



Huish Episcopi Academy

The best in everyoneSM

Part of United Learning

Knowledge Organisers

Year 8

Spring Term A

Name:

Tutor Group:

Respect

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Ambition

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Resilience

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

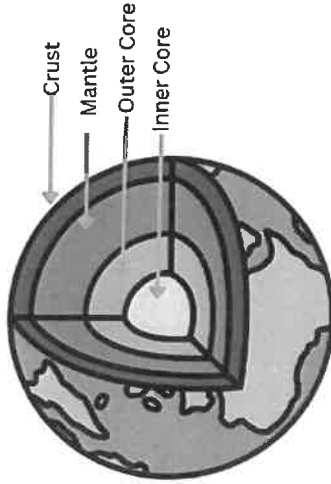
KEY VOCABULARY	
1	Racism when a person is treated worse, excluded, disadvantaged or degraded because of their race or ethnicity.
2	Segregation The official practice of keeping people apart, usually people of different sexes, races, or religions.
3	Oppression A cruel or unjust use of authority or power
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.

Huish Episcopi Academy Year 8 Science Knowledge Organiser – 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



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

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.

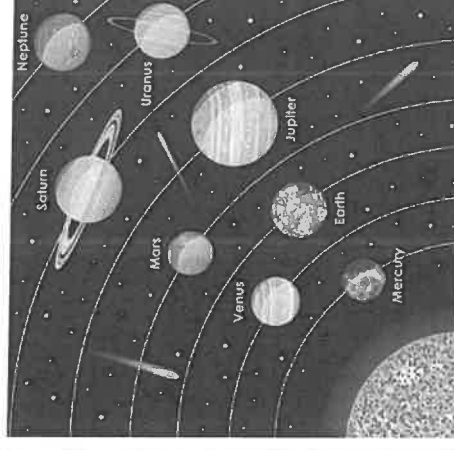
4. THE ROCK CYCLE	
1	Weathering and erosion Weathering breaks down rocks on the surface of the Earth
2	Transportation and deposition Rivers and streams transport rock particles to other places. Rock particles are deposited in lakes and seas
3	Sedimentation Rock particles form layers in lakes or seas
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

Huish Episcopi Academy Year 8 SCIENCE Knowledge Organiser - Space

Planets and solar system	
1	Earth Planet we inhabit (live on)
2	Day One rotation of the Earth – takes 24 hours
3	Year One orbit of the Earth around the Sun – takes 365 ¼ days
4	Summer Season when hemisphere is tilted towards the Sun
5	Winter Season when hemisphere is tilted away from the Sun
6	Seasons The different periods of a year caused by the tilt of Earth's axis
7	Hemisphere Southern and Northern halves of the Earth
8	Orbit Pathway around an object due to the force of gravity
9	Axis The line that the Earth rotates about
10	Gravity A pulling force which attracts two objects (masses) towards each other and keep planets orbiting
11	Mass The amount of matter an object contains. Mass is measured in kilograms (kg)
12	Weight The force acting on an object due to the pull of gravity. Weight (N) = Mass (kg) x gravitational field strength (N/kg)
13	Solar Associated with the sun
14	Lunar Associated with the moon
15	Satellite A small object that orbits or revolves around a larger object in space.

Planets and solar system	
1	Sun Is a star, which seems much bigger than other stars in the sky because it is much closer
2	Galaxy Contains millions of stars held together by gravity
3	Star Giant ball of hydrogen gas
4	Milky Way Spiral galaxy which includes our Sun
5	Light Year Distance travelled by light in one year
6	Sun Is a star, which seems much bigger than other stars in the sky because it is much closer

Order of planets in the Solar System	
1	Mercury
2	Venus
3	Earth
4	Mars
5	Jupiter
6	Saturn
7	Uranus
8	Neptune



