DIXONS ALLERTON ACADEMY

KNOWLEDGE ORGANISER

YEAR 8

2024/2025

Name: _____

Student Number: _____

C1

DIXONS ALLERTON ACADEMY

Every day all students at DAA are expected to be the best they can be.

All students are expected to achieve their mission as detailed below and strive for this every day by giving 100% at all times.

"At DAA, I developed good moral principles and achieved exceptional outcomes that enabled me to have ambitious life choices"

During their time with us they will achieve this through their industry by showing hard work and resilience in all that they do every day.

Our core values are:

Happiness

The joy of life and learning. In the context of your emotional state, including positive and pleasant emotions ranging from contentment to intense joy. It is important you to have a grasp on your own happiness and well-being and your capacity to influence other people's happiness and well being

Industry

(Hard work & resilience) – This is how hard you work and how you overcome the challenges you face in your learning and life; if you can rise to the challenge when it matters you will be successful.

Responsibility

This is being accountable for the choices that you make and making the right choices to be organised, behave properly and achieve as much as you can. Taking responsibility for your learning will help you to be successful at DAA.

Contents

WEEK 2	
1. **tertiary**	A job type which involves providing a **service**.
2. **composition**	The way elements of artwork are **arranged** or **combined.**
3. **monotheism**	Belief in **one** God.
4. **patriarchal**	Ruled or controlled by **men**.
5. **flammable**	Sets on **fire** easily.
6. **precipitation**	Any form of **water** falling from the sky.
7. **hypothesis**	A **prediction** about what you think will happen in an investigation.
8. **exodus**	A **journey**.
9. **protagonist**	**Main character** in a narrative.
10. **integer**	A **whole** number (not a fraction)

WEEK 3	
1. **identity**	**Characteristics** determining who or what something is.
2. **pathogens**	**Bacteria** such as food poisoning bacteria.
3. **chronology**	Historical events in the correct **order.**
4. **misinformation**	A deliberate **lie** to mislead somebody.
5. **melody**	The main 'tune' of the song that you could sing to
6. **segregation**	**Separating** people based on race, class and social factors.
7. **progression**	Getting **better.**
8. **faith**	Having **trust** in someone.
9. **Monarchy**	Country where the Head of State is **King** or **Queen**.
10. **molecule**	A group of atoms **chemically joined** together.

CYCLE 1 SPELLINGS

WEEK 4	
1. **empathy**	Ability to understand and feel **others' emotions**.
2. **century**	Time span of **100** years
3. **hoax**	A **trick** in which someone tells people a lie.
4. **harmony**	Chords that **support** the melody
5. **covenant**	A serious **promise.**
6. **regression**	Getting **worse**.
7. **accent**	The way of pronouncing words associated with an **area** or **place**.
8. **mixtures**	Two or more substances **mixed** together but **not chemically joined**.
9.**dialogue**	The **spoken** script on stage.
10. **source**	Evidence made **at the time** of an historical event.

WEEK 5	
1. **activist**	Someone who is active in **political** and **social** causes.
2. **decade**	Time span of **10** years.
3. **domain**	A **website** name.
4. **conductor**	**Leads** the orchestra and any other large ensemble.
5. **stewardship**	To **look after** the world and each other.
6. **faith**	Having **trust** in someone.
7. **prejudice**	A **preconceived** opinion not based on reason or experience.
8. **corrosive**	**Destroys** living **tissue** such as skin and eyes
9. **culture**	Ideas, **customs** and social behaviour of a group of people.
10. **ensemble**	A **musical group** e.g. orchestra, brass band, choir.

WEEK 6	
1. **injustice**	**Unfair** behaviour or treatment
2. **Millennium**	Time span of **1000** years.
3. **bias**	Feeling or prejudice **for or against** one person or group.
4. **orchestra**	A large ensemble of **musicians playing instruments.**
5. **polytheist**	Believing in **many** Gods.
6. **colloquial**	**Informal** language used in conversation.
7. **opinion**	A **view** or judgement formed about something.
8. **gesture**	An expression or **movement** of the body.
9. **interpretation**	Evidence showing an **opinion** on an event.
10. **atom**	A **tiny particle.**

WEEK 7	
1. **status**	The **level** of society a character is in.
2. **democracy**	System where people can **vote** for the government**.**
3. **tension**	Where the mood atmosphere in a novel is **strained**.
4. **heritage**	Range of **inherited** traditions / cultures.
5. **systemic**	Implies problems are rooted in the way **systems** are set up.
6. **development**	The process of a county **improving over time**.
7. **migration**	People **moving** around**.**
8. **monologue**	**One** person delivering a speech or their thoughts to the audience.
9. **intonation**	**Variation** of spoken pitch.
10. **liberty**	State of being **free** from oppression.

CYCLE 1 SPELLINGS

WEEK 8	
1. **tertiary**	A job type which involves providing a **service**.
2. **composition**	The way elements of artwork are **arranged** or **combined.**
3. **monotheism**	Belief in **one** God.
4. **patriarchal**	Ruled or controlled by **men**.
5. **flammable**	Sets on **fire** easily.
6. **precipitation**	Any form of **water** falling from the sky.
7. **hypothesis**	**Prediction** about what you think will happen in an investigation.
8. **exodus**	A **journey**.
9. **protagonist**	**Main character** in a narrative.
10. **integer**	A **whole** number (not a fraction)

WEEK 9	
1. **identity**	**Characteristics** determining who or what something is.
2. **pathogens**	**Bacteria** such as food poisoning bacteria.
3. **chronology**	Historical events in the correct **order.**
4. **misinformation**	A deliberate **lie** to mislead somebody.
5. **melody**	The main 'tune' of the song that you could sing to
6. **segregation**	**Separating** people based on race, class and social factors.
7. **progression**	Getting **better.**
8. **faith**	Having **trust** in someone.
9. **Monarchy**	Country where the Head of State is **King** or **Queen**.
10. **molecule**	A group of atoms **chemically joined** together.

WEEK 10	
1. **empathy**	Ability to understand and feel **others' emotions**.
2. **century**	Time span of **100** years
3. **hoax**	A **trick** in which someone tells people a lie.
4. **harmony**	Chords that **support** the melody
5. **covenant**	A serious **promise.**
6. **regression**	Getting **worse**.
7. **accent**	The way of pronouncing words associated with an **area** or **place**.
8. **mixtures**	Two or more substances **mixed** but **not chemically joined**.
9.**dialogue**	The **spoken** script on stage.
10. **source**	Evidence made **at the time** of an historical event.

WEEK 11	
1. **activist**	Someone who is active in **political** and **social** causes.
2. **decade**	Time span of **10** years.
3. **domain**	A **website** name.
4. **conductor**	**Leads** the orchestra and any other large ensemble.
5. **stewardship**	To **look after** the world and each other.
6. **faith**	Having **trust** in someone.
7. **prejudice**	A **preconceived** opinion not based on reason or experience.
8. **corrosive**	**Destroys** living **tissue** such as skin and eyes
9. **culture**	Ideas, **customs** and social behaviour of a group of people.
10. **ensemble**	A **musical group** e.g., orchestra, brass band, choir.

CYCLE 1 SPELLINGS

WEEK 12	
1. **injustice**	**Unfair** behaviour or treatment
2. **Millennium**	Time span of **1000** years.
3. **bias**	Feeling or prejudice **for or against** one person or group.
4. **orchestra**	A large ensemble of **musicians playing instruments.**
5. **polytheist**	Believing in **many** Gods.
6. **colloquial**	**Informal** language used in conversation.
7. **opinion**	A **view** or judgement formed about something.
8. **gesture**	An expression or **movement** of the body.
9. **interpretation**	Evidence showing an **opinion** on an event.
10. **atom**	A **tiny particle.**

WEEK 13	
1. **status**	The **level** of society a character is in.
2. **democracy**	System where people can **vote** for the government**.**
3. **tension**	Where the mood atmosphere in a novel is **strained**.
4. **heritage**	Range of **inherited** traditions / cultures.
5. **systemic**	Implies problems are rooted in the way **systems** are set up.
6. **development**	The process of a county **improving over time**.
7. **migration**	People **moving** around**.**
8. **monologue**	**One** person delivering a speech or their thoughts to the audience.
9. **intonation**	**Variation** of spoken pitch.
10. **liberty**	State of being **free** from oppression.

WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6
1.	1.	1.	1.	1.
2.	2.	2.	2.	2.
3.	3.	3.	3.	3.
4.	4.	4.	4.	4.
5.	5.	5.	5.	5.
6.	6.	6.	6.	6.
7.	7.	7.	7.	7.
8.	8.	8.	8.	8.
9.	9.	9.	9.	9.
10.	10.	10.	10.	10.

WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11
1.	1.	1.	1.	1.
2.	2.	2.	2.	2.
3.	3.	3.	3.	3.
4.	4.	4.	4.	4.
5.	5.	5.	5.	5.
6.	6.	6.	6.	6.
7.	7.	7.	7.	7.
8.	8.	8.	8.	8.
9.	9.	9.	9.	9.
10.	10.	10.	10.	10.

WEEK 12	WEEK 13	NOTES
1.	1.	
2.	2.	
3.	3.	
4.	4.	
5.	5.	
6.	6.	
7.	7.	
8.	8.	
9.	9.	
10.	10.	

DAA Cycle 1 Knowledge Organiser	SUBJECT	ENGLISH	TOPIC(S)	READING AND LANGUAGE DEVICES	YEAR GROUP	8

Language device and definition.	What is the effect?	Language device and definition.	What is the effect?
Metaphor - a figure of speech containing an implied comparison, in which a word or phrase ordinarily and primarily used of one thing is applied to another (Ex.: the curtain of night, "all the world's a stage")	It is important to link what the metaphor might be saying about the situation. Consider how the atmosphere/mood is emphasised by the use of this device. *What does the metaphor express - it is best to think about what the metaphor means simply to show your understanding.*	**Hyperbole** - over exaggeration. Not supposed to be taken seriously. E.g., I'm so hungry I could eat a horse. I am freezing to death. If I don't do it now, I'll die.	Hyperbole can be used in different ways. Newspapers often use hyperbole to 'sensationalise' a situation—making it worse for dramatic effect. Hyperbole might be used for humour as well. Writer's might use this ironically to poke fun at a situation. In creative writing, hyperbole can tell us certain things about a character and what they're like as a person.
Simile - comparing something to something else using 'like' or 'as'	The comparison might be humorous and is there to make you laugh. On the other hand, the imagery that's used might be unpleasant. It's best to link this to purpose and tone.	**Emotive language** - language to appeals to the emotions. The deliberate choice of words to elicit emotion (usually to influence).	Emotive language creates an emotional response within the reader. This engages us more with the text as we can feel 'empathy' or 'sympathy' towards a certain situation or cause. The text might make us feel something we never felt before and raises our awareness towards situations, events or people.
Tone - the general attitude of a piece of writing.	Tone can be divided into different feeling or emotions. The most common tones to look out for are positive/negative. Look at how the writer uses specific words to create the tone and why you think that tone is used.	**Semantic Field**—when a group of words relate to the same topic/theme/subject. E.g., Pain, death, loss, hate are a negative semantic field.	Semantic field helps create atmosphere and tone. The use of certain words can create a specific field—it is important that you decided what the 'field' is—don't overuse 'positive' and 'negative' - think specifically, what is the tone of the writing and how does the field add to it? E.g., A semantic field of *disgust, decay, happiness, devotion, calmness, hope, loss.*
Personification- the attribution of a personal nature or human characteristics to something non-human, or the representation of an abstract quality in human form.	Personification can make something come to life and can be used by writers to add to the atmosphere of the piece. It is important to link the overall theme/mood of the text to your analysis. *Consider why personification is used in that moment. Why is the writer trying to make that object or thing appear real?*	**Connotations**—words/thoughts/feelings associated with another word. E.g., The connotations of winter are snow, coldness, happiness, Christmas.	Connotations will help you analyse the writer's word choice/s. It is important to think about the connotations of words as you can link this to the overall tone/attitude of the piece. Doing this will also help you understand the effectiveness of word choice and what that word is supposed to evoke within you. You can also comment on the effectiveness by discussing why a specific word is used instead of another.

Predict

Making predictions about a text includes what themes and feelings you think will arise and using your prior knowledge to consider what may happen to characters or in the plot.

Clarify

Clarifying words based off what you know about the text and the context of the sentence is useful in aiding full comprehension.

Question

Posing different questions about a text allows us to consider why the author chose to reveal or withhold certain information and to test our comprehension skills.

Summarise

Summarising is a skill that texts our full and holistic understanding of a text.

CONTEXT AND WRITER'S INTENTIONS

Writing in an era following WW2 known as the 'atomic age,' Golding tapped into a widespread cultural panic over nuclear destruction and man's capacity for warfare in Lord of the Flies. After the first atomic bombs were detonated over Japan at the end of the war in 1945, the Soviet Union and the United States began building their nuclear arsenals, leading many people to fear apocalyptic nuclear conflict. The Soviet Union and the United States engaged in a policy of brinksmanship that would come to be known as the Cold War.

As a member of the British Navy during the Second World War, Golding had been the captain of a ship that assisted in the invasion at Normandy, or D-Day, when the allies invaded Nazi occupied France, and this experience directly informed his view of man's capacity for cruelty. Golding wrote "before the Second World War I believed in the perfectibility of social man.... but after the war I did not because I was unable to. I had discovered what one man could do to another..." Following the war, Golding worked as a headmaster at a boys' school, which influenced his writing as well. By setting his story among schoolboys, rather than grown men fighting an actual war, he made his themes of brutality and the breakdown of civilization innate and inevitable. He intended his novel to be a direct warning about the specific dangers of nuclear proliferation, but his editor at Faber and Faber, Charles Monteith, edited out a lengthy beginning describing a nuclear war that sets the plot in motion, leaving the sense of global apoca-

Golding also uses LOTF to criticise the totalitarian regimes rising up in the East. In the 1950s, the Soviet Union was ascendant, and Western countries began learning about Soviet gulags for political dissenters, their violent political purges, and the breadth of the Soviet government's domestic power. At the same time, awareness grew of the holocaust in Nazi Germany and the fascist regime that perpetrated it. Golding was particularly interested in "groupthink," a term coined by George Orwell in 1984 to describe how essentially good people are able, through coercion and fear, to excuse or enable injustice.

