Year 8 Knowledge Organiser

You will receive a Knowledge Organiser booklet on a termly basis, which includes revision for: English, Maths, Science, MFL, History and Geography

Knowledge Organiser instructions:

You will be set three pieces of homework per week and you should use the information from each topic to make a poster or a mind map. You will need to bring your work in to school and will be quizzed on each topic in class.

At the back of the knowledge organiser there are some suggested extra tasks that could be completed on top of the homework you will be set.

Email address for any queries:

English: Miss Pett	*pettr035@sflt.org.uk*
Maths: Mr Huston	*hustj008@sflt.org.uk*
Science: Mrs Gilbey	*gilbl117@sflt.org.uk*
History: Miss Gurung	*gurua221@sflt.org.uk*
Geography: Mr Butters	*buttf095@sflt.org.uk*
MFL: Miss Lara	*larae006@sflt.org.uk*

For further support, scan the QR Code and it will take you to the school website:

Preparing you for the Future

Homework schedule for the term:

Week	Subject and section	Revision technique
1 (B)	English, MFL and Maths Topic 1	Create a mind map for the information in Topic 1
2 (A)	Science, History and Geography Topic 1	Create a mind map for the information in Topic 1
3 (B)	English, MFL Maths Topic 2	Create a poster using the information in Topic 2
4 (A)	Science, History and Geography Topic 2	Create a poster using the information in Topic 2
5 (B)	English, MFL Maths Topic 3	Create a mind map for the information in Topic 3
6 (A)	Science History and Geography	Create a mind map for the information in Topic 3

Optional Extra Tasks

If you would like to spend more time working independently to develop excellence in your subjects. Here is a suggested timetable for you to follow. If you have forgotten your usernames and passwords for these apps, speak to your form tutor and they will be able to support you.

Monday	Spend 30 minutes on Spell Zone	**Thursday**	Complete 30 minutes DEAR Time using your library book
Tuesday	Complete 30 minutes on Sparx	**Friday**	Spend 30 minutes learning the key words from your subjects this week.
Wednesday	Spend 30 minutes completing revision using BBC Bitesize		

English
Non-Fiction

Year 8
Term 3

Your teacher will tell you which topic you should revise. Read and learn all the information in the topic, ready for a Quiz in lesson.

Topic 1: What are the different types of non-fiction writing?

Think 'TAP' when looking at a non-fiction text.

A writer has an aim when writing a text - they want to have an effect on their reader.

<u>A text can have many purposes. Some examples are to:</u>

Entertain	To amuse the reader of make them enjoy reading the text
Persuade	To influence the viewpoint of the reader – these texts may be biased
Advise	To help people decide what to do - these texts may give ideas and options
Argue	To make the case for something - these texts may be one-sided
Describe	To give precise details about a person, place, object or experience
Explain	To make clear 'how' and 'why' something works or happens in a certain way
Inform	To tell a reader about something they don't know, or add to their knowledge
Instruct	To tell a reader how to do something, ordered step-by-step
Analyse	To break down something to help people to understand it better

English
Non-fiction

Year 8
Term 3

Your teacher will tell you which topic you should revise. Read and learn all the information in the topic, ready for a Quiz in lesson.

Topic 2: Non-fiction writing methods

Revise the subject terminology below ready for a quiz. You should learn: the word (and how to spell it) and the definition.

When writing a piece of non-fiction, we use the acronym AFORREST

- **Alliteration:** Repetition of the same sound at the start of a word
- **Fact**: Something that is true
- **Opinion**: A personal view point
- **Rhetorical** Question: A question that doesn't need an answer
- **Emotive** Language: Words/phrases used to create emotion for the reader
- **Statistic:** A fact using a number
- Rule of Three/Triples: 3 words/phrases used in a row to exaggerate a point

We also can use:

- **Flattery:** Praise given to encourage someone to do something
- **Hyperbole**: Exaggeration
- **Anecdote**: A personal story in a piece of writing

Extra: revision https://www.bbc.com/bitesize/guides/zx7cmnb/revision/1

English
Non-Fiction

Year 8
Term 3

Your teacher will tell you which topic you should revise. Read and learn all the information in the topic, ready for a Quiz in lesson.

Topic 3: Key themes and how they link to non-fiction

During this term we have explored a range of key themes and how they relate to non-fiction texts.

Power of the media	The media can have a powerful role in the retelling of key events. Often bias or personal interest can affect the way that a story is told by certain media outlets.
Relationships between texts	Different types of texts are likely to use different techniques and be written from different perspectives. For example: a newspaper article will be in past tense and will focus on factual information whereas a speech is more likely to be in present tense and focus on somebody's personal opinions.
Power of empathy	If people reading a story or newspaper are able to empathise with the people involved in the story. In order to gain empathy, a writer might use emotive language or sensory imagery to allow the reader to understand the event. If people can empathise, they are far more likely to be affected by the stories that they read.
Conflict in a modern society	The media is often a key source of information about conflict in the modern world; newspapers often send reporters to areas of conflict in order to get first hand accounts of what is going on. They may use statistics and figures to describe the conflicts. However, it can be difficult to understand the full extent of conflicts because newspapers and other media sources may only have some of the information and can only report on what they know.
Power of language	The language a news article uses can have a strong impact on the way it is received by readers. Techniques such as emotive language will make the reader feel more strongly towards the people in the articles.

Enter subject English
Support and application

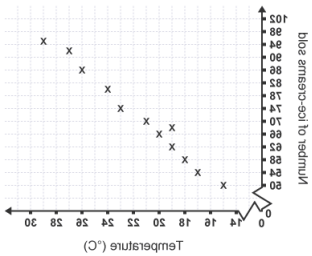
Year 8
Term 3

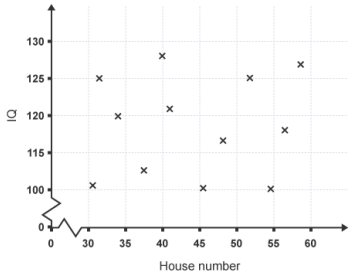
Vocabulary	Wider Research	Apply
1. Inform 2. Persuade 3. Advise 4. Argument 5. Convince 6. Heading 7. Sympathy 8. Empathy 9. Audience 10. Article 11. Reader 12. Bias 13. Interpretation 14. Layout 15. Authorial 16. Text types 17. Purpose 18. Analysis 19. Comparison 20. Narration	Read the following article with the video: https://www.theguardian.com/sport/2022/oct/13/james-mcquillans-incredible-rise-from-wheelchair-rugby-novice-to-playing-for-australia Learn about the origins of the Olympic games: https://www.britannica.com/sports/Olympic-Games/images-videos Watch the video that is on the following link: https://www.bbc.co.uk/bitesize/topics/z2yycdm/articles/z2gk9qt	• Write a list of definitions for the key words • Create a poster for the opening ceremony of the 2020 Olympic Games. • Design a fact file about events in the original Olympic Games. • Research the Olympics during the Wars. What was different in those Games? • Write a diary entry from the point of view of an athlete in the Olympics. • Create a newspaper report that details the Tokyo Olympics. What key facts will you need to include? • Watch Olympic Opening Ceremonies. What are they used for? What is different with each ceremony?

Your teacher will tell you which topic you should revise. Read and learn all the information in the topic, ready for a Quiz in lesson.

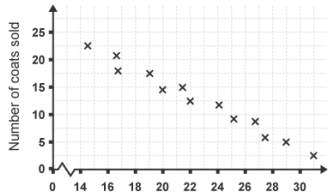
Topic 1: Reading Graphs

Correlation



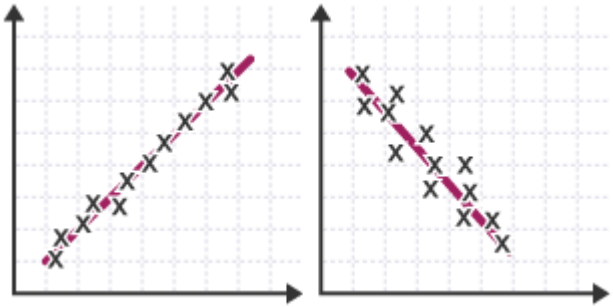


Scatter graphs are a good way of displaying two sets of data to see if there is a correlation, relationship or connection between them. For example, you may want to see the correlation or relationship between the number of umbrellas sold and the amount of rainfall in a month. You may also want to see if there is a relationship between the age of a car and the price of the car if sold. There are three types of correlation between two variables. Graphs can either have a positive correlation, negative correlation or no correlation. A **positive** correlation means as one variable increases, so does the other variable. A **negative** correlation means as one variable increase, the other variable decrease. **No** correlation means there is no connection between the two variables. From the graphs to the right, can you spot the positive, negative and no correlation?

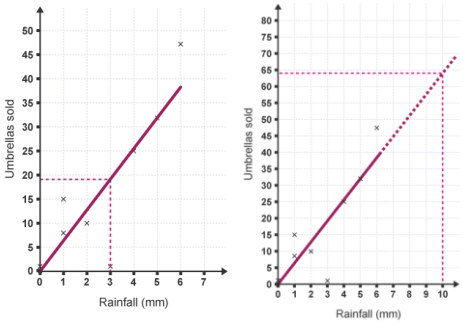


Line of best fit

A line of best fit is a sensible straight line that goes as centrally as possible through the coordinates plotted. It should also follow the same steepness/gradient of the coordinates. It is ok for your line of best fit not to touch the axes at any point, as is it ok for your line of best fit not to pass through all coordinates. You will get some anomalies when drawing your line of best fit. These are coordinates that may not follow your correlation.



Interpolation and extrapolation



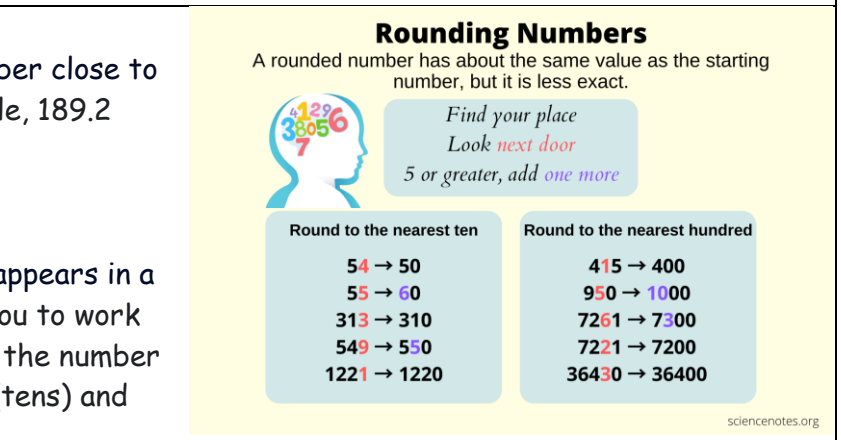
From the diagrams to the left, we can estimate how many umbrellas would be sold for different amounts of rainfall. For example, how many umbrellas would be sold if there was 3mm of rainfall? To estimate the number of sold for 3mm of rainfall, we use a process called **interpolation**. The value of 3mm is within the range of data values that were used to draw the scatter graph. We would find where 3mm of rainfall is on the graph, draw a vertical line meeting the line of best fit, and then draw a horizontal line across onto the y-axis. **Extrapolation** is where we would predict by extending the graph and the line of best fit to read a number that is higher than our graph. This is because the value we are using is outside the range of data used to draw the scatter graph.

Your teacher will tell you which topic you should revise. Read and learn all the information in the topic, ready for a Quiz in lesson.

Topic 2: Decimals and Ratio

Rounding

Rounding numbers makes them 'easier' to use or understand whilst also keeping the number close to its original value. Instead of using exact numbers, simpler values can be used. For example, 189.2 could be rounded to 189, 190 or 200, depending on the degree of accuracy required.



M	HTh	TTh	T	H	T	O	$\frac{1}{10}$	$\frac{1}{100}$	$\frac{1}{1000}$
0	0	0	0	0	0	0	0	0	0
Millions	Hundred Thousands	Ten Thousands	Thousands	Hundreds	Tens	Ones	Tenths	Hundredths	Thousandths

Place Value

Place value is the value of each digit that appears in a number. Understanding place value helps you to work out the value of a number. For example, in the number 627, the 6 is 600 (hundreds), the 2 is 20 (tens) and the 7 is 7 (units, or ones in other words).

Ordering Decimals

To arrange them in ascending order, we write them from the smallest to the greatest. To arrange them in descending order, we write them from the greatest to the smallest. Example 1: Order decimals from least to greatest.

Order from Least to Greatest: 16.7 16.68 15.99

16.70
16.68
15.99

Compare each digit from left to right

15.99 16.68 16.7
least ----------> greatest

Calculations with decimals

Decimals are one of the types of numbers, which has a whole number and the fractional part separated by a decimal point. The dot present between the whole number and fractions part is called the decimal point. For example, 34.5 is a decimal number. To add or subtract decimals we need to use the column method. Line up the decimal points vertically. Fill in any 0's where necessary as a place holder. Add or subtract the numbers as if they were whole numbers from right to left. Place the decimal point in the sum or difference so that it lines up vertically with the numbers being added or subtracted. Multiplying decimal numbers involves two steps: (1) multiplying the numbers as whole numbers, ignoring the decimal point, and (2) placing the decimal point in the correct position in the product or answer. Divide decimals by multiplying both numbers by a factor of 10 so the divisor no longer has a decimal value.

Your teacher will tell you which topic you should revise. Read and learn all the information in the topic, ready for a Quiz in lesson.

Topic 3: Expressions and Equations

Algebraic Powers

Powers are values that show how many times to multiply a base number by itself. For example, 4^3 is telling you to multiply four by itself three times. The number being raised by a power is known as the base, while the superscript number above it is the power. We use powers in algebra, the letter has a value that we do not know, otherwise known as a variable, we can use powers to show when a variable is multiplied by itself multiple times. For example $\mathbf{a \times a \times a}$ can be written as $\mathbf{a^3}$.

Expressions and Brackets

An expression is made up of terms which can include letters and numbers. It is a *statement that has a minimum of two numbers, or variables, or both and an operator* connecting them. To expand a bracket means multiplying each term in a bracket with the term outside. In the example on the right, We need to multiply the two terms inside the bracket by 3.

Expanding brackets

$$3(2x+1) = 6x+3$$

Factorising

$$3x+6 \equiv 3(x+2)$$

Factorising Expressions

Factorising an expression is the opposite of expanding brackets. We need to find the highest common factor (HCF) of each term and this will be our term outside of the brackets. Then we need to fill in each term in the brackets by multiplying out.

One-step and Two-step equations

A **one-step equation** is an algebraic equation you can solve in one step and a two-step equation can be solved in two. Once you've solved it, you've found the value of the variable that makes the equation true. To solve these equations you need to use the inverse operation on both sides of the equation. The inverse operation means the opposite, for example: the inverse of + is -.

Example: 4a + 10 = 26

- For the first step, we would subtract 10 from both sides to make 4a = 16
- In the second step we need to divide by 4 because 4a means '4 x a' or four lots of a. When we divide by 4 we get a = 4.

Maths
Support and application

Year 8
Term 3

Vocabulary	Wider Research	Apply
Correlation Line of best fit Negative Positive Interpolation Extrapolation Order Decimal Round Place value integer Equation Linear Inverse Power Expression Factorise Factor Operation	Topic 1 • https://corbettmaths.com/2012/08/10/scatter-graphs/ Topic 2 • https://corbettmaths.com/2013/08/17/rounding-to-the-nearest-10/ • https://corbettmaths.com/2013/03/28/adding-decimals/ • https://corbettmaths.com/2013/03/28/subtracting-decimals/ • https://corbettmaths.com/2013/02/15/multiplying-decimals-2/ • https://corbettmaths.com/2013/02/15/division-by-decimals • Topic 3 • https://corbettmaths.com/2013/03/13/laws-of-indices-algebra/ • https://corbettmaths.com/2013/12/23/expanding-brackets-video-13/ • https://corbettmaths.com/2013/02/06/factorisation/ https://corbettmaths.com/2012/08/24/solving-equations/	Topic 1 • https://corbettmaths.com/wp-content/uploads/2019/01/Scatter-Graphs-1.pdf Topic 2 • https://corbettmaths.com/wp-content/uploads/2022/11/Rounding-277-pdf.pdf • https://corbettmaths.com/wp-content/uploads/2018/09/Adding-Decimals-pdf.pdf • https://corbettmaths.com/wp-content/uploads/2018/09/Subtracting-Decimals-pdf.pdf • https://corbettmaths.com/wp-content/uploads/2018/01/multiplying-decimals-textbook-pdf.pdf • https://corbettmaths.com/wp-content/uploads/2018/09/Dividing-by-Decimals-pdf.pdf Topic 3 • https://corbettmaths.com/wp-content/uploads/2013/02/laws-of-indices-pdf.pdf • https://corbettmaths.com/wp-content/uploads/2013/02/expanding-brackets-pdf1.pdf • https://corbettmaths.com/wp-content/uploads/2020/05/Factorisation.pdf • https://corbettmaths.com/wp-content/uploads/2020/10/Equations-pdf.pdf

Science

Chemical Energy and Types of Reactions

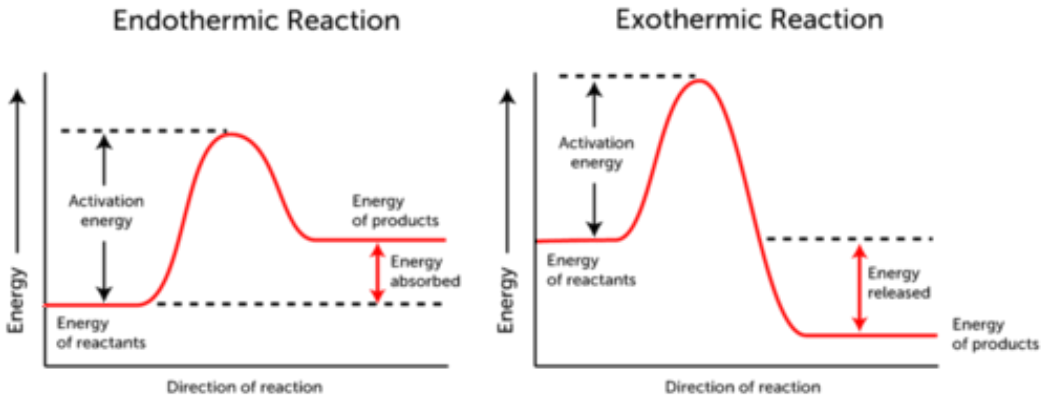
Year 8

Term 3

Your teacher will tell you which topic you should revise. Read and learn all the information in the topic, ready for a Quiz in lesson.

Topic 1: Reactions

- All chemical reactions cause changes in energy.
- Energy changes can be in form of light, heat or sound.
- Exothermic reactions are chemical reactions that give out heat
- Exothermic reactions can be recognised because the temperature of the products is higher than the temperature of the reactants.
- Endothermic reactions are chemical reactions that take in heat energy.
- Endothermic reactions can be recognised because the temperature falls as the reactions occurs.

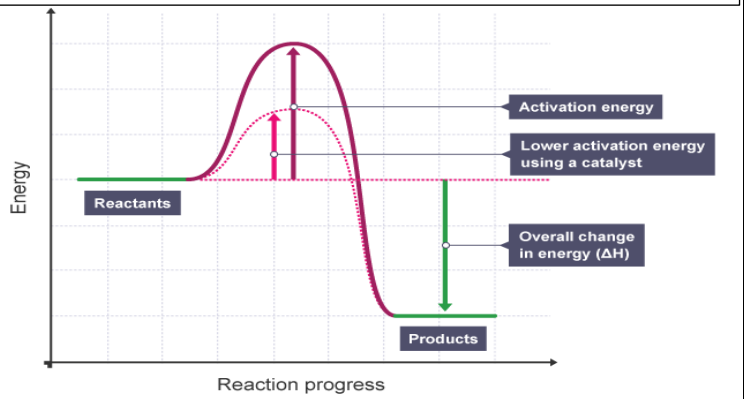


Reactions occur when two or more molecules interact and the molecules change. The bonds between the atoms are broken and new bonds are created to form new molecules. In order for the molecules to change when they interact, they have to interact by colliding with enough energy.

The rate of a reaction is determined how fast the reactants collide successfully to form products.

Factors that affects rates of reaction include:

- Temperature – increasing the temperature increases the rate of reaction because the particles move more quickly and collide more frequently.
- Concentration – increasing the concentration increases the rate of reaction by increasing the number of reactants colliding.
- Pressure – increasing the pressure increases the rate of reaction because the reactants are closer together.



Science

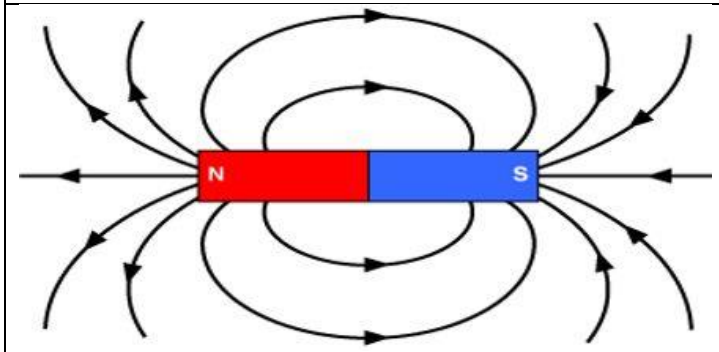
Electromagnets – Magnetism and Electromagnets

Year 8

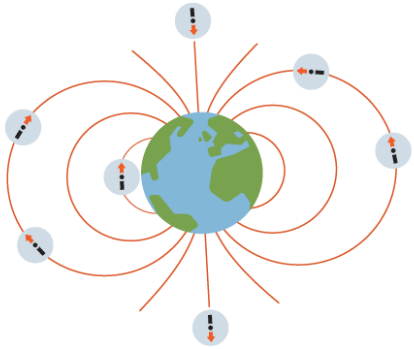
Term 3

Your teacher will tell you which topic you should revise. Read and learn all the information in the topic, ready for a Quiz in lesson.

Topic 2: Electromagnets



- Magnets have a north and south pole.
- Like poles repel and opposite poles attract.
- If the north and soth pole of magnets are brought together, they attract and the magnets stick together. This is called attraction.
- If two north poles or two south poles are brought together, the magnets push away. This is called repulsion.

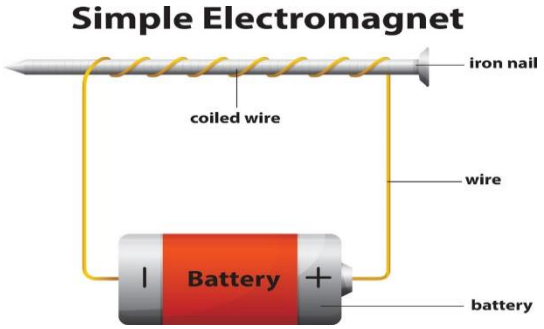


<u>Magnetic fields</u>

- A magnet creates a magnetic field around. This cannot be seen but the effects of magnetic fields can be seen. A force is exerted on a magnetic material e.g. iron, that is brough into a magnetic field.
- A plottting compass and iron filings can be used to detect a magnetic field. The iron filings are sprinkled on a paper which has been placed over a magnet. The filings are spread out by tapping the paper and the plotting compass can be used to point out the north and south poles of the magnet.
- Earth behaves like it contains a giant magnet and produces a magnetic field. The magnetic field lines are most concentrated at the poles of the Earth.

<u>Electromagnets</u>

- Electromagnets are temporary magnets that are made by the flow of an electric current in a wire. The flow of the current creates a magnetic field around the wire.
- A simple electromagnet consists of:
  - a wire made into a coil – this is connected to a power supply
  - an iron nail – this forms the core of the electromagnet



Advantages of electromagnets over permamnet magnets

- They can be turned off
- The strength of an electromagnet can be varied through the following:
  - ✓ By wrapping more coils around the piece of iron
  - ✓ By adding more turns to the coil
  - ✓ By increasing the flow of current through the coil

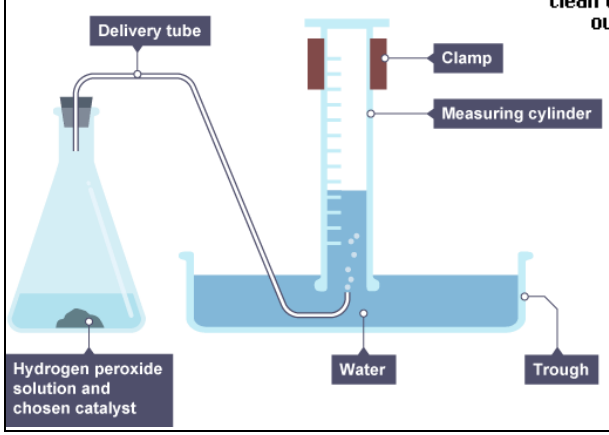
Science
Required Practical

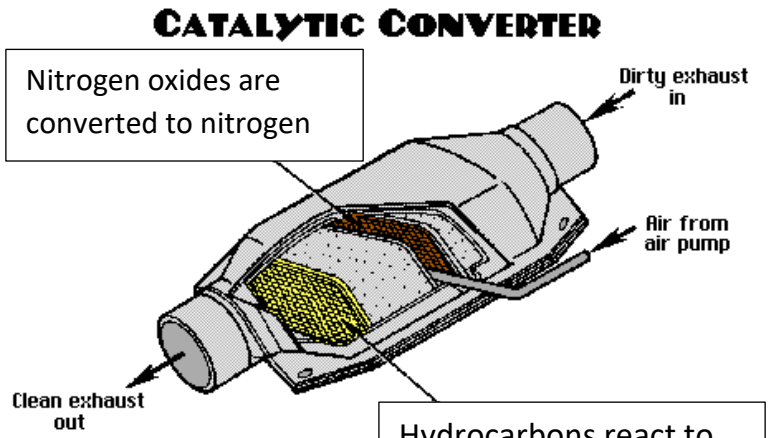
Year 8
Term 3

Your teacher will tell you which topic you should revise. Read and learn all the information in the topic, ready for a Quiz in lesson.

Topic 3: Core Practical

Catalysts – A catalysts is a substance that if added to a chemical reaction, it increases or decreases the rate of reaction. Catalysts are not changed by the reaction but they change the reaction. Catalytic converters are used in car exhausts to remove harmful gases.



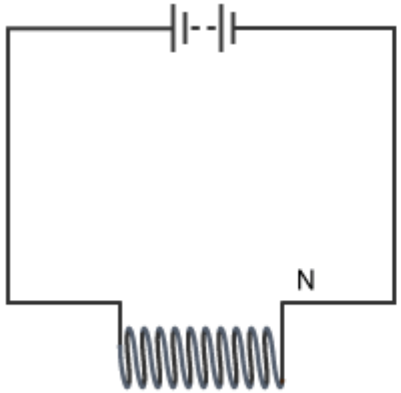


<u>The effects of different catalysts on the decomposition of hydrogen peroxide</u>

- Using a measuring cylinder, add 50 cm^3 of hydrogen peroxide solution to a conical flask.
- Fill the measuring cylinder with water, seal the top with your finger, and invert it into the water trough, as shown in the diagram.
- Loosely connect the bung into the conical flask and make sure the delivery tube connects to the inverted measuring cylinder.
- Measure 0.5 g of a catalyst.
- Add 0.5 g of a catalyst to the flask, put the bung back into the flask and start the stopwatch.
- Record the volume of gas given off every 10 seconds. Continue timing until no more oxygen appears to be given off.
- Clean the apparatus
- Repeat steps 1 to 7 for another two catalysts.

Science
Support and application

Year 8
Term 3

Vocabulary	Wider Research	Apply
1) Electromagnet **2) Reactant** **3) Catalyst** **4) Thermal decomposition** **5) Combustion** **6) Endothermic** **7) Exothermic** **8) Converter** **9) Enzyme** **10) Rate of reaction** **11) Variable** **12) Trial** **13) Range** **14) Interval** **15) Chemical bond** **16) Bond making** **17) Bond breaking** **18) Energy** **19) Product** **20) Fuel** **21) Oxidation** **22) Chemical reaction** **23) Precision** **24) Outlier** **25)Carbonate** **26) Conserved** **27) Physical change** **28) Conclusion** **29) Activation energy** **30) Particles**	**Provide definitions for each key words in the vocabulary section** . https://www.bbc.co.uk/bitesize/guides/z2jgng8/revision/1 - Magnetism and electromagnets https://www.bbc.co.uk/bitesize/topics/zypsgk7/articles/zwxhk2p - Chemical reactions https://www.bbc.co.uk/bitesize/guides/zjs9dxs/revision/1 - Factors that affect rate of reactions https://www.bbc.co.uk/bitesize/topics/zypsgk7/articles/zcwxcj6 - Combustion	1.) The figure below shows a coil of wire in a circuit:  On the figure above, draw the magnetic field due to the current in the coil. **[3 marks]** 2.) Define an endothermic reaction giving an example in your answer 3.) Define an exothermic reaction giving an example in your answer **<u>Challenge:</u>** Draw an energy graph to show endothermic and exothermic reactions

Geography
Africa

Year 8
Term 4

Your teacher will tell you which topic you should revise. Read and learn all the information in the topic, ready for a Quiz in lesson.

Topic 1: The Geography of Africa

Physical landscape

- The physical geography in Africa is very different to that of other continents.
- Africa's surface is mainly made up of very old, stable and hard rocks.
- Much of the continent is formed of one tectonic plate.
- The Great Rift Valley in East Africa is being transformed as tectonic activity takes place.
- There are very few mountains in Africa as tectonic plates do not crash into the continent.
- Africa is home to the world's largest hot desert, the Sahara.
- Africa is home to many different ecosystems (biomes) that serve as a home to animals and plants, with their own distinctive climate.

Natural Resources

- Africa is rich in natural resources, it exports 16% of the world's uranium, used to produce energy for humans.
- In 2011, Africa produced more than half of the world's diamonds.
- Africa has 10% of the world's oil and gas reserves.
- Africa is also rich in forests, a source of hardwood that is used for furniture.

Distribution of resources

These mineral resources are not however evenly distributed across the continent. The largest reserves of resources are found in very few countries. This means that Africa is an unevenly developed continent made up of many different **Low Income Developing Countries** and **Emerging Developing Countries**.

Your teacher will tell you which topic you should revise. Read and learn all the information in the topic, ready for a Quiz in lesson.

Topic 2: Africa's biomes

The type of plants and animals found in each ecosystem of our planet is dependent on the type of climate and soils. The harsh conditions of an extreme environment mean that only plants and animal species that have adapted are able to survive in the area.

The vegetation, climate and soils are closely linked with one another. A large ecosystem is called a biome. A biome contains particular plant and animal groups, which are adapted to that particular environment.

The world is split into 7 major biomes, whereas Africa itself is home to 4 of these. You can see these on the map of Africa, which is colour coded by biome.

Much of Northern Africa and Southern Africa are covered in very dry, arid locations such as deserts or grassland. The Tropical Rainforest sits around the middle of the continent, on the Equator, acting like a green belt around the continent.

Major biomes in Africa:

- Desert
- Grasslands (also called Savanna)
- Tropical Rainforests
- Mediterranean

Your teacher will tell you which topic you should revise. Read and learn all the information in the topic, ready for a Quiz in lesson.

Topic 3: Kenya tourism case study

Kenya lies along the Equator on the east coast of Africa, next to the Indian Ocean. The capital city is Nairobi. It has a population of over 46 million people. It is a very diverse population with over 40 ethnic groups including the Kikuyu, Luo and Maasai. Kenya is an example of a Low Income Developing Country (LIDC).

Impacts of tourism on the economy

Tourism in Kenya is vitally important to the economy. Low Income Developing Countries (LIDCs) such as Kenya are keen to attract tourists to promote development. Kenya was one of the first LIDCs to develop its tourist industry. Over 1.3 million visitors travelled to Kenya in the peak year of 2011, spending £600 million.

Attractions

Kenya has a hot climate and is located on the coast. Its safari parks, coral reefs and sandy beaches make it a very popular destination for tourists.

Positive effects of tourism

- Improved living standards, with more schools and hospitals.
- Foreign exchange allows purchase of imported goods.
- Infrastructure improved.
- Safari parks protect animals from poachers and can stop extinction of species.
- Local tribes are able to make money by selling handicrafts, e.g. the Maasai tribe.

Negative effects of tourism

- Jobs are low paid and temporary.
- Foreign multinational companies own 80 per cent of the hotels and travel companies, therefore most of the profits go back to richer countries.
- Nomadic tribes are forced to settle in order to get a job. Traditional ways may be lost in order to make a living.
- Game park buses cause soil erosion and alter the wild animals' behaviour.
- Hotels use a lot of water, which is a precious resource.

Vocabulary	Wider Research	Apply
• **Abiotic** • **Biodiversity** • **Biome** • **Biotic** • **Climate** • **Congo** • **Continent** • **Desert** • **Ecosystem** • **Equator** • **Fauna** • **Flora** • **Grassland** • **Hazard** • **Income** • **Infrastructure** • **Mediterranean** • **Poaching** • **Rainforest** • **Sahara** • **Savanna** • **Sustainable** • **Tectonic** • **Tourism** • **Tropic of Cancer** • **Tropic of Capricorn** • **Tropical** • **Weather** • **Wildlife**	https://www.nationalgeographic.org/encyclopedia/africa-physical-geography/ https://www.bbc.co.uk/bitesize/guides/zh2p34j/revision/2 https://www.youtube.com/watch?v=UIbplCn8-zs https://www.planetware.com/tourist-attractions/kenya-ken.htm https://www.youtube.com/watch?v=CYhZSx9TKvQ https://www.responsibletravel.com/holidays/kenya/travel-guide/kenya-responsible-tourism-issues https://www.bbc.co.uk/bitesize/guides/zr4wkty/revision/1	**Conduct your own research:** • Why are some African countries more developed than others? • How has Africa's past affected its present? (Think about what you have learnt in History in year 8) • What are the populations like in African countries – where do the most amount of people live? Where do the least amount of people live? Which countries have dense/sparse populations? **Answer these exam questions:** • Identify the location of three different biomes in Africa. [2 marks] • Describe the distribution of biomes in Africa. [4 marks] • Explain what an LIDC is. [4 marks] • Justify why tourism is of high importance to Kenya. [8 marks] **Get creative:** • Create your own fact file on The African biomes. What is a biome? What do we find in the biomes? How do biomes work? We suggest you focus on the Congo Rainforest. • Create your own tourism poster about Kenya.

History

The Rise and Fall of the British Empire

Year 8

Term 3

Your teacher will tell you which topic you should revise. Read and learn all the information in the topic, ready for a Quiz in lesson.

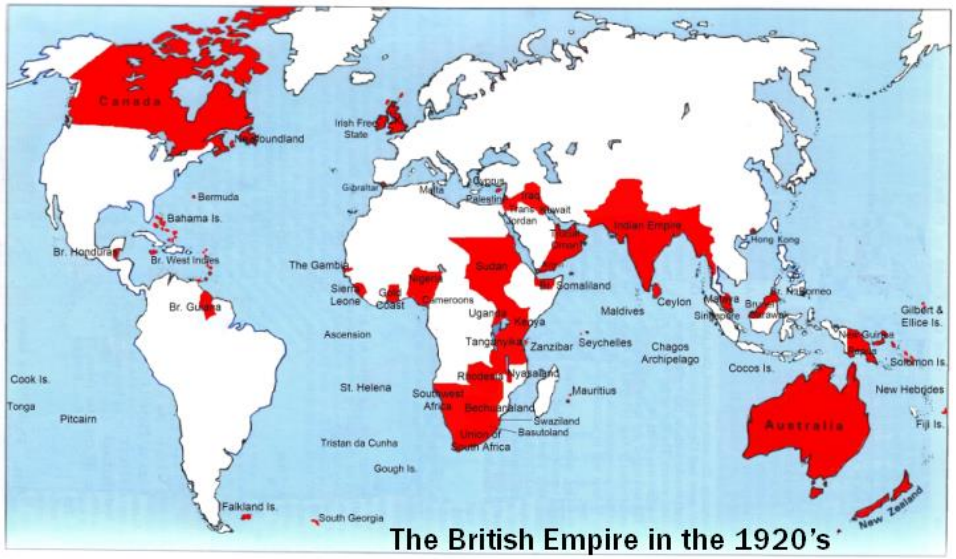
Topic 1: Why did Britain want such a vast Empire?

When did it happen?

- Britain (and other European countries) started to build its empire in the 18th century.

What was it?

- An **empire** is a collection of areas of land or even countries that are ruled over and controlled by a leading country.
- The places controlled by the 'mother' country are called **colonies**.
- In 1745 the British Empire was quite small with just a couple of colonies. However, by 1901 it was huge:
  - 56 colonies
  - Ruled over 450 million people



Why did Britain want an Empire?

- To get valuable **raw materials** and riches.
- So Britain could **trade** with the colonies to make more money.
- To become a more powerful country.
- Because they thought it was the right thing to do.

How did it become so big?

1. **War** – When Britain won a war against another country, they took all of its colonies.
2. **Discovery**: If Britain was the first country to discover new territory, they took it! E.g. Captain Cook and Australia in 1770.
3. **Settlers**: If Britons went to another part of the world, often they would end up staying there and slowly taking over.
4. **Trade**: When British companies traded with another country, they began to take over. This happened in India.

History
The Rise and Fall of the British Empire

Year 8
Term 3

Your teacher will tell you which topic you should revise. Read and learn all the information in the topic, ready for a Quiz in lesson.

Topic 2: What impact did British Rule have on India?

How did Britain take control of India?

- In 1600 Britain had trading stations in India, run by the **East India Trading Company**. Before this Britain had already been trading in India.
- By the 1700s, to make more money, the Company started to take more and more Indian land.
- As a result of several battles, over the next 150 years, most of India fell under British control.

Indian Mutiny

- British soldiers were placed all over India to protect British trade.
- The army recruited local Indians to help them but in May 1857, Indian soldiers (**Sepoys**) shot dead some British soldiers.
- Soon, large parts of India were involved in the revolt. Britain sent 70,000 more troops to India with the latest weapons.
- The mutiny ended in July 1858 and Britain took control away from the East India Trading Company.

Effects of British Rule in India

Positive Effects	**Negative Effects**
Britain took 1% of India's wealth. Other Empires took far more.	Most of the wealth that was created was kept by the British.
Britain invested £400 million in India on water supplies and **malaria** treatment.	40% of India's wealth was spent on the British army, most Indians remained poor.
Abolished the custom of **Sati** and (wife was burned to death at husband's funeral).	19 million Indians died from **starvation** as farms were growing tea and cotton.
Britain built 2300 miles of road and 2900 miles of railway in India.	Britain could have stopped many Indian deaths but didn't.
Britain built over 2500 schools and 65 hospitals in India.	The British had all the important jobs in India.

How did India gain its independence?

1. May 1857 – The Indian Mutiny
2. December 1885 – Formation of the Indian National Congress – campaigned for independence
3. January 1915 – **Mahatma Gandhi** returns from South Africa where he led protests against racial **discrimination**
4. 1919 – British kill 400 peaceful protesters. Gandhi's campaign gains popularity.
5. 1930 – Gandhi walks 248 miles to the sea to protest against a tax on salt (**Salt March**). 60,000 arrested but British government made a deal to free prisoners.
6. 1933 – Gandhi went on **fast** for 21 days do draw attention to the poorest people in India.
7. 1947 – India gains its **independence** from Britain but is split into 2 countries – India and Pakistan.

History

The Rise and Fall of the British Empire

Year 8

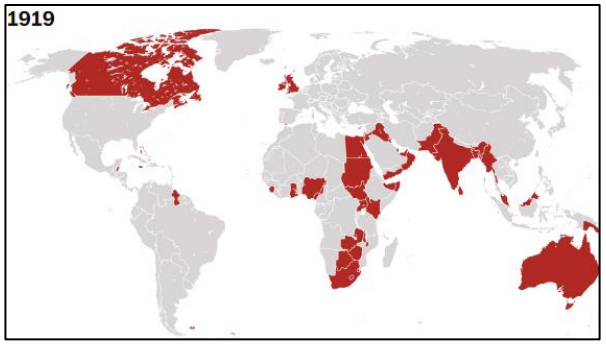
Term 3

Your teacher will tell you which topic you should revise. Read and learn all the information in the topic, ready for a Quiz in lesson.

Topic 3: The impact and the end of the British Empire

A force for good or evil?

Good	Bad
Many of the foods we enjoy today came originally from the countries of the British Empire such as tea, cocoa, chocolate, coffee, rice, curry	Rebellion: Many people in the colonies were killed when they rebelled against British rule for example the Mau Mau rebellion in Kenya in 1956
Clean water and sanitation: Britain improved these important services in the Colonies which meant people were generally healthier.	Economies in the Colonies were wrecked because of Britain's hold over transport and raw materials. Britain became rich and powerful at the expense of its colonies
The colonies benefitted from the introduction of a British education system	Many colonial soldiers died fighting for Britain in its wars
Raw Materials: Britain benefitted from a plentiful supply of cheap raw materials that could be made into manufactured goods such as rubber, cloth, and woollen goods. This made Britain wealthy.	People in the colonies had no resistance to the diseases the British brought with them so many died
Britain left its system of law in the countries it colonised a legacy of good even today.	Christianity was often forced on the local people.
Many former Colonies continue to use the democratic system of Parliament introduced by Britain. This is a force for good in the world.	Native people such as the Aborigines of Australia had their land taken by The British. 80% of the Aboriginal population were wiped out in 150 years.
The colonies provided soldiers to fight for Britain examples being World War 1 and World War 2	Many people who lived in the colonies remained very poor. There were very limited job opportunities for them



Why did it end?

- Actions by people in the colonies – There were demonstrations against British rule in the 1920's for failing to honour promises to Egypt and Iraq. It sent out a message to others in the Empire that they could leave. There were strikes in India, Egypt and Kenya against British Rule.
- Actions by people in Britain – In the 1960's people in Britain were more interested in freedom, rather than using force to keep people under control.
- World Events – In 1931, Canada, Australia and New Zealand formed a new Commonwealth. The domination of the USA and Russia after WW2 showed that you didn't need to have an empire to be a world leader. Britain was heavily in debt to the USA after WW1.
- Trade and Economics - India became less important to the British Empire. The cost of keeping a large number of soldiers to defend the empire was too much.

History
Support and application

Year 8
Term 3

Vocabulary	Wider Research	Apply
1) Empire **2) Colony** **3) Raw materials** **4) Trade** **5) Missionary** **6) Discovery** **7) Settlers** **8) East India Trading Company** **9) Jewel in the Crown** **10) Sepoy** **11) Mutiny** **12) Empress of India** **13) Independence** **14) Viceroy** **15) Reliability** **16) Sati** **17) Famine** **18) Malaria** **19) Mahatma Gandhi** **20) Independence** **21) Salt March** **22) Demonstration** **23) Discrimination** **24) Fast** **25) Poverty** **26) Debt** **27) World wars** **28) Superpowers** **29) Harmful** **30) Beneficial**	https://www.bbc.co.uk/bitesize/guides/zf7fr82/revision/1 https://www.bbc.co.uk/bitesize/guides/zf7fr82/revision/3 https://www.bbc.co.uk/bitesize/guides/zf7fr82/revision/4 https://www.bbc.co.uk/bitesize/guides/zf7fr82/revision/5 https://www.bbc.co.uk/bitesize/guides/zgh9ycw/revision/4 https://www.bbc.co.uk/teach/class-clips-video/gcse-history-why-was-india-so-valuable-to-the-british-Eempire/zv2rwty https://www.bbc.co.uk/teach/class-clips-video/gcse-history-how-did-the-british-gain-control-of-india/z7yvrj6 https://www.bbc.co.uk/bitesize/guides/zp6csg8/revision/2	1. Use the map on Topic 1 to make a list of some of the countries that the British Empire ruled over. 2. Create a table explaining why Britain wanted such a big Empire and how they got it. 3. Look at the map on topic 2. Write a PEEL paragraph explaining why war broke out between Britain and France in 1754. 4. Look at the table on topic 3. Why do you think some of these pieces of information contradict one another? 5. Again, look at the table on topic 3. Overall, do you think that British rule had a more positive or more negative effect on India? 6. Create a visual timeline showing how India gained its independence from Britain using the information in topic 3.

MFL - French Vocabulary.

J'adore les fêtes! (I love celebrations/festivals!)

Year 8

Term 3

Revise your French vocabulary and make a poster or a mind map. Get ready for an assessment each term.

Topic 1: Quelle est ta fête préférée ? *What is your favourite celebration/ festival?*

Les nombres. *Numbers.*

Un, deux, trois, quatre, cinq *(1,2,3,4,5)*
six, sept, huit, neuf, dix *(6,7,8,9,10)*
onze, douze, treize, quatorze *(11,12,13,14)*
quinze, seize, dix-sept, dix-huit *(15,16,17,18)*
dix-neuf, vingt, vingt-et-un *(19,20,21)*
vingt-deux, …, trente, trente-et-un *(22,…, 30,31)*

Les mois. *Months.*

Janvier, février, mars, avril, mai.
January, February, March, April, May.

Juin, juillet, août, septembre.
June, July, August, September.

Octobre, novembre, décembre.
October, November, December.

Les dates. *Dates.*

- **Le premier avril.** *The first of April*
- **Le deux août.** *The second of August.*

Unité 0. Quelle est ta fête préférée ?

What's your favourite celebration/festival?

- **J'adore** *I love…*
- **J'aime …** *I like …*
- **Je n'aime pas …** *I don't like …*
- **Je déteste …** *I hate …*
- **Je préfère …** *I prefer …*

- **Noël.** *Christmas.*
- **Pâques.** *Easter.*
- **le 14 juillet.** *Bastille Day.*
- **le Nouvel An.** *New Year.*
- **la Chandeleur.** *Pancake Day.*
- **la Saint-Valentin.** *Valentine's Day.*
- **l'Aïd.** *Eid.*
- **mon anniversaire.** *my birthday.*

Happy New Year!

- **parce que/ car** = *because*

- **manger du chocolat.** *To eat chocolate.*
- **acheter des cadeaux.** *To buy presents.*
- **danser** *To dance.*
- **faire une soirée pyjama.** *To have a sleepover.*
- **aller chez mes cousins.** *To go to my cousins' house.*

MFL - French Vocabulary. ***2023-2024*** **Year 8**

J'adore les fêtes! (I love celebrations/festivals!) **Term 3**

Revise your French vocabulary and make a poster or a mind map. Get ready for an assessment each term.

Topic 2*:* Qu'est-ce que tu fais au carnaval ? *What do you do at the carnival?*

GRAMMAIRE. –er verbs in the present tense.

Most French verbs are regular **-er verbs**
(example: manger, aimer, jouer).
To conjugate ***-er verbs*** *in the present tense take* **-er** *off the end of the infinitive and add the Present tense endings.*
Present tense verbs can be translated in two ways.
Example: **Je danse** *= I dance or I am dancing.*

Regular –***er*** verbs follow these patterns **in the present tense**. Try to learn them.

	*dans**er*** (to dance)
Je *(I)*	dans**e**
Tu *(you informal, singular)*	dans**es**
il/elle/on *(he, she, we)*	dans**e**
nous *(we)*	dans**ons**
vous *(you plural, polite, formal)*	dans**ez**
ils/elles *(they masc./ they fem.)*	dans**ent**

Unité 1: C'est Carnaval! *It's Carnival!*

- **Ma fête préférée, c'est le Carnaval.**
  My favourite festival is Carnival.
- **Je retrouve mes copains.** *I meet my friends.*
- **Je porte un masque et un déguisement.**
  I wear a mask and a costume.
- **Je regarde la parade.** *I watch the parade.*
- **J'écoute la musique.** *I listen to music.*
- **Je mange une crêpe.** *I eat a pancake.*
- **Je partage des photos.** *I share pictures.*

○

MFL - French Vocabulary. ***2023-2024*** **Year 8**

J'adore les fêtes! (I love celebrations/festivals!) **Term 3**

Revise your French vocabulary and make a poster or a mind map. Get ready for an assessment each term.

Topic 3: Qu'est-ce qu'il y a sur la photo ? *What is on the photo ?*

WHO

- **Sur la photo, il y a ...** *In the picture there is...*
  - **un garçon/ homme.** *a boy/ a man.*
  - **une femme/ une fille** *a woman/ a girl.*

WHERE

- **Il/Elle est dans...** *He/She is in...*
  - **une parade.** *a parade.*
  - **un parc.** *a park.*

WHAT

- **Il/Elle...** *He/She...*
  - **danse.** *is dancing.*
  - **regarde la parade.** *is watching the parade.*
  - **mange une glace.** *is eating an ice cream*
  - **chante.** *is singing.*
  - **porte un déguisement.** *is wearing a costume.*
  - **porte un masque** *is wearing a mask.*

WEATHER

- **Je pense qu'...** *I think that...*
  - **Il fait beau.** *The weather is fine.*
  - **Il fait mauvais.** *The weather is bad.*
  - **Il fait chaud.** *It is hot.*
  - **Il fait froid.** *It is cold.*