Huish Episcopi Academy Year 8 RE Knowledge Organiser

Knowledge Organiser | Philosophy of Religion

1	Omnipotent	The belief that God is all-powerful.	11	Analogy	A comparison between things that have similar features, often used to help explain a principle or idea.
2	Omniscient	The belief that God is all-knowing.	12	Fallacy	A mistaken belief, especially one based on unsound arguments.
3	Omnibenevolent	The belief that God is all-loving	13	Cosmological Argument	The argument for the existence of God which argues that God is the cause of the universe.
4	Omnipresent	The belief that God is present everywhere at once.	14	Thomas Aquinas	Thinker argued for the cosmological argument
5	Transcendent	The belief that God is outside of the universe.	15	Causation	The relationship between cause and effect.
6	Theism	The belief in God.	16	Problem of Evil	The argument that the existence of evil undermines belief in an omnipotent and omnibenevolent God.
7	Atheism	Disbelief or lack of belief in the existence of God or gods.	17	Epicurus	Thinker who came up with the problem of evil argument.
8	Agnosticism	The belief that nothing can be known about the nature or existence of God.	18	Theodicy	An argument which defends God against the problem of evil.
9	Design Argument	The argument for the existence of God based on evidence of design in the world.	19	Religious Experience	An experience which has a religious meaning for the person who experienced it.
10	William Paley	Thinker who argued for the design argument.	20	Empirical Evidence	Evidence for something based on observation or experience.

Huish Episcopi Academy Year 8 History Knowledge Organiser – Civil War

Key Terms	
1	A ruler who has all the power
2	An uprising in Scotland
3	The period when England had no monarch
4	A secret plan
5	The period when Charles I ruled without Parliament
6	A list of complaints against Charles I
7	Extreme Protestants
8	A war fought between 2 or more sides within a country
9	A group of people who lead the country and pass laws
10	A tax payable by people in coastal towns
11	Leading MP who opposed King Charles I
12	Shut down
13	A group of people who wanted the right to vote for men
14	A group of people who wanted everyone to be equal
15	The belief that the king was chosen by God

Key Terms	
16	James became king of England
17	Gunpowder Plot
18	Charles I became king of England
19	Start of 'Eleven Year Tyranny'
20	Archbishop Laud makes religious changes
21	Charles I recalls Parliament
22	Start of the English Civil War
23	Parliament wins the second Civil War
24	Charles I executed and England declared a Commonwealth
25	Oliver Cromwell became 'Lord Protector'.
26	Death of Oliver Cromwell.
27	Charles II crowned king beginning the Restoration.

Huish Episcopi Academy Year 8 Geography Knowledge Organiser Unit 3 Plate tectonics

1. The Structure of the earth		3. Earthquakes	
1	Crust	Friction	Created when two plates rub past each other
2	Mantle	Seismic waves	Created when the plates jolt
3	Oceanic Crust	Epicentre	The area above the focus where the damage is most severe
4	Continental crust	Focus	The point in the earth's crust where the earthquake happens
5	Convection current	Fault	A crack in the earth's crust
2. Tectonic Plates		Seismometer	An instrument used to measure earthquake magnitude (Strength)
1	Conservative	Primary effect	Occur as a direct result of the ground shaking
2	Constructive	Secondary effect	Occur as a result of primary effects e.g. fire
3	Collision	Infrastructure	Roads, buildings, bridges, water pipes
4	Destructive	Tsunami	A large wave created by an underwater earthquake
5	Subduction	4. Volcanoes	
6	Fold mountain	Shield	Wide, flat, gentle volcanoes
7	Hot Spot	Composite	Large, cone shape, explosive volcanoes
		Lava	Hot molten rock on the earth's surface
		Pyroclastic flow	Hot ash cloud that moves at great speed
		Tiltmeter	Measure the changes in shape of a volcano
		Fertile soil	A benefit of living close to a volcano meaning higher crop yields
		The Pacific ring of fire	The area around the Pacific plate which includes numerous volcanoes

Huish Episcopi Academy Year 8 Knowledge Organiser Term 3 Mi Rutina Diaria

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

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

¿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

Huish Episcopi Academy Year 8 Knowledge Organiser : Term 3 - La Vida Sana

¿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.... I would like to be more/less

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	verletzen	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 Angewohnheit good/bad habits
7	Junkfood junk food

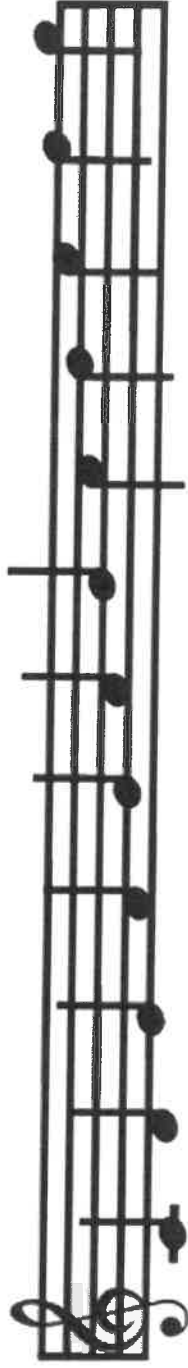
Huish Episcopi Academy Year 8 Music Knowledge Organiser Unit 2: The Ensemble Musician

Section 1	
1	Scale Notes put in ascending or descending order of pitch
2	Chord Two or more notes played at the same time
3	Major Chord A chord with a happy / bright / joyful tone
4	Minor Chord A chord with a sad / gloomy / serious tone
5	Primary Chords The three main chords in any given key - Chords I, IV and V (1, 4 and 5)
6	Root note The "home" or starting note of the chord / scale
7	Interval The distance between any two given notes
8	Semitone Smallest interval, moving up or down a half step on the keyboard e.g. C to C#
9	(Whole) Tone An interval which moves up or down by 2 semitones on the keyboard e.g. C to D
10	Rhythm The duration of notes and how they are organised
11	Syncopation Off-beat rhythm. Emphasis on beats 2 and 4
12	Skank rhythm Off-beat rhythm specific to Reggae music
13	Swung rhythm When the first quaver in a pair is played longer than the second
14	Reggae Traditional music from Jamaica.
15	Riff A repeating musical pattern
16	Ensemble A group of musicians, playing together

Huish Episcopi Academy Year 8 Music Knowledge Organiser Unit 2: The Ensemble Musician

Section 2

Treble clef notation



C D E F G A B C D E F G

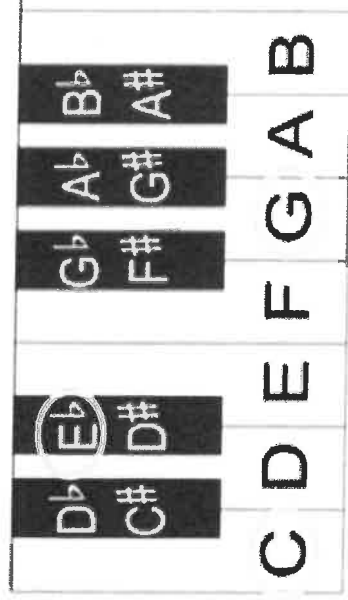
Section 3

Major chord pattern



4 semitones 3 semitones

Minor chord pattern



3 semitones 4 semitones

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



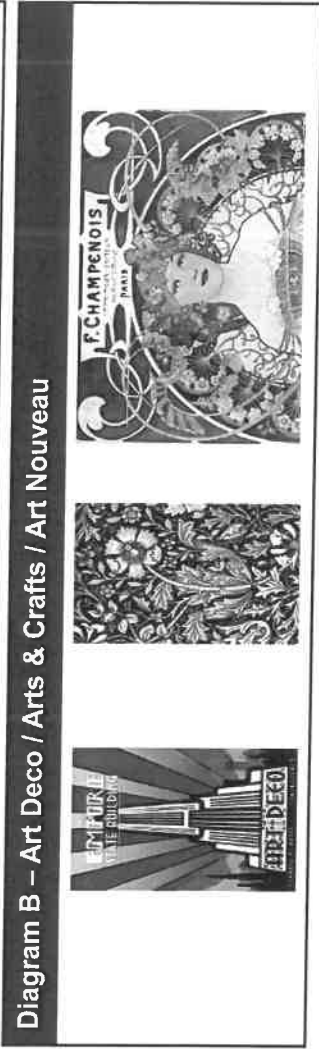
Huish Episcopi Academy Year 8 Textiles Knowledge Organiser - Project 1 Smart materials

