctly. |
| A circle around part of <br> a word or a space | Your punctuation is incorrect, or something is missing (including capital letters). |
| ? + wobbly line | You haven't explained your ideas clearly enough. |
| $/$ | You need to start a new sentence here. <br> Remember: full stop, capital letter. |
| $/ /$ | You need to start a new paragraph here. |
| Remember: new paragraphs for time, place, topic, person (TiPToP). |  |
| $\wedge$ | A word is missing where the arrow is pointing. |

Year 8 - Cycle 1 - Art \& Design

| 1 | Still life | Art that shows inanimate objects, such as fruit, flowers, baskets or bowls |
| :--- | :--- | :--- |
| 2 | Symbolism | The use of symbols to represent ideas or qualities |
| 3 | Composition | The layout of shapes and objects on the page |
| 4 | Cabinet of curiosities | Collections of extraordinary objects that tell stories about the wonders of the natural world |
| 5 | Form | The appearance of something as three dimensional |
| 6 | Tone | The lightness or darkness of a colour |
| 7 | Realism | Blending of shades from light to dark or from one colour to another in a realistic and almost photographic way |
| 8 | Gradient | Lines that follow the form of a subject creating a 3D effect |
| 9 | Contours | Colour or light that is bright and strong |
| 10 | Vivid | Fast-drying, water-based paint with pigment in plastics |
| 11 | Acrylic paint | Colour that has been dulled by mixing with other colours |
| 12 | Muted | 4 |

Year 8 - Cycle 1 - Design and Technology

| 1 | Marking-out | To accurately measure and draw dimensions onto a material |
| :---: | :---: | :---: |
| 2 | MDF (Medium Density Fibreboard) | A type of wood made from resin and recycled wood fibres |
| 3 | Dowel | A cylindrical rod made of wood, plastic, or metal |
| 4 | Friction fit | A method of tightly joining two parts together by applying force |
| 5 | Tolerance | The minimum and maximum limits of two or more interacting parts |
| 6 | Pivot | A centre point at which parts turn or spin |
| 7 | Hegner saw | Electric saw used for cutting wood or plastic parts |
| 8 | Pillar drill | Electric drill that cuts holes of different sizes into material such as wood or plastic |
| 9 | Belt sander | Used to smooth surfaces with a spinning belt of sandpaper |
| 10 | Tenon saw | A small hand saw used for precise cutting of wood |
| 11 | Coping saw | A narrow saw stretched across a D-shaped frame |
| 12 | Mechanical vice | Clamp used to secure material to allow work to be performed on it 5 |


| 1 | Physical theatre | A type of theatre that uses movement and the body to tell a story |
| :--- | :--- | :--- |
| 2 | Body tension | The tightness of muscles to perform accurate movements |
| 3 | Mime | Silent scene where actions show the story |
| 4 | Stimulus | A starting point for creating theatre |
| 5 | Non-naturalistic | A style of theatre that isn't copying real life |
| 6 | Abstract | Theatre that uses stylised movement, speech and music rather than representing real life |
| 7 | Unison | Movement or words performed in time together in a group |
| 8 | Frantic Assembly | A theatre company who use physical movement to communicate to the audience |
| 10 | Chair duet | Movement or words performed one after each other in a group |
| 11 | Round/by/through | A technique used to connect a series of movements together smoothly |
| 12 | Gesture | Movement of the hand to communicate meaning |


| A: Poetry |  | A group of lines in a poem. Stanzas can be regular or irregular |
| :---: | :--- | :--- |
| 1 | Stanza (n) | The voice telling the poem - usually separate from the poet |
| 2 | Speaker (n) | When a character briefly speaks to the audience, unheard by other characters |
| B: Writer's methods | Aside (n) | In Shakespeare: normal sentences without any set rhythm. Used for comedy and lower-class speakers. |
| 2 | Prose (n) | In Shakespeare: speech with a regular rhythm which does not always rhyme |
| 3 | Verse (n) | Monologue (n) long speech by one character in a play or film |
| 5 | Soliloquy (n) | When a character speaks his or her thoughts aloud |
| 6 | Juxtaposition (n) | Two ideas or images being placed close together to highlight a contrast |
| C: Context | Tragedy (n) | A serious play in which the characters, including the protagonists, usually die |
| 1 | Fate (n) | Destiny, as decided by the stars or universe |
| 4 | Patriarchy (n) | A long-standing and bitter argument or dispute |
| 2 |  |  |