Both William Golding and his fictional characters were familiar with Robinsonades, a 19th century genre that took its name from Daniel Defoe's desert island novel, Robinson Crusoe. Written in the eighteenth century, Robinson Crusoe is an adventure tale about a shipwrecked sailor who survives by his wits for several years before finally returning home to England. Writers as influential and varied as Edgar Allen Poe, Herman Melville, and Goethe wrote novels about sea faring adventures that pitted man against the elements. For Golding, though, the most influential Robinsonade was R.M. Ballantyne's 1858 novel, The Coral Island: A Tale of the Pacific Ocean, a novel about three British schoolboys marooned on an island who show bravery and valour in a series of adventures and conquests. Golding said in interviews that this novel was a boyhood favourite of his, and was part of the inspiration for Lord of the Flies.

The first use of atomic weapon—Hiroshima and Nagasaki in Japan—in 1945—is a key background to the novel. It was now quite possible that civilisation could be completely destroyed by a single conflict. In 1949 the Cold War began when the Soviet Union detonated its first A-bomb. This was an ideological battle between belief systems. Many people were accused on being Communists and a climate of fear prevailed.

Vocabulary

Savagery – the quality of being fierce or cruel

Morality – principles concerning the distinction between right and wrong or good and bad behaviour

Humanity – the quality of being humane; benevolence and kind. A feeling of fellowship and the state of being human

Disorder – a state of confusion or the breakdown of peaceful and law-abiding public behaviour

Corruption – dishonest or fraudulent behaviour from those in power or the action/effect of making something morally depraved

DAA CYCLE 1 KNOWLEDGE ORGANISER	SUBJECT	MATHS	TOPIC(S)	PROBABILITY AND STATISTICS	YEAR GROUP	8

SECTION 1 – PROBABILITY

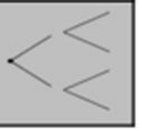
PROBABILITY	
probability	the **likelihood** or **chance** of something happening it is given on a **scale** between **0** (**impossible**) and **1** (**certain**), and can be a **fraction**, **decimal**, or sometimes a **percentage**
theoretical probability	the **probability** of something **in theory**
relative frequency	the **probability** of something worked out from **real life data,** also called empirical probability
experiment (in probability)	when a number of **trials** are **conducted** to **determine** the **probability** of an event
event	**one possible outcome** in a probability experiment, *e.g. getting a 6 on a die*
expectation	what you **predict will happen** in a probability experiment, you **multiply** the **probability by the number of trials**

SECTION 2 – PROBABILITY TERMINOLOGY

LIKELIHOOD VOCABULARY	
impossible	when there is **no chance** – it will not happen an outcome with a **probability of 0**
unlikely	when it will **probably not happen** an outcome with a **probability between 0** and **0.5**
even	when there is an **equal chance** of something happening or not happening an outcome with a **probability** of **0.5**
likely	when it will **probably happen** an outcome with a **probability between 0.5** and **1**
certain	when it is **inevitable** – it will **definitely** happen an outcome with a **probability** of **1**
fair	when **all outcomes** are **equally likely**
bias	when something is **not fair**

SECTION 3 – PROBABILITY NOTATION & DIAGRAMS

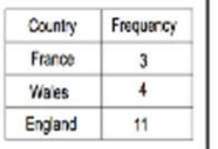
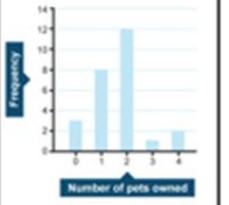
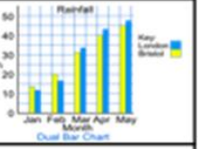
PROBABILITY NOTATION	
P(A) =	the **probability of an event A** =
P(A') =	the **probability** that **event A will not occur** = the **complement of A**

REPRESENTING PROBABILITIES		
sample space	the **set of all possible outcomes** of an experiment	
probability tree	a diagram shaped like a tree used to display a **sample space** by using **one branch for each possible outcome**	

SECTION 4 – AVERAGES

AVERAGES AND SPREAD	
mean	**add up all the amounts,** and then **divide the total by the number of amounts**
mode	the value which **occurs the most**
median	the **middle value. Method: put the data in numerical order, cross off** from the **beginning** and **end until** you find the **middle value** if there are **two middle values**, find **half-way between them**
range	**largest** value – **smallest** value the **spread** of the data

SECTION 5 – FREQUENCY DIAGRAMS

DISPLAYING CATEGORICAL DATA		
data	a collection of **information** a **set** of **numbers** giving **information** about a **context**	
frequency	the **number of times** an event or a value occurs	
frequency table	usually a **tally**, showing the **totals** of data **collect data** using this **before displaying** it in a **chart**	
bar chart	the **height** of the bars represents the **frequency (y-axis), x-axis** is the **thing** we are **measuring**, there are **gaps between** bars, all **bars** are **equal width** and **axes** are **labelled**	
comparative / dual bar chart	a bar chart showing data **side by side** good for **comparing data**	
pictogram	each **picture represents** a set **frequency** it has a **key** to tell you **what** each **picture** is **worth**	

DAA CYCLE 1 KNOWLEDGE ORGANISER	SUBJECT	MATHS	TOPIC(S)	PROBABILITY AND STATISTICS	YEAR GROUP	8

SECTION 6 – INDEX NOTATION/LAWS

INDEX NOTATION	
$a = b^n$ *a is the power* *b is the base* *n is the index*	

INDEX LAWS: MULTIPLICATION AND DIVISION	
when the **base** is the **same**, we use the following laws when multiplying and dividing	
multiplying	**add** the **powers** *e.g.* $a^m \times a^n = a^{m+n}$
dividing	**subtract** the **powers** *e.g.* $a^m \div a^n = a^{m-n}$
raising a power by another power	**multiply** the **powers** *e.g.* $(a^m)^n = a^{mn}$

SECTION 8 – PYTHAGORAS

Pythagoras's Theorem	
Pythagoras' theorem	a **relationship** between the **3 sides** on a **right angled triangle**
Pythagoras' theorem	$a^2 + b^2 = c^2$ **'c'** is always the **hypotenuse**

SECTION 7 – POWERS & ROOTS

SQUARES AND ROOTS	
index	tells us **how many times** to **use the number** in a **repeated multiplication**
root (*fractional index*)	the **inverse** of an **index**

POSITIVE INTEGER POWERS	
square numbers	the **answer** when you **multiply a number by itself:** n^2 **1, 4, 9, 16, 25, 36, 49, 64, 81, 100, 121, 144…**
cube numbers	the **answer** when you **multiply a number by itself, and then by itself again :** n^3 **1, 8, 27, 64, 125, 216, 343, 512, 729, 1000…**
powers of 10	10^n **10, 100, 1000, 10 000, 100 000…**

SECTION 9 – STANDARD FORM

STANDARD FORM: NOTATION	
notation	allows us to write **very large** or **very small** numbers without lots of zeros **numbers written** in the form **A x 10^n** **'A'** is **between 1 and 10** **'n'** is any **integer**
'n' is positive	**large** number (≥ 1)
'n' is negative	**small** number (< 1)

SECTION 10 – TYPES

MULTIPLES, FACTORS AND PRIME NUMBERS		
multiple	the result of **multiplying** a number by an integer, e.g. *the 3rd multiple of 7 is* ***21***	
lowest common multiple (LCM)	the **lowest common number** in the **multiplication tables** of two or more different numbers	
factor	a quantity which **divides equally** into a number, *e.g. factors of 8 are* ***1, 2, 4 and 8***	
highest common factor (HCF)	the **highest factor** which belongs to two or more numbers	
prime number	an integer greater than 1 that has **exactly two factors, 1 and itself** **2, 3, 5, 7, 11, 13, 17, 19, 23, 29, 31…**	
prime factor	a **factor** of a number which is also **prime**	
decomposition	to **break something down**	
product of prime factors (prime factorisation)	a set of **prime factors** which **multiply** to give a number	*e.g. prime factor tree* 12 → 2, 6 → 2, 3 12 = **2 x 2 x 3** or 2^2 **x 3**
unique factorisation theorem	the fundamental theorem of arithmetic Each integer can be written as a **unique product of prime factors.** This is why 1 is not a prime number.	

DAA CYCLE 1 KNOWLEDGE ORGANISER	SUBJECT	SCIENCE	TOPIC(S)	ORGANISATION	YEAR GROUP	8

1. Food Groups	
Carbohydrate	Main source of **energy**.
Lipids (fats and oils)	Act as a **store** of **energy**. Body fat keeps us **warm**.
Proteins	For **growth** and **repair**.
Vitamins & Minerals	Needed in **small amounts** to **maintain health**. E.g. **calcium** for **strong bones** and **teeth**, **iron** for **red blood cells**.
Water	Needed for **chemical reactions** in cells.
Fibre	Helps food **move** through the **gut**. Prevents **constipation**.
Factor that affect energy requirements	Age, gender
Consequences of imbalances in the diet	obesity, starvation and deficiency diseases

2. Digestive System	
Enzymes	Chemicals that **break down** food into **smaller soluble molecules** so that they can be **absorbed** into the **blood.**
Mouth	**Teeth chew** food and mix it with **saliva**. Saliva contains **enzymes** that digest **carbohydrates**.
Oesophagus	**Connects** the **mouth** to the **stomach**.
Stomach	Food is **churned** in **hydrochloric acid** which kills bacteria. **Enzymes** digest **proteins**.
Small Intestine	**Enzymes** digest **carbohydrates**, **lipid** and **proteins**. Food is **absorbed** into the **blood**.
Large Intestine	**Water** is **absorbed** into the **blood**.
Rectum	**Undigested** food is compacted and stored as **faeces** then leaves the body through the **anus**.
Role of good bacteria	protect us against harmful bacteria and to prevent infection

3. Respiratory System	
Trachea	**Windpipe** that carries air into the lungs. Splits into two tubes called the **bronchi**, then smaller tubes called **bronchioles**.
Alveoli	Small **air sacs** where **gas exchange** occurs. **Oxygen** diffuses into the blood. **Carbon dioxide** diffuses into the alveoli.
Adaptations of Alveoli for Gas Exchange	Many small alveoli -> give a **large surface area**.
	Moist -> allows gases to **dissolve.**
	Thin walls -> gases do not have far to travel.
	Good **blood supply** -> maintains **steep** concentration gradient.
Diaphragm	Sheet of **muscle** under the ribcage.
Breathing In	Diaphragm **contracts** and moves **down**. Ribs move **up** and **out**. Lung volume **increases**, pressure **decreases**, air goes **in**.
Breathing Out	Diaphragm **relaxes** and moves **up**. Ribs move **in** and **down**. Lung volume **decreases**, pressure **increases**, air goes **out**.

Skeletal and Muscular Systems	
Skeletal System	Allows **movement**, holds us **upright** and **protects organs**.
Muscular System	Muscles **contract** and **pull** on **bones** to allow **movement**.
Joint	Where two **bones join together**. The ends of the bones are covered in **cartilage** and **synovial fluid** lubricates the joint.
Ligament	**Elastic tissue** that **joins two bones** together.
Tendon	**Inelastic tissue** that **joins a muscle** to a **bone**.
Antagonistic Muscles	Muscles that work in **pairs**. When one **contracts**, the other **relaxes**.
Functions of the human skeleton	support, protection, movement and making blood cells
Biomechanics	the interaction between skeleton and muscles, induding the measurement of force exerted by different muscles

DAA CYCLE 1 KNOWLEDGE ORGANISER	SUBJECT	SCIENCE	TOPIC(S)	FORCES AND MOTION	YEAR GROUP	8

1 - Mass and Weight

Mass	Measure of the amount of **material** something is made up of. Mass is the **same** on all **planets**.
Measuring Mass	Use a **mass balance**.
Units for Mass	**Kilograms (kg)**
Weight	Measure of the **force** on something due to **gravity**. **Changes** depending on which **planet** you are on.
Measuring Weight	Use a **Newton meter**.
Units for Weight	**Newtons (N)**
Equation	**Weight = mass x gravitational field strength (W = m x g)**
Gravitational Field Strength	**Strength** of **gravity** on a planet. On **Earth, g = 10** N/kg.

2 - Stretching Springs

Deformation	**Changing** the **shape** of an object – **stretching**, **compressing** or **bending**. Requires at least **two** forces.
Elastic Deformation	The object **returns** to its **original size** and **shape** once the forces are **removed**.
Inelastic Deformation	The object does **not return** to its **original size** and **shape** once the forces are **removed**.
Hooke's Law	The **extension** of a **stretched spring** is **directly proportional** to the **force** applied to it, up to the **limit** of **proportionality**.
Directly Proportional	Shown on a graph by the line of best fit being a **straight line** through the **origin**. If one variable doubles, the other doubles.
Force – Extension Graphs	Plot **force** on the **y** axis, **extension** on the **x** axis. The **steeper** the line, the **stiffer** the spring.
Equation	**Force = spring constant x extension (F = k x e)**

3 - Speed, Distance and Time

Equation	**speed = distance / time (s = d/t)**
Units	speed = **m/s** distance = **m** time = **s**
Typical speed values	Walking = **1.5 m/s**, Running = **3 m/s**, Cycling = **6 m/s**, Car = **25 m/s**, Sound (in air) = **330 m/s**
Converting Distances	**1 m = 100 cm, 1 km = 1000 m**
Converting Times	**1 minute = 60 s, 1 hour = 60 minutes**
Distance – Time Graphs	**Straight diagonal** line = **constant** speed **Steeper** line = **faster** speed **Flat horizontal** line = **stationary**

4 - Terminal Velocity for a Sky Diver (Don't draw diagrams)

Stage 1		**Weight** is much **greater** than **air resistance.** Resultant force acting **down**. Sky diver **accelerates** as he falls.
Stage 2		As sky diver **accelerates**, air resistance **increases.** Resultant force is **less** but still acts **down**. Sky diver still **accelerates** but at a **slower** rate.
Stage 3		**Air resistance** is now **equal** to the **weight**. Forces are **balanced** – no resultant force. Sky diver falls at a **constant** speed known as **terminal velocity**.
Stage 4		**Air resistance** now **greater** than **weight** as parachute provides a **larger surface area**. Resultant force now acts **up**. Sky diver is still falling but **decelerates**.
Stage 5		As sky diver **decelerates**, air resistance **decreases**. Forces are **balanced** again – no resultant force. Sky diver fall at a new **slower terminal velocity**.

