



Huish Episcopi Academy
The best in everyone™
Part of United Learning

Knowledge Organisers

Year 8

Spring Term B

Name:

Tutor Group:

Respect

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Ambition

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Resilience

Huish Episcopi Academy Year 8 English Knowledge Organiser – Noughts and Crosses

KEY VOCABULARY	
1	Racism when a person is treated worse, excluded, disadvantaged or degraded because of their race or ethnicity.
2	Segregation The official practice of keeping people apart, usually people of different sexes, races, or religions.
3	Oppression A cruel or unjust use of authority or power
4	Division The act of separating something into parts or groups.
5	Colonisation The act of taking control of an area or a country that is not your own, especially using force, and sending people from your own country to live there.
6	Privilege A special advantage or right possessed by an individual or group.
7	Inclusion The act of including someone or something as part of a group.
8	Prejudice An unfair feeling of dislike for a person or group because of race, sex, religion, etc.
9	Activism The process of campaigning in public or working for an organization in order to bring about political or social change.
10	Discrimination Unfair treatment of people and groups based on characteristics such as race, gender, age, or sexual orientation

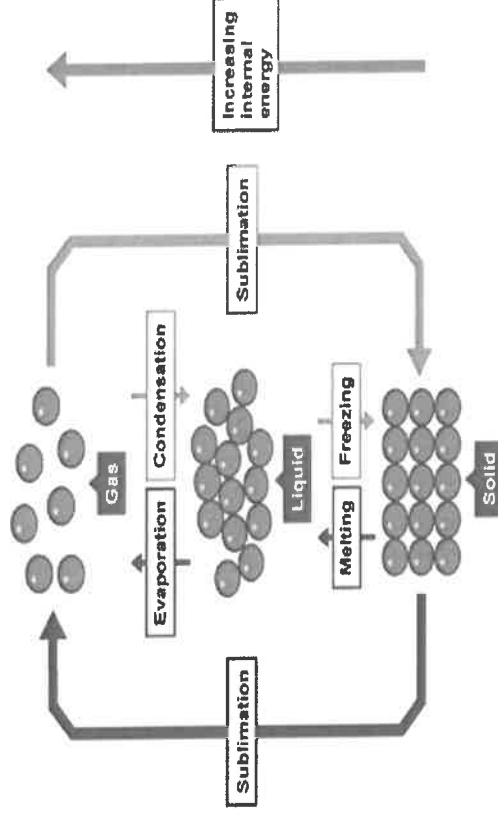
KEY TERMINOLOGY	
11	Paradox A paradox is a statement, concept, or idea that is self-contradictory.
12	Stage Directions Instructions written into the script of a play, indicating stage actions, movements of performers, or production requirements e.g. set design or staging.
13	Characterisation A device in which in an author builds up a character in a narrative.
14	Soliloquy when a character in a play speaks directly to the audience, expressing their inner thoughts.
15	Cyclical Structure When the writer links the ending of the text back to the beginning.
16	Dramatic Irony A situation in which the audience or reader has a better understanding of events than the characters in a story do.
17	Dual narrative A story that is told from two different perspectives.

KEY CONTEXT	
18	Marjorie Blackman drew on her own experiences as a black British woman.
19	Segregation was banned in the USA in 1964 due to the Civil Rights Act.
20	The Race Relations Act 1965 was the first law in the UK to address the prohibition of racial discrimination.

Matter Key terms	
1	Atmosphere The layers of gases surrounding our planet.
2	Brownian motion The random movement of particles due to collisions with other particles in a fluid
3	Compress Push into a smaller space – e.g. when gases are compressed, the particles are pushed closer together
4	Concentration The mass of dissolved substance per unit volume of solvent
5	Condensation Changing state from a gas to a liquid
6	Density Rising hot air or liquids due to lower densities as there is more space between the particles
7	Diffusion The passive movement of a substance from an area of high concentration to an area of low concentration because of Brownian motion
8	Evaporation Changing state from a liquid to a gas
9	Fluid Any material that can flow e.g. liquids, gases
10	Pascal Unit for pressure. $1P = 1N/m^2$
11	Pressure Force exerted over an area
12	Upthrust Upwards force exerted by a liquid on an object floating in it