Year 8 - Cycle 1 - French

| A: Verbs and phrases |  |  | 21 | I played | j'ai joué |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 1 | To play football | jouer au foot | 22 | I watched | j'ai regardé |
| 2 | To play video games | jouer aux jeux vidéo | 23 | It was | c'était |
| 3 | To do swimming | faire de la natation | B: Vocabulary |  |  |
| 4 | To chat | bavarder | 1 | A fantasy film | un film fantastique |
| 5 | I go out | je sors | 2 | A game show | les jeux télévisés |
| 6 | 1 read | je lis | 3 | The news | les infos |
| 7 | I have fun | je m'amuse | 4 | Pop music | la musique pop |
| 8 | I go for a walk | je me promène | 5 | Scary | effrayant |
| 9 | I watch | je regarde | 6 | Entertaining | Divertissant |
| 10 | I listen | j'écoute | 7 | Exciting | passionnant |
| 11 | I would like | je voudrais | 8 | Educational | éducatif |
| 12 | I have (... food/drink) | je prends | 9 | A green shirt | une chemise verte |
| 13 | It is | c'est | 10 | Red trousers | un pantalon rouge |
| 14 | I am going to go | je vais aller | 11 | Size | la taille |
| 15 | I am going to do | je vais faire | 12 | Check out | les caisses |
| 16 | I hope to buy | j'espère acheter | 13 | Expensive | cher |
| 17 | I want to see | je veux voir | 14 | Cheap | bon marché |
| 18 | It will be | ça sera | 15 | Firstly | d'abord |
| 19 | I went | je suis allé | 16 | Later | plus tard |
| 20 | I did | j'ai fait | 17 | After | après 8 |

Year 8 - Cycle 1 - Geography - Tectonics

| 1 | Continental plates | Part of the Earth's crust which are large land masses |
| :--- | :--- | :--- |
| 2 | Oceanic plates | Part of the Earth's crust which forms as the floor of oceans |
| 3 | Convection currents | The rise and fall of magma in the mantle causing tectonic plates to move |
| 4 | Collision plate boundaries | The place where two continental plates meet |
| 5 | Constructive plate boundaries | The place where two tectonic plates move apart |
| 7 | Conservative plate boundaries | The place where two tectonic plates slide past each other |
| 8 | Shield volcano | The place where an oceanic plate goes under a continental plate |
| 9 | Composite volcano boundaries | A volcano with gently sloping sides |
| 10 | Pyroclastic flows | A large, steep volcano made up of layers of lava and ash |
| 11 | Earthquake | Fast-moving, hot lava and hot gas from a volcanic eruption |
| 12 | A sudden shaking of the ground due to tectonic plate movements |  |

Year 8 - Cycle 1 - History - The English Reformation and the English Civil War

| 1 | The English Reformation | When the Church of England replaced the Pope with the monarch in the $16^{\text {th }}$ century |
| :---: | :---: | :---: |
| 2 | Break with Rome | When Henry VIII ended the Pope's authority in England and made himself the head of the Church of England |
| 3 | Monastery | A religious building in which monks and nuns devote their lives to God |
| 4 | Dissolution | The process of closing something down |
| 5 | Church of England | The official type of Christianity in England |
| 6 | Regent | A person who rules a country because the monarch is too young |
| 7 | Martyr | Someone who dies for their religion |
| 8 | Settlement | An official agreement intended to resolve a disagreement |
| 9 | The Spanish Armada | The fleet of Spanish ships that attacked England in 1588 |
| 10 | Civil war | A war between two or more groups of people of the same country |
| 11 | Divine right of kings | The belief that the monarch is chosen by God |
| 12 | Tyranny | $\begin{array}{ll}\text { Ruling in a cruel and controlling way without care for the harm you cause } & 10\end{array}$ |

Year 8 - Cycle 1 - Mathematics

| A: Definitions |  |  |
| :--- | :--- | :--- |
| 1 | Square number | Formed by multiplying an integer by itself |
| 2 | Cube number | Formed by multiplying an integer by itself <br> three times |
| 3 | Square root | A value that, when multiplied by itself, gives <br> the number |
| 4 | Multiple of a number | A number in that number's times table |
| 5 | Factor | A number that divides exactly into another |
| 6 | Prime number |  |
| 7 | Unknown | A number with exactly two factors |
| 8 | Solve | Find the value of the unknown |
|  |  | The letter in an equation |


| B: Types of numbers |  |  |
| :--- | :--- | :--- |
| 1 | Square numbers <br> (first 15) | $1,4,9,16,25,36,49,64,81,100,121$, <br> $144,169,196,225$ |
| 2 | Cube numbers <br> (first 10) | $1,8,27,64,125,216,343,512,729,1000$ |

