



KNOWLEDGE ORGANISERS

2021-22

YR8



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A Guide to Using your Knowledge Organisers

What is a knowledge organiser?

In this booklet you will find knowledge organisers for every subject you study at Madani. Your teachers have thought about **the most important key vocabulary, diagrams, information, and ideas that you need to know to understand each topic and have summarised them on one A4 sheet of paper** for you. The information has been organised into clear tables, diagrams or key points to make the knowledge organiser easy to use and to understand.

How will Knowledge organisers help you?

People remember what they have learned by thinking about it often, and by linking key knowledge to other ideas within a topic. Your knowledge organisers include the key information and ideas for the topic you are studying, so that you can think about how these ideas are linked to what you are learning in each lesson. **This means that you are thinking about these key ideas many times as you study the topic.** This will make it easier to remember what you have learned and add new knowledge each lesson

Your knowledge organisers are also useful if you have been absent because the knowledge organiser will include the key ideas from the lesson you missed. This will make it much easier to understand and catch up with the activities you need to complete independently.

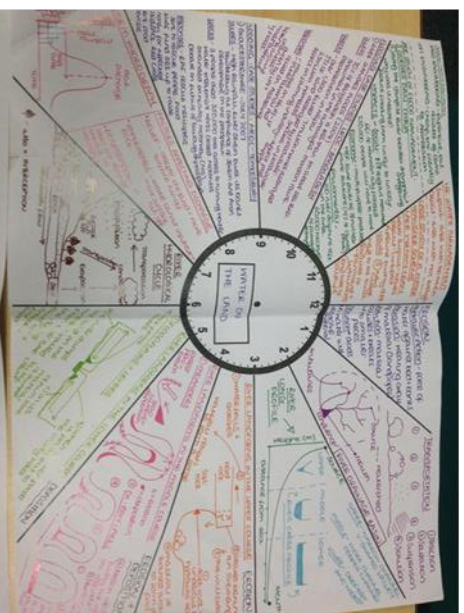
How can you use your knowledge organisers?

There are many activities that you can do using your knowledge organisers. Try some of the ones explained below:

Homework: Your teachers may assign homework linked to your knowledge organisers to help you understand key terms and ideas from the topic. This will help you prepare for your next lesson and understand the new information more clearly

Independent Research: You could do your own research to learn more about the key ideas included in your booklet

Creating more revision and learning tools: You can use the information on your knowledge organiser to create mind-maps or revision clocks. You can do this by taking the key ideas from the knowledge organiser and creating your mind-map or Round the Clock sheet (like the one shown below with 12 sections for information – just like a clock) by starting with the main ideas from your knowledge organiser and adding all the specific detail you remember from your lessons to the different sections of your mind-map or Round the Clock Diagram.



They are great for revision and testing your level of knowledge:

Test yourself: Because knowledge organisers include the key information and ideas for each topic, you can use them to help you revise for tests. You can self-quizz by covering sections of the knowledge organiser and testing yourself to see what you remember. Then uncover the information on your knowledge organiser and see if you were correct.

See how well you know the topic: Turn your knowledge organiser over and create a mind-map or write everything you know about the topic on a blank piece of paper. Then turn over the knowledge organiser and check to see if your information is correct or if there is anything that you missed. Revise it and make sure you will remember more the next time.

Create your own quizzes: Use the knowledge organiser to write your own set of questions based on the information included. Once you have a set of questions, turn the knowledge organiser over and see if you can remember the answers. Make sure you revise anything that you couldn't answer so that you will be able to next time. Try to answer the questions each week and see if you are able to remember more each time.

Create your own flashcards. For example, you could write the key terms from your knowledge organiser on one side of the card and the definition on the other. Then use the cards to quiz yourself.

Many of the key ideas you need to know for exams are on the mind-map. If it is included on the knowledge organiser your teacher thinks it is important for you to know it and you can expect it to be tested on an exam in some way.

It is important to remember that knowledge organisers don't include all the information that you need to know – only the main ideas. You can use them to help you remember the detail from your lessons.

How can your parents/carers use knowledge organisers to help you learn?

Read through the organiser with someone in your family and explain the information included in the knowledge organiser to them. Make sure you use examples and provide as much detail as you can, and then answer any questions your family member might have. Teaching someone else what you know helps you to understand the key ideas more clearly and helps you remember them more easily next time.

Ask your family to test or quiz you on the information included in the knowledge organiser. You should try to do this regularly and keep track of what you remember to see if you improve each time.

Ask your family to read out sections of the knowledge organiser to you, but to miss out key words or pieces of information and see if you can fill in the key terms or knowledge.

