



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:

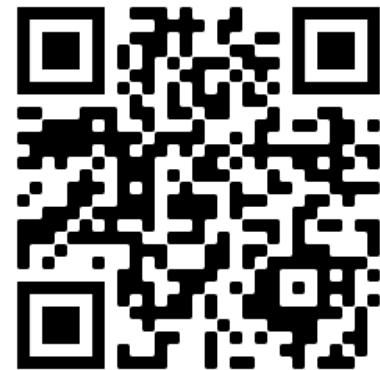
You will be set three pieces of homework per week and you should use the information from each topic to make a poster or a mind map. You will need to bring your work in to school and will be quizzed on each topic in class.

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		



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 features of different types of non-fiction text?

<u>Article</u>	<u>Leaflet</u>	<u>Letter</u>	<u>Speech</u>	<u>Review</u>
<ul style="list-style-type: none"> • Headline and Strapline • Introduction to create interest – (include who, what, where, when, how and why?) • 3-4 middle paragraphs • Short but effective conclusion • Written in past tense • Can be subject to bias depending on the source of the information • DAFORREST techniques 	<ul style="list-style-type: none"> • Present information so it is easy to find using headings and sub-headings • Upbeat and engaging • Leaflets are used to explain or describe something • DAFORREST techniques • Images to support ideas 	<ul style="list-style-type: none"> • Date • Dear Mrs Smith = yours sincerely or Dear Sir/Madam. = yours faithfully • Short introductory paragraph • 3-4 middle paragraphs • Concluding paragraph summarising ideas. • Formality depends on your relationship with the recipient 	<ul style="list-style-type: none"> • Think about the audience and purpose • Open with a welcome/greeting – e.g. ‘Good afternoon ladies and gentlemen’ • Outline what the speech will be about: ‘I will talk to you about...’ • Make 3/4 key points and expand on them. • Conclusion to summarise ideas • End acknowledging the audience: ‘Thank you for listening.’ • DAFORREST techniques 	<ul style="list-style-type: none"> • Introductory paragraph which provides an • Overview of film/product. • Middle paragraphs provide positives and negatives. • Conclusion to summarise ideas and give a recommendation • Make your opinion clear • Upbeat and engaging • DAFORREST techniques



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: Manchester Bombings

- An **explosion** went off just after 10:30pm on Monday 22 May as people were leaving the Manchester **Arena**.
- Twenty-two people died and more than 50 people were **injured**. Some of those involved were children.
- Those who were hurt were looked after at local **hospitals**.
- The Queen visited one of the hospitals, and the UK Prime Minister Theresa May thanked the **emergency** services for working "**tirelessly**" to help people after the attack.
- The police have said the man **responsible** died in the attack.
- Lots of people were given help very quickly by emergency services rushing to the area.
- Around 400 **police** officers worked through the night.
- In order to help, nearby hotels opened their doors to help people and a **help centre** has been set up by the police for anyone who was lost or injured.
- Taxi drivers came out to work for free, to give people a lift home.
- Greater **Manchester** Police thanked the emergency services and all the people who helped others.





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: Hillsborough Disaster

On 15 April 1989, at an FA Cup semi-final, Liverpool **supporters** gathered on the terraces of Sheffield Wednesday's ground, Hillsborough Stadium. The **crowding** turned into a crush and 96 people died, with hundreds more being **injured**.

- A formal **investigation**, called an inquest, decided that those who died at Hillsborough were **unlawfully** killed. This means that their deaths were not an accident, but that organisations made mistakes that led to the disaster.
- More than 24,000 Liverpool fans travelled to Sheffield for the 1989 FA Cup semi-final match against Nottingham Forest.
- Families of the people who died campaigned for many years to find out what happened on the day of the **disaster**.
- After it happened, there was a big investigation into what had gone wrong.
- This original investigation, called an **inquest**, came to the decision that the deaths had been an **accident** and that no-one was to blame.
- Many were angry and thought that the disaster hadn't been properly investigated.
- People were also upset when some police and newspapers said that the fans themselves were to **blame**.
- In 2012, a High Court decided that the conclusions made by the investigators were not **satisfactory**, and that another inquest was needed.





Vocabulary	Wider Research	Apply
<ol style="list-style-type: none">1. Link2. Context3. Validity4. Intentions5. Article6. Pathos7. Comparison8. Poetry9. Purpose10. Politician11. Journal12. Factual13. Interview14. Language15. Bias16. Letter17. Speech18. Vocabulary19. Argument	<ul style="list-style-type: none">• https://www.bbc.co.uk/news/uk-england-merseyside-47697569 - Hillsborough disaster timeline. Recreate the timeline• https://www.liverpoolfc.com/hillsborough - How have Liverpool FC remembered the victims• https://www.theguardian.com/football/2023/jan/31/police-chiefs-apologise-for-hillsborough-failures How have the Guardian reported the police response to the disaster• https://www.telegraph.co.uk/news/manchester-arena-bombing-inquiry-victims-salman-abedi-video/• https://www.bbc.co.uk/news/uk-40012738 - Who were the victims	<ul style="list-style-type: none">• Write a diary entry from the point of view of a Hillsborough survivor• Create a newspaper report that details the key facts about the Hillsborough disaster• Write a letter of apology to the survivors from the local government• Research how football stadiums have changed since the Hillsborough disaster• Create a poster raising money for those impacted in the Manchester bombings• Design a memorial for the people who died in the Manchester bombing – this can be in any format.

