



### Year 8 English Knowledge Organiser Term 2 War Horse by Michael Morpurgo

**[B] Context – War Horse** was written by Michael Morpurgo and was first published in 1982.



**Michael Morpurgo**  
Michael Morpurgo is an author, poet and playwright who is predominantly known for his children's novels such as *War Horse* (1982) and *Private Peaceful* (2003). His skill in 'magical story-telling' and vivid description has often been commended, most notably his depictions of World War I conditions and the Cornish coastline. Morpurgo served as the Children's Laureate, from 2003-2005. Morpurgo revealed to *The Guardian* in 2014 that his friends conversations with World War I veterans in Devon influenced *War Horse*.

**Trench Warfare**  
The use of trench warfare significantly influenced the high death toll. Both sides dug deep defensive lines in the so-called trenches. Attacks involved going across No Man's Land (in the middle) where attackers were open to machine gun fire, mines, and shells. Even if successful, casualties were huge – No Man's Land was littered with bodies. Life in the trenches was awful, with disease and exposure rife. Men would often spend weeks at a time on the front line, where they would need to sleep, eat, and defecate close to the trenches.

**Horses in World War I**  
Horses were of huge military value in World War I by 1917, Britain alone had over a million horses in active service. They were utilised for a number of purposes, including as cavalry, logistical support, increasing morale, pulling artillery, and aiding the transportation of the injured. They were so important that by 1917, many troops were told that the loss of a horse was of greater tactical concern than the loss of a soldier. Hundreds of thousands of horses were killed in the war, with many more injured.

**TASKS:**  
**WEEK ONE:** Design a crossword to test knowledge of the MAIN CHARACTERS. Challenge: put the descriptions in your own words.  
**WEEK TWO:** Look, cover, write, check information about the author. Challenge: check all of your spellings are correct.  
**WEEK THREE:** Choose two facts from *Trench Warfare and Horses in World War I*, then write a paragraph making connections between the two ideas.  
**WEEK FOUR:** Write a paragraph about Joey in your own words.  
**WEEK FIVE:** Design a crossword to test knowledge of the CONTEXT facts. Challenge: put the definitions in your own words.  
**WEEK SIX:** Look, cover, write, check all the words highlighted in green. Challenge: use these spellings in your next piece of work.  
**WEEK SEVEN:** Design a quiz or game using the quotations from the key characters.

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**[A] Main Characters – Consider what Morpurgo intended through his characterisation of each of the below...**

<b>Joey</b> – Joey is the anthropomorphic narrator of <i>War Horse</i> . Joey is a beautiful red bay with a white star on his head and four equal-length white socks. He is purchased when still young by a farmer, and forms an incredibly close bond, with the farmer's son, Albert. Joey is a quick learner, and is courageous, resilient, and loyal. He never stops believing in a reunion with Albert, and is overjoyed when it happens. Quote: "His whistle imitated the stuttering of an owl: it was a call I never refused, and would never forget."	<b>Albert Narracott</b> – Albert is the gentle young son of a farmer, who bonds extremely deeply with Joey. He is very hard-working, and puts a great deal of hours into training Joey. He is often sent to put the needs of Joey above his own. When Joey is sold, he is still too young to join the army, but is determined to do so when he is old enough, so that he can bring Joey home safely. He returns to his village a hero. Quote: "Joey is my horse. He's my horse and he always will be, no matter who buys him."
<b>Mother</b> – Albert's mother is a kind and quietly strong soul, who forms the core of her family. She is restricted by the social norms of the time, which restrict her from overriding her husband. She is very loving, caring, and protective of Albert. Quote: "Don't speak like that about your father, Albert. He's been through a lot."	<b>Father</b> – Father is a bully of a man, who shows little empathy, respect, or compassion towards anyone else. He is very competitive, and this is what initially leads him towards buying Joey. He softens slightly after selling Joey to the army. Quote: "Forty pounds, you'll pay me, Captain Nicholls, like you promised yesterday?"
<b>Topthorn</b> – Topthorn is a beautiful and grand black horse, who rides alongside Joey in the army. His bravery is shown in his efforts at the front of the cavalry – he almost dies at one point due to illness, but shows the resilience and tenacity to fight his way back. He becomes Joey's best friend in the war, but tragically does not make it back home. Quote: "If it is possible to be happy in the middle of a nightmare, then Topthorn and I were happy that summer."	<b>Captain Nicholls</b> – Captain Nicholls purchases Joey from Albert's father. He is the strong leader of a mounted regiment, who loves and protects Joey – he makes sure that he receives extra rations and the best treatment. Although he is strong and courageous, he confides in Joey about the futility of war and his fear of battles to come. He dies a hero. Quote: "He rode me...with a gentle hand and a firm grip of the knees...there was always some warm word of encouragement."