DAA CYCLE 1 KNOWLEDGE ORGANISER	SUBJECT	SCIENCE	TOPIC(S)	METALS	YEAR GROUP	8

1. Properties and Uses of Metals	
Copper	Used for **electrical wiring** as it is a good **conductor** of **electricity** and **ductile**.
Gold	Used to make **jewellery** as it is **shiny** and **resistant** to **corrosion**.
Steel	Used for **buildings**, **bridges** and **cars**. **Steel** is an **alloy** of **iron**. Pure **iron** is **weak** and **brittle**, but **steel** is very **strong**.
Aluminium	Used for **aeroplanes** and **overhead cables** as it has a **low density** so it is **lightweight**.
Titanium	Used for **hip replacements** as it is **resistant** to **corrosion**, **strong** and has a **low density**.

2. Reactivity Series (Practice writing metals in order of reactivity)		
Most reactive	Potassium	Please
	Sodium	Send
	Calcium	Charlie's
	Magnesium	Monkeys
	Aluminium	And
	Carbon	
	Zinc	Zebras
	Iron	In
	Tin	The
	Lead	Lead
	Hydrogen	
	Copper	Cages
	Silver	Securely
	Gold	Guarded
Least reactive	Platinum	

3. Reactions of Metals	
Metal + Acid	metal + acid -> salt + hydrogen
	Metal will react if it is more reactive than hydrogen.
	Test for hydrogen gas using a lit splint. Listen for squeaky pop.
Metal + Oxygen	metal + oxygen -> metal oxide
	Oxidation reaction as metal gains oxygen.
Metal + Water	More reactive metals react violently with cold water. metal + water -> metal hydroxide + hydrogen
	Less reactive metals will react with steam. metal + water -> metal oxide + hydrogen
Displacement Reaction	A more reactive metal displaces a less reactive metal from its compound.
Rusting	Occurs when iron or steel reacts with both oxygen and water.

4. Extraction and Recycling of Metals	
Ore	A **rock** that you can **extract a metal** from. Usually contains a **metal oxide.**
Extraction using Carbon	Use if the metal is **less reactive** than **carbon**.
	Heat meal oxide with **carbon**. **Carbon displaces metal** from its oxide.
	e.g. carbon + iron oxide -> iron + carbon dioxide.
Extraction using Electrolysis	Use if the metal is **more reactive** than **carbon**.
	Split up metal oxide using an **electrical current**.
	e.g. aluminium oxide -> aluminium + oxygen
Advantages of Recycling	**Less waste** sent to **landfill. Less energy** used as **less mining** and **extraction** required. **Conserves ores** which are **limited resources**.

5. Alloys	
alloy	An alloy is a **mixture of elements**, including at least one metal. Different alloys have **different properties**
Brass steel	**Brass**– Made from copper and zinc **Steel**– Made from carbon and iron
Properties	In an **alloy**, there are atoms of different sizes. The smaller or bigger atoms distort the layers of atoms in the pure metal. This means that a greater force is required for the layers to slide over each other. The **alloy** is harder and stronger than the pure metal.

DAA CYCLE 1 KNOWLEDGE ORGANISER	SUBJECT	SCIENCE	TOPIC(S)	BIOENERGETICS	YEAR GROUP	8

1. Pollination and Fertilisation in Plants

Pollination	Transfer of pollen from an anther to a stigma. Pollen is spread by insects or wind.
Fertilisation	Nucleus of pollen grain fuses with nucleus of ovule. Happens in ovary. Forms seeds.
Seed Dispersal	Main methods: wind, animals, water and explosion.
Germination	When a seed starts to grow. This requires water, oxygen and warmth.

2. Photosynthesis

Photosynthesis	A chemical reaction that produces food (glucose) for plants.
	carbon dioxide + water ----------> glucose + oxygen
Chloroplast	The organelle where photosynthesis occurs
Chlorophyll	Green chemical which absorbs energy via the radiation (light) pathway needed for photosynthesis.

3. Structure of a leaf

Waxy cuticle	Waterproof so the plant doesn't lose water
Palisade layer	Contains lots of chloroplasts for photosynthesis
Spongy layer	Has air spaces so gases can move around
Stomata	Pores on the underside of the leaf which let gases enter and leave

4. Roots and Minerals

Root Hair Cell	Absorbs water and minerals from the soil. Root hair projections provide a large surface area. No chloroplasts.
Xylem	Carries water and minerals from the roots to the leaf in one direction
Minerals	Potassium, magnesium, phosphorus and nitrates
Uses of glucose	Cellulose, respiration, fats and oils, stored as starch.

5. Respiration

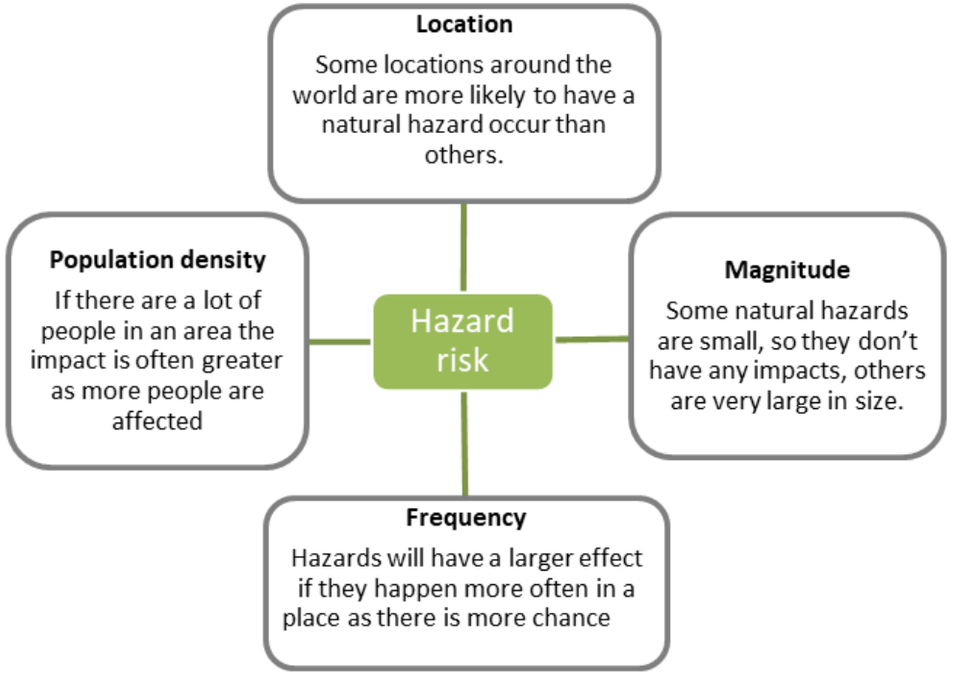
Respiration	Chemical reaction that occurs in all living organisms.
	Releases energy for movement, growth and warmth.
Aerobic Respiration	Requires oxygen
	glucose + oxygen -> carbon dioxide + water (+ energy)
Anaerobic Respiration	Does not require oxygen – happens in muscle cells during exercise.
	glucose -> lactic acid (+ energy)
	Lactic acid causes muscle cramps.
The effect of exercise on respiration	Respiration increases because your **body requires more energy** to contract your muscles. Therefore it needs **more oxygen** and **more glucose** so that **respiration can take much faster.**

DAA CYCLE 1 KNOWLEDGE ORGANISER	SUBJECT	GEOGRAPHY	TOPIC(S)	HAZARDS	YEAR GROUP	8

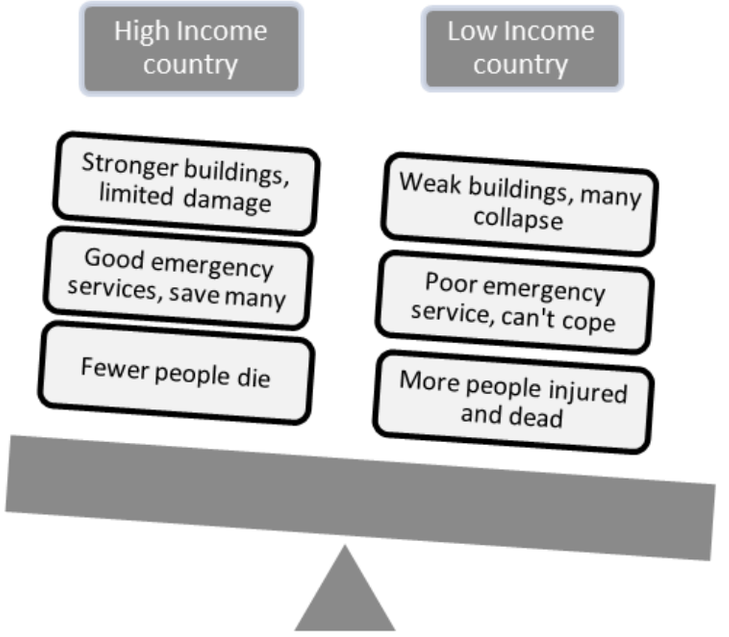
1. Key terms

Natural hazard	An extreme natural event that causes destruction to people and the environment.
Hazard risk	Probability or chance of a natural hazard taking place and causing damage or destruction
Tectonic hazard	A natural hazard caused by the movement of the earth's plates.
Climatic hazard	A natural hazard caused by changes in the atmosphere and the weather.
Magnitude	Size of the natural hazard.
Effect	Something that occurs because of the hazard.
Primary effect	An effect that is directly caused by the hazard and generally happens straight away.
Secondary effect	An effect that isn't directly caused by the hazard and generally happens in the days, weeks, and months after
Long-term response	A response that takes place in the months and years after the event.
Immediate response	A response that takes place in the hours and days after the event.

2. What makes a good natural hazard?



3. Hazards effects and responses



4. Wildfires

Causes	Lightning is the biggest natural cause of wildfires. 90% of wildfires are caused by humans, often accidentally through causes such as pylons falling, campfires, or sparks from machinery. Arson is deliberately starting fires.
Effects	**Primary:** Loss of life and injury, destruction of property and possessions, smoke. **Secondary:** Homelessness, health problems from inhalation of smoke, soil erosion.
Preventing wildfires	Removing dead leaves and branches in areas prone to wildfires. Educating the public. Controlled burning
Stopping wildfires	Spraying water and foam. Air drops of water and fire stopping chemicals from planes. Creating a fire break by removing vegetation.

DAA CYCLE 1 KNOWLEDGE ORGANISER	SUBJECT	GEOGRAPHY	TOPIC(S)	GLOBALISATION	YEAR GROUP	8

5. Key terms

Globalisation	The effect of multiple connections and links across different parts of the world, e.g. through migration, cultures, food, products.
Primary industry	Jobs which involve taking raw materials from the earth (e.g. mining, farming)
Secondary industry	Jobs which involve turning raw materials into products. (e.g. in factories)
Tertiary industry	Jobs which provide a service to people (e.g. teacher, shop keeper)
Deindustrialisation	The reduction of secondary industries as factories move abroad due to cheaper operating costs.
Trade	Buying and selling goods and services across different regions.
Brexit	The UK leaving the European Union.
Trans-national corporation (TNC)	A company that has operations in more than one country. They are sometimes referred to as multi-national companies.
Infrastructure	The basic structures that keep a society running, for example roads, train lines, hospitals and buildings.

7. What is a TNC?

Headquarters where company bosses make decisions and where research and development takes place are generally in Europe or North America.

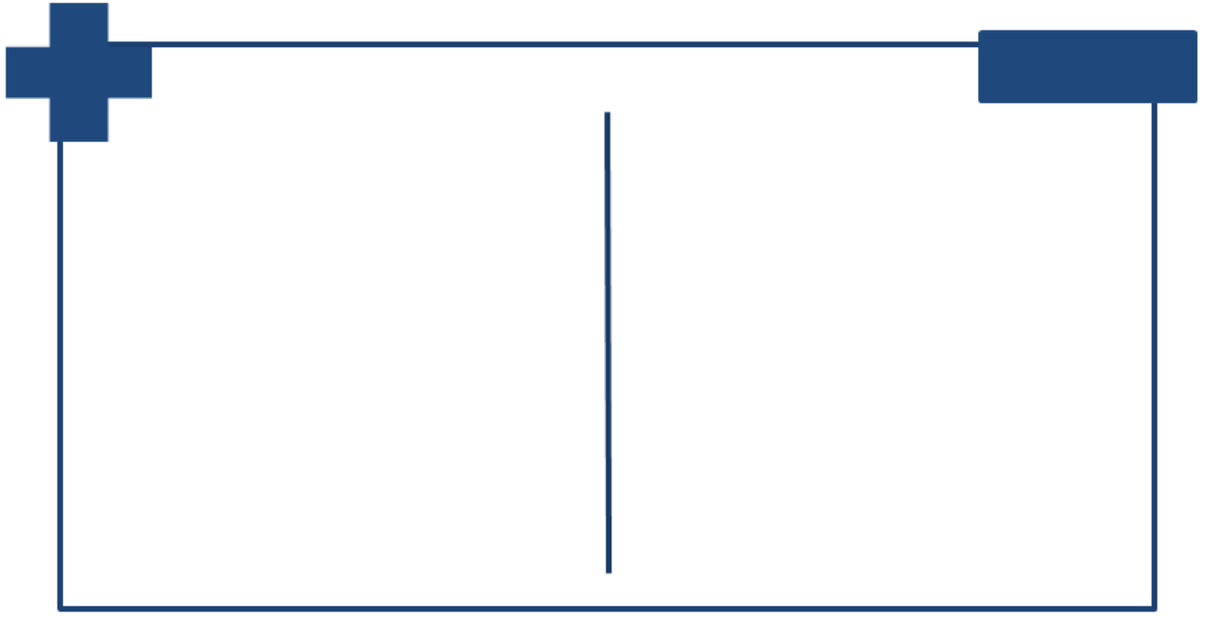
Production of products generally takes place in NEEs, especially in Asia.