1. Project context	
1	Design Movement A design movement is a style in art and design followed by a group of artists and designers for a period of time .
2	Designer A person who plans the design of a product prior to it being made.
3	Art Deco Art deco is a design style from the 1920s and 1930s characterised by its geometric shapes.
4	Arts and Crafts The Arts and Crafts movement emerged in mid-19th century Britain. Using traditional craftsmanship , inspired by natural, romantic, or folk styles of decoration.
5	Art Nouveau A style of art that flourished between 1890 and 1910 . Often inspired by natural forms .

2. Materials and techniques	
1	Neoprene Neoprene is a synthetic rubber that's often used to make wetsuits.
2	Block printing A pattern is cut from foam , glued to a block and then a covering of ink is stamped onto fabric.
3	Foam A thin EVA(ethyl vinyl acetate) material that can easily be cut into shapes and used for block printing .

3. Smart fabrics	
1	Smart textiles Smart textiles can sense, react & adapt to the conditions around them.
2	Technical textiles Technical textiles are fibres & fabrics developed for their performance, and functional properties .

4. Block Printing (Stages of Making)	
1	Stage 1 Draw a design onto tracing paper
2	Stage 2 Transfer design to foam and cut out
3	Stage 3 Lay foam design onto cardboard
4	Stage 4 Glue foam onto cardboard with PVA glue
5	Stage 5 Using a roller, apply fabric paint to the foam design
6	Stage 6 Print design onto fabric or paper (repeat from stage 5 if required)



Huish Episcopi Academy - Year 8 Food Preparation & Nutrition Knowledge Organiser - Fats and Oils

UNIT NUMBER.9 Properties & Keywords	
1	Saturated Fat Tend to be a solid at room temperature.
2	Unsaturated Fat Tend to be a liquid at room temperature.
3	Too much fat Can cause weight gain/ obesity, blocked arteries, and/or Coronary Heart Disease (CHD)
4	Fat Soluble Vitamins A, D, E K.
5	Obesity Obesity and overweight is caused when extra calories, particularly those from foods high in fat and sugar, are stored in the body as fat
6	Coronary Heart Disease (CHD) Coronary heart disease (CHD) is a major cause of death in the UK. It does not always have obvious symptoms.
7	Blocked Arteries Blocked arteries, also known as Atherosclerosis, is the build-up of fibrous and fatty material inside the arteries
8	Oils These tend to be a liquid at room temperature.
9	Food labelling All prepacked food requires a food label that displays certain mandatory information.
10	Traffic light labelling Gives nutritional information so consumers can make healthy choices and compare products

Diagram A – Coronary Artery Disease

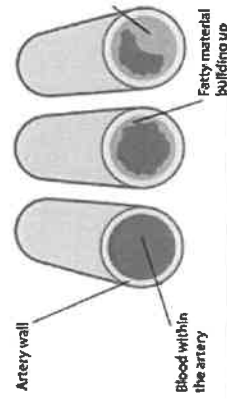
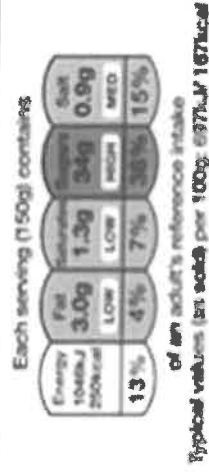