Ask your family to test you regularly on the spellings of key words until they are perfect. Make a note of the ones that you spell incorrectly to make sure that you know them next time.



Classification & Biodiversity

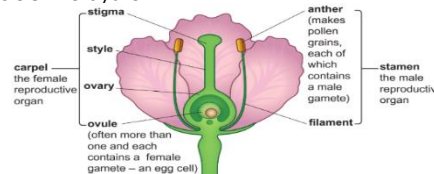
Classification	Sorting organisms into groups based on their characteristics.
Kingdoms	The five largest groups (each can be split into smaller groups)- <i>animals, fungi, protocists, prokaryotes and plants.</i>
Plants	Members of the plant kingdom have cellulose cell walls, are multicellular and make their own food.
Scientific Name	We give organisms scientific names using the names of the last two groups- the genus and the species.
Scientific Name Advantages	Scientific names are agreed around the world so there is no confusion. Some species have the same common name in different places.
Biodiversity	The number of difference species in an area.
Advantages of High Biodiversity	Recover faster from disasters and useful substances can be found (medicines).
Extinct	When an organism dies out completely.

Types of Reproduction

Sexual Reproduction	Two organisms breeding to produce offspring.
Hybrids	The offspring of two different species- they are not fertile.
Fertile	Can produce offspring.
Inherited Variation	Characteristics inherited from parents (due to DNA).
Gametes	Sex cells
Zygote	The fertilised egg cell formed when the male and female gamete join.
Asexual Reproduction	Reproduction involving only one parent- produces offspring identical to the parent (clones).
Runners	An example of asexual reproduction used by strawberry plants. They spread over the ground and sprout roots to grow new identical plants.
Tubers	An example of asexual reproduction used by potato plants. They are underground stems (potatoes) that contain a store of food that can grow into a new plant.
Using Asexual Reproduction	Gardeners take cuttings of leaves/stems to grow new plants quickly and cheaply.

Pollination

Plant Reproductive System



Pollen	Male gamete that ripens inside the anthers.
Pollination	The pollen grain carried away and transferred to the stigmas of another plant can be by animals/wind/water/
Plant Adaptations for Animal Pollination	Brightly coloured petals, nice scent and nectar attract animals (mainly insects). The structure also makes it easier for animals to pick up / leave pollen grains.
Plant Adaptations for Wind Pollination	Pollen is smooth and light to float through air. large anthers and stigmas hang outside the flower to catch the wind.
Self- Pollination	Pollen grains from a plant land on the stigma of the same plant.
Cross- Pollination	Pollen transferred from one plant to another.
Plant Adaptations for Animal Pollination	Brightly coloured petals, nice scent and nectar attract animals (mainly insects). The structure also makes it easier for animals to pick up / leave pollen grains.

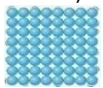
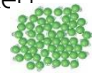
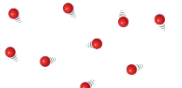
Germination and Growth

Resources	What a plant needs to grow/germinate.
Respiration	The process of releasing energy from glucose.
Respiration Word Equation $\text{glucose} + \text{oxygen} \rightarrow \text{carbon dioxide} + \text{water}$	
Dormant	Slow life processes but still alive- such as in a seed.
Photosynthesis	A process that plants use to make their own food.
Photosynthesis Word Equation $\text{carbon dioxide} + \text{water} \longrightarrow \text{glucose} + \text{oxygen}$	
Starch	Glucose is converted to starch to store it.
Chloroplasts	Traps light energy needed for photosynthesis.
Interdependent	Organisms that depend on one another.

Fertilisation and Dispersal

Pollen Tube	Formed when a pollen grain reaches a stigma of the same species. It grows down to the ovule.
Fertilisation	The egg cell and the male gamete from the pollen grain join together to form a zygote.
Cell Division	The process by which the cell splits into two.
Embryo	Formed when the cells divide again and again.
Seed	The ovule becomes a seed. Inside the seed is the embryo and a food source.
Seed Coat	Hart outer coating of seed to protect it.
Germinate	The seed starts to grow.
Fruit	The ovary swells up and forms the fruit around the seed.
Seed Dispersal	The spreading of seeds away from the parent plant.
Attracting Animals	Fruits are fleshy, soft, juicy and taste good to attract animals for seed dispersal.
Egested	Seeds are passed out by animals in their faeces.
Other Seed Dispersal Methods	Wind, water and explosions- useful so that new plants aren't in competition with the parent plant.