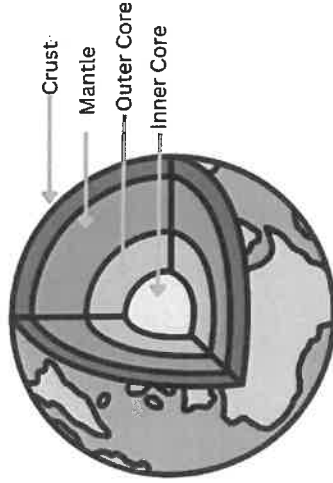
Matter

$$\text{density} = \frac{\text{mass}}{\text{volume}}$$



Huish Episcopi Academy Year 8 Knowledge Organiser 8CM MATERIALS AND THE EARTH

1. STRUCTURE OF THE EARTH	
1	Crust Top layer of the Earth that is relatively thin and rocky
2	Mantle Thickest layer made from molten rock that can flow
3	Outer core Made from liquid nickel and iron
4	Inner core Centre of the Earth made from <u>solid</u> nickel and iron



3. TYPES OF ROCK	
1	Sedimentary A soft and porous rock. Made of broken remains of other rocks by weathering, which are joined together. Contains layers and fossils.
2	Igneous A hard rock made from molten rock that has cooled and solidified. Does not contain fossils. Contains crystals.
2a	Intrusive igneous rock Igneous rock formed inside the Earth. Cools slowly and contains large crystals.
2b	Extrusive igneous rock Igneous rock formed outside the Earth. Cools quickly and contains small crystals.
3	Metamorphic Formed from high heat and pressure acting on other rocks. Contains distorted layers and crystals.

4. THE ROCK CYCLE	
1	Weathering and erosion Weathering breaks down rocks on the surface of the Earth
2	Transportation and deposition Rivers and streams transport rock particles to other places. Rock particles are deposited in lakes and seas
3	Sedimentation Rock particles form layers in lakes or seas
4	Compaction and cementation Pressure from the above layers compresses the layers and causes particles to cement together
5	High temperature and pressure Rocks underground get heated and put under pressure, and are changed into metamorphic rock
6	Melting Rocks underground that get heated so much they melt and turn into magma. Some reaches the surface as lava and cools quickly to form extrusive rock
7	Slow uplift to the surface Some magma rises slowly cooling slowly within the earth to form intrusive rock

2. COMPOSITION OF THE ATMOSPHERE	
1	Gas Percentage (%)
2	Nitrogen 78
3	Oxygen 21
4	Other gases e.g. carbon dioxide 1



UNIT NUMBER 1 God and the Problem of evil	
1	<p>God of Classical Theism</p> <p>The idea of God as the ultimate creator with unlimited power and knowledge.</p>
2	<p>Omnipotent</p> <p>All-powerful; nothing is beyond God's ability.</p>
3	<p>Omnibenevolent</p> <p>All-loving; God is loving and entirely 'good'.</p>
4	<p>Omniscient</p> <p>All-knowing; God knows the past, present and future.</p>
5	<p>Omnipresent</p> <p>God is everywhere at all times.</p>
6	<p>Transcendent</p> <p>God exists outside of the laws of space and time.</p>
7	<p>Problem of Evil</p> <p><i>"If God is omnipotent and omnibenevolent, why do evil and suffering exist?"</i></p> <p>- EPICURUS</p>
8	<p>Life as a test theodicy</p> <ul style="list-style-type: none"> · An OT story about a man tested by Satan e.g. children died, diseased. · Job comes to accept God's infinite wisdom and humans cannot 'explain' evil.
9	<p>Free will Theodicy</p> <ul style="list-style-type: none"> · God created a "good" world for humans. · It is through our free-will that we choose to sin and cause harm.
10	<p>Soul-making Theodicy</p> <ul style="list-style-type: none"> · Aquinas' Theodicy: · We were made Imago Dei, not perfect. · Evil/suffering develops empathy and faith, making us 'heaven-worthy'.

UNIT NUMBER 2 The existence of God	
1	<p>The Design Argument</p> <p>Evidence of design in the world suggests that God does exist.</p>
2	<p>William Paley's Watch Analogy</p> <p>If a person finds a watch with it's finely-tuned components, they conclude it must have a designer– the same applies to our universe.</p>
3	<p>Brute Fact</p> <p>J.L. Mackie– The universe does not need explaining– it just 'is'.</p>
4	<p>Multiverse Theory</p> <p>There are many possible universes, reducing the unlikelihood of creating this one.</p>
5	<p>Imperfect Design</p> <p>This world is not 'finely-tuned' or 'perfect' e.g. natural disasters.</p>
6	<p>Cosmological Argument</p> <p>Aquinas' argument for the existence of God as God is the cause of the universe.</p> <ul style="list-style-type: none"> · Everything that exists has a cause. · The universe exists. · The universe must have a cause.
7	<p>God of Classical Theism</p> <p>The Cosmological Argument does not prove an omnibenevolent, omniscient, omnipotent and omnipresent God.</p>
8	<p>Occam's Razor</p> <p>The simplest explanation is that the universe formed ex nihilo without cause.</p>