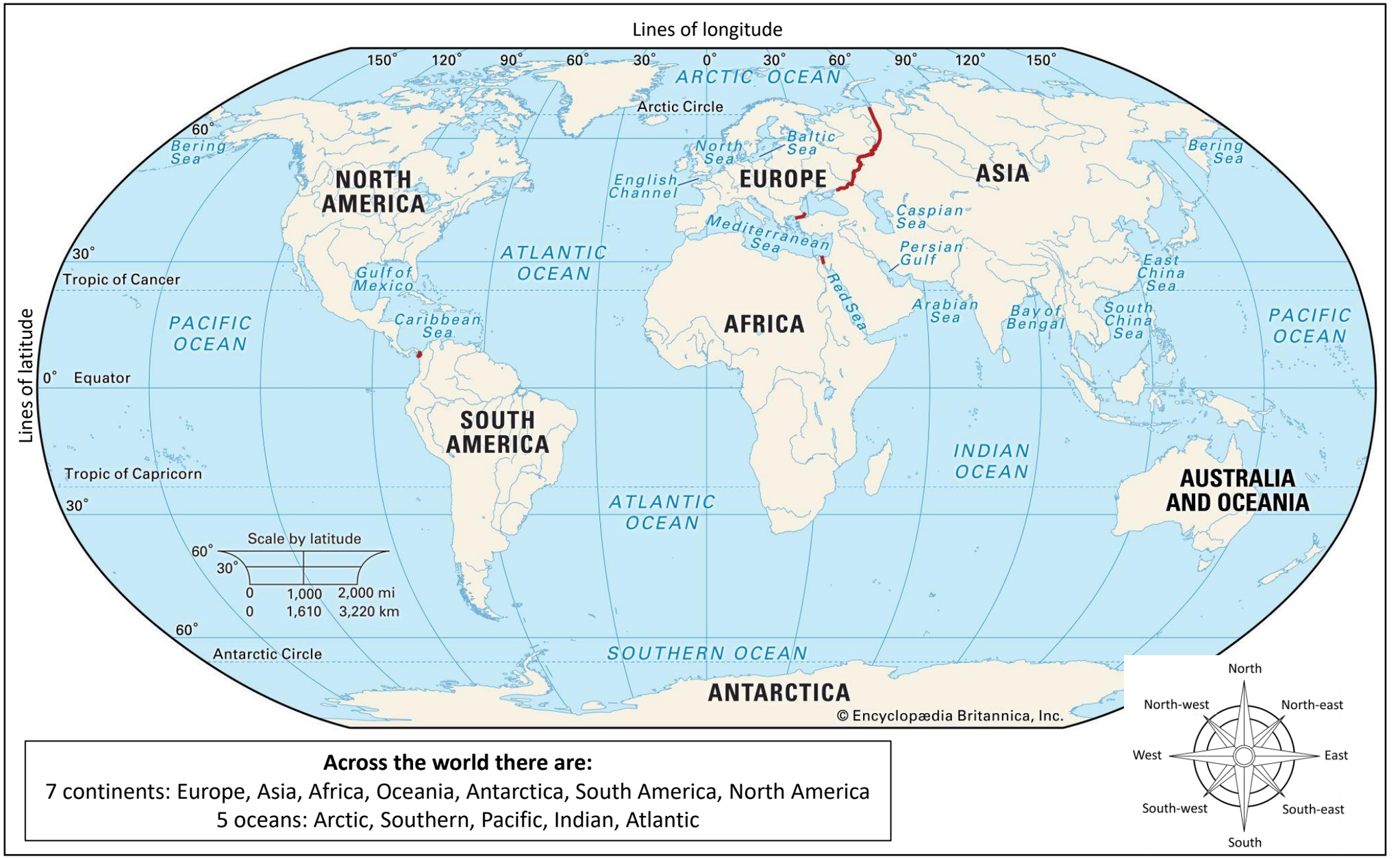
Most stores which sell the products are in wealthier and more developed countries.

6. Causes of globalisation

Transport	Horse and cart or walking: most people only travel locally	Steam powered boats and trains: longer distances can be covered	Aeroplanes and modern trains: people and goods can get around the world quickly
Communications	Letters transported by horse or boat, sometimes taking months to arrive	Quicker postal services and the invention of telephones	Internet and mobile phones: instant communication anytime, anywhere

8. Positives and negatives of globalisation





Across the world there are:

7 continents: Europe, Asia, Africa, Oceania, Antarctica, South America, North America

5 oceans: Arctic, Southern, Pacific, Indian, Atlantic

DAA CYCLE 2 Knowledge Organiser	SUBJECT	GEOGRAPHY	TOPIC(S)	IMPORTANT LOCATIONS	YEAR GROUP	8

Europe

Europe	A continent made up of 44 countries, the UK is part of this continent.
United Kingdom	Made up of England, Wales, Scotland, Northern Ireland.
Great Britain	Made up of England, Wales, and Scotland.
British Isles	A group of islands, the largest is Great Britain. Made up of England, Wales, Scotland, Northern Ireland, and the Republic of Ireland.
Capital cities	The main city in a country, where the government is based.

The United Kingdom

DAA CYCLE 1 KNOWLEDGE ORGANISER	SUBJECT	HISTORY	TOPIC(S)	SUGAR AND SLAVERY	YEAR GROUP	8

Section 1: Time	
Medieval Period	Period after the Romans left from c. 450CE- c.1500CE
Early Modern Period	Period from c.1500- c. 1750, also referred to as Tudor and Stuart periods
Industrial Period	Period of rapid urbanisation when people moved to cities from c. 1750- c.1900
Modern Period	Period which includes both World War I and World War II from c. 1900 – Present

Section 2: Medieval Sugar	
Sugar cane	The plant which sugar comes from, originally from Northern India
Islam	Use of sugar spread around the Islamic world in the 7th and 8th centuries
Irrigation	A system of spreading water on crops which led to the growing of sugar in North Africa and Spain
Sotiltee	Elaborate statue made from sugar used as a display of wealth in later medieval England

Section 3: Early Modern Sugar	
Plantations	Huge farms for growing crops like sugar and cotton on islands occupied by Portuguese explorers
West Indies	Islands near America which were colonised by European explorers to grow sugar
Indigenous people	The people who lived in the West Indies and America before Europeans colonised these places, killing 90% of them.
Colonise	Moving onto land with the aim of taking it over

Section 4: Industrial Sugar	
Slave labour	Work done by people who have been enslaved
Chattel slavery	A system of slavery where a person is believed to be owned by another human being. Their children, grandchildren and so on are also 'owned' from birth.
Cowrie Shells	Shells which were used as currency (a bit like coins)
Middle Passage	Journey across the Atlantic Ocean which enslaved people were forced to live through for months before being sold onto plantations

Section 5: Sugar plantations	
Whipping	Used as a punishment for slow work on plantations
Runaways	Name given to enslaved people who escaped plantations. They could be maimed or hanged for this crime.
Indentured labour	Indian workers who signed a contract to work on plantations for 5 years after slavery was abolished. They were often unpaid.
Sugar beet	A plant which could be used to make sugar and could be grown in Europe
Olaudah Equiano	Enslaved man who escaped from slavery and wrote about his experiences to persuade people to support abolition of slavery

Section 6: Problems with sugar	
Historical narrative	The way a historian tells the story of what happened. What they choose to include or leave out is based on what they judge to be significant.
Sugar refineries	Factories where sugar was turned into products like sugar cubes
Sugar boom	Huge growth in the processing sugar in Britain in the 19th and 20th centuries in factories like Cadburys and Rowntrees
Obesity crisis	A third of the world's population is thought to be obese (overweight) which has been linked to the popularity of sugar

DAA CYCLE 1 KNOWLEDGE ORGANISER	SUBJECT	HISTORY	TOPIC(S)	WHAT ARE THE DIFFERENT TYPES OF POWER?	YEAR GROUP	8

Section 7: What was the Industrial Revolution?	
c.1750-c.1900	The period of time known in Britain as the industrial revolution
Urbanisation	The population of towns and cities went from 25% of the population in 1700 to 90% by 1890
Laissez-faire	A policy of letting businesses get on with things without the government interfering with laws or guidance
Industrial revolution	The time when there were major changes in how goods were made 1750 – 1900. Goods were now made in factories using steam-powered machines, rather than in homes.
Capitalism	An economic and political system in which a country's trade and industry are controlled by private owners for profit.

Section 8: Industrial Revolution – changes to work	
Navvy	Nickname for men who worked on the railroads. Pay was high but it was risky and involved long periods away from home
Domestic system	The system where most people worked at home, making things to sell. This changed to the factory system after 1750.
Mill worker	People who worked in the many cotton mills in Britain.
Working class	All the people in society who have to do low-paid work in order to survive. Usually have low or no education.
Miner	A person who worked underground in coal mines. Extremely dangerous low-paid work

Section 9: Children and living conditions	
Child labour	A system where children are used for low or no pay work. Usually instead of education.
Apprentice	A child who was taken from his parents or a workhouse to live in a factory where they worked for food and a bed.
Slums	Housing with overcrowding and terrible living conditions. They sprung up in industrial towns and cities.
Cholera	A disease which spread around towns and cities because the water was not clean
Factory Act	Law passed to change the working conditions of people in factories and mills.

Section 10: Abolitionists	
Abolition	Bringing something to an end by law. In this case, the abolition of slavery made enslaving people a crime.
Abolitionist	A person who fought to end slavery
Sons of Africa	A group of abolitionists who had been enslaved who toured Europe telling the truth about the horrors of slavery
Sugar Boycott	Refusing to buy sugar until slavery was ended, organised by women abolitionists like Elizabeth Heyrick
Resistance	All the ways enslaved people refused to accept slavery such as working slow, rebellions, escaping.

Section 11: Abolition of slavery	
1807 Slave Trade Act	The law in Britain which made it illegal to buy and sell people in Britain and its colonies.
1833 Abolition of Slavery Act	The law in Britain which made it illegal to own enslaved people in Britain and most British colonies.
The Maroon Wars 1728-39	Wars between British soldiers and enslaved people who had escaped from plantations and set up their own settlements
The Haitian Revolution	Revolution led by Toussaint L'Ouverture which led to al enslaved people being freed and Haiti becoming a free nation

Section 12: Plantations after Abolition	
Apprenticeship	A system introduced to keep labourers on plantations after slavery was abolished
Indentured labourers from India	Around 50,000 Indian people were taken to the West Indies to work out 5-year contracts on low or no pay which they couldn't leave
Lunatic Express	Nickname given to the railway in Kenya which was built by Indian indentured labourers. Many people died from the dangerous work, illness or lion attacks

Section 13: Legacies of slavery	
Reparations	The money paid to the owners of enslaved people as compensation for their loss of 'property'. The last reparation payment was paid by the British government in 2015
Cottonopolis	The name given to Manchester in the 1800s when almost 80% of the cotton processed there was grown by enslaved people in the USA
Civil War	The war between the northern and southern states in the USA. The north won therefore slavery was abolished in the USA
Blockade runners	Boats sent from Britain to help slave-grown cotton to get through the navy blockades during the American Civil War

DAA CYCLE 1 KNOWLEDGE ORGANISER	SUBJECT	RE	TOPIC(S)	DOES BELIEVING IN GOD MAKE US RESPONSIBLE?	YEAR GROUP	8

1 & 2

Atheism	The belief that there is no God	**Faith**	Having trust in someone
Science	Collection of knowledge through observations & tests	**Omnipotence**	All-powerful
		Omnibenevolence	All-loving
Immanence	God acts within the world	**Omniscience**	All-knowing
Design Argument	God designed the world so He exists	**Transcendent**	God is beyond space & time
Impersonal	God beyond understanding	**Miracles**	Impossible events coming true
The Quran & Bible teaches believers to lead a good life & take care of others based on God's teachings.			

3 The Creation Story (in the Bible, Genesis)

- This is how the world began. God created:
- Day 1- Light
- Day 2- *'God made the heavens & earth'*
- Day 3- Land & Sea
- Day 4- Sun, Moon & Stars
- Day 5- Fish & birds
- Day 6- Other animals, man & woman
- Day 7- God finished & rested

4 This encourages **responsibility** by:

- Looking after the world – **stewardship (care)**
- Believe God as the **designer** of the world (Design argument)
- Treat others kindly
- Trust in God's plans

- **Atheism:** If God designed a beautiful world, how come there is evil & suffering? Why can't God stop people dying?

5 The Design Argument	***The Quran** teaches...*	**Atheists** may *argue...*
• God designed the universe • Christians & Muslims believe God as the designer • We have a responsibility to look after the world	• *'Contemplate the wonders of creation'* • *'Do not be the aggressors'*	• People can still show irresponsibility; lying, killing, ignorance, backbiting... • Some believe Big Bang Theory instead of design

6 Miracle Argument	***The Bible** teaches...*	**Atheists** may *argue...*
• Miracles break nature's laws • The Bible; Jesus' resurrection • The Quran; Moses parts sea • Cured from incurable illness	• *'I am the LORD who heals you'* • *'Jesus had risen'*	• Science can explain miracles • 'Fake' miracles shown by people wanting fame, money, attention

7 The Quran's influence	***The Quran** teaches...*	**Some** may *argue...*
• Book of authority in Islam • Guides diet/prayer/behavior • Looking after the poor/weak • Live like the Prophets	• *'Obey God & His Messenger'* • *'God keeps an account of all actions'*	• We can still be responsible without holy books • The Quran is not the only source of guidance in Islam

8 The Prophet's influence	***The Quran** teaches...*	**Some** may *argue...*
• Spread God's message • Be truthful & patient • Share with & care for others • Do what is right even if it's hard	• *'The prophet is an excellent model'* • *'He does not speak with his own desire'*	• We can be responsible by learning from other role models

9 The Bible's influence	***The Bible** teaches...*	**Some** may *argue...*
• The Bible is inspired by God • It teaches to do good deeds • **10 commandments, The Good Samaritan, Exodus, Creation Story...**	• *'Serve the garden'* • *'Love thy neighbour as yourself'* • *'God loves a cheerful giver'*	• Responsibility is taught by family members, teachers & others • We are stronger together • We must be kind

10 Jesus' influence	***The Bible** teaches...*	***Many agree..***
• Jesus taught to love enemies • Care for others – he healed the sick • He gave himself up to clean humanity's sins through crucifixion **(atonement)**	• *Jesus taught **the Parable of the Sheep & Goat;** Jesus will divide the good & take them to heaven & the bad will go hell for being irresponsible.*	• Looking after the world – stewardship (care) • Believe God as Jesus did • Treat others kindly • Trust in God's plans - there's a bigger picture

Always unpack quotes **11**	**Where** is it from? *The Bible / Quran teaches,*	**What** does it mean? *This could mean, This influences,*	**Why** is it important? *This signifies / highlights, This supports / challenges,*

DAA CYCLE 1 KNOWLEDGE ORGANISER	SUBJECT	SPANISH	TOPIC(S)	HOLIDAYS/ MEDIA	YEAR GROUP	8

1.1 Star Phrases	
Diría que	I would say that…
Cuando era mas joven	When I was younger…
Antes/despues de hacer eso	Before/after having done that
Aunque sea +adjective	Although it is..
Tengo la intención de…	I have the intention of..
Si tuviera la oportunidad me gustaría + infinitive	If I had the opportunity I would like to….
Si fuera rico/a me gustaría + infinitive	If I were rich I would….
Siempre he pensado que	I have always thought that….
Para que pueda + infinitive	So that I can…
Tengo ganas de + infinitive	I am looking forward to …….

1.2 Where do you go normally?	
¿Adónde vas de vacaciones?	Where do go on holiday?
Normalmente	Normally
Generalmente	Generally
En general	In general
Cada año	Every year
Cada verano	Every summer
Voy a…	I go to…
…Alemania	…Germany
…Escocia	…Scotland
…España	…Spain
…Francia	…France
…Gales	…Wales
…Grecia	…Greece
…Inglaterra	…England
…Irlanda	…Ireland
…India	…India
…Paquistán	…Pakistan

1.3 Who do you go with?	
¿Con quién vas?	Who did you do with?
Voy con…	I go with
…mis padres	…my parents
…mi familia	…my family
…mis abuelos	…my grandparents
…mi instituto	…my school
…mi mejor amigo/a	…my best friend

1.4 How do you get there?	
¿Cómo vas?	How do you get there?
Voy en…	I go by…
Vamos en…	We go by…
…autocar	…coach
…avión	…plane
…autobús	…bus
…barco	…boat
…coche	…car
…helicóptero	…helicopter
…tren	…train

1.5 Where did you go last year?	
¿Adónde fuiste de vacaciones?	Where did you go on holiday?
El año pasado	Last year
El verano / invierno / otoño pasado	Last summer / winter / autumn
La primavera pasada	Last spring
Fui a…	I went to…
See list of countries in section 1.2	

1.6 Who did you go with?	
¿Con quién fuiste?	Who did you do with?
Fui con…	I went with…
…mis padres	…my parents
…mi familia	…my family
…mis abuelos	…my grandparents
…mi instituto	…my school
…mi mejor amigo/a	…my best friend

1.7 How did you get there?	
¿Cómo fuiste?	How did you get there?
Fui en…	I went by…
…autocar	…coach
…avión	…plane
…autobús	…bus
…barco	…boat
…coche	…car
…helicóptero	…helicopter
…tren	…train

1.8 What did you do on holiday?	
¿Qué hiciste?	What did you do?
Bailé	I danced
Bebí una limonada	I drank a lemonade
Comí paella	I ate paella
Comimos churros	We ate churros
Conocí a un chico/a guapo/a	I met an attractive boy / girl
Compré una camiseta	I bought a T-shirt
Compré recuerdos	I bought souvenirs
Descansé en la playa	I relaxed on the beach
Escribí SMS	I wrote messages
Mandé SMS	I sent messages
Fui a la playa	I went to the beach
Fui de excursión	I went on a trip
Monté en bicicleta	I rode my bike
Nadé en el mar	I swam in the sea
Saqué fotos	I took photos
Tomé el sol	I sunbathed
Vi un castillo interesante	I saw an interesting castle
Visité monumentos	I visited monuments

DAA CYCLE 1 KNOWLEDGE ORGANISER	SUBJECT	SPANISH	TOPIC(S)	HOLIDAYS/ MEDIA	YEAR GROUP	8

1.9 What was it like?	
Me gustó	I liked it
Me encantó	I loved it
Fue…	It was…
…divertido	…fun/funny
…estupendo	…brilliant
…fenomenal	…fantastic
…flipante	…awesome
…genial	…great
…guay	…cool
…regular	…OK
…un desastre	…a disaster
…horrible	…horrible
…horroroso	…terrible
…raro	…weird
¿Por qué?	Why?
Porque / ya que…	Because…
…hizo buen / mal tiempo	It was good / bad weather
…hizo calor/sol	It was hot/sunny
..hizo frío	It was col
..llovió	It rained
…vomité	I vomited
…perdí mi móvil	I lost my mobile
…perdí mi pasaporte	I lost my passport

1.10 What do you do on your mobile- ¿Qué haces en tu móvil?	
Chateo	I chat (online)
Comparto mis videos favoritos	I share my favourite videos
Descargo aplicaciones	I download apps
Hablo por Skype	I speak on Skype
Juego a los videojuegos	I play videogames
Leo mis SMS	I read messages
Mando mensajes	I send messages
Saco fotos	I take pictures
Veo videos	I watch videos
Todos los días	Every day
A veces	Sometimes
Dos o tres veces a la semana	Two to three times a week
De vez en cuando	From time to time
Raramente	Rarely
nunca	Never
A menudo	Often

DAA CYCLE 1 KNOWLEDGE ORGANISER	SUBJECT	SPANISH	TOPIC(S)	HOLIDAYS/MEDIA	YEAR GROUP	8

1.11 Music	
Me encanta escuchar	I love to listen to
Me chifla escuchar	I am crazy about listening to
Prefiero … más que…	I prefer … more than…
Prefiero … menos que…	I prefer … less than…
Me encanta escuchar	I love to listen to
Me gusta (mucho)	I like…(very much)
No me gusta	I don't like
Odio / detesto	I hate
Me gusta la música de	I like …'s music
Mi canción favorita	My favourite song
Mi cantante favorito / a	My favourite singer
Mi grupo favorito	My favourite group
La letra	The lyrics
La melodía	The tune
El ritmo	The rhythm
porque / ya que	Because
Es guay	It is cool
Es triste	It is sad
Es horrible	It is horrible
Me hace sonreír / me hacen sonreír	It makes me smile / they make me smile
Me hace feliz / me hacen feliz	It makes me happy / they make me happy
Me hace reír / me hacen reír	It makes me laugh / they make me laugh

1.12 TV shows	
Un programa de deportes	Sports programme
Un concurso	A game show
Un documental	A documentary
Un reality	A reality show
Una comedia	A comedy
Una serie policíaca	A police series
Una telenovela	A soap opera
Las noticias	The news
El telediario	The news
Me gustan los/las	I like..(programmes)
Prefiero los/las	I prefer..(programmes)
Porque son../ya que son…	because they are..
Interesante(s)	interesting
Divertidos/as	fun
Aburridos/as	Boring
Emocionante(s)	exciting
Graciosos/as	funny

1.13 Verb tenses & time phrases		
Voy	*Present tense*	I go
Viajo		I travel
Me alojo / Me quedo		I stay
Es		It is
Son		They are
Hay		There is / there are
Me gusta		I like
No me gusta		I don't like
Prefiero		I prefer
Me chifla		I am crazy about
Quisiera + infinitive		I would like to…
Hice	*Preterite tense*	I did
Celebré		I celebrated
Fui		I went
Fuimos		We went
Hice		I did
Monté		I rode
Vi		I watched
Salí		I went out
Nadé		I swam
Leí		I read
Recibí		I received
Saqué		I took
Mandé		I sent
Voy a ver	*Immediate future*	I am going to watch
Voy a ir		I am going to go
Vamos a comprar		We are going to buy
Voy a comer		I am going to eat
Voy a hacer		I am going to do / make
Vamos a beber		We are going to drink
Me gustaría ir	*Conditional*	I would like to go
Me gustaría montar		I would like to ride
Me gustaría jugar		I would like to play
Ahora		Now
Normalmente		Normally
A veces		Sometimes

DAA CYCLE 1 Knowledge Organiser	SUBJECT	URDU	TOPIC(S)	HOUSE AND TOWN	Year 8

Year 8 Urdu: Cycle 1

8.1 Rooms in the house

Urdu	Roman Urdu (pronunciation)	English
میرا گھر	mayraa gharr	my house
اس کا/ کی ایک ___ ہے۔	uss kaa/kee ayk ... hai	It has a ...
باغ / باغیچہ	baagh / baaghicha	garden
تہہ خانہ	tehh khaana	cellar
بالا خانہ	baala khaana	attic
بیٹھک	baiTak	living room
کھانے کا کمرہ	khaanay kaa kamraa	dining room
باورچی خانہ	baawarchi khaana	kitchen
غسل خانہ	ghusl khaana	bathroom
سونے کا کمرہ	sonay kaa kamraa	bedroom
اس کا/ کی نہیں ہے۔	uss kaa/kee ... nehi hai	It doesn't have...
نچلی منزل پر	nichli manzil par ... hai.	On the ground floor, there is ...
پہلی منزل پر	pehli manzil par ... hai.	On the first floor, there is ...

8.2 furniture etc.

میز	mayz	table
کرسی	kurrsee	chair
الماری	almaari	cupboard
کپڑوں کی الماری	kapRo kee almaari	wardrobe
دراز	draaz	drawers
آئینہ	aa-inaa	mirror
پلنگ	palang	bed
سنگھار میز	singhaar mayz	dressing table
دروازہ	darrwaaza	door
دیوار	deewaar	wall
چھت	chhat	roof

8.3 What you do at home

میں سوتا/ سوتی ہوں۔	mai sotaa/tee hoo	I sleep
میں ریڈیو سنتا/ سنتی ہوں۔	mai radio suntaa/tee hoo	I listen to the radio
میں کھیلتا/ کھیلتی ہوں۔	mai computer par khayltaa/tee hoo	I play on the computer
میں کھانا پکاتا/ پکاتا ہوں۔	mai khaana pakaata/tee hoo	I cook
میں باغبانی کرتا/ کرتی ہوں۔	mai baaghbaani karrtaa/tee hoo	I do the gardening
میں ___ کھاتا/ کھاتی ہوں۔	mai ___ khaata/tee hoo	I eat ___
میں پڑھتا/ پڑھتی ہوں۔	mai ___ paRhtaa/tee hoo	I read ___
میں ٹی وی دیکھتا/ دیکھتی ہوں۔	mai TV daykhtaa/tee hoo	I watch TV
سونے کے کمرے میں	sonay kay kamray may	in the bedroom
باورچی خانے میں	baawarchi khaanay may	in the kitchen
کھانے کے کمرے میں	khaanay kay kamray may	in the dining room
اپنے کمرے میں	apnay kamray may	in (my) own room

8.4 Where things are (*postpositions*)

کے اوپر	___ kay oopar	on top of ___
پلنگ کے نیچے	palang kay neechay	under the bed
دیوار کے پاس	deewaar kay paass	next to / near the wall
___ کے پیچھے	___ kay peechhay	behind ___
گھر کے آگے	gharr kay aagay	in front of the house
___ اور ___ کے درمیان	___ awr ___ kay darrmyaan	between ___ and ___
___ کے سامنے	___ kay saamnay	opposite ___
___ کے اندر	___ kay andar	in ___
___ کے باہر	___ kay baahir	outside ___
___ کے بائیں طرف	___ kay baa-ay taraf	on the left of ___
___ کے دائیں طرف	___ kay daa-ay taraf	on the right of___

8.5 Town and directions

شمال / جنوب میں	shmaal/junoob may	in the north/south
انگلستان	inglasstaan	England
بریڈفورڈ میں ___ [نہیں] ہے۔	Bradford may ___ (nehi) hai.	In Bradford there is (not) ___
پارک	park	park
مسجد	masjid	mosque
گرجا گھر	girrja ghar	church
کھیلنے کا میدان	khaylnay ka maidaan	playground
کھلی جگہ	khulli j-ga	open space
جاؤ	jao	go
سیدھے جاؤ	seedhay jao	go straight
مڑ جاؤ	muR jao	turn
دائیں طرف مڑ جاؤ	daa-ay taraf muR jao	turn right
بائیں طرف مڑ جاؤ	baa-ay taraf muR jao	turn left
پہلی سڑک	first road/street	pehli saRak
دوسری سڑک	second road/street	doossri saRak

Masculine and Feminine

In many languages, including Urdu, most nouns are considered to be either masculine or feminine. e.g. The Urdu word for chair *(kurrsee)* is considered to be a feminine word whereas the Urdu word for door *(darrwaaza)* is considered to me masculine.
Adjectives used to describe nouns will *agree* with them e.g. peel**ee** kurrs**ee** (yellow chair) and peel**a** darrwaaz**a** (yellow door).