The Particle Model

States of Matter	The three forms that a substance can be in; solid, liquid or gas.
Solid Properties	Do not flow, fixed shape, fixed volume, cannot be compressed
Liquid Properties	Can flow, no fixed shape, fixed volume, cannot be compressed
Gas Properties	Can flow, no fixed shape, no fixed volume, can be compressed
Particle Theory	Used to explain the different properties and observations of solids, liquids and gases.
Solid Particle Properties	Fixed arrangement of particles held closely together that cannot move over each other but vibrate. 
Liquid Particle Properties	Held closely together but not in a fixed arrangement and can move over each other. 
Gas Particle Properties	Far apart from each other and free to move about in all directions. 
Diffusion	The movement of particles spreading out and mixing with each other without anything moving them.
Brownian Motion	An erratic movement of small specks of matter caused by being hit by the moving particles that make up liquids or gases.
Expanding	Materials expand when heated because the particles vibrate more, taking up more space.
Contract	Materials contract when cooled because the particles vibrate less and take up less space.
Density	The mass of a certain volume of a material. $density = \frac{mass}{volume}$

Changing State

Changes of State	Changing from one state of matter to another. Physical changes because no new chemicals are made.
Melting	Turning from a solid to a liquid- occurs at melting point
Freezing	Turning from a liquid to a solid- occurs at freezing point
Condensing	Turning from a gas into a liquid.
Sublimation	Turning from a solid to a gas.
Evaporation	Turning from a liquid into a gas. Can occur at the surface of a liquid at any temperature.
Boiling	When evaporation occurs within a liquid- occurs at the boiling point
Pure	A substance made up of a single type of atom or compound.
Pure Substances Changing State	Occurs at a set temperature. The temperature stays constant when changing state as bonds are broken or made.
Mixtures Changing State	Occurs over a range of temperatures as it contains substances with different melting/boiling points.
Water	Contracts as it is cooled up until 4°C and then it expands slightly. Ice takes up more space than water and is less dense

Floating & Sinking

Upthrust	The force of water pushing upwards.
Weight	The amount of force with which gravity pulls on a mass.
Water	The density of water is 1 g/cm ³
Floating	If something has a density less than water it will float in water.
Sinking	If something has a density greater than water it will sink in water.
Air	The density of air at sea level is around 0.001 g/cm ³
Hot Air Balloons	Fly because the overall density of the balloon is less than the air around it.

Drag

Drag	A resistance force acting on an object to slow it down.
Water Resistance	Type of drag that occurs in water.
Air Resistance	Type of drag that occurs in air.
Friction	Partly causes the drag on a moving object.
Streamlined	Smooth shape to reduce air / water resistance.
Speed	The faster an object is moving, the greater the drag.
Balanced Forces	Equal forces acting in opposite directions.
Engine	Forward force of an engine needs to balance the drag.

Fractions & Percentages-Keywords

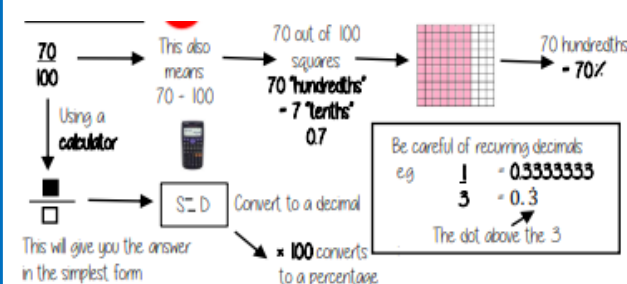
Percent: parts per 100 – written using the % symbol
Decimal: a number in our base 10 number system. Numbers to the right of the decimal place are called decimals
Fraction: a fraction represents how many parts of a whole value you have.
Equivalent: of equal value.
Reduce: to make smaller in value.
Growth: to increase/ to grow.
Integer: whole number, can be positive, negative or zero.
Invest: use money with the goal of it increasing in value over time (usually in a bank).

What I Need To Be Able To Do

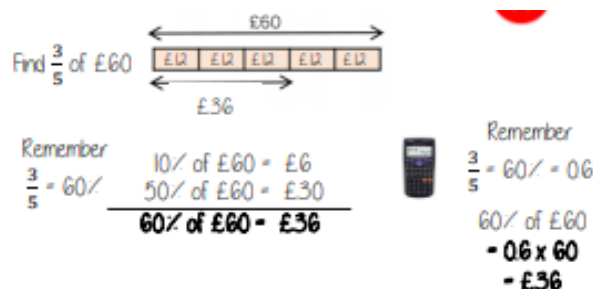
By the end of this unit you should be able to:

- Convert between FDP less than and more than 100.
- Increase or decrease using multipliers.
- Express an amount as a percentage.
- Find percentage change.

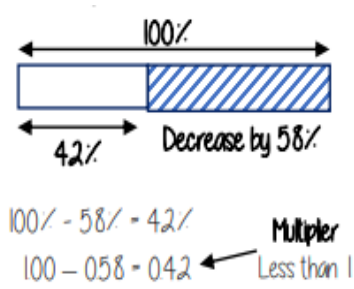
Convert FDP



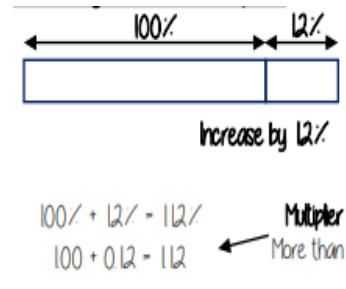
Fraction/ Percentage of Amount



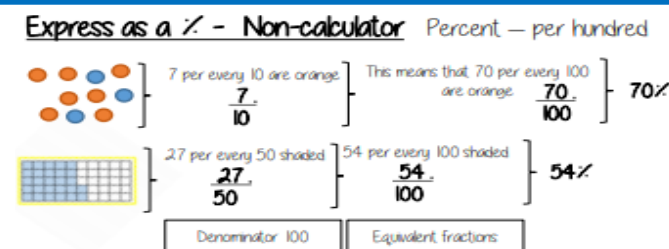
Percentage Decrease



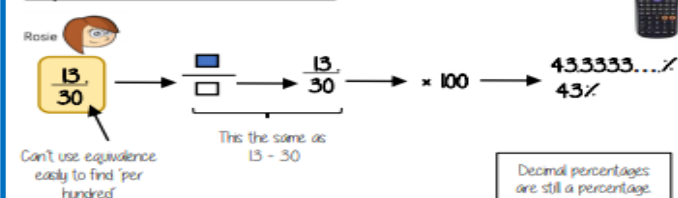
Percentage Increase



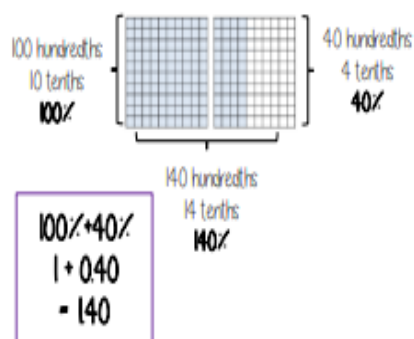
Express as a %



Express as a % - Calculator



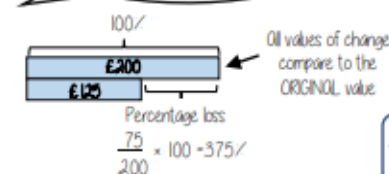
Convert FDP < and > 100%



Percentage Change

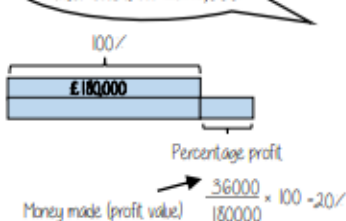
Percentage change

I bought a phone for £200. A year later sold it for £125



$$\frac{\text{Difference in value}}{\text{Original value}} \times 100$$

I bought a house for £180,000, I later sold it for £216,000



Have you represented the Question in a bar model?

Can you use a calculator?

Topic

Algorithms

Pattern Recognition

Finding patterns is extremely important. Patterns make our task simpler. Problems are easier to solve when they share patterns, because we can use the same problem-solving solution wherever the pattern exists.

The more patterns we can find, the easier and quicker our overall task of problem solving will be.



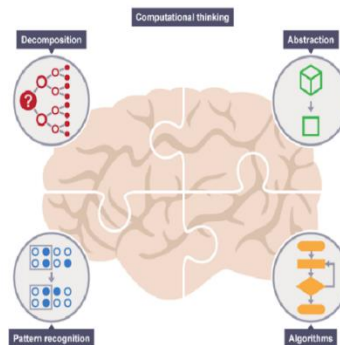
Computational Thinking

Decomposition - breaking down a complex problem or system into smaller, more manageable parts

Pattern Recognition - looking for similarities among and within problems

Abstraction - focusing on the important information only, ignoring irrelevant detail

Algorithms - developing a step-by-step solution to the problem, or the rules to follow to solve the problem



Computational thinking involves taking that complex problem and breaking it down into a series of small, more manageable problems (**decomposition**). Each of these smaller problems can then be looked at individually, considering how similar problems have been solved previously (**pattern recognition**) and focusing only on the important details, while ignoring irrelevant information (**abstraction**). Next, simple steps or rules to solve each of the smaller problems can be designed (**algorithms**).

Finally, these simple steps or rules are used to **program** a computer to help solve the complex problem in the best way.

Boolean Operators

Operator Symbol	Operator Meaning
>	greater than
<	less than
=	equal to
>=	greater than or equal to
<=	less than or equal to
<>	not equal to

Mathematical Operators

Operator Symbol	Operator Meaning
+	Addition
-	Subtraction
*	Multiplication
/	Division

Abstraction

Abstraction involves filtering out – essentially, ignoring – the characteristics that we don't need in order to concentrate on those that we do.

An example of abstraction is the London Underground map. It details tube and rail lines and the stations that are on them. That is all that is required for a passenger to be able to plan a journey from one station to another. Other details, such as real geographical location, distance between stations, depth underground and number of platforms are not included as they are irrelevant to journey planning on the Underground.



Decomposition

Decomposition involves breaking down a complex problem or system into smaller parts that are more manageable and easier to understand. The smaller parts can then be examined and solved, or designed individually, as they are simpler to work with.

For example, a police officer would need to know the answer to a series of smaller problems:






- what crime was committed
- when the crime was committed
- where the crime was committed
- what evidence there is
- if there were any witnesses
- if there have recently been any similar crimes

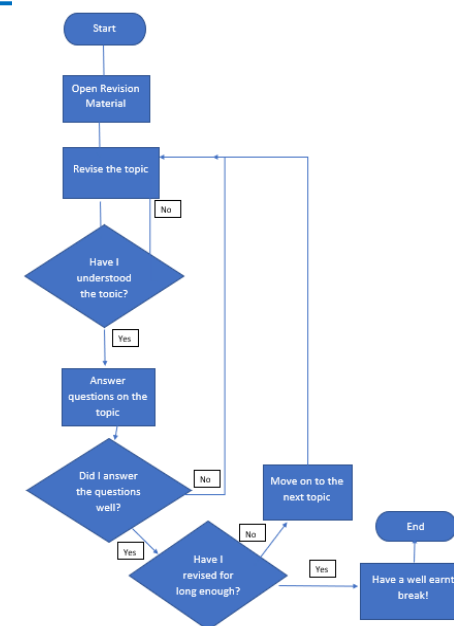
The complex problem of the committed crime has now been broken down into simpler problems that can be examined individually, in detail.



Flow Diagrams

A flow diagram is a diagram that shows an overview of a program. Flow diagrams normally use standard symbols to represent the different types of instruction. These symbols are used to construct the flowchart and show the step-by-step solution to the problem. Flow diagrams are sometimes known as flowcharts.

Symbol	Name	Function
	Start/end	An oval represents the start or end point
	Arrows	Lines show the relationship between different representative symbols
	Input/ Output	A parallelogram represents input or output
	Process	A rectangle represents a process
	Decision	A diamond indicates a decision



Much Ado About Nothing by William Shakespeare-Terminology

Iambic pentameter: The name given to the rhythm that Shakespeare uses in his plays. The rhythm of iambic pentameter is like a heartbeat, with ten beats per line.

Prose and Verse: Much Ado About Nothing is written in a combination of prose and verse. Prose is a conversational way of speaking which doesn't have a set rhythm or structure. Verse always has a set rhythm and structure and is more poetic.

Rhyming Couplets: Rhyming couplets are two lines written one after the other and end in the same sound, or a rhyme. They are often used to sum up the end of a character's speech.

Imagery: Visually descriptive language.

Antithesis: Antithesis happens when two opposites are put together. For example, hot and cold or light and dark.

Betrothed: The person to whom one is engaged to, to be married.

Illegitimate: The state of being born to parents not lawfully married to each other.

Themes

- Social class/court life
- Humour
- Love
- Relationships
- Honour
- Deception
- Women



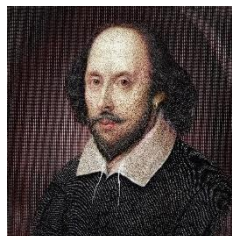
Context

William Shakespeare - (1564-1616)

In his 52 years of life William Shakespeare transformed himself from the son of a small-town glove maker to a favourite playwright of the Monarchy of the time. Today he is celebrated as the most popular writer in the English language. Shakespeare was a prolific writer during the Elizabethan and Jacobean ages of British theatre (sometimes called the English Renaissance or the Early Modern Period). Shakespeare's plays are perhaps his most widely accomplished legacy, but they are not all he wrote. Shakespeare's poems also remain popular to this day.

Much Ado About Nothing:

The play was written in 1598 and is generally considered one of Shakespeare's best comedies, because it combines elements of humour and wit, with more serious matters of honour, shame, and court politics. