Trinity Academy Grammar

Year 8 (B)

Knowledge Organiser

Term 4

Your subjects are in alphabetical order.

Art	Painting	Year 8	Term 4

1 – Colour Theory

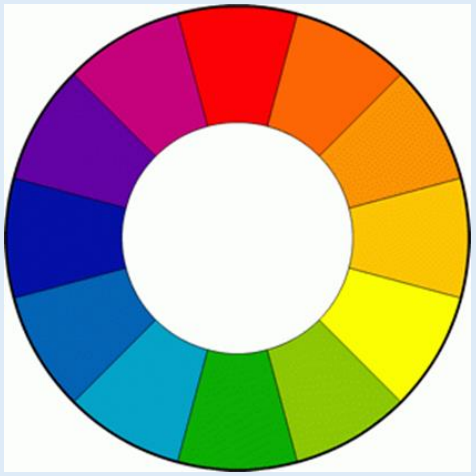
primary colours: Primary colours are red, blue and yellow. They are colours that are used to mix other colours and can't be made by mixing other colours

secondary colours: Secondary colours are made by mixing primary colours: green, orange and purple

complementary colours: colours that are opposite each other on the colour wheel. (i.e. red and green)

harmonious colours: colours are next to each other on the colour wheel

2 – Colour Theory



hue: name of the colour

tint: colour mixed with white. Increase its lightness

shade: colour mixed with black. Increases its darkness

value: how dark or light the colour is

3 – Key vocabulary

Impressionist: art that is not trying to show a reflection of real life, but an 'impression' of what the person, light, atmosphere, object or landscape looked like to the artist

mark making: lines, dots and marks we create to show texture in art

expressive: art that shows a feeling

impasto: paint applied in thick strokes

colour palette: colours used for an artwork

contrast: when opposite elements are arranged together

3 – Artist Focus – Vincent Van Goth - Starry Night 1889

Impasto Technique: Van Gogh's "Starry Night" 's shows a thick impasto technique, where paint is applied in thick strokes.
dynamic texture: The canvas comes alive with a dynamic texture created by bold, expressive brushwork, giving a sense of the energy and movement within the scene.
short, swirling strokes: Van Gogh's uses short, swirling to depict the night sky, contributing to the sense of movement.
colour palette: A colour palette of blues, yellows, and greens is used, creating a striking contrast that makes the sky standout.
complementary contrasts: The use of complementary colours adds depth and visual interest.
emotional expression: Van Gogh's distinctive technique not only captures scene but also shows his internal emotions, making "Starry Night" a powerful example of post-impressionist art.

Computing	Networks	Year 8	Term 4

1 – Types of Network

LAN: Local Area Network

WAN: Wide Area Network

Network: Two or more computers connected together

Router: A router forwards messages from one network to another. It acts as a gateway

Network Cable: Connects different devices together

2 – Wired and Wireless

Hub: a hub connects a number of computers together.

Server: a server is a powerful computer which provides services

ISP: Internet service Provider

Wired: wired networks send data along cables

Wireless: wireless networks send data through the air using radio waves

Bandwidth: is the amount of data that can be moved from one point to another in a given time. Higher bandwidth = more data per second

3 - Internet

Internet: the internet is a worldwide network of computers.

The Internet is the physical hardware, i.e. the cables, the routers, and other pieces of hardware used to connect devices together.

Any device connected to the internet is part of this network.

WWW: World Wide Web

Web browser: is a piece of software (code) used to view information on the World Wide Web.

4 - Topology

Topology: the physical and logical arrangement of connections in a network

Bus: every computer and network device is connected to a single cable

Ring: forms a ring connecting devices with exactly two neighbouring devices

Star: all the devices are connected to a single hub through a cable

Mesh: every device is connected to another device

Drama	Stanislavski	Year 8	Term 4

1 - Naturalism

Key Vocabulary

Naturalism: the illusion of real life presented on stage. It aims to be an accurate representations of ordinary people in believable situations

Stanislavsky's System: created by Stanislavski and can be used to produce a naturalistic performance, which includes ***emotion memory***

Emotion memory: when the actor finds a real past experience where they felt a similar emotion to that demanded by the role they are playing. They then 'borrow' those feelings to bring the role to life

Fourth wall: the invisible wall between the audience and the actors on stage

2 - Given Circumstances

The given circumstances are the information about the character that you start off with and the play as a whole

- *How old is the character?*
- *What's their situation in the play and in relation to the other characters?*
- *Are there any notes provided about the play and its characters?*

Such notes and stage directions may not tell you everything you need to build a character but they are a starting point.