Notes

n – an underlined n is pronounced with a very soft *n* sound from the nose. It sounds like the letter *n* in the word *uncle* or *long*.

CaPiTaL LeTtErS – any Roman Urdu words with capital letters will be pronounced with a hard sound. e.g. *D* will be pronounced like a normal *D* in English. However, a *d* will be pronounced very softly with your tongue touching your front teeth. This is the same with *T* and *t*.

Pronouns

Urdu does not have different pronouns (he,she,they etc.) for masculine/feminine or singular/plural. All you need to look at is if someone/thing is here or there. If it is here, we use *yay*. If it is there, we use *wo*.
So, the word *wo* is used for ***that*** and also, **he, she, they** and **it**. Similarly, *yay* is used for ***this*** and also for **he, she, they** and **it.**

DAA CYCLE 1 Knowledge Organiser	SUBJECT	URDU	TOPIC(S)	HOUSE AND TOWN	Year 8

8.6 Cities, Towns & Countries		
Urdu	Roman Urdu (pronunciation)	English
اسلام آباد	islaamabaad	Islamabad
لاہور	laahor	Lahore
کراچی	karaachi	Karachi
فیصل آباد	faisalabaad	Faisalabad
ملتان	multaan	Multan
کوئٹہ	quwaiTa	Quetta
راولپنڈی	raawalpinDi	Rawalpindi
برطانیہ	bartaaniya	Great Britain
انگلستان	inglisstaan	England
ہندوستان / بھارت	hindusstaan / bhaarat	India
افغانستان	afghaanisstaan	Afghanistan
چین	cheen	China
روس	rooss	Russia
جاپان	jaapaan	Japan
مصر	missr	Egypt
ایران	eeraan	Iran
سعودی عرب	saudi arab	Saudi Arabia

8.7 Weather – *mausam*		
بہار	bahaar	spring
گرمی	gharrmee	summer
خزاں	khizaan	autumn
سردی	sarrdee	winter
بارش	baarish	rain
دھوپ	dhoop	sun
برف	barrf	snow, ice
ہوا	hwaa	wind
continued above ↗		

8.7 Weather (continued)		
بجلی	bijjlee	lightning
شدید	shadeed	heavy, severe
آسمان	aassmaan	sky
ٹھنڈا	ThanDaa	cold
گرم	gharam	hot
دھند	dhund	fog
طوفان	toofaan	storm
خشک	khushk	dry
گیلا	gheela	wet
بادل	baadal	cloud
خوشگوار	khushgwaar	pleasant

8.11 Likes & Dislikes – pasand & naapasand		
مجھے __ پسند ہے۔	mujhay __ pasand hai	I like __.
مجھے __ ناپسند ہے۔	mujhay __ naapasand hai	I dislike __.
مجھے __ اتنا پسند نہیں ہے۔	mujhay __ itnaa pasand nehi	I don't like __ that much
مجھے __ بہت پسند ہے۔	mujhay __ bahut pasand hai	I like __ a lot
مجھے __ سے نفرت ہے۔	mujhay _ say naffrat hai	I hate __.
میں __ برداشت نہیں کر سکتا / سکتی۔	mai __ barrdaasht nehi karsaktaa/ee	I can't stand __.
مجھے __ دلچسپ لگتا ہے۔	mujhay __ dillchasp lagtaa hai.	I find __ interesting.
مجھے __ کا شوق ہے۔	mujhay __ kaa shawq hai.	I am interested in __.

Urdu Letters

اردو حروف

ا alif a, e, i, o, u	آ alif madd aa				
ب bay b	پ pay p	ت tay t	ٹ Tay T	ث say s	
ج jeem j	چ chay ch	ح hay h	خ khay kh		
These letters (and also wow, alif and alif madd) do not join to the letters in front of them on the left.					
د daal d	ڈ Daal D	ذ zaal z	ر ray r	ڑ Ray R	ز zay z	ژ zhay vision
	س seen s	ش sheen sh		ص suaad s	ض zuaad z	
	ط toay t	ظ zoay z		ع ain a, e, i, o, u	غ gain g	
ف fay f	ق qaaf q	ک kaaf k	گ Gaaf G	ل laam l	م meem m	ن noon n
	و wow w	ہ hay h	ء hamza a,e,i,o,u	ی chhoTee yay y	ے baRee yay y	

Section 1 Matt Miller

Matt Miller is an award winning British illustrator. He was born in Somerset in 1975 and lives in Glastonbury. He has had no art training in school and began his career working in the family motor industry. After 16 years in the family business he decided to pursue his passion for art.

Matt teamed up with the Pangeaseed Foundation to help raise awareness for The issues facing the planet's oceans. The tittle of the work above is called Equilibrium. The colourful illustration shows us the beautiful coral reef and sea creatures of the ocean which will be lost if we don't tackle the challenge of climate change. Miller said "When creating this piece I wanted to focus on the subject of the loss of biodiversity in ocean habitats, particularly coral reefs," Miller states. "I watched a speech by Sir David Attenborough recently that was making its rounds online. In this, he explains that we are in the midst of our planet's 6th mass extinction event of which human beings are the sole cause."

Section 2 Key Vocabulary:

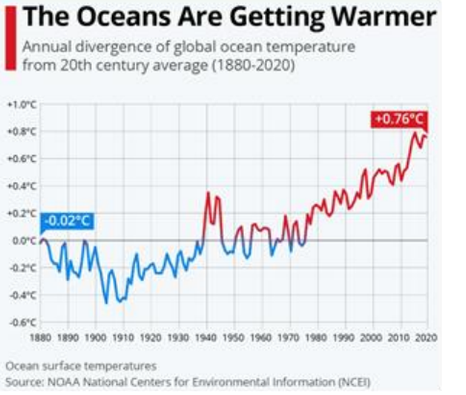
Biodiversity (noun) the number and types of plants and animals that exist in a particular area or in the world generally.
Challenge (noun) (the situation of being faced with) something that needs great mental or physical effort in order to be done successfully and therefore tests a person's ability.
Climate Change (noun) changes in the world's weather, in particular the fact that it is believed to be getting warmer as a result of human activity increasing the level of carbon dioxide in the atmosphere.
Collage (noun) (the art of making) a picture in which various materials or objects, for example paper, cloth, or photographs, are stuck onto a larger surface
Collagraph Print: A print plate that is made with layers of very thin material and papers that can have texture. Ink is rolled over it and it is then printed onto a surface.
Contemporary Art (Adjective) Art that is existing or happening now.
Composition (Noun) the way that people or things are arranged in a painting or photograph.
Greenhouse Effect (noun) an increase in the amount of carbon dioxide and other gases in the atmosphere, that is believed to be the cause of a gradual warming of the surface of the earth.
Line (noun) Type of mark that contains both a direction and a length. curved, bent, thick, wide, broken, vertical, horizontal, blurred or freehand.
Texture (noun) the feel, appearance, or consistency of a surface or a substance. "Fur texture and tone".

Section 3 Mlle Hipolyte

Mlle is a French designer Who creates colourful paper Sculptures from carefully cut Paper shapes. These works Are inspired by the coral reef And the danger it is in due to Global warming. The rising Sea temperature threatens to Destroy all life and Mlle's sculptures show us all the different colours and textures of this life beneath the waves.

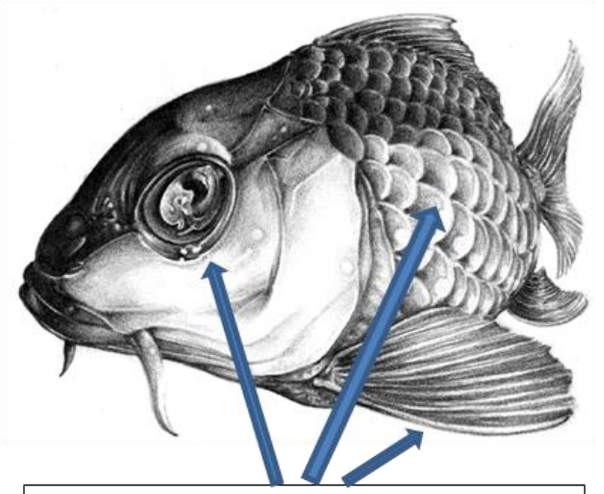
Section 4 Global Warming

The ocean absorbs large quantities of heat as a result of increased concentrations of greenhouse gases in the atmosphere, mainly from fossil fuel consumption. This causes
Coral Bleaching. This means the fish and other organisms that live in and around the corals can no longer live there and die out.

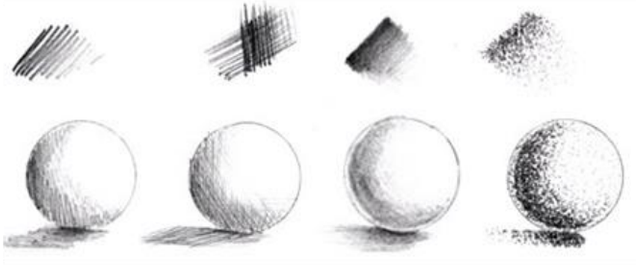


DAA CYCLE 1 KNOWLEDGE ORGANISER	SUBJECT	ART	TOPIC(S)	HOW DO WE FACE CHALLENGE? CORAL REEF	YEAR GROUP	8

Section 5 Shading techniques



Shading tonal textures.
Fins, eyes, scales, bumpy, smooth, shiny.



Grades of pencil

Pencils come in different grades, the softer the pencil, the darker the tone.
H=Hard B=Black
In art the most useful pencils for shading are 2B and 4B. If your pencil has no grade, it is most likely HB(hard black) in the middle of the scale.

Section 6 Collage techniques

Glue Small objects and textured papers on card.
Paint on top with acrylic.

Section 7 Watercolour techniques

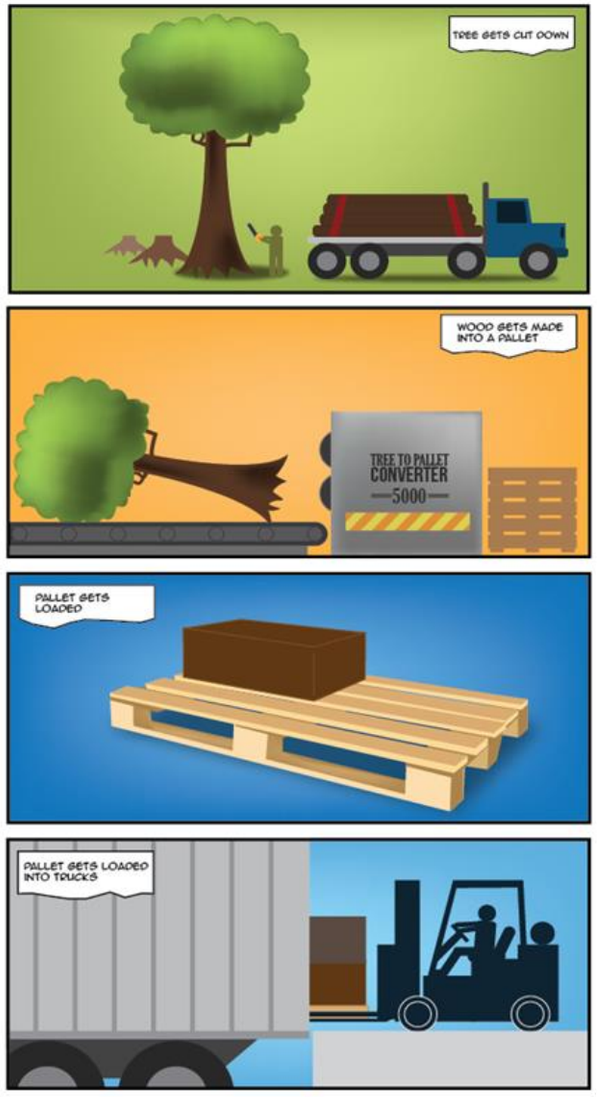
Draw with a black pen over watercolour when it is dry to make a mixed material artwork. Do not add any further water colour afterwards as it will bleed the pen and ruin your design.