Diagram B – Traffic Light Labelling



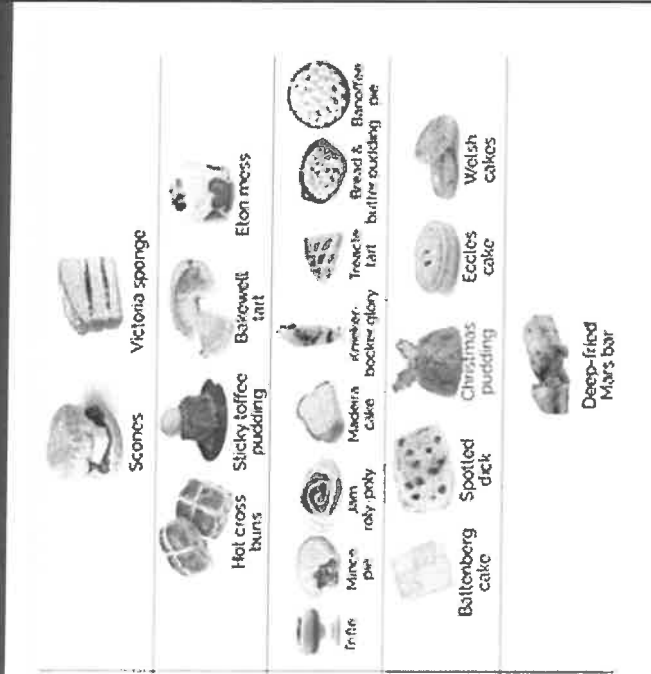
UNIT NUMBER.11 Fats and Oils	
1	Roll of fat in the diet For Energy, To Insulate the body, to absorb Fat soluble vitamins A, D, E, K, to protect bones and organs
2	Sources of Saturated Fat Red Meat (Beef, Pork) Cheese, Butter, Processed Foods, Ice Cream Cookies
3	Sources of Unsaturated Fat Nuts, Plant Foods, Fish, Sun-flower Oil, Green Leafy Vegetable
4	How to reduce fat in your diet Compare food labels, choose lower fat options. - Grill, bake, poach or steam instead of roast or fry. - Trim excess fat (rind) and skin. - Choose leaner cuts of meat or lower % fat mince - Include more vegetables in meat dishes

Diagram C - Fats



Huish Episcopi Academy - Year 8 Food Preparation & Nutrition Knowledge Organiser – British Cuisine

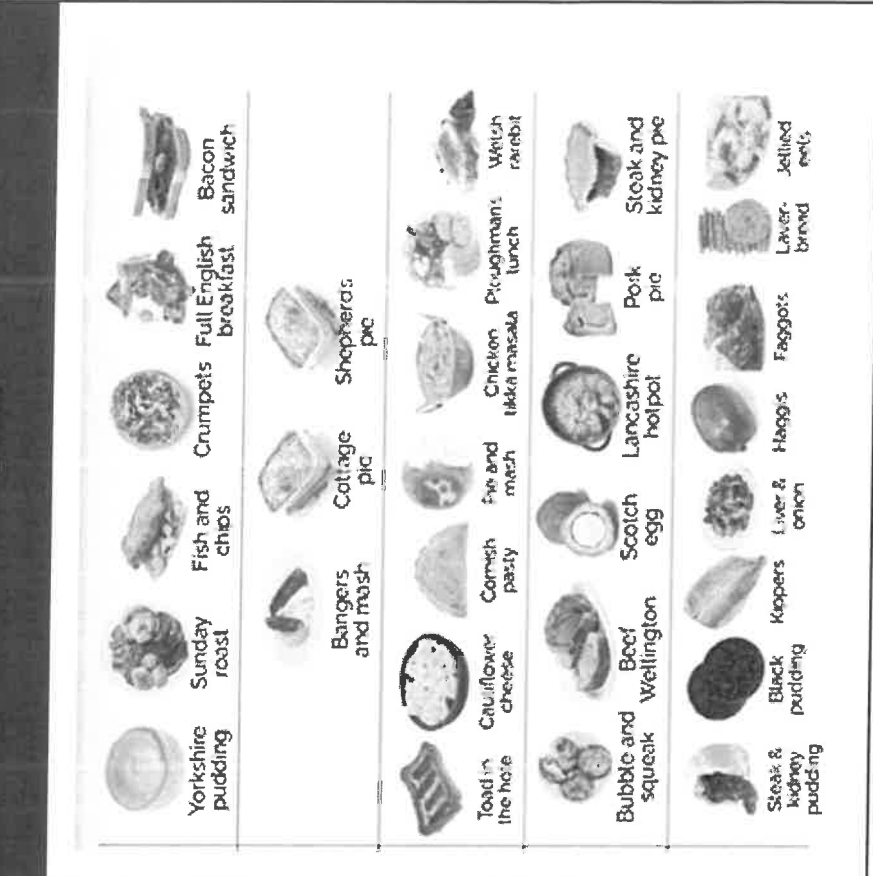
Image 1 Traditional British Cuisine Dessert Dishes



British Cuisine

British cuisine can be distinguished by region and county. Even towns have their own specialities.