UNIT NUMBER 3 Religious Experience	
1	<p>Religious Experience An experience which has a religious meaning for the person who experienced it.</p>
2	<p>Bernadette of Lourdes A young French girl who had visions of Virgin Mary with a yellow rose on each foot-- now Lourdes is a pilgrimage site.</p>
3	<p>Passive The experience is uncontrollable.</p>
4	<p>Ineffable The experience is indescribable.</p>
5	<p>Noetic The experience brings knowledge.</p>
6	<p>Transient The experience is temporary.</p>
7	<p>Contradictions People from all religions have religious experiences: can they all be correct?</p>
8	<p>Scientific Causes Natural explanations such as hallucinations may be more likely than a supernatural cause.</p>
9	<p>Principle of Credulity We should believe that things are as they seem to be, until we have evidence that we are mistaken.</p>
10	<p>Principle of Testimony It is reasonable to trust other people's reports about their religious experiences.</p>

General Key Terms	
Atheism	Disbelief or lack of belief in the existence of God.
Agnosticism	The belief that nothing can be known about God's existence.
Empirical evidence	Evidence for something based on observation or experience.
Fallacy	A mistaken belief, especially one based on unsound arguments.
Analogy	A comparison between things that have similar features to help explain an idea.

Huish Episcopi Academy Year 8 History Knowledge Organiser – Rule Britannia

Key Terms		Key Terms	
1	Empire	One country which rules over other countries	
2	Colony	A country in the empire of another country	
3	Imperialism	The belief in building an empire	
4	Indigenous	People native to a place	
5	Transatlantic	Movement across the Atlantic Ocean	
6	Native American	The indigenous people of North America	
7	Algonquin	A native American tribe	
8	Transportation	The movement of convicts to another country	
9	Servitude	Forced and unpaid labour	
10	Plantation	A farm	
11	Missionary	A Christian who wants to spread their religion to another place	
12	Emigrate	To leave a country	
13	Origin	Who created a source	
14	Purpose	Why a source was created	
15	Nature	What a source is	
Key Individuals			
16	Middle Passage	The journey across the Atlantic Ocean	
17	Subjugate	To exert control over someone	
18	Convict	A criminal	
19	Nationalism	The belief that your country and its people are superior	
20	Abolitionist	Someone who campaigns for something to be banned	
21	Interpretation	A historian's informed opinion	
22	The Enlightenment	A period of new ideas in the 17 th and 18 th centuries	
23	Emancipated	Freed	
24	William Wilberforce	MP and leader of the abolitionists	
25	Adam Smith	Philosopher of the Enlightenment who believed in a free market economy	
26	Edward Colston	A Bristol merchant	
27	Olaudah Equiano	An emancipated abolitionist	
28	Thomas Clarkson	An abolitionist who campaigned in Bristol	
29	Hannah More	A Bristol abolitionist and poet	
30	Nanny the Maroon	A Jamaican rebel and military leader	

Huish Episcopi Academy Year 8 Geography Knowledge Organiser Unit 4 Topic East Africa

1. What is East Africa like?	
1	Relief The shape of the land surface and it's height above sea level.
2	Megacity A very large city with a population of over 10 million people

2. Where do people live?	
1	Population density the number of people who live within 1 km ² .
2	Population distribution how many people are spread out over an area

3. Rivers in East Africa	
1	Deposition When a river loses energy so drops it's load
2	Load The material which the river is transporting.
3	Delta Formed where layers of sediment are deposited at river mouths.
4	Distributaries A smaller river channel created where a river splits, often to form a delta.

4. Agriculture in East Africa	
1	Irrigation Addition of water to farmland by artificial means
2	Agriculture Farming

5. Dams	
1	Hydro-electric power The use of fast flowing water to turn turbines which produce electricity.
2	Conflict When people disagree over an issue which can lead to war

6. Techtonics	
1	Constructive margin Where tectonic plates move apart and new land is created.
2	Rift valley Steep-sided valley formed by the sinking of land between two faults or cracks caused by plate movements.

7. Climate of East Africa	
1	Precipitation Any form of water falling from the sky.
2	Climate The average weather conditions over longer periods of time

8. Trade	
1	Trade The exchange of goods and materials between countries
2	Imports Goods brought into a country.
3	Exports Sending goods to another country for sale
4	Trade deficit Cost of imports is greater than the money obtained from exports
5	Trade surplus Money from exports is more than the money made from imports

Adverbios	
1	-mente Usually means-ly in English
2	Rapidamente Quickly
3	Lentamente Slowly
4	Con cuidado Carefully
5	De prisa In a hurry
6	De mala gana Unwillingly
7	Felizmente Happily

¿Cómo es tu rutina diaria?: What is your daily routine like?	
1	A las siete At seven o'clock
2	De la mañana a.m
3	De la tarde p.m
4	Me gustaría acostarme I would like to go to bed
5	Más temprano earlier
6	Más tarde later
7	Tengo que levantarme I have to get up
9	Suelo ducharme I usually have a shower

Mi Rutina Diaria	
1	Me despierto I wake up
2	Me levanto I get up
3	Me ducho I have a shower
4	Me baño I have a bath
5	Me visto I get dressed
6	Desayuno I have breakfast
7	Almuerzo I have for lunch
8	Ceno I have for supper
9	Me peino I comb my hair
10	Me lavo / me cepillo los dientes I brush my teeth
11	Me maquillo I put on make -up
12	Me afeito I shave
13	Hago mis deberes I do my homework
14	Salgo de casa I leave the house
15	Vuelvo a casa I return home
16	Me acuesto I go to bed
17	Me duermo I fall asleep

¿Tienes una vida sana?	
1	Hay que +infinitive You have to
2	Se debe +inf. You must
3	Se debería +inf. You ought to
4	Tengo que +inf. I have to
5	Suelo +infinitive I usually
6	Me gustaría ser más/menos...

Mi vida sana	
1	(mal)sano (un)healthy
2	saludable healthy
3	rico delicious
4	sabroso tasty
5	asqueroso disgusting
6	Fumar To smoke
7	Beber alcohol To drink alcohol
8	Tomar droga To take drugs
9	Probar To try
10	nocivo harmful
11	perjudicial harmful
12	dañino harmful
13	dañar To injure/harm
14	Hacer daño a To hurt
15	Perjudicar To damage/harm
16	Creo que I think that
17	(des)afortunadamente (un)fortunately

Mi Vida Sana	
1	Comer cinco porciones de fruta y verduras To eat 5 portions of fruit and veg a day
2	Dormir ocho horas To sleep eight hours
3	Hacer ejercicio To exercise
4	Beber ocho vasos de agua To drink eight glasses of water
5	Evitar el estrés To avoid stress
6	Los hábitos buenos/malos Good/bad habits
7	La comida basura Junk food



1. Comment est ta routine ?

1	Je me lève	I get up
2	Je me lave	I have a wash
3	Je me brosse les dents	I brush my teeth
4	Je me douche	I shower
5	Je prends le petit-déjeuner	I have breakfast
6	Je vais au collège (à pied / en bus / en voiture)	I go to school (by foot/ on the bus/ by car)
7	Je quitte le collège	I leave school

2. Que changerais-tu au sujet de ta routine ?

1	Je changerais beaucoup/peu	I would change a lot/little
2	Je voudrais (+infinitive)	I would like
3	Je voudrais pouvoir (+infinitive)	I would like to be able
4.	Me lever	To get up
5	Me coucher	To go to bed
6	Manger	To eat
7	Aller au collège	To go to school
8	Rentrer chez moi	To return home
9	Avoir plus de temps au lit	To have more time in bed
10	Avoir plus de temps chez moi	To have more time at home
11	Avoir plus de temps au collège	To have more time at school

3. Qu'est-ce que tu as fait hier ?

1	Je me suis levé(e) à	I got up at...
2	Je me suis douché(e)	I showered
3	J'ai pris le petit-déjeuner	I had breakfast
4	J'ai mangé (des céréales/ du pain grillé)	I ate (cereal/toast)
5	Je suis allé(e) au collège	I went to school
6	J'ai bavardé avec mes amis	I chatted with my friends
7	J'ai étudié au collège	I studied at school
8	J'ai joué au foot/sur mon portable/aux jeux vidéo	I played football/ on my phone/ video games
9	J'ai préparé le dîner	I prepared/made dinner
10	J'ai regardé la télé	I watched television
11	J'ai écouté de la musique	I listened to music

4. Time and time expressions

1	Après ça	After that
2	Puis	Then
3	Ensuite	Then/next
4	Plus tard	Later
5	À ... heures	At ... o'clock
6	À ... heures et demie	At half past ...
7	À ... heures et quart	At quarter past ...
8	À ... heures moins le quart	At quarter to ...
9	C'était	It was

5. Es-tu en forme ?

1	Je suis en bonne forme	I'm fit/healthy
2	Je suis sain(e)/en bonne santé	I am healthy
3	Je ne suis pas en forme	I'm not fit
4	Je ne suis pas sain(e)/en bonne santé	I'm not healthy
5	Je bois de l'eau	I drink water
6	Je bois des boissons gazeuses	I drink fizzy drinks.
7	Je (ne) mange (pas) sainement	I (don't) eat healthily
8	Je mange des sucreries	I eat sweets
9	Je mange du chocolat	I eat chocolate
10	Je mange des légumes	I eat vegetables
11	Je mange des fruits	I eat fruit
12	J'adore manger du fast-food	I love eating fast food
13	Tous les jours	Every day
14	De temps en temps	From time to time
15	Tout le temps	All the time
16	Rarement	Rarely
17	Ne...jamais	Never
18	Je fais de l'exercice	I exercise
19.	Je (ne) suis (pas) actif/active	I am (not) active

6. Qu'est-ce que tu vas faire pour rester en forme ?

1	Je vais (+infinitive)	I'm going
2	Je dois (+infinitive)	I have to/must
3	Je peux (+infinitive)	I can
4	Je veux (+infinitive)	I want
5	Manger sainement	To eat healthily
6	Manger moins de	To eat less/fewer
7	Boire plus de	To drink more
8	Faire du sport	To do/play sport
9	Faire de l'exercice	To exercise
10	Être plus actif/active	To be more active
11	Dormir plus	To sleep more

7. Opinions

1	C'était...	It was...
2	Fatigant	Tiring
3	Sain	Healthy
4	Malsain	Unhealthy
5	Amusant	Fun
6	Énergisant	Energising



Huish Episcopi Academy Year 8 Knowledge Organiser Term 3 GERMAN Daily Routine 3.1

Adverben	
1	plötzlich suddenly
2	schnell quickly
3	langsam slowly
4	vorsichtig carefully
5	in Eile in a hurry
6	unfreiwillig unwillingly
7	glücklich happily

Um wieviel Uhr stehst du auf? : What time do you get up?	
1	um sieben Uhr at seven o'clock
2	morgens in the mornings
3	nachmittags In the afternoons
4	Ich möchte ins Bett gehen I would like to go to bed
5	früher earlier
6	später later
7	Ich muss mich aufstehen I have to get up
9	Normalerweise gehe ich duschen I usually have a shower

Meine Routine		
1	Ich wache auf	I wake up
2	Ich stehe auf	I get up
3	Ich gehe duschen	I have a shower
4	Ich gehe baden	I have a bath
5	Ich ziehe mich an	I get dressed
6	Ich frühstücke	I have breakfast
7	Ich esse zu Mittag	I have for lunch
8	Ich esse zu Abend	I have for supper
9	Ich kämme mich die Haare	I comb my hair
10	Ich bürste mich die Zähne	I brush my teeth
11	Ich schminke mich	I put on make -up
12	Ich rasiere mich	I shave
13	Ich mache meine Hausaufgaben	I do my homework
14	Ich verlasse das Haus	I leave the house
15	Ich komme zurück nach Hause	I return home
16	Ich gehe ins Bett	I go to bed
17	Ich schlafe ein	I fall asleep

Huish Episcopi Academy Year 8 Knowledge Organiser : Term 3 GERMAN Healthy Living 3.2

Bist du gesund? Are you healthy	
1	Man sollte + INF. You should
2	Man muss + INF. You must
3	Man kann You can
4	Ich muss +inf. I have to
5	Ich sollte nicht +infinitive I shouldn't
6	Ich möchte gesunder sein I would like to be healthier

Mein gesundes Leben – My healthy life		
1	(un)gesund	(un)healthy
2	krank	Unwell / ill
3	lecker	delicious
4	schmackhaft	tasty
5	ekelig	disgusting
6	rauchen	To smoke
7	Alkohol trinken	To drink alcohol
8	Drogen nehmen	To take drugs
9	probieren	To try
10	schädlich	harmful
11	gefährlich	harmful
12	süchtig	addictive
13	verleizen	To injure/harm
14	weh tun / schmerzen	To hurt
15	schaden	To damage/harm
16	Ich denke...	I think...
17	leider	unfortunately
18	glücklicherweise	fortunately

Um gesund zu sein, - In order to be healthy	
1	fünf Portionen Obst und Gemüse pro Tag essen to eat 5 portions of fruit and veg a day
2	acht Stunden schlafen to sleep eight hours
3	Sport machen to do sport
4	acht Flasche Wasser trinken to drink eight glasses of water
5	Stress vermeiden to avoid stress
6	gute / schlechte Angewohnheiten good/bad habits
7	Junkfood junk food

Huish Episcopi Academy Year 8 Music Knowledge Organiser Unit 3 Creative Musician

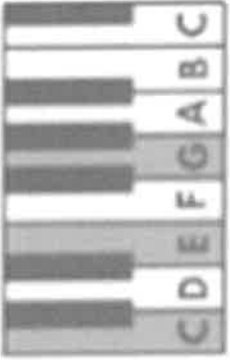
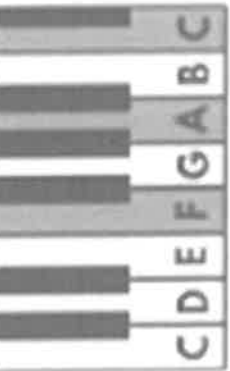
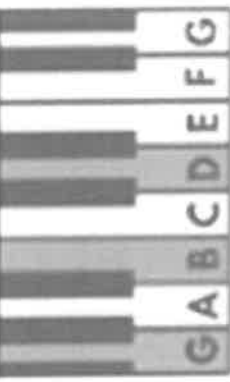
Section 1: Keywords	
1	12 Bar Blues A blues chord sequence which is 12 bars in length
2	Blues Scale A scale of notes used in blues and jazz for improvisations. The notes are C, Eb, F, F#, G, Bb, C
3	Chord Two or more notes played at the same time
4	Primary Chords Chords I, IV, and V
5	Seventh Chords Uses four notes. The triad plus an added note which is seven notes above the root (often flattened). E.g. C7 = C, E, G, Bb
6	Chord Vamp A way of performing chords as an accompaniment
7	Ostinato / Riff A repeated pattern
8	Frontline Instruments Solo instruments in a jazz band that would play the melody lines. Trumpets, Trombones, Clarinets and Saxophones
9	Rhythm Section Accompaniment instruments in a jazz band that would play the rhythm and accompaniment. Piano, Guitar, Bass, Drum kit
10	Head The main melody of a jazz song played at the beginning
11	Improvisation Music made up on the spot
12	Swing / Swung Rhythms First quaver in a pair is played longer than the second quaver
13	Blues Song Structure Lyrics are written in three lines using an AAB structure
14	Blues Song Lyrics Often deeply personal and on subject and themes such as slavery and eventual freedom, drugs, unemployment, poverty or unhappiness

Huish Episcopi Academy Year 8 Music Knowledge Organiser Unit 3 Creative Musician

Section 2: 12 Bar Blues

<p>12 Bar Blues Chord Pattern (Roman numerals)</p>	<p>12 Bar Blues chord pattern in the key of C</p>
<p>1 I 2 I 3 I 4 I </p>	<p>1 C 2 C 3 C 4 C </p>
<p>5 IV 6 IV 7 I 8 I </p>	<p>5 F 6 F 7 C 8 C </p>
<p>9 V 10 IV 11 I 12 I or V </p>	<p>9 G 10 F 11 C 12 G </p>

Section 3: Primary Chords in C major

<p>1</p>	<p>C MAJOR</p> 	<p>F MAJOR</p> 	<p>G MAJOR</p> 
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Huish Episcopi Academy Year 8 Drama Knowledge Organiser UNIT 2: Macbeth

UNIT 2: Macbeth	
Section A	
1	Singular An actor speaking part of a verse by themselves
2	Ensemble A group of actors working together to create a unified performance
3	Physicality An actor using a range of movement skills to help transform themselves into the character they are playing
4	Imagery Storytelling using 'language' seen with the eyes, designed to appeal to the senses.
5	Choral Movement Where a group of actors move in the same way at the same time
6	Choral Speech Where a group of actors speak the same thing at the same time
7	Conscience Alley Persuasive arguments to help a character make a decision
8	Interpretation An actor's own idea of how to represent something
9	Motivation What drives a character to say what they says and to do what they does
10	Emotion Memory An actor's memory of something that creates an emotional reaction
Section B	
1	Projection How loud or quiet your voice is
2	Pitch How high or low your voice is
3	Pace The speed at which an actor delivers their lines or performs their actions
4	Emphasis The stress or importance placed on certain words or phrases in dialogue
5	Tone The emotion shown in your voice
6	Gesture Movements of the hands, arms, or body that express ideas or emotions
7	Eye Contact Looking directly into another character's eyes, or avoiding this
8	Facial Expression Movements of the facial muscles to convey emotions and reactions
9	Posture The way an actor holds and positions their body
10	Body Language The non-verbal communication conveyed through an actor's movements



Huish Episcopi Academy Year 8 Textiles Knowledge Organiser Project 2 LED keyrings

1. Context	
1	Key ring A metal ring, with a tab or decorative object attached.
2	LED Light Emitting Diode - an electronic device that gives off light when it receives an electrical current.
3	Cultural The ideas, customs, and social behaviour of a society.
4	Day of the Dead The Day of the Dead , a festival which is celebrated in Mexico , where friends and family remember loved ones that have passed away.
5	Template A piece of paper used as a template for cutting out a shape.
6	E textiles Electronic textiles , are products created with conductive threads enabling digital components such as batteries and lights to be embedded in them.

Embroidery – Back stitch



Back Stitch

Embroidery – Blanket stitch



Blanket Stitch

Embroidery- French Knot



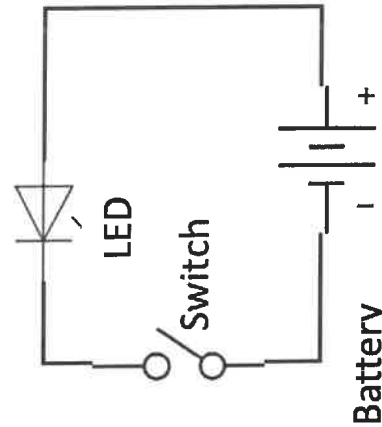
French Knot Stitch

2. Techniques and materials	
1	Applique When pieces of fabric are sewn or stuck on to a larger piece to form a picture or pattern
2	Felt Felt is a material that is produced by matting and pressing fibres together.
3	Modern material Modern materials are developed through the invention of new or improved processes. E.g. conductive thread
4	Embroidery Embroidery is decorating fabric using a needle to apply thread.

Felt construction



LED circuit

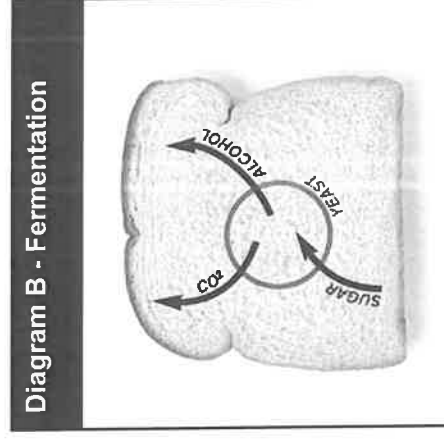
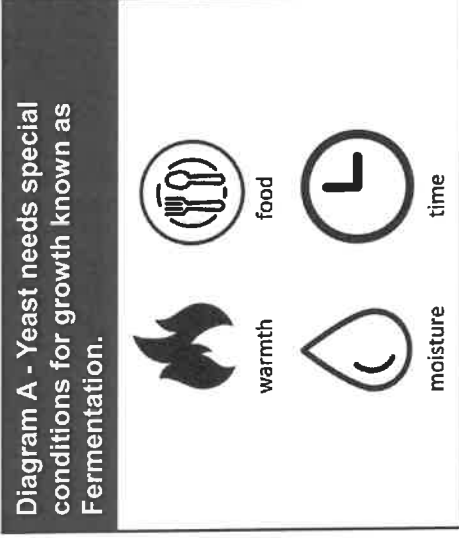


Battery

Huish Episcopi Academy - Year 8 Food Preparation & Nutrition Knowledge Organiser – Costings, Bread Rolls & Raising Agents

1. Raising Agents	
1	Raising Agents A raising agent is an <u>ingredient</u> or <u>process</u> that introduces a gas into a mixture, when heated it expands and causes a mixture to rise e.g. Air, carbon dioxide or steam.
2	Adding gas to a mixture The 3 ways that gas can be added to a mixture are Biological, Chemical and Mechanical.
3	Biological Raising Agent Yeast is a biological process that releases Carbon Dioxide Gas.
4	Yeast Is used to make a variety of bread doughs for Pizza, bases, Hot Cross Buns, Chelsea Buns, Dough balls, brioche buns etc.
5	Yeast Yeast is a living organism and requires special conditions for growth. It needs Warmth, Food, Moisture and Time.
6	Fermentation Fermentation is when yeasts reproduce (budding) by consuming the sugars within a food product (e.g. flour), producing <u>CO₂ gas</u> and <u>alcohol</u> as byproducts.
7	Chemical Raising Agents Baking Powder, Bicarbonate of Soda and Cream of Tartar are chemical raising agents that release Carbon Dioxide Gas into a mixture.
8	Baking Powder Is used to raise a variety of cake batters, biscuits, scones etc.
9	Baking Powder Is a mixture of bicarbonate of soda (alkaline) and cream of tartar (acid).