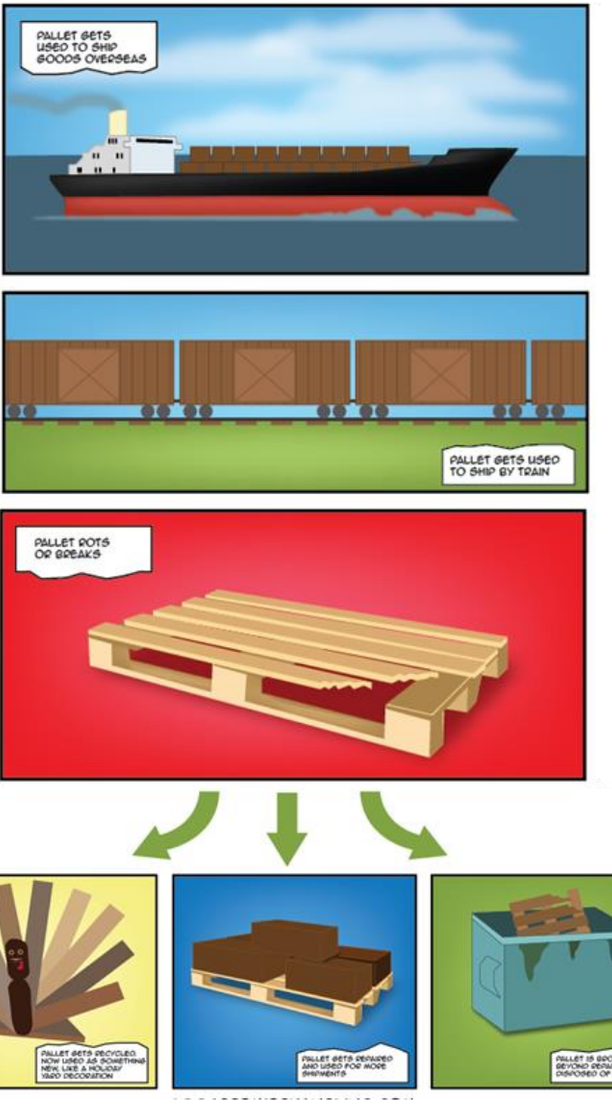
DAA CYCLE 1 KNOWLEDGE ORGANISER	SUBJECT	DESIGN TECHNOLOGY	TOPIC(S)	PHONE STAND.	YEAR GROUP	8

This cycle we will be designing and making a phone stand with an environmental theme.

Section 1

LIFE CYCLE OF A PALLET





Pallet gets repaired and used for more shipments.

Pallet is broken beyond repair and is disposed of.

Pallet gets recycled as something new.

DAA CYCLE 1 KNOWLEDGE ORGANISER	SUBJECT	DESIGN TECHNOLOGY	TOPIC(S)	PHONE STAND.	YEAR GROUP	8

This cycle we will be designing and making a phone stand with an environmental theme.

Section 2

Section 3: Key Vocabulary:

Marking out (verb) is the process of transferring a design or pattern to a workpiece.

Metal Rule (noun) is a basic measuring tool used to create accurate measurements.

Try-square (noun) is a tool used to check and mark right angles in construction work.

Coping saw (noun) is a saw with a very narrow blade stretched across a D-shaped frame, used for cutting curves in wood.

Imperfection (noun) a fault, blemish, or undesirable feature.

File (noun) is a *tool* to remove fine amounts of material from a workpiece.

Sand paper (noun) with sand or another abrasive stuck to it, used for smoothing or polishing woodwork or other surfaces.

Design (noun) a plan or drawing produced to show the look and function or workings of a building, garment, or other object before it is made.

Surface (noun) the outside part or uppermost layer of something.

Decoration (noun) the process or art of decorating something.

Evaluation (noun) the making of a judgement about the amount, number, or value of something; assessment.

DAA CYCLE 1 KNOWLEDGE ORGANISER	SUBJECT	HOSPITALITY AND CATERING	TOPIC(S)	FOOD WASTE, FOOD MILES AND SEASONABLE FOOD	YEAR GROUP	8

During year 8 you will use a wide range of foods that can be used to avoid food waste and use seasonal foods.

In the projects you will work out your ideas with some precision, taking into account how food products will be made, stored and eaten and who will use them. You will apply your understanding of healthy food balance by using the eat well guide. designing and making and improving your practical skills. You will use a range of equipment safely with a moderate to high degree of accuracy.

The main aim of these projects is, food waste, seasonal food and food miles.

Environmental impacts of food production and transportation Section 1

Growers of food have a responsibility to make sure that our food is safe but also that the environment is not damaged so plants and wildlife can continue to grow. The use of fertilizers and pesticides mean that farmers can grow lots of crops and sell them for more money than if the crops are let to grow naturally (organic farming).

Processing and transporting our food by planes, cars, trains and boats uses fuel which is expensive and pollutes the air (C02) this is creating global warming and leading to ice caps melting and lots of animals not surviving.

By buying locally sourced products reduces the amount of time and travel (fuel) that food spends from the grower to the buyer. The advantage of this is that the food is fresh and you are supporting the local growers.
Buying seasonal food for example strawberries in Summer also reduces food miles as less food has to be imported from abroad.

Each year millions of pounds of food is wasted in transportation, production and households throwing away surplus food. We are being encouraged to buy only what we need and recycle food and packaging where possible

Key Vocabulary Section 2

Identity (noun) Who a person is, or the qualities of a person or group that make them different from others.

Rural (adjective) - means relating to farming or country life Industry (noun) any large-scale business activity or a type of productive manufacture or trade.

Agriculture (noun) - is the science, art and business of farming

Vitamins (noun) Are found in food and only needed in small amounts.
Pathogenic bacteria (noun) Are bad bacteria that can cause food poisoning.
Function of ingredients (noun) The job that the ingredient does in cooking.
Millilitres (noun) A small amount of liquid: one thousandth of a litre
Grammes (noun) a unit of measurement which is one thousandth of a kilogram.
Protein (noun) Part of all living organisms skin, muscle and hair.
Carbohydrate (noun) including sugars, starch, and cellulose. They can bebroken down to release energy in the animal body.
Fibre (noun) found in all fruit, vegetables and cereals, very important for digestion of food.
Modifications (noun) changes to make something better.
Evaluation (noun) making a judgement about something.

Seasonal foods Section 3

	Fruit	Veg
January February	Apples, Pears	Beetroot, Brussels Sprouts, Cabbage, Carrots, Celeriac, Celery, Chicory, Kale, Leeks, Mushrooms, Onions, Parsnips, Spring Greens, Spring Onions, Squash
March April	Rhubarb	Artichoke, Beetroot, Cabbage, Carrots, Chicory, Leeks, Parsnip, Purple Sprouting Broccoli, Radishes, Sorrel, Spring Greens, Spring Onions, Watercress
May June	Rhubarb, Strawberries Blackcurrants, Cherries, Gooseberries, Raspberries, Redcurrants, Rhubarb, Strawberries, Tayberries	Asparagus, Aubergine, Beetroot, Broad Beans, Broccoli, Cauliflower, Chicory, Chillies, Courgettes, Cucumber, Elderflowers, Lettuce, Marrow, New Potatoes, Peas, Peppers, Radishes, Rocket, Runner Beans, Samphire, Sorrel, Spring Greens, Spring Onions, Summer Squash, Swiss Chard, Turnips, Watercress
July August September	Blackberries, Blackcurrants, Blueberries, Cherries, Gooseberries, Greengages, Loganberries, Raspberries, Redcurrants, Rhubarb, Strawberries	Aubergine, Beetroot, Broad Beans, Broccoli, Carrots, Cauliflower, Chicory, Chillies, Courgettes, Cucumber, Fennel, French Beans, Garlic, Kohlrabi, New Potatoes, Onions, Peas, Potatoes, Radishes, Rocket, Runner Beans, Samphire, Sorrel, Spring Greens, Spring Onions, Summer Squash, Swish Chard, Tomatoes, Turnips, Watercress,Summer Squash, Sweetcorn, Swiss Chard, Tomatoes, Turnips, Watercress, Wild Mushrooms
October November December	Apples, Blackberries, Elderberries, Pears,Cranberries	Aubergine, Beetroot, Broccoli, Brussels Sprouts, Butternut Squash, Carrots, Cauliflower, Celeriac, Celery, Chestnuts, Chicory, Chillies, Courgette, Cucumber, Kale, Leeks, Lettuce, Marrow, Onions, Parsnips, Peas, Potatoes, Pumpkin, Radishes, Rocket, Runner Beans, Spinach, Spring Greens, Spring Onions, Summer Squash, Swede, Sweetcorn, Swiss Chard, Tomatoes, Turnips, Watercress, Wild Mushrooms, Winter Squash

DAA CYCLE 1 KNOWLEDGE ORGANISER	SUBJECT	TEXTILES	TOPIC(S)	PATCHWORK RECYCLED CUSHION PROJECT	YEAR GROUP	8

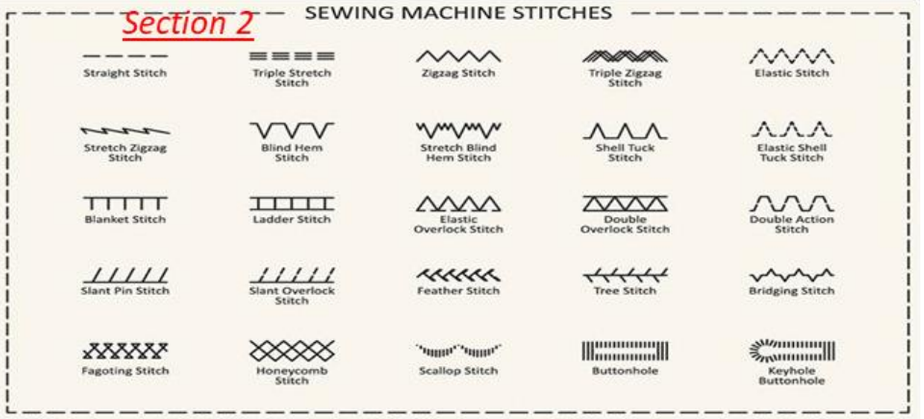
This cycle we are going to be creating a cushion made from recycled fabrics and turning them into a patchwork design.

Health and Safety rules when using a sewing machine:

- ◊Long hair must be tied back.
- ◊Bags and equipment should be put away.
- ◊Always sit down when using a sewing machine.
- ◊1 scholar per machine at all times.
- ◊Keep your fingers away from the needle.
- ◊Use the foot pedal slowly.
- ◊Put the machines back exactly as you found them.

Section 1

Section 2



Section 3

Key Equipment and it's use:

Sewing Machine: This is used to stitch fabric together faster and neater.

Needle: This is used to stitch by hand using thread.

Cotton Thread: This is used with a needle to stitch.

Pins: These are used to hold fabric in place.

Stitch Ripper: This is used to remove incorrect stitches.

Velcro: This is used to hold 2 edges of fabric together.

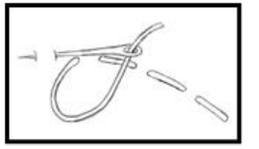
Embroidery: This is the process of decorating fabric using thread to create a pattern.

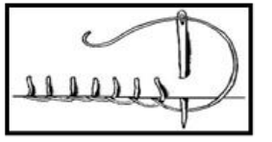
TIE DYE

Tie-dyeing is a method by hand in which coloured patterns are produced in the fabric by gathering together many small portions of material and tying them tightly with string or elastic bands before dipping or covering the fabric in dye. The string or elastic bands resist the dye therefore creating a pattern.

Section 4

Section 5





Hand Stitches:

Running Stitch: a simple needle stitch consisting of a line of small even stitches which run back and forth through the cloth without over lapping.

Blanket Stitch: a buttonhole stitch used on the edges of a blanket or other material.

DAA CYCLE 1 KNOWLEDGE ORGANISER	SUBJECT	MUSIC	TOPIC(S)	MUSICAL PATTERNS	YEAR GROUP	8

1

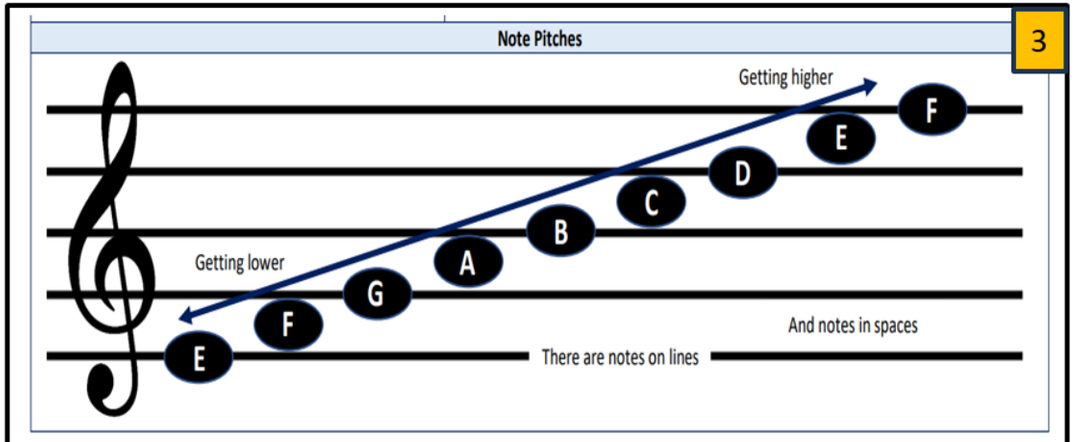
Canon: A type of STRUCTURE in which 1 part or melody starts and then is joined by other parts one at a time.

Riff: A repeated pattern that is used not constantly placed throughout a piece of music.

Hook: The catchy bit of a song that you will remember e.g. the chorus.

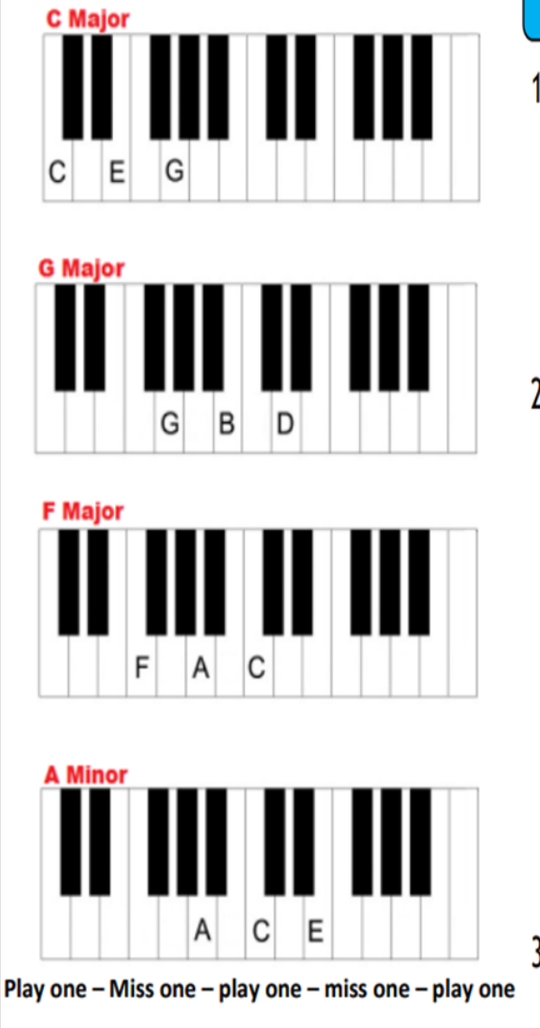
Ostinato: Constant repetition of a melodic idea/pattern.