Image 2 Traditional British Cuisine Main Dishes



Seasonality

- 1 Seasonality and what is typically grown or reared at certain times of the year (Spring, Summer, Autumn, Winter)
- 2 These tend to be staple ingredients and can influence a countries cuisine

Key Features of "Cuisine"

- 1 It is a style of cooking and eating that is characteristic of a particular country or region of the world
- 2 It uses distinctive (particular) ingredients that are usually grown or gathered locally in the area.
- 3 It use specific preparation and cooking methods.
- 4 It uses specific cooking equipment
- 5 It uses distinctive presentation and/or serving techniques (practices)

Huish Episcopi Academy Year 8 Computing Knowledge Organiser – Spring 1

1 Computational thinking	
1 Abstraction	The process of simplifying complex systems by focusing on the main ideas and ignoring unnecessary details.
2 Algorithm	A step-by-step set of instructions for solving a problem or completing a task.
3 Decomposition	The process of breaking down a complex problem into smaller, more manageable parts.
4 Logic error	A mistake in a program's logic that causes it to produce incorrect results, even though it runs without crashing.

2 Graphical user interfaces (GUIs)	
1 App	A software program designed to perform specific tasks on devices like smartphones, tablets, or computers.
2 Checkbox	A GUI element that allows users to select one or more options from a list. It looks like a small square that can be checked or unchecked.
3 Drop down list	A GUI element that allows users to select one option from a list of choices that appears when the user clicks on it.
4 Graphical user interface (GUI)	A visual way for users to interact with a computer program, using elements like windows, icons, and buttons.
5 Ids	Unique names or numbers used to identify elements in a program, such as variables or HTML elements.
6 Mobile	Devices like smartphones and tablets that are portable and can connect to the internet wirelessly.
7 Radio button	A GUI element that allows users to select one option from a group of choices.
8 Slider	A GUI element that allows users to adjust a value by moving a handle along a track.
9 Text box	A GUI element that allows users to enter text.
10 Toggle button	A GUI element that can be switched between two states, like on and off.

3 Programming techniques	
1 Arithmetic operator	A symbol used in programming to perform mathematical operations, such as addition (+), subtraction (-), multiplication (*), and division (/).
2 Assignment	The process of setting a value to a variable. For example, $x = 5$ assigns the value 5 to the variable x .
3 Constant	A value that does not change during the execution of a program. For example, the value of π (pi) is a constant.
4 Errors	Mistakes or bugs in a program that can cause it to behave unexpectedly or crash.
5 Event	An action or occurrence that a program can respond to, such as a mouse click or a key press.
6 Event-Driven	A style of programming where the flow of the program is determined by events, such as user actions or sensor outputs.
7 Handler	A piece of code that responds to an event, such as a function that runs when a button is clicked.
8 Input	Data that is entered into a computer system for processing, such as text typed on a keyboard or a file uploaded to a website.
9 Iteration	The process of repeating a set of instructions a certain number of times or until a condition is met.
10 Logical condition	An expression that evaluates to true or false, used in decision-making in programs.
11 Logical operator	A symbol used to combine or invert logical conditions, such as AND (&&), OR (), and NOT (!).
12 Parameters	Variables used in functions to pass information into functions.
13 Programming	The process of writing instructions for a computer to perform specific tasks.
14 Relational operator	A symbol used to compare two values, such as greater than (>) or equal to (==).
15 Selection	A programming concept where a decision is made based on a condition, often using if-else statements.
16 Sequence	Refers to the order in which instructions are executed in a program.
17 Syntax error	A mistake in the code that violates the rules of the programming language, causing the program to fail to run.
18 Variables	Used in programming to store data that can change during the execution of a program.