1. Raising Agents	
10	Baking Powder Is pH neutral and has no taste. It needs moisture and acid to work so it is often combined with eggs and sugar which help to activate it.
11	Bicarbonate of Soda Is used to make Gingerbread, honeycomb and Soda Bread.
12	Bicarbonate of Soda Is an alkaline and taste soapy. Needs to be combined with a stronger flavour (e.g ginger) and an acidic ingredient.
13	Bicarbonate of Soda Needs moisture and acid to work so it is often combined with yoghurt, buttermilk or milk recipes (all acidic)
14	Mechanical Raising Agent Whisking, beating, sieving, folding, creaming rubbing-in are all examples of mechanical raising agents.
15	Creaming Is where fat and sugar are creamed together, air is added to the mixture, and is enclosed by the fat.



Huish Episcopi Academy - Year 8 Food Preparation & Nutrition Knowledge Organiser – Costings, Bread Rolls & Raising Agents

2. Costing a recipe – Factors affecting cost production	
1	Energy Costs can affect the cost of production
2	Global Demand The demand for food can affect food prices
3	Ingredients Organic/Fair Trade
4	Shop bought Factory expenses/wages/company profit
5	Weight Of the product (quantity of ingredients)
6	Production Methods JIT, one off, batch, mass and continuous production
7	Portion Size Serving consistent portions, restaurants can better predict their inventory needs, order more accurately, and minimize the excess that often ends up in the food waste.
8	Weather Extreme weather events like droughts and floods can damage crops
9	Climate Change Long term shifts in weather patterns can affect crop yields

3. Bread Rolls – The Function of Bread Ingredients	
1	Strong White Flour Provides bulk and structure
2	Oil Provides Texture, Softens the dough
3	Yeast Biological raising agent, creates <u>CO₂</u> on heating, causes mixture to rise
4	Salt Regulates pH level of dough to aid action of the yeast, also adds flavour
5	Warm Water Provides warmth and moisture to aid activation of yeast
4. Bread Rolls – Key Words	
1	Kneading Kneading bread ensures that the protein found in flour (gluten) is stretched to give bread a stretchy, elastic and smooth texture.
2	Kneading This helps the bread to expand when it is heated
3	Knocking Back This process bursts the tiny air bubbles that have formed in the dough and then forces them to reform again in the final shape you want, which results in a smoother texture.
4	Knocking Back Is the technical term for punching or pressing down on the dough after the bread's first rise.

Diagram C - Cost a recipe: How to calculate the cost of a recipe

Cost of a recipe = (cost of ingredients bought ÷ quantity of ingredients bought) X quantity of ingredients required for the recipe

Huish Episcopi Academy Year 8 Computing Knowledge Organiser – Spring 2

Section 1	
1	Adaptive Design A design approach that creates different layouts for different screen sizes and orientations.
2	Affordance The design aspect that suggests how an element should be used, like a button that looks clickable.
3	Anchor A fixed position element that remains in place while the rest of the content scrolls.
4	App Icon The small image that represents an app on a device's home screen or app drawer.
5	Back Button A navigation element that allows users to return to the previous screen.
6	Breadcrumbs A navigation aid that shows the user's current location within the app's hierarchy.
7	Card Layout A design pattern that uses cards to display content in a visually organised manner.

Section 2	
1	Context Menu A menu that appears upon user interaction, offering additional options related to the selected item.
2	Drawer Navigation A hidden menu that slides in from the side of the screen, providing access to different app sections.
3	FAB (Floating Action Button) A circular button that floats above the UI, typically used for primary actions.
4	Gestures Touch interactions like swiping, pinching, and tapping used to navigate and interact with the app.
5	Hamburger Menu A menu icon with three horizontal lines that opens a navigation drawer when tapped.
6	Haptic Feedback Physical feedback, like vibrations, provided by the device in response to user actions.

Section 3	
1	Infinite Scrolling A design pattern where new content loads continuously as the user scrolls down.
2	Loading Spinner An animated icon indicating that content is loading or a process is ongoing.
3	Modal A pop-up window that requires user interaction before returning to the main app interface.
4	Navigation Bar A bar at the bottom or top of the screen providing navigation options.
5	Onboarding The process of guiding new users through the app's features and functionalities.
6	Overlay A semi-transparent layer that appears over the main content, often used for menus or dialogs.
7	Pagination Dividing content into separate pages, typically with navigation controls to move between them.

Section 4	
1	Placeholder Temporary text or graphics used to indicate where content will be loaded.
2	Pull-to-Refresh A gesture that allows users to refresh content by pulling down on the screen.
3	Responsive Design A design approach that ensures the app looks and works well on various devices and screen sizes.
4	Snackbar A brief message that appears at the bottom of the screen, often with an action button.
5	Splash Screen An introductory screen that appears while the app is loading.
6	Swipe A gesture where the user moves their finger across the screen to perform an action.
7	Tab Bar A bar with tabs that allows users to switch between different sections of the app.