Key Vocabulary

Dialogue: the text that is spoken by the actor

3 - Characterisation Skills

Key Vocabulary

facial expression: the appearance, mood or feeling conveyed by a person's face

posture: the position a character holds themselves in when sitting or standing

gesture: a movement made by part of the body (e.g. arms, head) to convey a character's emotions

gait: a person's manner of walking

pitch: the degree of highness or lowness of the voice

pace: the speed at which someone speaks

tone: a quality in the voice that expresses the speaker's feelings or thoughts

volume: the degree of loudness or the intensity of a sound

4 – Evaluation

Evaluate your performance:

- Describe how you have used a range of performance skills and techniques in your performance.

In my performance I have used the skills of…
I chose to use these skills because…

- Identify one strength of your performance and give a reason why.

One strength of my performance was… because…

- Identify one area for improvement in your performance and give a reason why.

I would like to improve my use of… because…
I will do this in my next performance by…

English	Short Stories and Identity	Year 8	Term 4

1 – Vocabulary

perspective: the point of view in a story

first person narrative perspective: where the story is told from one person's viewpoint

third person narrative perspective: narrative written using pronouns such as 'he', 'she' and 'they'

omniscient narrator: an all-knowing narrator

theme: a 'big' idea that runs through a text, e.g. love, fear

cyclical structure: when a story ends similarly to how it began, e.g. in 'Animal Farm'

adversity: a difficult situation

empowerment: the process of being more strong and more confident

2 – Cultural Knowledge

Rabindranath Tagore: writer of 'Subha'; he was a Indian novelist and poet who won the Nobel Prize for Literature. He wrote mainly about those from underprivileged parts of society in the 'social realism' genre

social realism: a genre of writing which aims to draw attention to the real conditions of the working class or disadvantaged to criticise (argue against and challenge) power/class structures

Bengal: a region of East Asia, which is in both India and Bangladesh

caste system: the hierarchical Hindu class system

ableism: discriminatory, oppressive, abusive behaviour arising from the belief that disabled people are inferior to others

3 – Writing Effective Narratives

characterisation: developing interesting, believable characters in writing by:

- giving your characters clear motivations, dreams and desires
- give the protagonist an 'arc' – some kind of transformation
- going into detail about your character's physical world: their appearance, clothing, mannerisms, how they speak to others, etc

imagery: use of techniques that helps the reader imagine your story's 'world': metaphor, simile, personification, pathetic fallacy

in media res: when a story begins in the middle of the action

flashback: a part of a story that takes place earlier than the main part of the story

climax: the most intense and exciting part of a story

denouement: the ending of a story / final outcome

4 – Grammar: Conjunctions/Dashes for Effect

dashes add more information to a sentence (replacing brackets), e.g: *'Subha' - which tells the tale of a young Indian girl who suffers from others' prejudice - is a heart-breaking story.* **They insert a break into a sentence** (replacing brackets, colon or semi-colon) and to **emphasise the idea** after the dash, e.g.: *'The teacher demanded one thing from her students – their attention.'* They show **repetition of a word or phrase** for effect or to emphasise an idea, e.g.: *"It can't—it can't be—not—not a dragon!" she screamed.*

Conjunctions: words that help to connect together clauses (parts of a sentence)

· For, Or, And, Nor, But, So (**FANBOYS**) - used to make compound sentences

· Since, Therefore, Though, While, Which, Who—used to make a surbordinate clause/complex sentence

French | Recent Activities | Year 8 | Term 4

Trinity Academy Grammar

1 – The Perfect Tense

To form the perfect tense you need:

Part of avoir	Past participle
j'ai	joué

We form the past participle of regular –ER verbs by:

1. removing –ER from the end of the verb
2. adding '**é**' to the end of the verb

e.g. jou**er** → jou**é**

j'ai regardé	I watched
j'ai visité	I visited
j'ai joué	I played
j'ai écouté	I listened
j'ai mangé	I ate
j'ai téléchargé	I downloaded

2 – The Perfect Tense

When forming the past tense, the part of 'avoir' that we use changes, depending on who is doing the action:

j'ai	joué	I played
tu as	joué	you played
il a	joué	he played
elle a	joué	she played
on a	joué	we played
nous avons	joué	we played
vous avez	joué	you (pl) played
ils ont	joué	they (m) played
elles ont	joué	they (f) played

e.g. nous avons regardé = we watched
elle a téléchargé = she downloaded

3 – Irregular Past Participles

Some verbs have irregular past participles, which do not follow the usual pattern. This includes:

faire (to do)	→	fait
lire (to read)	→	lu
boire (to drink)	→	bu
voir (to see)	→	vu
prendre (to take)	→	pris

e.g.

J'ai fait du vélo.	I did cycling.
Il a lu un livre.	He read a book.
On a vu les monuments.	We saw the monuments.
Ils ont pris des photos.	They took some photos.
Nous avons bu du coca.	We drank coca cola.