C: Finding the HCF and LCM

1
Find the Highest Common Factor (HCF)


Multiply numbers in the overlap section of the Venn diagram of prime factors

Multiply all the numbers in the Venn diagram of prime factors

## Year 8 - Cycle 1 - Music

| 1 | Scale | Notes put in ascending or descending order of pitch |
| :--- | :--- | :--- |
| 2 | Chord | Two or more notes played at the same time |
| 3 | Flat | Lower in pitch by half a note. On a keyboard this is the black note to the left of the named note |
| 4 | Sharp | Higher in pitch by half a note. On a keyboard this is the black note to the right of the named note |
| 5 | Minor scale | Brighter sounding notes in ascending / descending order of pitch |
| 7 | Structure | Darker sounding notes in ascending / descending order of pitch |
| 8 | The order of the different sections of music |  |
| 9 | Ternary | Piece of music with two different parts AB |
| 10 | Articulation | Piece of music with three different parts ABA |
| 11 | Theme | Sound quality of each note: legato is smooth and staccato is short and spikey |
| 12 | The original musical idea with either a catchy melody or a strong rhythm |  |

## Year 8 - Cycle 1 - PE

## A: Athletics - track disqualifications

| 1 |  | 1 Pushing <br> B: Relay technique terminology  <br> not make contact with any of the other  <br> runners on purpose  |
| :--- | :--- | :--- |
| 1 | Upsweep | When the incoming athlete passes the <br> baton upward into the receiving hand |
| 2 | Down-sweep | When the incoming athlete passes the <br> baton downward into the receiving hand |

## C: Athletics - terminology

| 1 | Bell lap | A bell rings at the beginning of the final <br> lap of a multiple lap race, which signifies <br> that the leader of the race has begun the <br> final lap |
| :--- | :--- | :--- |
| 2 | Blocks | Small rigid blocks for bracing a runner's <br> feet at the start of an event up to the <br> 400 m distance |
| 3 | Leg | A segment of a relay race completed by <br> one runner |

D: Badminton - key terminology

| 1 | Ace | A serve that the opponent fails to hit |
| :--- | :--- | :--- |
| 2 | Clear | A shot hit deep into the opponent's <br> court |
| 3 | Fault | A foul shot, such as one that hits the net <br> or lands outside the court |
| 4 | Passing shot | A shot which passes the opponent |
| 5 | Smash | A powerful overhead shot |


| E: Badminton - court lines |  |
| :--- | :--- |
| 1 | Long service line for <br> doubles |
| 2 | Side line for doubles |
| 3 | Short service line |
| 4 | Centre line |
| 5 | Side line for singles line and long <br> service line for singles |
| 6 |  |



13

| F: Rugby - key terminology |  |  | H: Football - key terminology |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 1 | Try | When the ball is grounded over the try line |  |  |  |
|  |  |  | 1 | Offside | When the attacking player is beyond the last defender as the pass has been played |
| 2 | Offside | When a player is in front of a team-mate who is carrying the ball |  |  |  |
| 3 | Knock on | If a player drops the ball 'forward' or loses the ball and it goes forward | 2 | Jockey | A way of covering the person with the ball, trying to unbalance them, without committing yourself |
| 4 | Conversion | A kick through the posts after awarding a try, scoring two extra points if successful |  |  |  |
| 5 | Ruck | One or more players close in around the ball on the ground to protect it |  |  |  |
| 6 | Scrum | A contest for the ball involving eight players who bind together and push against the other team's scrum | 3 | Crossing | Moving the ball from the wide areas into the penalty area |
| G: Fitness - key terminology |  |  |  |  |  |
| 1 | Strength | The amount of force a muscle can exert against a resistance | 4 | Volley | Striking the ball towards goal, while it is in the air |
| 2 | Agility | The ability to change the position of the body quickly and control the movement |  |  |  |
| 3 | Flexibility | A range of movements possible at a joint | 5 | Square pass | A pass made by a player to a teammate running alongside them |
| 4 | Interval training | Training that involves alternating periods of high intensity work with rest periods |  |  |  |
| 5 | Pulse | The feeling of your blood going through your arteries, checked in the wrist or neck | 6 | Man marking | A defensive strategy where defenders are assigned a specific person to mark |
| 6 | Repetitions (reps) | The number of times you repeat an action |  |  |  |