### Year 8 Maths – Autumn Term 2

**Unit: Proportional Reasoning – Multiplicative Change**

**Key Words – Research their definition**  
Proportion  
Linear  
Conversion  
Direct Proportion  
Indirect Proportion

**Ratio Variable**

**Key Questions – You will be able to answer these as you go through the unit!**  
• How is direct proportion similar to times tables?  
• Do all conversion graphs start at the origin?  
• How does scale factor compare to ratio?

**Unit: Proportional Reasoning – Multiplying & Dividing Fractions**

**Key Words – Research their definitions**  
Unit Fraction  
Numerator  
Denominator  
Product  
Commutative Quotient

**Key Questions for the unit!**  
• How is addition related to multiplication?  
• Does multiplying always make numbers larger?  
• Can there be a remainder when dividing by fractions?

**Unit: Representations – Representing Data**

**Key Questions for Unit!**  
• How can you tell if correlation is positive or negative?  
• The line of best fit must go through the origin. True or false?  
• Define discrete, continuous and qualitative data.

**Key Words – Research their definitions**  
Correlation  
Line of Best Fit  
Discrete  
Outlier  
Frequency

**Unit: Representations – Working in the Cartesian Plane**

**Key Words – Research their definitions**  
Quadrant  
Axis  
Coordinate  
Origin  
Graph  
Horizontal  
Vertical  
Slope  
Gradient  
Linear

**Key Questions for Unit!**  
• Why do the order of the numbers in a coordinate matter?  
• Is the line y=x the same as the line x=y?  
• What does a gradient of zero mean?

### Year 8 Biology: Reproduction, Variation and Inheritance

**Section 1: Key Vocabulary – Reproduction**

Reproduction	Definition
Puberty	The time when sexual characteristics develop, and an individual becomes capable of reproduction.
Menstrual cycle	A monthly cycle that prepares a woman's body for pregnancy.
Menstruation	The part of the menstrual cycle when the blood is shed through the cervix.
Ovulation	The egg is released from the ovary, usually on day 14.
Contraception	Something that stops a woman from getting pregnant or a result of sexual intercourse.
Fertilisation	The fusion of a sperm and an egg cell to form an embryo.
Embryo	The young organism that develops from fertilisation.
Fetus	The name given to an unborn baby during the last eight weeks of pregnancy.

**Section 3: The female reproductive system and the menstrual cycle**

**Section 4: Levels of classification**  
Kingdom – Phylum – Class – Order – Family – Genus – Species  
"King Philip Came Over For Great Soup"

**Section 5: The theory of evolution by natural selection**

**Section 2: Key Vocabulary – Variation**

Variation	Definition
Classification	The term given to the natural differences between members of the same species.
Evolution	The process by which evolution takes place. Organisms better adapted to their environment tend to survive and produce more offspring.
Natural selection	The process by which evolution takes place. Organisms better adapted to their environment tend to survive and produce more offspring.
Fossil	The remains of a prehistoric plant or animal found preserved in rock, or sometimes frozen in ice.

**Section 4: Knowledge recall**

Question	Answer
1. What is puberty?	The time when sexual characteristics develop, and an individual becomes capable of reproduction.
2. What three changes that can occur during puberty?	Any from: voice gets deeper, pubic and body hair starts to grow, breast develops, penis gets larger, etc (start their period).
3. How long does the menstrual cycle last?	1 month (usually 28 days).
4. On what day of the menstrual cycle does ovulation occur?	Day 14.
5. What is contraception?	Something that stops a woman from getting pregnant or a result of sexual intercourse.
6. How long does a pregnancy usually last?	9 months.
7. What are the 7 levels of classification?	Kingdom, Phylum, Class, Order, Family, Genus, and Species.
8. What is variation?	The term given to the natural differences between members of the same species.
9. Who came up with the theory of evolution?	Charles Darwin.
10. What is natural selection?	The process by which evolution takes place. Organisms better adapted to their environment tend to survive and produce more offspring.
11. How do fossils provide evidence for evolution?	Fossils show which organisms of certain species lived in the long past. We can compare them to today's organisms to see how the species has evolved over time.