4 – Time Expressions

l'année dernière	last year
la semaine dernière	last week
hier	yesterday
hier matin	yesterday morning
hier soir	yesterday evening
le mois dernier	last month
dans le passé	in the past

il y a ____ jours = _____ days ago

il y a <u>cing</u> jours <u>five</u> days ago

5 – Giving Opinions

To give opinions in the past tense we can use:

c'était	it was
je l'ai trouvé	I found it

très	very
un peu	a bit
assez	quite

amusant	funny
barbant	boring
divertissant	entertaining
effrayant	scary
émouvant	moving
fascinant	fascinating
génial	great
idiot	stupid
nul	rubbish
passionnant	exciting

e.g.
c'était un peu barbant
it was a bit boring

6 – The Perfect Tense With Être

Some verbs use 'être' in the past tense instead of 'avoir':

Part of être	Past participle	
je suis	allé(e)	I went
il est/ elle est	allé(e)	he/she went
nous sommes	allé(e)	we went

The verbs **aller**, **rester** and **arriver** all use être in the past tense:

je suis allé(e)	I went
je suis arrivé(e)	I arrived
je suis resté(e)	I stayed
il est arrivé	he arrived
elle est restée	she stayed

Geography | Coasts | Year 8 | Term 4

Trinity Academy Grammar

1 – What is a Coast?

Key Vocabulary

coast : the location in which the land meets the sea

- The UK's coastline is 31,360 km long because it is an island
- Some parts of the coast are sandy or rocky whilst other parts contain cliffs
- The coastline changes over time due to the geology (rock types) of the coastline
- People use the coast for many purposes such as: fishing, recreation, trade, agriculture and human settlements

2 – Waves

Key Vocabulary

fetch: The distance the wind blows over the surface of the water

swash: when a wave breaks and water is washed up the beach

backwash: When the water runs back down the beach

- Waves are created by wind blowing over the sea
- Constructive waves build up the beach and have a strong swash
- Destructive waves are much taller, cause erosion, and have a strong backwash

3 – Erosion

Key Vocabulary

erosion: is where material is taken away by the sea

abrasion: this is when pebbles grind along a rock platform, much like sandpaper

hydraulic action: is the force of river or sea eroding a cliff or river bank

- Headlands are formed as soft rock erodes leaving hard rock sticking out into the ocean
- This leaves a curved shape in the side of the coastline with no rock. This is a bay. We commonly find beaches inside these

4 – Cliff Collapse

Key Vocabulary

cliff collapse: when sections of a cliff fall away

1. Waves attack the bottom of the cliff, particularly during storms and at high tide
2. Eventually a wave-cut notch is formed
3. At the same time weathering attacks the top of the cliff. The weakened cliff is unsupported and collapses
4. The sea removes the rocks and the process restarts
5. The cliff will move back and leave a rocky platform at the base called a wave-cut platform

5 – Deposition and Transportation

Key Vocabulary

transportation: the moving of sediment

solution: dissolved chemicals in water

suspension: particles carried within the water

traction: large pebbles rolled along the seabed

saltation: a hopping or bouncing motion of particles too heavy to be suspended

longshore drift: the zigzag pattern of swash and backwash which transports sediment in the direction of the prevailing wind

deposition: the dropping of rocks when water slows

6 – Stopping Coastal Erosion

Key Vocabulary

hard engineering: man made concrete structure designed to reduce flooding and erosion

soft engineering: the use of natural materials such as sand to prevent erosion

1) Hard engineering are effective at protecting cities and reducing flooding. However, they are costly
2) Soft engineering where sand is added to a beach or trees are planted. These are low cost but they are not as effective as hard engineering

Modern History | First World War | Year 8 | Term 4

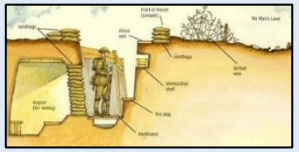
1 – Causes of the First World War

alliance: an agreement to be on the same side
imperialism: the desire for a bigger empire
militarism: anything related to the army
nationalism: the belief that your country should be independent

- The First World War started in 1914 and was fought between two alliances – the Triple Entente and the Triple Alliance
- Triple Entente included: Britain, France and Russia
- Triple Alliance included: Germany, Austria-Hungary and Italy.
- The 4 long-term causes of the conflict were: militarism, alliances, imperialism, and nationalism
- The event that triggered WW1 was the assassination of Austrian Archduke Franz Ferdinand by a terrorist gang in Serbia

2 – Fighting the War

stalemate: when neither side is winning
trench: a long narrow ditch
defence: to protect
offensive: an attack



- By winter of 1914 the conflict had reached a stalemate
- Germany first dug into trenches at the Battle of the Marne
- The land between the trenches was called 'No Man's Land'
- The conditions in the trenches were unbearable. Lice, rats and trench foot caused diseases
- Trenches caused a stalemate because they were good to defend but made it hard to attack
- Over 2.5 million soldiers from Britain's colonies fought. The largest group were from India who sent 1.5 million soldiers