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\text { Year } 8 \text { - Cycle } 1 \text { - PE }
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| I: Basketball - key terminology |  |  | J: Table Tennis - key terminology |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 1 | Back-court | The defensive end of the court where your team tries to stop baskets | 1 | Ready position | A neutral starting position from which all table tennis strokes can be played |
|  |  |  | 2 | Volley | Hitting the ball before it bounces on your side of the table |
| 2 | Front-court | The offensive end of the court where your team tries to score baskets | 3 | Cross-court | A stroke that's hit diagonally from corner to corner |
| 3 | Man-to-man defence | A defensive strategy that requires each player to mark another player on the opposition's team | 4 | Drive | An attacking shot played with speed and power |
|  |  |  | 5 | Stroke | Any shot used by a player in a game |
| 4 |  |  | 6 | Paddle | An alternative name for the racket |
|  | Fast break | To move the ball up court and into a scoring position as quickly as possible, so that the defence is outnumbered | K: Cricket - key terminology |  |  |
|  |  |  | 1 | Run out | Dismissal by the fielding team breaking the wicket while the batsman is outside the crease |
| 5 | Point guard | The key roles are to dribble the ball up the court safely whilst organising the team and setting up plays | 2 | Out | A batsman who has been dismissed |
|  |  |  | 3 | Dot ball | A delivery bowled without any runs scored off it |
| 6 | Centre | Usually the tallest player on the team. Key roles are to block shots, get rebounds and score from close to the basket | 4 | Drive shot | A powerful shot generally hit along the ground |
|  |  |  | 5 | Boundary | The perimeter of the ground |
|  |  |  | 6 | Duck | A dismissal for 0 (zero) runs 15 |

Year 8 - Cycle 1 - Religious Studies - Islam

| 1 | Tawhid | The belief in the oneness of God |
| :--- | :--- | :--- |
| 2 | Revelation | A message from God to human beings |
| 3 | Qur'an | The central religious text of Islam, believed by Muslims to be the final revelation from God |
| 4 | Mecca | Holy city for Muslims established by Ibrahim and Ishmael |
| 5 | Hijrah | The migration of Muhammad from Mecca to Medina |
| 7 | Caliphate | An area ruled by a Muslim leader |
| 8 | Sunnah | The traditions and practices of the Prophet Muhammad |
| 9 | Sunni | The branch of Islam with the majority of followers, Sunni meaning followers of the Sunnah community |
| 10 | Shi'a | The branch of Islam with the minority of followers, Shi'a meaning 'House of Ali' |
| 11 | Greater Jihad | The spiritual struggle within oneself against sin Jihad |

## A: Light and speed

| 1 |  | Transverse wave |
| :--- | :--- | :--- |
| 2 | Transparent | A wave with vibrations at right angles <br> (perpendicular) to the direction the wave <br> is travelling |
| 3 | Opaque | An object that will allow light to pass <br> through |
| 4 | Refraction | An object that will not allow light to pass <br> through |
| 5 | Weight | When a light ray crosses a boundary <br> between two substances with different <br> densities, it changes speed and changes <br> direction |
| 5 | The gravitational force between the <br> object and the planet it's on |  |

## B: Periodic Table

| 1 | Element | A substance made up of only one type <br> of atom; all the types of atoms are <br> listed on the periodic table |
| :--- | :--- | :--- |
| 2 | Compound | A substance that is made up of two or <br> more different elements chemically <br> combined |
| 3 | Periodic table | A chart of elements arranged in order <br> of increasing of atomic number |
| 4 | Conservation of mass | Atoms cannot be created or destroyed, <br> they are only rearranged in a chemical <br> reaction. |
| 5 | Trends in alkali metals | Increase in reactivity as you go down <br> the group |
| 6 | Trends in the halogens | Decreases in reactivity and increase in <br> boiling point as you go down the group <br> 17 |

## Year 8 - Cycle 1 - Spanish

| A: Descriptions |  |  | D: What you are going to do |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 1 | I am naughty | soy travieso | 1 | Next weekend | el próximo fin de semana |  |
| 2 | I have blonde hair | tengo el pelo rubio |  |  |  |  |
| 3 | S/he is friendly | es simpático/a | 2 | Next month | el mes que viene |  |
| 4 | S/he has black eyes | tiene los ojos negros | 3 | I am going to go out | voy a salir |  |
| 5 | They are quiet | son callados/as |  |  |  |  |
| 6 | They have brown hair | tienen el pelo castaño | 4 | We are going to play | vamos a jugar |  |
| B: What you like to do |  |  | 5 | I am going to meet up with friends | voy a quedar con amigos |  |
| 1 | I love to chat | me chifla charlar |  |  |  |  |
| 2 | I hate to watch a match | odio ver un partido | 6 | We are going to go to | vamos a ir a |  |
| 3 | I have a great time | me lo paso bomba | E: What you did |  |  |  |
| 4 | It makes me laugh | me hace reír |  |  |  |  |
| 5 | It is a waste of time | es una pérdida de tiempo | 1 | I did my homework | hice los deberes |  |
| 6 | I get bored | me aburro | 2 | I went out | salí |  |
| C: What you do |  |  |  | I played | jugué |  |
| 1 | I do sports | hago deportes | 3 |  |  |  |
| 2 | I dance | bailo | 4 | I went to | fuia |  |
| 3 | I play video games | juego a los videojuegos |  | I met up with | quedé con |  |
| 4 | I go to the cinema | voy al cine | 5 |  |  | 18 |

