Paddington Academy
The best in everyone™
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Hard work • Excellence • Integrity

2026-2027

# Year 8 Cycle 1

# 100% Book

Name:

Tutor group:

# Your 100% book and knowledge organisers

Knowledge organisers contain **critical** knowledge you must know. This will help you recap, revisit and revise what you have learnt in lessons in order to remember this knowledge for the long-term.

**Students remember 50% more when they test themselves after learning.**

**You must** have this 100% book for **every lesson** – it is part of your equipment.

**You must** keep your 100% books (even after you have finished the cycle or the year).

# How do I use my 100% book for self-quizzing?



1) Write today's date and the **title** from the knowledge organiser and underline with a ruler



2) Write out the **keywords** leaving two lines between each word



3) Cover the definitions apart from the first: **read** it, **cover** it, **say** it in your head, **check** it



4) If you got it right, move on and **quiz yourself** on the rest in your head, one by one



5) Cover up **all** the definitions and write them out **from memory**



6) Check your answers using green pen
- **Tick** any definitions which are correct
- **Correct** any definitions not completely correct

# 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 | |
|---|---|
| ***Sp* + underlined word** | The underlined word is spelt incorrectly.<br><br>Look, cover, write then check. Do this at least three times so you spell it correctly. |
| **A circle around part of 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><br>Remember: full stop, capital letter. |
| **//** | You need to start a new paragraph here.<br><br>Remember: new paragraphs for time, place, topic, person (TiPToP). |
| **^** | A word is missing where the arrow is pointing. |

# Year 8 – Cycle 1 – Art – Sweet and Solid

| | | |
|---|---|---|
| 1 | Observation | Looking closely at real objects to help you draw them more accurately. |
| 2 | Tone | How light or dark an area is in a drawing. |
| 3 | Thumbnail | A small sketch used to test out ideas quickly. |
| 4 | Exaggeration | Changing the size, shape, or features of something to make it stand out. |
| 5 | Sculpture plan | A drawing that shows the front, side, and top views of your design. |
| 6 | Pinch | A way of shaping clay using your fingers to press and form a pot or shape. |
| 7 | Slab | A flat piece of clay that can be cut and joined to make shapes. |
| 8 | Coil | A long roll of clay used to build up shapes by stacking and smoothing. |
| 9 | Score and slip | Scratching and adding liquid clay to stick two pieces of clay together. |
| 10 | Form | The 3D shape of something and what it looks like all the way around. |
| 11 | Slip decoration | Painting coloured clay onto your sculpture to add surface detail. |
| 12 | Evaluation | Writing about what went well in your work and how you could make it better next time. |

# Year 8 – Cycle 1 – Drama

| | | |
|---|---|---|
| 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 does not copy 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 | Canon | Movement or words performed one after each other in a group |
| 9 | Frantic Assembly | A theatre company who use physical movement to communicate to the audience |
| 10 | Chair duet | A technique using two people sat on a chair to tell a story of relationships |
| 11 | Round/by/through | A technique used to connect a series of movements together smoothly |
| 12 | Gesture | Movement of the hand to communicate meaning |

# 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 |

# Year 8 – Cycle 1 – English – *Romeo and Juliet* by William Shakespeare

| | | |
|---|---|---|
| 1 | Fate (n) | Power which determines our lives; destiny. |
| 2 | Inevitable (adj) | Something which must happen; it cannot be avoided. |
| 3 | Feud (n) | A prolonged and bitter quarrel or dispute. |
| 4 | Discord (n) | Disagreement between people. |
| 5 | Pervasive (adj) | Spreading widely throughout an area or group of people. |
| 6 | Patriarchy (n) | A society ruled and controlled by men. |
| 7 | Misogyny (n) | Dislike of or prejudice against women. |
| 8 | Inescapable (adj) | Something which cannot be escaped. |
| 9 | Excess (n) | Too much of something. |
| 10 | Impending (adj) | About to happen. |
| 11 | Turmoil (n) | A state of great disturbance, confusion or uncertainty. |
| 12 | Futile (adj) | Pointless. |

# Year 8 – Cycle 1 – French

| A: Verbs and phrases | | |
|---|---|---|
| 1 | To play football | jouer au foot |
| 2 | To play video games | jouer aux jeux-vidéo |
| 3 | To do swimming | faire de la natation |
| 4 | To chat | bavarder |
| 5 | I go out | je sors |
| 6 | I read | je lis |
| 7 | I have fun | je m'amuse |
| 8 | I go for a walk | je me promène |
| 9 | I watch | je regarde |
| 10 | I listen | j'écoute |
| 11 | I would like | je voudrais |
| 12 | I have (…food/drink) | je prends |
| 13 | It is | c'est |
| 14 | I am going to go | je vais aller |
| 15 | I am going to do | je vais faire |
| 16 | I hope to buy | j'espère acheter |
| 17 | I want to see | je veux voir |
| 18 | It will be | ça sera |
| 19 | I went | je suis allé |
| 20 | I did | j'ai fait |
| 21 | I played | j'ai joué |
| 22 | I watched | j'ai regardé |
| 23 | It was | c'était |

| B: Vocabulary | | |
|---|---|---|
| 1 | A fantasy film | un film fantastique |
| 2 | A game show | les jeux télévisés |
| 3 | The news | les infos |
| 4 | Pop music | la musique pop |
| 5 | Scary | effrayant |
| 6 | Entertaining | Divertissant |
| 7 | Exciting | passionnant |
| 8 | Educational | éducatif |
| 9 | A green shirt | une chemise verte |
| 10 | Red trousers | un pantalon rouge |
| 11 | Size | la taille |
| 12 | Check out | les caisses |
| 13 | Expensive | cher |
| 14 | Cheap | bon marché / pas cher |
| 15 | Firstly | d'abord |
| 16 | Later | plus tard |
| 17 | After | après |

# Year 8 – Cycle 1 – Geography - Coasts

| | | |
|---|---|---|
| 1 | Coast | The area in which the land meets the sea |
| 2 | Geology | The study of the different types of rocks |
| 3 | Fetch | The distance the wind pushes the waves |
| 4 | Sediment | Smaller rock material that has broken off from larger rocks |
| 5 | Erosion | The breaking down of sediment at the coast |
| 6 | Deposition | When water loses energy and drops sediment |
| 7 | Longshore drift | The movement of sediment **along** the coast |
| 8 | Weathering | The breaking down of sediment without movement |
| 9 | Coastal recession | The retreat of the coastline due to erosion |
| 10 | Managed retreat | When land is purposely left to erode or flood |
| 11 | Hard engineering | Man-made structures built to protect the coastline from flooding and erosion |
| 12 | Soft engineering | Natural changes to the coast by humans to protect the coastline from flooding and erosion |

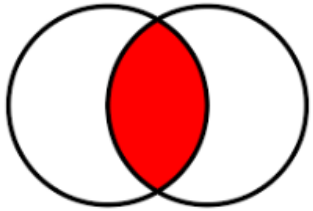
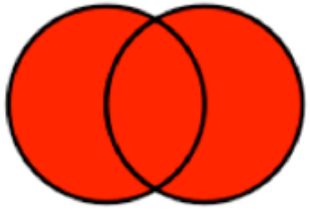
# Year 8 – Cycle 1 – History – The English Reformation and the English Civil War

| | | |
|---|---|---|
| 1 | The English Reformation | When the Church of England replaced the Pope with the monarch in the 16th 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 | Ruling in a cruel and controlling way without care for the harm you cause |

# 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 three times |
| 3 | Square root | A value that, when multiplied by itself, gives the number |
| 4 | Multiple of a number | A number in that number's times table |
| 5 | Factor | A number that divides exactly into another number |
| 6 | Prime number | A number with exactly two factors |
| 7 | Unknown | The letter in an equation |
| 8 | Solve | Find the value of the unknown |

| B: Types of numbers | | |
|---|---|---|
| 1 | Square numbers (first 15) | 1, 4, 9, 16, 25, 36, 49, 64, 81, 100, 121, 144, 169, 196, 225 |
| 2 | Cube numbers (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)<br> | Multiply numbers in the overlap section of the Venn diagram of prime factors |
| 2 | Find Lowest Common Multiple (LCM)<br> | Multiply all the numbers in the Venn diagram of prime factors |

# Year 8 – Cycle 1 – Music

| | | |
|---|---|---|
| 1 | Scale | A pattern of notes ascending or descending (do-re-mi-fa-so-la-te-do) |
| 2 | Chord | Two or more notes played at the same time |
| 3 | Diatonic | Notes that are within the scale |
| 4 | Chromatic | Notes that are not within the scale |
| 5 | Binary form | A structure with two sections - AB |
| 6 | Ternary form | A structure with three sections – ABA |
| 7 | Pentatonic | A pattern of five notes – 1, 2, 3, 5 and 6 of the scale |
| 8 | Improvisation | When music is made up on the spot, without preparation |
| 9 | Articulation | The way a note is played |
| 10 | Accent | An emphasis on a particular note |
| 11 | Theme | The original musical idea of the piece |
| 12 | Variation | Changed versions of the theme |

# Year 8 – Cycle 1 – PE

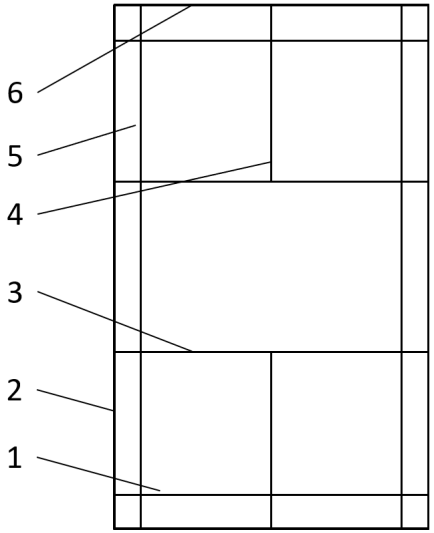
| A: Athletics - track disqualifications | | |
|---|---|---|
| 1 | Pushing | During middle distance races, you must not make contact with any of the other runners on purpose |

| B: Relay technique | | |
|---|---|---|
| 1 | Upsweep | When the incoming athlete passes the baton upward into the receiving hand |
| 2 | Down-sweep | When the incoming athlete passes the baton downward into the receiving hand |

| C: Athletics | | |
|---|---|---|
| 1 | Bell lap | A bell rings at the beginning of the final lap of a multiple lap race, which signifies that the leader of the race has begun the final lap |
| 2 | Blocks | Small rigid blocks for bracing a runner's feet at the start of an event up to the 400m distance |
| 3 | Leg | A segment of a relay race completed by 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 court |
| 3 | Fault | A foul shot, such as one that hits the net 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 doubles |
| 2 | Side line for doubles |
| 3 | Short service line |
| 4 | Centre line |
| 5 | Side line for singles |
| 6 | End line and long service line for singles |



# Year 8 – Cycle 1 – PE

| F: Rugby | | |
|---|---|---|
| 1 | Try | When the ball is grounded over the try line |
| 2 | Try line | The goal line extending across the pitch |
| 3 | Forward pass | An illegal pass where the ball goes forward |
| 4 | Offside | When a player is in front of a team-mate who is carrying the ball |
| 5 | Ruck | One or more players close in around the ball on the ground to protect it |
| 6 | Knock on | If a player drops the ball 'forward' or loses the ball and it goes forward |
| **G: Football** | | |
| 1 | Offside | When the attacking player is beyond the last defender as the pass has been played |
| 2 | Jockey | A way of covering the person with the ball, trying to unbalance them, without committing yourself |
| 3 | Crossing | Moving the ball from the wide areas into the penalty area |
| 4 | Volley | Striking the ball towards goal, while it is in the air |
| 5 | Square pass | A pass made by a player to a teammate running alongside them |
| 6 | Man marking | A defensive strategy where defenders are assigned a specific person to mark |

| H: Gymnastics | | |
|---|---|---|
| 1 | Balance | Maintaining a stable body position including static balances (e.g., one-leg stands) and dynamic balances (e.g., during a cartwheel). |
| 2 | Flexibility | The range of motion available at a joint. |
| 3 | Coordination | Using different parts of the body together smoothly and efficiently. |
| 4 | Control | Managing and directing body movements precisely. |
| 5 | Sequence | A planned and connected series of movements, including rolls, jumps and balances. |
| 6 | Tension | Engaging muscles to hold a position firmly or move with strength and stability. |
| 7 | Transition | The movement or link between two skills or positions. |
| 8 | Posture | The position in which someone holds their body. |

# Year 8 – Cycle 1 – PE

| I: Basketball – key terminology | | |
|---|---|---|
| 1 | Back-court | The defensive end of the court where your team tries to stop baskets |
| 2 | Front-court | The offensive end of the court where your team tries to score baskets |
| 3 | Man-to-man defence | A defensive strategy that requires each player to mark another player on the opposition's team |
| 4 | Fast break | To move the ball up court and into a scoring position as quickly as possible, so that the defence is outnumbered |
| 5 | Point guard | The key roles are to dribble the ball up the court safely whilst organising the team and setting up plays |
| 6 | Centre | Usually the tallest player on the team. Key roles are to block shots, get rebounds and score from close to the basket |

| J: Table Tennis – key terminology | | |
|---|---|---|
| 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 |
| 3 | Cross-court | A stroke that's hit diagonally from corner to corner |
| 4 | Drive | An attacking shot played with speed and power |
| 5 | Stroke | Any shot used by a player in a game |
| 6 | Paddle | An alternative name for the racket |

| K: Cricket – key terminology | | |
|---|---|---|
| 1 | Run out | Dismissal by the fielding team breaking the wicket while the batsman is outside the crease |
| 2 | Out | A batsman who has been dismissed |
| 3 | Dot ball | A delivery bowled without any runs scored off it |
| 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 |

# 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 |
| 6 | Ummah | The worldwide Muslim community |
| 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 |
| 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 |
| 12 | Lesser Jihad | Defending Islam from threat but must meet a range of strict conditions to be declared |

# Year 8 – Cycle 1 – Science

| A: Materials and the Earth | | |
|---|---|---|
| 1 | Weathering | The breaking down of larger rocks into smaller rocks. |
| 2 | Freeze-thaw | Water collects in cracks freezes. As water freezes, it expands, forcing cracks to widen. This process is repeated. |
| 3 | Erosion | The movement of weathered rocks by water, wind and Ice. |
| 4 | Greenhouse effect | When carbon dioxide, methane and water vapour absorb infrared radiation from the Earth's surface. |

| B: Forces | | |
|---|---|---|
| 1 | Acceleration | The rate of change of velocity. |
| 2 | Inertia | The tendency of an object to resist a change to its motion |
| 3 | Mass | The amount of matter in a substance; the unit for mass is kilogram (kg) |
| 4 | Weight | Object with mass and within Earth's gravitational field experience a downwards force called weight. |

| C: Plants | | |
|---|---|---|
| 1 | Photosynthesis | A chemical reaction that uses carbon dioxide and water, and needs light energy to produce glucose and oxygen |
| 2 | Osmosis | Movement of water from a dilute to concentrated solution across a partially permeable membrane |
| 3 | Xylem | Tissue that transports water and minerals (only transports up) |
| 4 | Phloem | Tissue that transports the products of photosynthesis, including sugars and amino acids. |
| 5 | Transpiration | Loss of water from the leaves; water moves up the xylem, and then evaporates from the stomata |

# Year 8 – Cycle 1 – Spanish

| A: Descriptions | | |
|---|---|---|
| 1 | I am naughty | soy travieso |
| 2 | I have blonde hair | tengo el pelo rubio |
| 3 | S/he is friendly | es simpático/a |
| 4 | S/he has black eyes | tiene los ojos negros |
| 5 | They are quiet | son callados/as |
| 6 | They have brown hair | tienen el pelo castaño |
| **B: What you like to do** | | |
| 1 | I love to chat | me chifla charlar |
| 2 | I hate to watch a match | odio ver un partido |
| 3 | I have a great time | me lo paso bomba |
| 4 | It makes me laugh | me hace reír |
| 5 | It is a waste of time | es una pérdida de tiempo |
| 6 | I get bored | me aburro |
| **C: What you do** | | |
| 1 | I do sports | hago deportes |
| 2 | I dance | bailo |
| 3 | I play video games | juego a los videojuegos |
| 4 | I go to the cinema | voy al cine |

| D: What you are going to do | | |
|---|---|---|
| 1 | Next weekend | el fin de semana próximo |
| 2 | Next week | la semana próxima |
| 3 | Next month | el mes que viene |
| 4 | In two days | en dos días |
| 5 | I am going to go out | voy a salir |
| 6 | We are going to play | vamos a jugar |
| 7 | I am going to meet up with friends | voy a quedar con amigos |
| 8 | We are going to go to … | vamos a ir a … |
| 9 | He/she is going to watch | va a ver |
| 10 | They are going to eat | van a comer |
| **E: What you did** | | |
| 1 | I did my homework | hice los deberes |
| 2 | I went out | salí |
| 3 | I played | jugué |
| 4 | I went to | fui a |
| 5 | I met up with | quedé con |
| 6 | I had fun | Me divertí |