3 – Weapons

artillery: Very large guns that can shoot explosives a long distance

- The industrial revolution had developed new, more dangerous weapons that were quicker to make, use and caused more damage
- Machine guns were a new weapon that could quickly fire bullets quickly without the need to reload
- Chlorine gas and mustard gas were both used
- The British were the first country to build tanks and they were first used at the Battle of the Somme inn 1916
- These new weapons caused lots of injuries and meant trenches were used for protection

4 – The Battle of the Somme

casualties: soldiers who are injured or killed

- The Battle of the Somme started on 1st July 1916
- The aim was to distract German soldiers away from Verdun, where France were struggling against German attacks
- The British fired an artillery bombardment on the German trenches for seven days
- The British suffered 57,000 casualties on the first day. It remains the worst day in British military history
- The Somme lasted from July to November 1916

5 – America Enters the War

isolationist: to keep yourself separate from others. This stopped America from becoming involved in the war
U Boat: German term for submarines

- In May 1915, a British ship called the Lusitania was torpedoed by Germany killing 128 American passengers. This angered America
- America joined in 1917 after a telegram called the Zimmerman Telegram showed Germany trying to get Mexico to attack America to stop them entering the war In Europe
- In April 1917, America declared war on Germany. They joined the war on the side of the Triple Entente

6 – Armistice

armistice: an agreement to stop fighting

- In Spring 1918 American soldiers arrived in France, causing the Germans to lose the First World War
- An armistice was signed at 11 0'clock on the 11th November 1918
- In 1919 a document called the Treaty of Versailles was signed by Britain, France and America
- The Treaty punished Germany. It made them: pay £6.6 billion, keep only 100,000 soldiers, keep only 6 battleships hand over their colonies
- This treaty was overly harsh on Germany

Literacy B	Spelling Rules – Homophones	Year 8	Term 4

Week 1: are/our

our: belongs to us (two or more people)
*e.g. We bought **our** first house.*

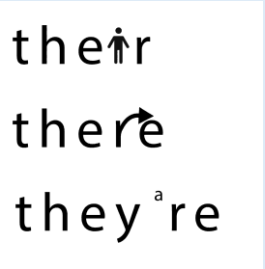
are: state of being
*e.g. We **are** driving a car.*

Week 2: there/their/they're

their: belonging to a person
e.g. Their car

there: a place
e.g. over there.

they're: shorter 'they are'
e.g. They're watching.



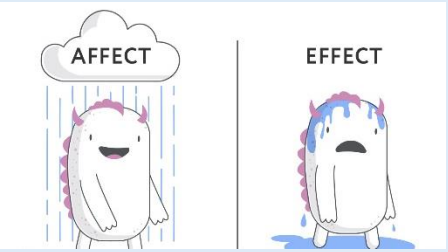
Week 3: witch/which

which: used when asking a question
e.g. which one should I wear?

witch: a person with magic powers
e.g. The witch stirred her cauldron.

Week 4: affect/effect

affect: a verb meaning something has changed (the action)
e.g. The weather might affect the barbeque.



effect: a noun meaning change (the result)
e.g. I added an effect to my picture.

Week 5: then/than

then: relating to time.
e.g. You need to apologize, and then you can come back in.

than: a comparison.
e.g. Billy liked the movie more than the book.

Week 6: here/hear

here: a place or location
e.g. I am over here.

hear: listening
e.g. I can hear you.

Mathematics	Developing Number	Year 8	Term 4

Those topics highlighted in yellow also appear in Science, Geography or Technology

1 – Sequences

sequence: a succession of terms formed according to a rule

9, 18, 27, 36, 45…

+9 +9 +9 +9

term to term rule: lets you find the next term in a sequence Example add 9

linear sequence: a number pattern which increases (or decreases) by the same amount each time.

ascending: to go up

descending: to go down

2 – Indices

Key Vocabulary

index: a number that tells you how many times to multiply the number by itself

$4^3 = 4 \times 4 \times 4$

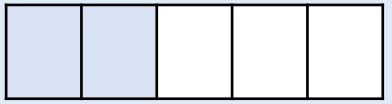
base: the number that is being powered

indices: the plural of index

3 – Fractions

numerator: number of pieces

$\frac{2}{5}$



denominator: total number of pieces

percent: a fraction out of a hundred.

equivalent: the same value. e.g. 0.1 = 10%

Tenth = $\frac{1}{10}$ = 0.1 = 10% Hundredth = $\frac{1}{100}$ = 0.01 = 1%

4 – Percentages

Key Vocabulary

percentage: a fraction out of 100

% is the symbol used to represent a percentage

increase: to make an amount bigger. The new amount will be greater than 100%

decreasing: to make an amount smaller. The new amount will be less than 100%

multiplier: a number used to calculate a percentage

e.g. Calculating 50 x 0.46 will find 46%

0.46 is the multiplier

5 – Ratio (Term 1 Recap)

ratio: a part to part comparison

The ratio of a to b is written as a:b

parts: you say the ratio 2:5 as "two to five"