3



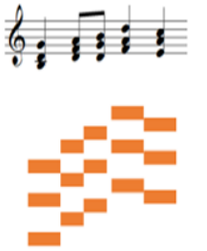
Pitch: How **high** or **low** a note or sound is.

2



Chords

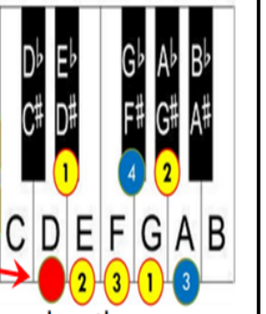
1. Chord = **2+ notes played together**



2. Chords can be **major or minor**

Major = 4 then 3 semitones. Sounds **happy**	Minor = 3 then 4 semitones. Sounds **sad**

Semitone = the next note, counting white AND black



D major

D F# A

The bottom note of the chord = the **root**. The **root gives its name to the chord.**

3. Chords are usually played on the **keyboard, guitar, or ukulele.**

DAA CYCLE 1 KNOWLEDGE ORGANISER	SUBJECT	ICT & COMPUTING	TOPIC(S)	INFORMATION TECHNOLOGY, ONLINE SAFETY AND THE LEGAL FRAMEWORK	YEAR GROUP	8

Information Technology, Online Safety and the Legal Framework Keywords:

Purpose	Society	Worm	Create	House Style
Text	Images	Design	Spam	Microsoft Publisher
E-Safety	Cyber bullying	Online Grooming	Sexting	Social Networking
Mobile Phone	Virus	Risks	Phishing	Impact
Email	Communication	Report	Advantages	Wi-fi
Spyware	Block	Fraud	Disadvantages	Malware

Online Safety:

Section 1:	
Cyber bullying	When someone is bullied through use of technology e.g., mobile phone or online. Peer on peer abuse has increased over recent years.
Social Media	• Used to communicate • Used to share e.g., information, videos and pictures. • Used to buy and sell • Advertise and promote a business 
Negative effects of social media	Lack of face-to-face communication, obesity, low self-esteem, anxiety, depression and suicidal thoughts.
Peer on peer abuse	Peer on peer abuse occurs when a young person is exploited, bullied and/or harmed by their peers who are the same or similar age
Online Grooming	Grooming is when someone builds an online relationship with a young person and tricks them or pressures them into doing something sexual.
YPSI	Youth Produced Sexual Imagery. This is new terminology used for sexting. Any nude or semi-nude picture or live stream that is produced whose subject is a person younger than 18. It is illegal to possess, share or download or store any such image: Below 18: broken the law Over 18: criminal activity

Keeping your computer safe:

Section 2:	
Virus	A piece of code which is capable of copying itself and typically has a detrimental effect, such as corrupting the system or destroying data. Examples: Worm, Bot and Trojan.
Phishing	Is an attempt by someone to get you to send them personal information, such as usernames, passwords, email addresses and bank account details.
Spam	Electronic junk mail, unwanted emails with attachments that may contain a virus.
Spyware	Spyware is a type of malware that aims to gather information about a person or organisation, without their knowledge or consent.
Malware	Malware, or malicious software, is any program or file that is harmful to a computer user.
Hackers	Computer hackers are unauthorised users who break into computer systems to steal, change or destroy information, often by installing dangerous malware without your knowledge or consent.
Protection	Use a complex password with letters, numbers, punctuation. Don't open email attachment from unknown senders, install anti-virus software, don't give anyone your personal information etc.

DAA CYCLE 1 KNOWLEDGE ORGANISER	SUBJECT	ICT & COMPUTING	TOPIC(S)	INFORMATION TECHNOLOGY, ONLINE SAFETY AND THE LEGAL FRAMEWORK	YEAR GROUP	8

Information Technology, Online Safety and the Legal Framework Keywords:

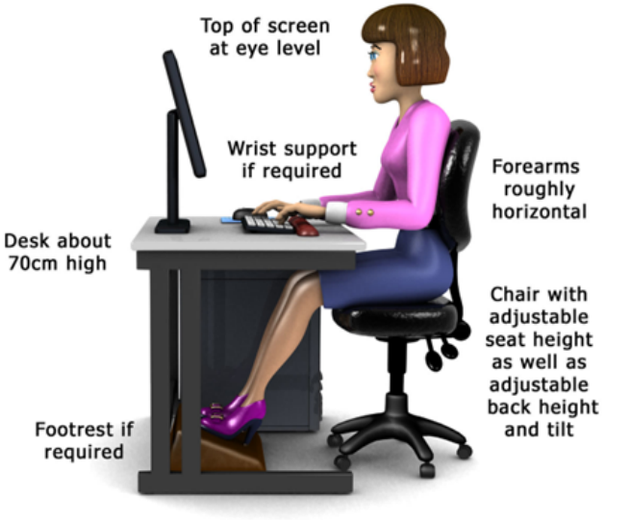
Health and Safety	Society	Patent	Regulations	Trademark
RSI	Consequences	Legislation	Permission	Fair use
Solutions	Computer misuse	Creative Commons	Risks	GDPR
Report	Unauthorized access	Computer fraud	Advantages	Data
Ergonomic	Hacking	Malware	Disadvantages	Protection
Copyright	Viruses	Spyware	Effects	Public Domain

Searching the Internet:

Section 3:	
Misinformation	False or inaccurate information. Examples of misinformation include false rumours, or insults and pranks.
Disinformation	Is false or misleading information that is spread deliberately to deceive for example malicious content such as hoaxes, spear phishing.
Propaganda	Propaganda is communication that is primarily used to influence or persuade an audience to further an agenda.
Hoax	A hoax is a trick in which someone tells people a lie, for example that there is a bomb.
Reliability	Trusting the information, you read online e.g., check the author, domain name etc.
Validity	Is information you read online up to date? Check when website was last updated.
Clickbait	Is a text or a thumbnail link that is designed to attract attention and to entice users to follow ("click") that link and read, view, or listen to the linked piece of online content, being typically deceptive, sensationalized, or otherwise misleading.

Health and Safety Using Computers:

Section 4:	
Health risks using computers	Health risks of using a computer: Eye and neck strain, headaches and migraines, RSI. Solutions: Take regular breaks and make sure all furniture used is ergonomically friendly e.g., wrist and footrest, screen filter, adjustable chair etc.
RSI	Stands for repetitive strain injury. A health risk of using a computer for a long period of time. RSI is a general term used to describe the pain felt in muscles, nerves and tendons caused by repetitive movement and overuse.
Safety risks using computers	Safety risks of using a computer: Loose wires causing trips, overloading plug sockets causing a fire, blocking fire exits, food or drink near the computer etc.



DAA CYCLE 1 KNOWLEDGE ORGANISER	SUBJECT	ICT & COMPUTING	TOPIC(S)	INFORMATION TECHNOLOGY, ONLINE SAFETY AND THE LEGAL FRAMEWORK	YEAR GROUP	8

Information Technology, Online Safety and the Legal Framework Keywords:

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Report	Unauthorized access	Computer fraud	Advantages	Data
Ergonomic	Hacking	Malware	Disadvantages	Protection
Copyright	Viruses	Spyware	Effects	Public Domain

Section 6

Legislation	Intellectual Property: Refers to creations of the mind. A way of protecting your creation so you benefit from your own work. A form of protection.	**Copyright, Designs and Patent Act 1988**	Copyright Patent
Copyright	Introduced to protect people who have created original pieces of work.		Copyright is a form of intellectual property, applicable to certain forms of creative work. Copyright is a legal means of protecting an author's work. **Impact** • Stealing someone's creation • Loss of income **Consequences** No limit to fine Maximum of ten years in prison
Patent	A government authority or licence conferring a right or title for a set period, especially the sole right to exclude others from making, using, or selling an invention.		
Health and Safety Risks Using Computers	**Health Risks:** • Eye strain, neck strain • Bad back, posture • Headaches, migraines • RSI repetitive strain injury **Safety Risks** • Slips, trips, falls • Loose wires and overloaded sockets	**Health and Safety at Work Act 1974**	The Health and Safety at Work Act 1974 is the main piece of legislation covering health and safety in the workplace. It outlines the responsibilities of both the employer and employee in ensuring there is a safe working environment. **Impact** • Accidents at work **Consequences** Fines, imprisonment and disqualification.
Computer Misuse Act 1990	Is designed to protect computer users against wilful attacks and theft of information. Offences under the act include hacking, unauthorised access to computer systems and purposefully spreading malicious and damaging software (malware), such as viruses. **Consequences** A caution, unlimited fine, imprisonment (up to life)		
GDPR 2018	Stands for **General Data Protection Regulations**. • Data should only be held and used for the purpose it was collected and intended for • It should not be shared without permission • It should not be kept for longer than needed • Larger fines for companies, BUT individuals are responsible too. **Consequences** • A maximum fine of £17.5 million or 4 per cent of annual turnover, whichever is greater.		

Stay safe,

tell someone…

All the staff are here to help and support you

DIXONS ALLERTON ACADEMY

Safeguarding Team:

Mr Bibby (Designated Safeguarding Lead)

Ms McDonald (SENDCO)

Safety and well-being…

If you are worried about your welfare or safety, or that of a friend you could access the NSPCC services. www.childline.org.uk 0800 1111

Free anonymous NHS online counselling for young people can be accessed via a platform called Kooth. www.Kooth.com

For support with your mental health and staying happy and healthy visit the Mental Health Foundation. www.mentalhealth.org.uk

For non-emergency advice you can email DAA_safeguarding@dixonsaa.com. Give your full name and Year group.

Physical activity...

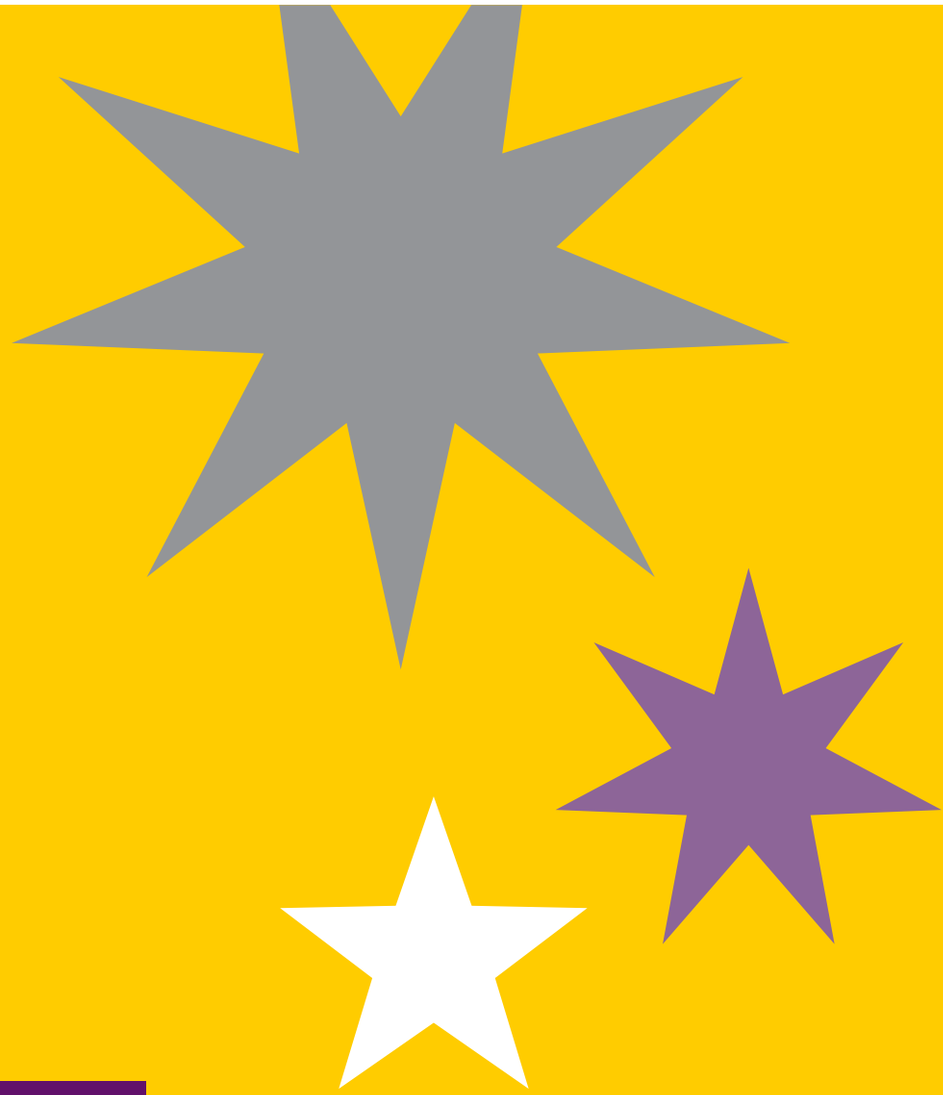
It is recommended that young people should be physically active for at least 1 hour a day. This can be anything from organised sport to going on a bike ride with your friends. For more ideas visit;

www.nhs.uk/change4life/activities

kooth

ChildLine
0800 1111

change 4 life



DIXONS ALLERTON ACADEMY

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