## Year 8 Religious Education

### Introduction to Judaism

**Task 1:** Read through the following information about Judaism and convert into a mind map in your KO book.

**Judaism - the basics**

- Began in the Middle East around 3500 years ago
- Founded by Abraham and Moses
- Jews believe there is only One God (Monotheism)
- Jews believe that Israel is the land promised to them by God
- Jews worship in synagogues
- Their spiritual leaders are called Rabbis
- The Jewish Holy book is the Hebrew Bible, or Tenakh, especially the first 5 books called the Torah
- There are many different groups within Judaism
- Orthodox Jews are very traditional, whilst Reform Jews have changed what they do to fit in with modern life.

**Task 2:** Look at the 10 Commandments, copy them out and explain what you think they mean AND add 2 more that you think we should all follow

**Task 3:** Use the key words and...

**Task 4:** Once you have completed Task 3, choose between 3-5 of the Key Words and draw an image to help you remember the Key Word/definition

**Task 5:** Read the following summary of God speaking to Moses - split a page into 4 boxes and create a storyboard complete with both words and pictures explaining the story.

**THE 10 COMMANDMENTS**

- You shall have no other gods before Me
- You shall not make idols
- You shall not take the name of the LORD your God in vain
- Remember the Sabbath day, to keep it holy
- Honour your father and your mother
- You shall not kill
- You shall not commit adultery
- You shall not steal
- You shall not bear false witness against your neighbour
- You shall not covet

**Atonement -** being one with God, normally by repentance or sacrifice

**Covenant -** the promise made by God to care for the Jewish people

**Exodus -** the mass flight from Egypt, led by Moses

**Hanukkah -** an eight-day Festival of light

**Kosher -** food seen as pure and acceptable by Jews according to the Torah

**Passah -** Hebrew for Passover, the festival that reminds Jews of how God rescued them from slavery in Egypt

**Rabbi -** Jewish religious teacher and leader

**Rosh Hashanah -** the Jewish New Year

**Shalom -** Hebrew word for peace

**Synagogue -** Jewish place of worship

**Vocation -** a calling by God

The story begins as Moses is shepherding his father-in-law Jethro's sheep in the land of Midian, he is witness to a burning bush on Mount Horeb. When Moses approaches the bush, the voice of God calls out to him to remove his sandals in the presence of the holy ground. God explains to Moses he has a plan for him to save the Israelites from slavery in Egypt and lead them to the Promised Land of Canaan. Moses is doubtful of his ability to do this at first and asks God who he should tell the Israelites has sent him. God answers with the famous line of "I AM WHO I AM. This is what you are to say to the Israelites: I AM has sent me to you."

### Physical Education Year 8 Term 2 Badminton

**Section 1: Key Words: Look, Cover, Write, Check**

Court	This is what the game is played on.
Net	This is in the middle of the court and separates both sides evenly.
Shuttlecock	Hit by players over the net to score a point. It has an open wooden shape made up of feathers into a rounded ladder base.
Racket	A wooden used to hit the shuttlecock over to the other side of the net.
Service	The serve is how a game is started. The shuttle must be held in between your thumb and index finger below the waist.
Singles/Doubles	Badminton is either an individual sport or a team sport. Playing on a team, you will play doubles. Individuals will play singles.

**Section 2: Basic Rules: Create a Mind Map to help you remember the rules of Badminton. If you know more, add them. I want to see who knows the most.**

- Games start with a diagonal serve
- Serve must land across the service line
- The game is played to 21, however must be won by 2 clear points
- Whoever wins the point serves next
- When the score is odd the serve is from the left and when even from the right
- Singles court is long and thin, whereas doubles is short and wide.
- You cannot hit the net with your racket
- Serve must be below waist height

**Section 3: Tactics/Shot selection: Follow an 800 images from a match, explain what shot you used and why you are the best player!**

**Section 4: Overhead Clear Key Points: Look, Cover, Write, Check**

- Move into position behind the shuttle
- Relax racket arm and non-racket arm
- Stand side on and swing through
- Hit shuttle at the highest point
- Follow through with the swing

**Section 5: Drop Shot Key Points: Look, Cover, Write, Check**

- Use a forehand grip
- Stand side on with weight on back foot
- As you hit the shuttle straighten your elbow towards the shuttle as you hit it
- Consider your racket angle as this determines the shuttle direction

**Section 6: Knowledge recall: Create flashcards for each question.**

**Question:**

- How is a game of badminton started?
- When does a game of badminton finish?
- How is a point scored?
- What decision would the umpire award if the player who is serving fails to serve diagonally?
- How tall is the net in badminton?
- What is the difference between the court in singles and doubles? Be specific in your answer.
- The score is 13-12 which side would the next serve be from and why?
- What happens if the game is tied at 20-20? How is a winner decided?