This means for every 2 parts of one thing, there are 5 of another

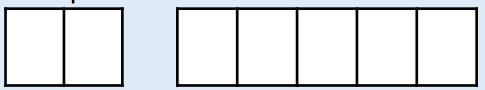
" : " is called a **colon**

unit ratio: in the form 1:n

example: 1:5

In ratios, all parts are of equal size

example: 2:5



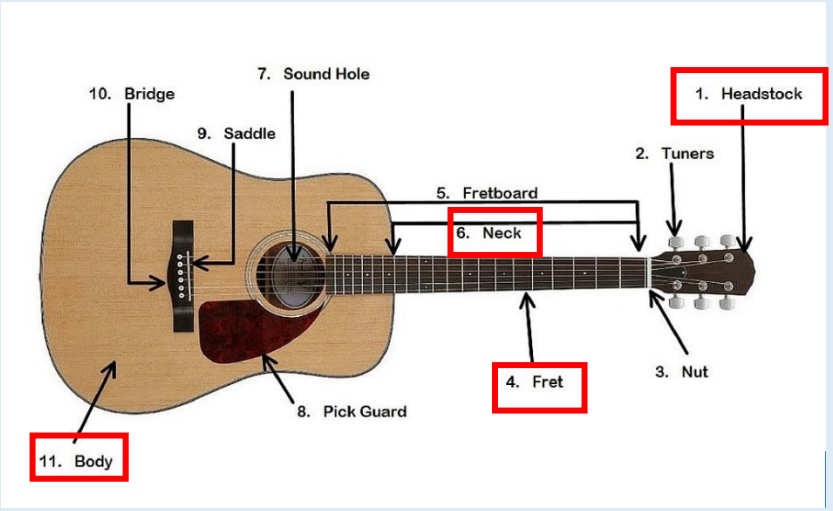
proportion: when two ratios or fractions are equal

6 – 12 Times Table

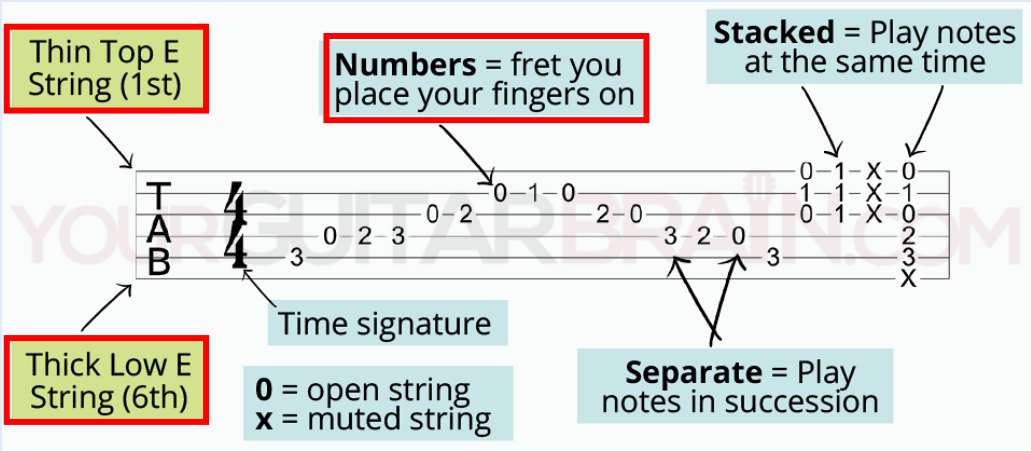
1 x 12 = 12	7 x 12 = 84
2 x 12 = 24	8 x 12 = 96
3 x 12 = 36	9 x 12 = 108
4 x 12 = 48	10 x 12 = 120
5 x 12 = 60	11 x 12 = 132
6 x 12 = 72	12 x 12 = 144

Music	Hooks & Riffs	Year 8	Term 4

1 – The Guitar



2 – Tablature



3 – Key Vocabulary

Key Vocabulary:

lyrics: the words of a song

hook: the 'catchy' section of a song which the listener will remember. Can be melodic, rhythmic or lyrical

riff: a repeated musical pattern usually used in the intro or instrumental sections. Can be melodic or rhythmic

melody: the main tune of the song, sung by the lead singer

counter-melody: a second melody which will play with the original melody to add variation

texture: the different layers of sound

4 – Lead Sheet, Notation and Arrangements

Key Vocabulary:

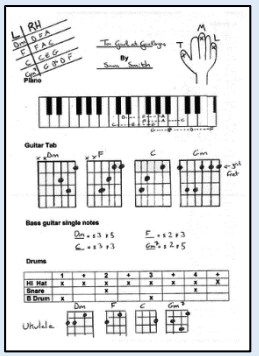
lead sheet: a form of notation which only contains the essential elements including the riff, lyrics, chords and bass line

cover: a new performance, remake or recording by someone other than the original artist

arrangement: a piece of music which has been changed to work with different performers and instruments

full score: when all parts are written meaning no interpretation. Usually used in classical music

lead sheet



PE	Handball	Year 8	Term 4

1 – Dribbling

Key Vocabulary

3 steps: the maximum number of steps you can take when holding the ball

pivot: to turn to face a different direction without taking your foot off the floor

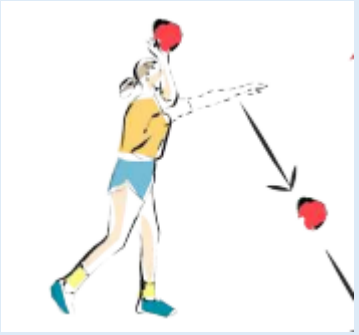
- dribbling the ball- finger tips, head up, snap with wrist
- 3 steps with the ball before shooting of passing
- 3 seconds with the ball when standing still

2 – Passing & Receiving

Key Vocabulary

'w' grip: how to grip the ball when catching it

bounce pass: a pass that bounces on the floor once before reaching a teammate

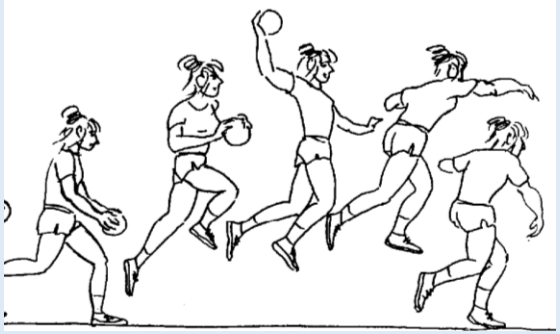


3 – Shooting

Key Vocabulary

jump shot: more effective shot to increase the likelihood of scoring

accuracy: the precise placement of something



4 – Defending

Key Vocabulary

intercept: to stop something in progress

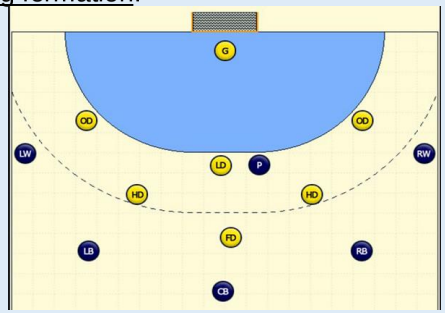
reaction time: the time taken to respond to something

5 – Attacking Phase of Play

Key Vocabulary

pivot: an attacking player who travels along the opponent's crease

Attacking formation:



6 – Defending Phase of Play

Key Vocabulary

formation: the positional placement of players

Defensive formation:

PE	Table Tennis	Year 8	Term 4

1 – Set up, Grip, Stance and Rally

Key Vocabulary

pistol grip: the correct positioning of the hands on the bat

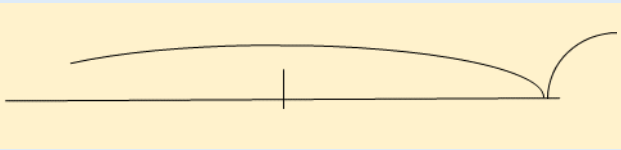
stance: the position you stand in ready to rally.

- feet shoulder-width apart
- low, knees bent
- balls of feet
- ready, anticipation

2 – Backhand

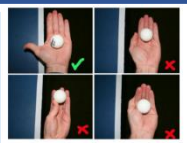
Key Vocabulary

Pathway : the direction and distance the ball moves



The ball pathway when playing a backhand shot should pass low over the net and land deep towards the back of the table. Height = time

3 – Serve



Key Vocabulary

backhand serve:

- Stand with knees slightly bent
- Slightly side on to the table (to allow for backswing)
- As the ball drops strike the ball with the bat angled towards the table.

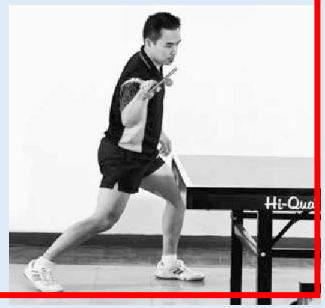
forehand serve:

- Face sideways with shoulder pointing towards target
- As the ball drops strike the ball with the bat angled towards the table.
- Finish with bat pointed towards opponent

4 – Forehand

Key Vocabulary

forehand drive: an attacking shot used to attack the opponent. This shot has more depth and passes lower over the net



5 - Tactics to Overcome an Opponent

Key Vocabulary

tactics: an action or strategy carefully planned to achieve an specific outcome

Recognising your opponents weakness:
Identify your opponents weakest shot (e.g. backhand)
Aim to hit the ball so that your opponent is forced to return using a weak shot

6 – Rules and Regulations

Key Vocabulary

let: when serving, if the ball hits the net and goes over, hitting the opponents side, the serve must be repeated

doubles: Every two serves, the previous receiver becomes the new server and the partner of
the previous server becomes the receiver

PE	Football	Year 8	Term 4

1 – Dribbling

Key Vocabulary

control: the ability to manage a moving object

side step: stepping one way and taking the ball in the opposite direction

2 – Passing

Key Vocabulary

through ball: passing the between two opponents to a teammate

Techniques for a lofted pass:

- Non-kicking foot by the ball
- Lean body back
- Striking foot to get under the ball
- Arms out for balance

3 – Receiving

Key Vocabulary

scan: looking behind and around for space and players

shielding: protecting the ball from being taken

Using **muscular strength** to keep the ball from the defender by placing the body between the defender and the ball, in a side on position.

4 – Defending

Key Vocabulary

steal: gaining possession of the ball from the opponent

timing: a particular point to take tackle the opponent

5 – Shooting

Key Vocabulary

power:

lob: looping the ball over the goalkeeper into the goal

Teaching points for shooting**:**

- Land on your striking foot for more power
- Inside of the foot for more control and when closer to goal
- Laces for more power when further out
- Aim to place the ball in the corners of the goal

6 – Positional Play

Key Vocabulary

unit: several players linked together

counter-attack: moving the ball up the pitch quickly having won possession

RS	Hinduism	Year 8	Term 4

1 – The Four Aims of Life

Key Vocabulary

dharma: someone's duty and purpose in life

kama: the Sanskrit word for love, desire and pleasure

artha: prosperity and the pursuit of wealth

moksha: the ultimate aim in life; to be free from the cycle of life, death and rebirth

- All Hindus believe that the purpose of life is to achieve four aims: dharma, kama, artha and moksha.
- By working towards these aims, Hindus believe that they will be good people and be living a good life.

2 - Karma

Key Vocabulary

karma: the idea that actions have consequences

reincarnation: being reborn into a new body in the next life

- Hindus believe that their good actions in life give them good karma; whereas their bad actions take away karma
- Hindus believe that, if they can gather good karma, then they can achieve a better reincarnation in the next life
- Hindus see karma as a way of explaining why bad things sometimes happen. E.g. they might see suffering as a punishment for bad karma in a previous life

3 – The Cycle of Life

Key Vocabulary

reincarnation: being reborn into a new body in the next life

samsara: the cycle of life, death and rebirth

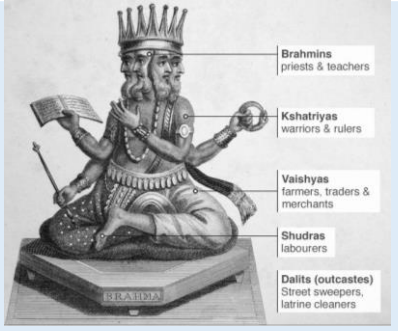
atman: an eternal piece of Brahman which lives inside every living thing

- In Hinduism, all life goes through birth, life, death and rebirth. This is known as the cycle of samsara
- It is the atman which moves onto the next body in the next life.
- Hindus see the body as an empty shell after death
- The quality of the rebirth depends on the amount of karma that a person has accumulated
- Hindus believe that you can be reborn as a human or an animal

4 – The Caste System

Key Vocabulary

caste: a group within Hindu society



- There are four main traditional castes and thousands of subgroups
- Hindus believe they are born in a caste, based on their karma in their previous life, and this caste cannot change until the next life
- Traditionally, the group a Hindu is born into can decide what jobs they get and what their duties in life are

Science	Enzymes, The Carbon Cycle and Energy	Year 8	Term 4

B1 – Digestion

Key Vocabulary

enzyme – a biological catalyst

monomer – a molecule that can bond to other identical molecules to form a polymer

polymer – a large molecule that consists of many smaller repeating units called monomers

digest – to break something down

small intestine – where food molecules are absorbed into the blood

large intestine – where water molecules are absorbed into the blood

C1 – The Atmosphere

Key Vocabulary

atmosphere – the gases surrounding a planet

composition – what something is made up of

respiration – a process that provides organisms with energy. Glucose + oxygen → carbon dioxide + water

combustion – a process of burning fuels in the presence of oxygen. Fuel + oxygen → carbon dioxide + water

photosynthesis – a process which plants use to produce glucose. Carbon dioxide + water → glucose + oxygen

P1 – Energy Stores

Types of Energy Stores:

thermal - stored in hot objects

kinetic – stored in moving objects

electrostatic - stored in charged materials

gravitational potential – stored in objects that are high up

chemical – stored in chemical bonds (e.g. food, batteries)

elastic potential – stored in stretched or compressed materials (e.g. spring, balloons)

magnetic – stored in magnetic fields around magnets

B2 – Enzymes

Key Vocabulary

Polymer	Enzyme	Monomer	Monomer uses
carbohydrates	carbohydrase	sugar	energy
proteins	protease	amino acids	growth and repair
lipids	lipase	glycerol and fatty acid	energy and insulation

plant carbohydrates – polymers made of the monomer glucose

examples of plant carbohydrates: starch, cellulose and sucrose

C2 – Climate Change

Key Vocabulary

climate – the weather conditions in an area, or over a period of time

enhanced greenhouse effect – a process in which the average temperature of a planet increases due to the atmosphere absorbing radiation from the sun

deforestation – clearing a large area of trees

fossil fuel - non-renewable fuels that form, over millions of years, from the remains of living organisms under high pressure, e.g. coal or gas

effect – a change which is the result of something else

emit – to release

P2 – Energy Transfers

Key Vocabulary

conduction - process where thermal energy is directly transferred through a material

radiation process where thermal energy is transferred through the emission of waves/particles through space or a substance

convection - process where thermal energy is transferred through the bulk movement of fluids, e.g. liquids or gases

insulation – a process that in which thermal energy cannot transfer

efficacy – how effective something is

conservation – to keep the same

dissipate – to be lost to the surroundings

Weekly Wellbeing	Drugs and Alcohol	Year 8	Term 4

Trinity Academy Grammar

1 – Impact of Energy Drinks

Key Vocabulary

energy drink: a drink which gets its energy from glucose or added ingredients

- energy drinks have a high sugar content
- drinks that are high in sugar are often high in calories
- having too many calories can make you more likely to gain weight.
- some energy drinks also contain caffeine
- caffeine is a stimulant. Drinks containing caffeine can temporarily make us feel more alert or less drowsy
- caffeine affects some people more than others, and the effect can depend on how much caffeine you normally consume
- checking the nutrition labels on drinks can help you make healthier choices

2 – Medicinal and Recreational Drugs

Key Vocabulary

medicinal: something with healing properties

recreational: something done for enjoyment

- simple painkillers and remedies an be bought directly from supermarkets and other stores
- prescription-only medicines, such as antibiotics, must be prescribed by a qualified health professional
- medicinal and recreational drugs can change the way the brain works. This effect will vary depending on the type of drug being taken, the person and the environment
- there are four categories of recreational drugs: analgesics (heroin), depressants (alcohol), stimulants (cocaine), and hallucinogens (LSD)

3 – Impact of Alcohol

alcohol: the intoxicating element of wine, beers or other alcoholic drinks

- alcohol misuse is when you drink in a way that's harmful, or when you're dependent on alcohol
- to keep health risks from alcohol to a low level, both men and women are advised not to regularly drink more than 14 units a week
- a unit of alcohol is 8g or 10ml of pure alcohol, which is about:
- half a pint of lager/beer/cider
- a single small shot measure (25ml) of spirits

Risks of Alcohol Misuse

- violent behaviour and being a victim of violence
- accidents and injuries requiring hospital treatment
- serious health problems
- social problems for some people, such as unemployment, divorce and homelessness

4 – Impact of Nicotine and E-Cigarettes

- smoking is one of the biggest causes of death and illness in the UK
- every year around 78,000 people in the UK die from smoking
- smoking causes around 7 out of every 10 cases of lung cancer
- second-hand smoke comes from the smoke that the smoker breathes out
- breathing in second-hand smoke, also known as passive smoking, increases your risk of getting the same health conditions as smokers
- E-cigarettes are devices that allows you to inhale nicotine in a vapour rather than smoke
- E-cigarettes do not burn tobacco and do not produce tar or carbon monoxide.
- using an e-cigarette is known as vaping
- they're not completely risk free, but they carry a small fraction of the risk of cigarettes

Revision Strategies

Term 4

Look

Look at the information carefully.
Read it three times.
It may help to say it as you read it.

Cover

Cover it with your hand or a piece of paper.

Write

Write it out, from memory.

Check

Check what you have written matches the information exactly.
Have you got it correct?
If so, tick your work to show it is correct.

Correct

If it doesn't match exactly, use your purple pen to correct it.
Repeat the steps above.
If you get 100% correct, move on to the next piece of information.

Flash Cards

If you choose to make flashcards to help you revise, don't forget our top tips.

1. On one side of the card, write the question clearly
2. On the other side of the card, write the answer you want to remember
3. Only put one question on each flashcard
4. Test yourself regularly, until you can't get the answers wrong

Scan the QR code to access a short video on how to use your flashcards more effectively.