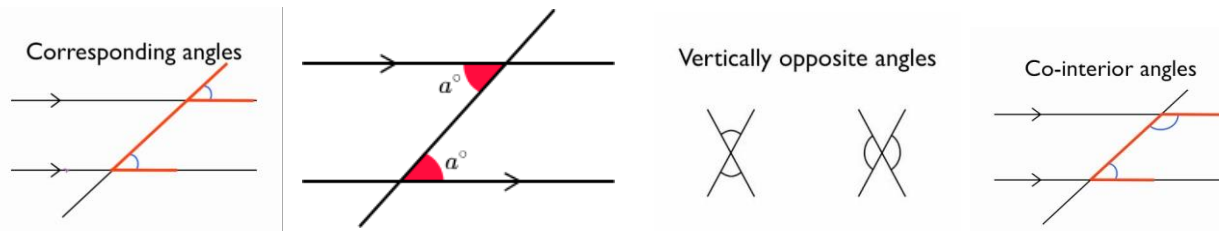


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Topic 1: Lines and Angles

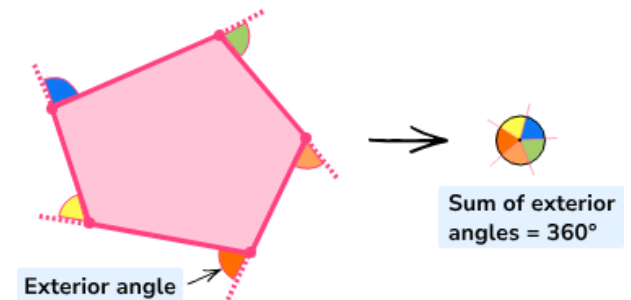
Angles in parallel lines

Parallel lines are lines in the same plane that go in the same direction and never intersect. When a third line, called a transversal, crosses these parallel lines, it creates angles. Some angles are equal, like vertical angles, corresponding angles and alternate angles. There are also co-interior angles which for a C-shape and both angles add up to 180.



Exterior angles

If the side of a polygon is extended, the angle formed outside the polygon is the exterior angle. The sum of exterior angles of a polygon is 360° . The formula for calculating the size of an exterior angle is: exterior angle of a polygon = $360 \div$ number of sides.



Polygon Name	Number of Interior Angles	Sum of Interior Angles = $(n-2) \times 180^\circ$
Triangle	3	180°
Quadrilateral	4	360°
Pentagon	5	540°
Hexagon	6	720°
Heptagon	7	900°
Octagon	8	1080°
Nonagon	9	1260°
Decagon	10	1440°

Interior angles

An angle is defined as the figure formed by joining the two rays at the common endpoint. An interior angle is an angle inside a shape. The polygons are the closed shape that has sides and vertices. To find the sum of interior angles of a polygon, multiply the number of triangles in the polygon by 180° . The formula for calculating the sum of interior angles is $(n - 2) \times 180^\circ$ where 'n' is the number of sides. All the interior angles in a regular polygon are equal.



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: Simplify and Share ratio

A **ratio** is a mathematical way to compare **quantities**. To help you understand what a ratio is, look at the photo of the two giraffes. Can you see that the bigger giraffe is about three times bigger than the smaller giraffe? Mathematically, we would say that the ratio of the big giraffe to the small giraffe is three to one. When you write a ratio, you need to use the colon symbol (:). You read this as 'to'.

The ratio of the big giraffe to the small giraffe is 3:1

The ratio of the small giraffe to the big giraffe is 1:3



Simplifying ratios: This means to write a ratio as simply as possible.

Simplify the ratio 4:20. You can simplify a ratio in the same way you simplify a fraction. The highest common factor is 4, so divide both numbers by 4. The answer is 1:5

Simplify 12:32. You may want to do this in more than one step. First divide each number by 2. 6:16, now divide by 2 again. 3:8. Can you simplify this any further? No, so the answer is 3:8.

Using ratio as fractions:

If a garden is to be divided into lawn and shrubs in the ratio 3:2, what fraction of the garden is lawn and what fraction of the garden is shrubs? $\frac{3}{5}$ would be lawn and $\frac{2}{5}$ would be shrubs. This is because the denominator of a fraction shows you the total amount all parts add up, and in this case the total amount of the garden is 3 parts lawn plus two parts shrubs, hence our denominator is 5.

How to divide/share an amount into given ratios:

Divide £28 in the ratio

Step 1) find out how many parts you are sharing the £28 by. Add the ratios together $4+3 = 7$, so there are 7 parts.

Step 2) find the value of one part. Divide the amount by the number of parts. $28 \div 7 = 4$, so one part = £4

Step 3) multiply each ratio by the one part

$4 \times 4 = 16$ and $3 \times 4 = 12$

The answer is £16: £12

You can check your answer by adding together both parts and seeing if it equals the original amount. $£16 + £12 = £28$



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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 $a \times a \times a$ can be written as 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



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

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 $a = 4$.



Vocabulary	Wider Research	Apply
Parallel Transverse Corresponding Alternate Co-interior Equal Ratio Share Divide Quantity Simplify Equation Linear Inverse Power Expression Factorise Factor Operation	<p><u>Topic 1</u></p> <ul style="list-style-type: none"> https://corbettmaths.com/wp-content/uploads/2013/02/angles-in-polygons-pdf2.pdf https://corbettmaths.com/wp-content/uploads/2013/02/angles-in-parallel-lines-pdf1.pdf <p><u>Topic 2</u></p> <ul style="list-style-type: none"> https://corbettmaths.com/2013/03/03/simplifying-ratio/ https://www.bbc.co.uk/bitesize/guides/zpxyrwx/revision/4 <p><u>Topic 3</u></p> <ul style="list-style-type: none"> 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/ 	<p><u>Topic 1</u></p> <ul style="list-style-type: none"> https://corbettmaths.com/wp-content/uploads/2023/09/Angles-Polygons.pdf https://corbettmaths.com/wp-content/uploads/2023/11/angles-parallel-lines.pdf <p><u>Topic 2</u></p> <ul style="list-style-type: none"> https://corbettmaths.com/wp-content/uploads/2013/02/simplifying-ratios-pdf1.pdf https://corbettmaths.com/wp-content/uploads/2013/02/ratio-sharing-the-total-pdf.pdf <p><u>Topic 3</u></p> <ul style="list-style-type: none"> 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



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Topic 1: Waves

Sound

- Sounds are produced by vibrations.
- Sound waves are longitudinal waves
- Sound travels as waves, which are vibrating particles.
- Sound waves are reflected by surfaces.
- Sound waves travel at 343 m/s through the air and faster through liquids and solids.
- Surfaces reflect sound waves:
- Hard surfaces reflect sound well, making echoes.
- Soft surfaces, like curtains and carpets, reflect very little sound. They absorb the sound instead, so there are no echoes.

Light

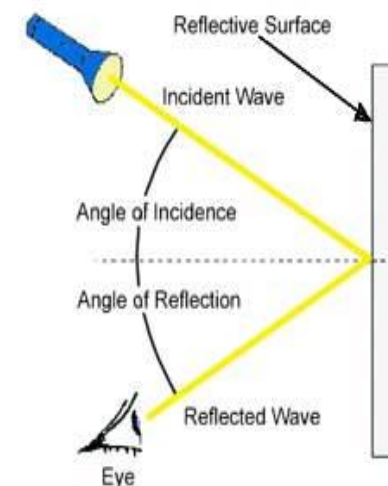
- Light waves travel in straight lines.
- **Light waves are transverse waves**
- Light waves travel faster than sound waves.
- Light waves don't always need particles to travel through. They can also travel through outer space or a vacuum.
- Light waves travel in straight lines. You can detect them with your eyes, and also with instruments such as cameras. They are reflected by mirrors and change direction when they travel from the air into glass or water.
- Light travels very fast. It has a speed of 300 million metres per second in a vacuum.
- **Refraction is when the direction that light travels in changes as light moves from one material to another.**
- **Reflection is when light bounces off an object.**

Transmission of light through materials

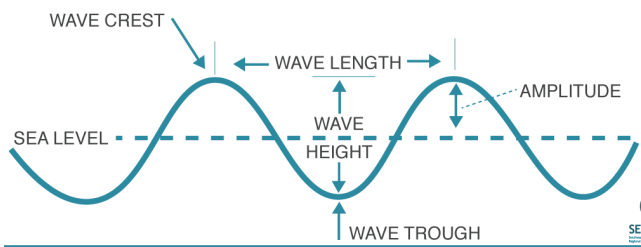
- When light moves through a transparent (or semi-transparent) material, it can be transmitted, absorbed, or reflected. The **transmittance** of a material is the proportion of the incident light that moves all the way through to the other side.
- **Specular reflection** is when light reflects off of a shiny surface like a mirror.
- **Diffuse reflection**, however, is when light illuminates a dull object.

Within the visible light range of the electromagnetic spectrum, there is a spectrum of colour. This is a continuous range of colours. In order of increasing frequency and decreasing wavelength these are given as: Red, orange, yellow, green, blue, indigo and violet. Each colour within the visible light spectrum has its own narrow band of wavelength and frequency

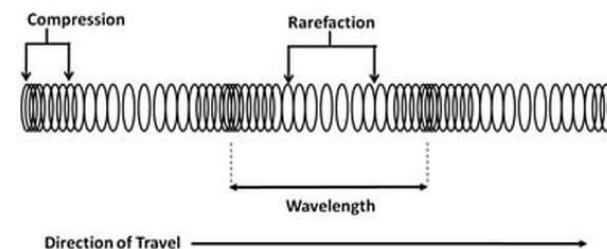
How light is reflected



Transverse waves



Compression (Longitudinal) Wave





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Topic 2: Periodic table

Periodic table

All the different elements are arranged in a chart called the periodic table. A Russian scientist called Dmitri Mendeleev produced one of the first practical periodic tables in the 19th century.

The modern periodic table is based closely on the ideas he used:

- the elements are arranged in order of increasing atomic number
- the horizontal rows are called periods
- the vertical columns are called groups
- elements in the same group are similar to each other

Metals are:

- shiny, good conductors of heat and electricity and malleable (they can be bent and shaped without breaking)

Non-Metals are:

- Dull, poor conductors of heat and electricity and weak and brittle (they easily break or shatter when solid)

Ceramics and Composites

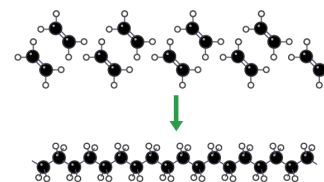
- Ceramics are solids made by baking a starting material in a very hot oven or kiln. They are hard and tough with different uses. There are ceramic materials coated in a tough glaze in bathrooms. They are hard and tough, and waterproof.
- Composite materials are made from two or more different types of material. For example, MDF is made from wood fibres and glue, and fibreglass is made from a mesh of glass fibres set in a tough polymer.
- The materials for a composite material are chosen because they have different properties that combine to make a more useful material. Steel-reinforced concrete is a composite material. It is made by pouring concrete around a mesh of steel cables. When the concrete sets, the material is:
 - ✓ strong when stretched (because of the steel)
 - ✓ strong when squashed (because of the concrete)

1	2									3	4	5	6	7	0						
																He					
Li	Be									H						B	C	N	O	F	Ne
Na	Mg															Al	Si	P	S	Cl	Ar
K	Ca	Sc	Ti	V	Cr	Mn	Fe	Co	Ni	Cu	Zn	Ga	Ge	As	Se	Br	Kr				
Rb	Sr	Y	Zr	Nb	Mo	Tc	Ru	Rh	Pd	Ag	Cd	In	Sn	Sb	Te	I	Xe				
Cs	Ba	La	Hf	Ta	W	Re	Os	Ir	Pt	Au	Hg	Tl	Pb	Bi	Po	At	Rn				
Fr	Ra	Ac																			

■ Metals ■ Non-metals

Polymers

- Polymers are made by chemical reactions that join lots of small molecules together to make long molecules. For example, a molecule of poly(ethene) is made by joining thousands of ethene molecules together. Long molecules like these give polymers their properties.



Ethene molecules join together to make long molecules of poly(ethane).

Properties of polymers

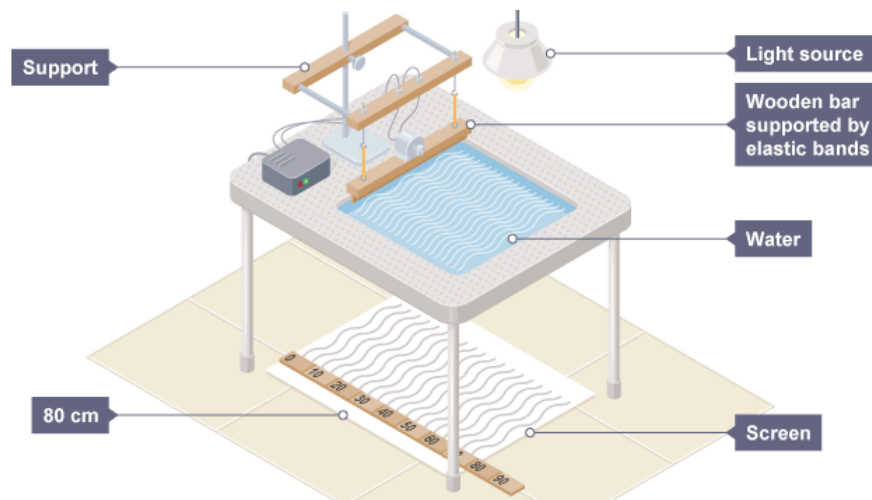
- chemically unreactive
- solids at room temperature
- plastic – they can be moulded into shape
- electrical insulators
- strong and hard-wearing



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Topic 3: Core Practical

Investigating waves - To measure the frequency, wavelength and speed of waves in a ripple tank.



Method

- Set up the ripple tank as shown in the diagram with about 5 cm depth of water.
- Adjust the height of the wooden rod so that it just touches the surface of the water.
- Switch on the lamp and motor and adjust until low frequency waves can be clearly observed.
- Measure the length of a number of waves then divide by the number of waves to record wavelength. It may be more practical to take a photograph of the card with the ruler and take your measurements from the still picture.
- Count the number of waves passing a point in ten seconds then divide by ten to record frequency.
- Calculate the speed of the waves using: $\text{wave speed} = \text{frequency} \times \text{wavelength}$.

Application

- What are the dependent and independent variables during this practical?
- What results can be obtained from doing the wave practical?
- Why is it suggested that you take a picture of the card during the practical?
- How can the results of the practical be made more accurate and reliable?
- Suggest a method for measuring the wave speed in a solid. How does this differ from the method used for measuring the wave speed in a liquid?



Vocabulary	Wider Research	Apply
1) Polymer 2) Composite 3) Ceramic 4) Longitudinal 5) Transverse 6) Amplitude 7) Wavelength 8) Frequency 9) Malleable 10) Ductile 11) Sonorous 12) Compression 13) Rarefaction 14) Diaphragm 15) Signal 16) Energy transfer 17) Microphone 18) Cellulose 19) Hertz 20) Medium 21) Ultrasound 22) Trough 23) Atomic number 24) Alkali metals 25) Physical properties 26) Chemical properties 27) Halogens 28) Toxic 29) Ratio 30) Polythene	<p>Provide definitions for each key words in the vocabulary section</p> <p>https://www.bbc.co.uk/bitesize/guides/ztxnsbk/revision/3 - Ceramics, polymers and composites</p> <p>https://www.bbc.co.uk/bitesize/guides/z84wjxs/revision/1 - The periodic table</p> <p>https://www.bbc.co.uk/bitesize/topics/zw982hv/articles/z7rtng8 - Light waves and colour</p> <p>https://www.bbc.co.uk/bitesize/topics/zw982hv/articles/z27mgdm - light waves</p> <p>https://www.bbc.co.uk/bitesize/topics/zw982hv/articles/z8mmb82 - sound waves</p>	<ul style="list-style-type: none"> • Although some insects can see a wider range of colours, their vision isn't as sharp as ours. Why doesn't this matter? • The ozone layer filters out most of the UV radiation reaching the Earth. Why has there been concern recently about the release of chemicals that damage the ozone layer? • Draw a picture of a transverse wave. Now draw a second wave that's has twice the wavelength and the amplitude of the first one. • The word transverse means across. Why are these waves known as transverse waves? • Why are both longitudinal and transverse waves known as energy carriers? • Sketch a cross-sectional view of a water wave and show on it how you would measure : <ul style="list-style-type: none"> - The wavelength - The amplitude

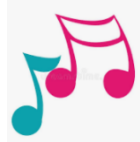


Revise your French vocabulary and make a poster or a mind map. Get ready for an assessment each term.

Topic 1: La fête de la musique. The music festival.

D2M2U2: La fête de la musique. The music festival.

- J'attends la fête avec impatience. *I am looking forward to the festival.*
- Je vends des disque vinyles. *I sell records.*
- Je finis à midi. *I finish at lunchtime.*
- Je choisis un groupe de rock. *I choose a rock group.*
- J'écoute un rappeur. *I listen to a rapper.*
- Je préfère la fanfare. *I prefer the brass band.*
- Ma mère chante dans la chorale. *My mum sings in the choir.*
- Mon frère choisit un groupe folk. *My brother chooses a folk group.*
- Le matin *(in) the morning.* L'après-midi *(in) the afternoon.*
- Le soir *(in) the evening.*



GRAMMAIRE. -er, -ir and -re verbs in the present tense.



Most French verbs are regular **-er verbs** (*manger, aimer, jouer*).
 There are two more types of regular verbs: **-ir** (*choisir*) and **-re** (*attendre*).
 To conjugate these verbs in the present tense take **-er, -ir or -re** off the end of the infinitive and add the Present tense endings.
 The **il/elle/on** form or **-re** verbs has no ending.
 Some forms are spelled differently but sound the same. ex. **choisis/ choisit** or **attends/attend**.
 Present tense verbs can be translated in two ways. ex. **J'attends**= *I wait* or *I am waiting for*.

Regular **-er, -ir** and **-re** verbs follow these patterns **in the present tense**. Try to learn them.

	<i>danser</i> (to dance)	<i>finir</i> (to finish)	<i>vendre</i> (to sell)
Je (I)	danse	finis	vends
Tu (you informal, singular)	dances	finis	vends
il/elle/on (he, she, we)	danse	finit	vend
nous (we)	dansons	finissons	vendons
vous (you plural, polite, formal)	dancez	finissez	vendez
ils/elles (they)	dansent	finissent	vendent



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Topic 2: Revision OF KEY WORDS/ EXPRESSIONS to prepare for writing assessment.

Opinion phrases :

J'aime = I like

J'adore = I love

Je préfère = I prefer

Je n'aime pas = I don't like

Je déteste = I hate

Reason phrases :

parce que / car = because

c'est = it is

un peu = a bit

très = very

trop = too

vraiment = really

amusant = fun

génial = great

intéressant = interesting

sympa = nice

ennuyeux = boring

nul = rubbish

**Aim to MEMORISE the
content of this page!**

Connectives :

Et = and

Aussi = also

Mais = but

Cependant = however

Sequencers :

D'abord = *first of all*

Après = *after(wards)*

Ensuite = *next*

Puis = *then*

Finalement = *finally, last of all*



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

Topic 3: Qu'est-ce que tu vas faire ? (What are you going to do ?)

Grammaire:

When do you use the near future tense?

You use the near future tense to say what IS GOING TO HAPPEN or what YOU ARE GOING TO DO.

How do you form the near future tense?

You use:

A subject + "aller" in the present tense + the infinitive form of the verb

example:	je	vais	visiter
	I	am going	to visit
	je	vais	manger
	I	am going	to eat

Boire (to drink) in the near future tense

Je vais boire	I am going to drink
Tu vas boire	You (singular, informal) are going to drink
Il/elle/on va boire	He/she is we are going to drink
Nous allons boire	We are going to drink
Vous allez boire	You (plural, formal, polite) are going to drink
Ils/elles vont boire	They (masc./ fem.) are going to drink

Qu'est-ce que tu vas faire ? (what are you going to do ?)

Je vais ...

I am going ...

- visiter le marché de Noël. to visit the Christmas market.
- acheter un cadeau. to buy a present.
- admirer les maisons illuminées. to admire the illuminated houses.
- écouter des chorales. to listen to some choirs.
- manger une tarte flambée. to eat a pizza like tart.
- boire un jus de pomme chaud. to drink a hot apple juice.

Examples of questions in the NEAR FUTURE TENSE

Questions using the near future tense look like this:

question word + est-ce que + verb

Comment est-ce que tu vas voyager?
How are you going to travel?

Où est-ce que tu vas aller?
Where are you going to go?

que means 'what':

Qu'est-ce que tu vas faire?
What are you going to do?





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: Weather and climate

Weather and Climate

The difference between weather and climate is a measure of time.

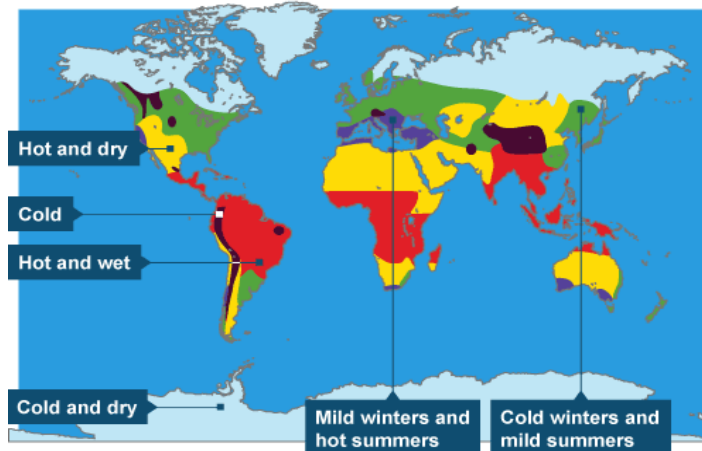
- **Weather** is the condition of the atmosphere over a place for a short period of time, day to day.
- **Climate** is the state of the atmosphere over longer periods of time. Climate is the average conditions, normally calculated over 30 years.

Climate could be a very hot summer whereas weather would be what you see within a day, for example, a hot day with a sudden thunderstorm.

Weather

The key elements of the weather are: temperature; precipitation (rain, snow, sleet, or hail), air pressure; wind, humidity, sunshine, and drought.

The weather affects us all every day. The Earth's atmosphere produces an incredible range of weather phenomena. On a local level, we may feel a gust of wind that lasts just a few seconds. On a global scale, the circulations of huge tropical masses of air determine whole regional climates and weather systems. In some cases, weather can be a hazard and in others weather can be used to create energy – for example using wind turbines or solar panels.



Climate

The climate of the UK is **variable** – it changes a lot, day to day. The UK has cool summers, mild winters and rainfall spread evenly throughout the year. The climate type is classified as temperate, which means we rarely experience extremes of weather.

On a global scale, climate varies dramatically depending on where you are in the world. The world can be divided into different 'climate zones' with their own distinctive pattern of temperature and rainfall. These climate zones have been created due to a range of factors, in particular because the Sun heats tropical areas more strongly than polar areas. Because of the angle of the sun, places nearer the Equator are much warmer than places nearer the Poles. Climate is also determined by the height of an area (the altitude), the direction from which the wind blows (known as the prevailing winds) and the distance from the sea.



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.

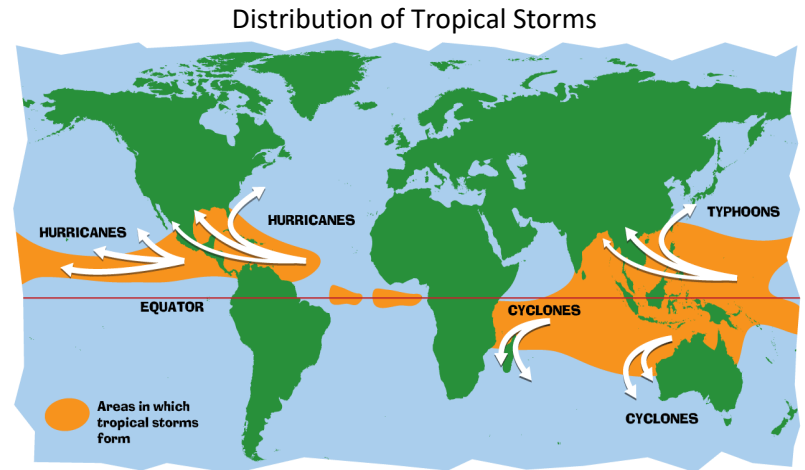
Topic 2: Tropical storms

Distribution of Tropical Storms

Tropical storms are known by many names, including hurricanes (North America), cyclones (India) and typhoons (Japan and East Asia). They all occur in a band that lies roughly 5-15°C either side of the Equator.

Scientists believe that global warming (heating of the world) is having an impact on the frequency, strength and distribution of tropical storms. This may be due to an increase in ocean temperatures. Climate change could therefore lead to tropical storms in more and different locations.

- Warmer seas could allow the storms to extend further north and south of the equator.
- Low-lying coasts where many people live are most at risk.
- Climate change may increase or decrease the number of hurricanes, but it is likely that their intensity will increase.
- Rising sea levels will make tropical storms more damaging, increasing coastal flooding.



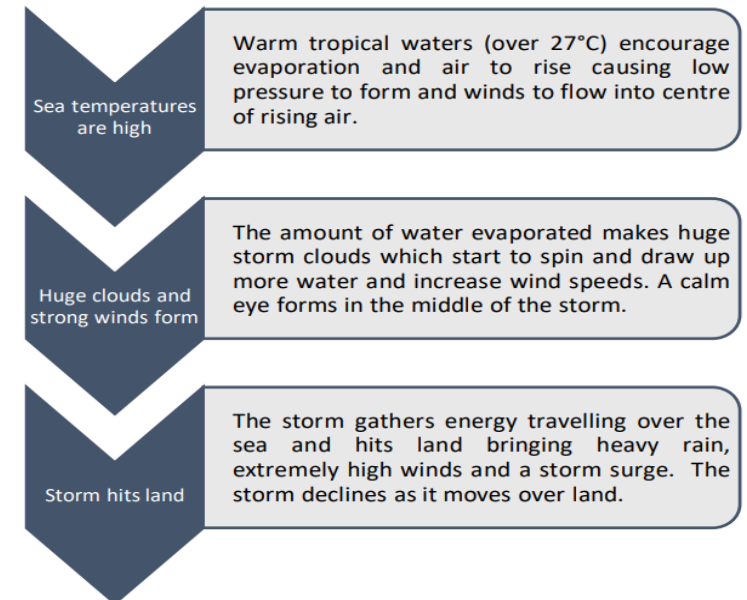
The primary impacts of tropical storms are:

- The immediate effects of strong winds, high rainfall and storm surges.
- Buildings and bridges can be destroyed, people can get into difficulties in the water, and roads and railways can become damaged.
- Power cables and telephone lines come down, crops are ruined, and water and sewage supplies are affected. Coastal habitats like beaches and mangroves can be damaged by storm surge floods.

Secondary effects include:

- Landslides which can cause people to become homeless and can block roads and railways. This can cause evacuation problems and difficulties for the emergency services.
- There can also be food and clean water shortages.

The conditions required for a tropical storm





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: Drought

Droughts occur when there is abnormally low rainfall for an extended period of time. Droughts can last from weeks to months and even years. Droughts can occur all over the world. However, there is a link between drought and some climate patterns. A lack of water vapour in the atmosphere means there is less precipitation and more chance of drought. High-pressure systems reduce evaporation and moisture in the atmosphere.

There are three main types of drought:

Meteorological drought – when the amount of precipitation received in a specific area is less than the average.
Hydrological drought – when reduced precipitation impacts on water supply, eg there is decreased streamflow, soil moisture, reservoir and lake levels, and groundwater.
Agricultural drought – when the above two types of drought impact on agricultural activities, eg reduced soil moisture or reservoir levels required for irrigation.

Impact of human activity on drought:

It is predicted that climate change will cause some places around the world to get hotter, which will increase evaporation and some to receive less rainfall, both increase the risk of drought.

Other human activities that can increase the impact of drought:

Agriculture – using large amounts of water to irrigate crops removes water from lakes, rivers and groundwater. Some crops require more water than others, eg cotton.
Dam building – large dams can be built across a river to produce electricity and store water in a reservoir. This can reduce river water flowing downstream and cause drought below the dam.
Deforestation – removing trees can reduce the amount of water stored in the soil as rain tends to fall and wash off the land as surface run-off. This leaves the ground vulnerable to erosion and desertification which can lead to drought.





Vocabulary	Wider Research	Apply
1) Air pressure 2) Anticyclone 3) Bushfire 4) Climate change 5) Cold front 6) Condensation 7) Convectional rainfall 8) Coriolis effect 9) Cyclone 10) Depression 11) Drought 12) Evaporation 13) Flood 14) Frontal rainfall 15) Heatwave 16) Humidity 17) Hurricane 18) Physical 19) Precipitation 20) Relief rainfall 21) Response 22) Snowstorm 23) Somerset 24) Storm surge 25) Tornado 26) Tropical storm 27) Typhoon 28) Warm front 29) Wildfire 30) Wind	<p>Met Office Learn about the weather: https://www.metoffice.gov.uk/learning/learn-about-the-weather</p> <p>BBC KS3 Bitesize collection of video clips on tropical storms: https://www.bbc.co.uk/bitesize/guides/zrv4jxs/revision/1</p> <p>Tropical storms: https://www.who.int/health-topics/drought#tab=tab_1</p> <p>Drought – World Health Organisation: https://www.who.int/health-topics/drought#tab=tab_1</p> <p>Bushfires in Australia: https://www.bbc.co.uk/news/world-australia-50951043</p> <p>Flooding: https://www.metoffice.gov.uk/weather/learn-about/weather/case-studies/floods</p> <p>Check for flooding in the UK: https://check-for-flooding.service.gov.uk/</p> <p>The Beast from the East: https://www.metoffice.gov.uk/weather/learn-about/weather/atmosphere/air-masses/beast-from-the-east</p>	<p>1) Explain the difference between weather and climate. 2) Describe the climate of the UK. 3) Why do we predict the weather? Why is it important? 4) Describe the distribution of tropical storms (where do they happen throughout the world?). 5) Research a tropical storm of your choice and create a news report to show the following:</p> <ul style="list-style-type: none"> • Location • Effects of the storm • Short-term impacts of the storm • Long-term impacts of the storm <p>Answer the following exam questions:</p> <p>1) Describe the climate of the UK. [3 marks] 2) Describe the conditions needed for a tropical storm to form. [3 marks] 3) Explain how climate change is increasing the risk of tropical storms. [4 marks] 4) Describe the impacts of drought. [3 marks] 5) Assess the extent to which climate change is increasing the frequency of drought events around the world. [6 marks]</p>



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 Long and Short Term Causes of WW1

Background

By 1914, the six most powerful countries in Europe were divided into two alliances:

- The Triple Entente – France, Britain and Russia
- The Central Powers – Germany, Austria-Hungary and Turkey

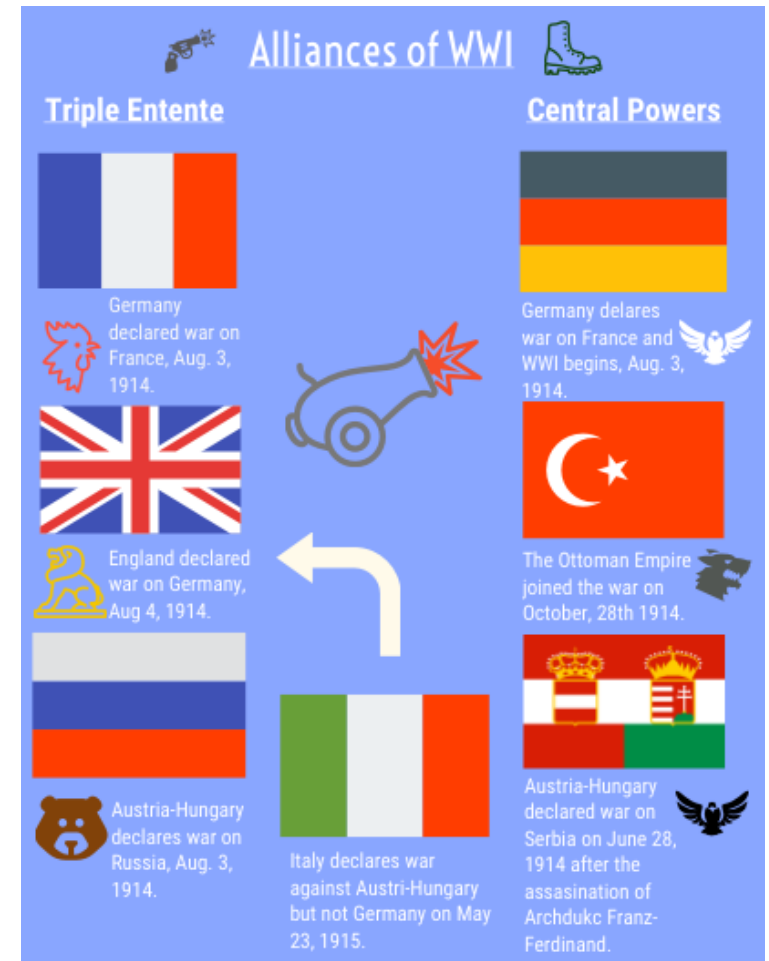
The Long Term Causes

There were many long term causes of the first world war but these can be summarised into 4 reasons:

- Alliances – countries were ‘friends’ with one another and promised to help if war broke out
- Militarism – countries in Europe were proud of their militaries and had been building up a stock-pile of weapons
- Nationalism – the belief that your country is better than any other
- Imperialism – different European countries were building their empires and they often wanted to take over the same land

The Short Term Causes

- The short-term ‘spark’ that started the war was the assassination of Arch Duke Franz Ferdinand.
- The arch Duke was the son of the Emperor of Austria-Hungary. The killer was a Serbian called Gavrilo Princip. Serbia hated Austria Hungary because they controlled their country.
- This caused the following chain of events:
 1. Austria-Hungary declares war on Serbia
 2. Germany declares war on Russia
 3. Germany declares war on France
 4. Britain declares war on Germany
 5. Austria Hungary declares war on Russia
 6. France declares war on Austria-Hungary
 7. Britain declares war on Austria-Hungary

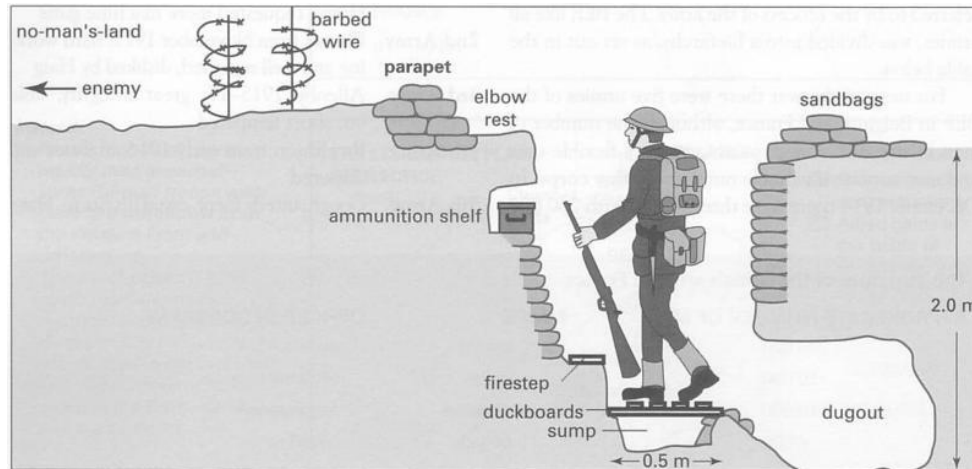




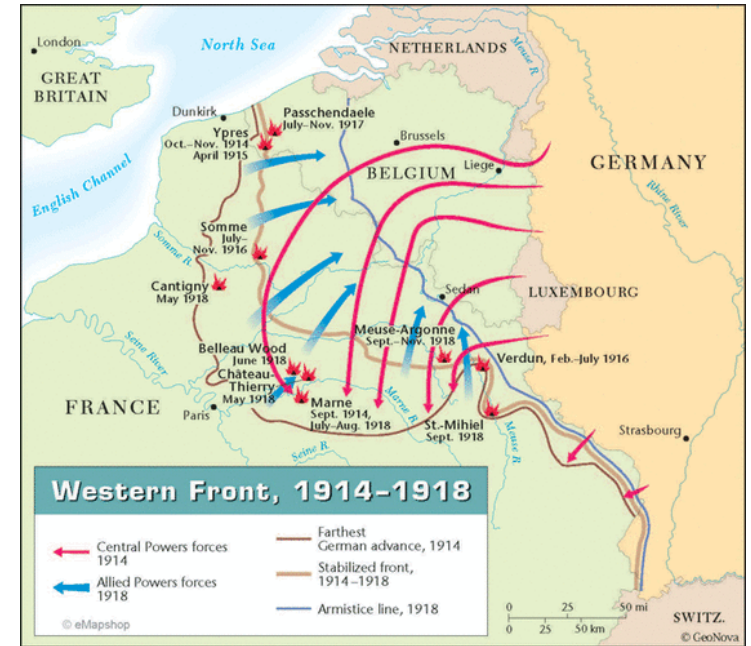
Your teacher will tell you which topic you should revise. Read and learn all the information in the topic, ready for a Quiz in lesson.

Topic 2: Trench Warfare

- The Great War was fought mainly in Europe. The areas where the armies fought each other were called 'fronts'. The longest was called the Western Front (in Belgium and France).
- In September, the Germans dug the first trenches of the war to protect the land they had won. By November 1914 the line of trenches of both sides stretched 400 miles from Switzerland to the English Channel.



- Trenches were protected with sandbags and barbed wire. They were defended by men with rifles, bayonets, machine guns and grenades. The enemy did the same.
- In between was an area called no man's land, a dead world littered by bomb craters and dead bodies.
- Trenches were zig-zagged so that gas, bullets and explosions could not spread along the line.
- They worked as the war lasted 4 long years.



Advantages	Disadvantages
Easy to make and defend	No running water
The armies had millions of men to build them	No protection from direct hit
Cheap to build	Filthy and waterlogged
Protection from gunfire	Could collapse easily



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 Weapons of the First World War

- WW1 was one of the first 'industrial wars'. This meant that each side had modern factories to supply them with millions of guns, shells and bullets.
- Because trench warfare was so effective at defending armies, each side developed new, more powerful and destructive weapons:
 - Tanks were first invented in WW1
 - Machine guns killed millions
 - Chlorine and mustard gas were used
 - Air ships were used as weapon
- Tanks were introduced in 1916. They could only travel 8 miles an hour but the British and French had 5000 of them. They were used to crush barbed wire and machine gun 'nests'.
- Flame throwers were a much feared weapon. They could shoot a sheet of flame up to 15 metres. Enemy soldiers tried to shoot the oil canister before they got in range.
- Gas was first used by Germany in April 1915. Breathing in Mustard gas resulted in soldiers coughing up the lining of their lungs.
- The British Infantry gun was a Lee Enfield rifle. Their machine gun was called a Vickers Gun.
- Artillery was a destructive weapon. Over 400,000 shells were fired each month. They caused an illness called 'shell-shock'.

Air Power

- Planes had only been invented in 1903 so they were not used much as weapons in WW1.
- Tri-planes were used on the battlefield to observe the opposition trenches after and artillery bombardment.
- Airships were used to deliver bombs and gas.

Mark V Tank



Artillery



Flame Thrower



Machine Guns



Lee-Enfield Rifle



Gas





Vocabulary	Wider Research	Apply			
1) Imperialism 2) Nationalism 3) Alliances 4) Militarism 5) Catalyst 6) Aggression 7) Patriotism 8) Heroism 9) Shame 10) Pals Battalions 11) Trench 12) Defence 13) Parapet 14) Duckboard 15) Stalemate 16) No-mans-land 17) Attrition 18) Weapon 19) Destruction 20) Artillery 21) Zeppelin 22) Cowardice 23) Shell Shock 24) Court Martial 25) Futile 26) Armistice 27) Poppy 28) Consequence 29) Conscientious objector 30) General Haig	<p>https://www.bbc.com/bitesize/articles/znhrj6</p> <p>https://www.bbc.com/bitesize/articles/z8ssbk</p> <p>https://www.bbc.com/bitesize/articles/zs666sg</p> <p>https://www.youtube.com/watch?v=dHSQAEam2yc</p> <p>https://www.bbc.co.uk/bitesize/guides/z4n4jxs/revision/1</p> <p>https://www.bbc.co.uk/bitesize/guides/z4n4jxs/revision/2</p> <p>https://www.bbc.co.uk/bitesize/guides/z4n4jxs/revision/3</p> <p>https://www.bbc.co.uk/bitesize/guides/z4n4jxs/revision/4</p> <p>https://www.bbc.co.uk/bitesize/guides/z4n4jxs/revision/5</p>	<ol style="list-style-type: none"> Highlight your knowledge organiser in two different colours to show short and long-term causes. Make notes on the key individuals and countries involved. Look up a diagram of the trench <u>system</u> – you will see some on one of the links on the knowledge organiser. Add notes about each feature of a trench <u>system</u>. In the knowledge organiser, the information on advantages and disadvantages of trenches is displayed in a table. This is a great way to present information that makes it easy to understand. Learn the advantages and disadvantages and then try to replicate the table on your own. There are some great films and documentaries about WW1. Search for them on YouTube or Netflix. Watching these will give you a really good understanding of what life was like in the trenches. During the rest of your research about WW1, make a note of all the weapons that you read, see and hear about. Complete the following table: 			
		Weapon	Firepower /100	Range /100	Defence /100