### Year 8: Geography

## NATURAL HAZARDS TROPICAL STORMS

**Global pattern of air circulation**

Atmospheric circulation is the large-scale movement of air by which heat is distributed on the surface of the Earth.

**Hotly cold** Equator and other warm from the Equator to between 30° of north & south.

**Fairly cool** Middle lat where air from equator descends 30° & 60° latitudes.

**Very cold** Smallest & weakest cell that occurs from the poles to the Ferrel cell.

**Distribution of Tropical Storms**

They are known by many names, including hurricanes (North America), typhoons (East Asia), whoppers (Japan and East Asia). They all originate in the warm, roughly 5-30° either side of the Equator.

**Formation of Tropical Storms**

- The earth's rays heat large areas of ocean in the summer and autumn. This causes warm, moist air to rise over the particular spots.
- Once the temperature is 27°C, the rising warm moist air leads to a low pressure. This eventually forms into a depression. The spaces are to be tracked in the trade winds.
- With these wind blowing in the opposite direction and the rotation of earth (Coriolis effect), the thunderstorm will eventually start to spin.
- When the storm begins to spin faster than 74mph, a tropical storm (such as a hurricane) is officially born.
- With the tropical storm growing in power, more and more air in the centre of the storm, creating calm, clear conditions called the eye of the storm.
- When the tropical storm hits land, it loses its energy source (the warm ocean) and it begins to lose strength. Eventually, it will "die" down.

**Primary Effects of Tropical Storms**

- The intense winds of tropical storms can destroy roads, communication, buildings and communication networks.
- As well as their great destructive energy, the winds can generate abnormally high waves called storm surges. Sometimes the most destructive elements of a storm are these subsequent high seas and flooding they cause to coastal areas.

**Secondary Effects of Tropical Storms**

- People are left homeless, which can cause disease, poverty and ill health due to lack of shelter.
- Shortage of clean water and lack of proper sanitation makes it easier for disease to spread.
- Businesses are damaged or destroyed causing unemployment.
- Shortage of food as crops are damaged.

**Management of Tropical Storms**

Prevention	Preparation	Response	Recovery
Preparation for a tropical storm may involve construction projects that will improve protection.	Ad involves assisting after the storm, commonly in the form of relief.	Recovery involves getting people and the emergency services ready to deal with the impacts.	Education Teaching people about what to do.

**1) Create flash cards of all the key words and descriptions from across this sheet.**

**2) Why do you find hurricanes? What are the different causes for them around the world?**

**3) What are high speed low atmospheric pressure? How does the UK usually experience?**

**4) Explain how tropical storms are formed?**

**5) What are the primary and secondary effects of tropical storms?**

**6) What ways can we manage the risk from these natural hazards?**

### History: British Empire

**Key Terms - Task 1 - LOOK, COVER, WRITE, CHECK**

Key Terms	Definition	Image
Triangular Trade	Trade between three different countries or regions	
Middle Passage	The name used to describe the journey from Africa to America for slaves, which could take up to 2 months.	
Plantation	A large farm that slaves worked on to produce a product like cotton, tobacco and sugar	
Empire	A group of countries ruled by one monarch.	
Monarch	A king or queen of a country.	
Abolition	The act of officially ending or stopping something, such as slavery.	

**Key Events - Task 4 - Create a list - in alphabetical order - of these important countries in the British Empire.**

- Canada
- Sudan
- South Africa
- India
- Australia
- New Zealand
- New Guinea
- British Guiana
- Egypt
- Falkland Islands

**Key Inventions - Task 5 - Create flashcards**

Create flashcards for famous plantations in the United States on one side write the name of the plantation, on the other its location.

**Key Countries - Task 3 - Create a mindmap**

Create a mindmap for African Countries of the British Empire and use the following examples:

- Sierra Leone
- Togo
- Nigeria
- Uganda
- Kenya
- The Gambia
- Zanzibar

### Year 8 Spanish Mis Vacaciones

Present	Preterite	Imperfect
Yo: voy, voy, voy	Fui, fui, fui	Yo: iba, iba, iba
Tu: vas, vas, vas	Fuiste, fuiste, fuiste	Tu: ibas, ibas, ibas
El/ella: va, va, va	Fue, fue, fue	El/ella: iba, iba, iba
Nosotros: vamos, vamos, vamos	Fuimos, fuimos, fuimos	Nosotros: íbamos, íbamos, íbamos
Vosotros: vais, vais, vais	Fuisteis, fuisteis, fuisteis	Vosotros: ibais, ibais, ibais
Ella/Ellos: van, van, van	Fueron, fueron, fueron	Ella/Ellos: iban, iban, iban

**Look cover, write, check!**

**Make Flashcards!**

**Look cover, write, check!**

**Look at this model text about holidays - do you think you could replicate it with your own information?**

**When you just booked a trip**

### Year 8 - Key Stage 3 Drama Horror - The Haunted Mansion

**Task 1: Learn the information on this section of the knowledge organiser.**

**Exaggeration**  
Exaggeration means making an action or gesture even bigger than it is in real life.

**Horror Key Words**  
**Tension:** Tension is the word to describe the feeling that something is about to happen...

**Atmosphere:** The atmosphere is the mood or feeling of a scene. For example, tense, scary, light, happy

**Task 2: Thinking about horror, can you think of a mime you could use to add tension and atmosphere through movement.**

**Mime**  
Mime is a style of theatre. Mime performances are usually performed silently to the audience. The actors must use **exaggeration and slow motion** to help the them communicate the story clearly to the audience.

**Task 4: Use PEEL to explain Task 3**

**PEEL**  
Point - Make a clear point of what you need to achieve  
Evidence - Where would the still image fit in  
Explain - Why?  
Link - How is this effective?

**Task 3: Where is the best place in a performance to use a still image to add drama?**

**The Rules of Still Image**  
A still image is a moment when all of the action on stage freezes - like a photograph. There are 3 rules when performing a still image. These are:

- 1.) Be silent
- 2.) Be still
- 3.) Use your body language creatively

**Task 5: Learn the 10 spellings below:**

- 1.) Horror
- 2.) Tension
- 3.) Atmosphere
- 4.) Exaggeration
- 5.) Mime
- 6.) Slow motion
- 7.) Audience
- 8.) Scene
- 9.) Performances
- 10.) Communicate

### Task 1 Create Flash Cards- with your own definitions

<b>Proportion</b>	The size relationship between different elements. E.g. height compared to width.
<b>Symmetry</b>	When one side of an object mirrors the other.
<b>Pattern</b>	An arrangement of repeated or matching symbols or lines.
<b>Composition</b>	Where you place objects on the page.
<b>Tone</b>	The lightness or darkness of something.
<b>Range</b>	The amount of variation between light and dark tones.
<b>Control</b>	How carefully you work with a specific media.
<b>Accuracy</b>	The extent to which one piece of work looks like another.
<b>Blending</b>	A seamless transition between two colours or tones.
<b>Negative Space</b>	The empty or unfilled areas of a piece of artwork.
<b>Balance</b>	The distribution of visual weights.

### Task 2 Create a series of drawings to show space (where objects are positioned in a composition) final piece

### Task 3 Using the colour list the primary, secondary and tertiary colours

**Task 4 Read-cover write the key facts for media**

**Y8 Term 2 Tea Party**

**Task 1** For each quote, write down if you think that young person's experience has been positive or negative, and the reasons for their decision.

**Task 2** Imagine that someone their age was experiencing some of the negative parts of social media. You should write down the advice they would give that young person.

**Task 3** create a poster, video or digital graphic that shows what 'online privacy' means to you. This should help explain the privacy 10 rights they think all young people should have when they're using social networking apps.

**Task 4** The United Nations Convention on the Rights of the Child is a human rights treaty which sets out the rights of all children under 18. Share the link to where young people can learn more about this treaty on the Unicef website - [www.unicef.org/uk/what-we-do/fun-convention-childrens-rights](https://www.unicef.org/uk/what-we-do/fun-convention-childrens-rights).

**Task 5** Article 16 of this document explains that children and young people have a right to privacy, just like adults do. This includes a right to privacy online. Social media can put children's right to privacy at greater risk of intrusion. For example, companies and individuals can collect information about what users, including young people, have been doing. Businesses can collect and sell people's personal information, and family members and friends can publish photos of children and young people without getting their permission first. A further information specific to children's online privacy rights can be found on pages 7-11 of this document. [www.unicef.org/uk/files/UNICEF\\_Children\\_Online\\_Privacy\\_and\\_Freedom\\_of\\_Expression.pdf](https://www.unicef.org/uk/files/UNICEF_Children_Online_Privacy_and_Freedom_of_Expression.pdf)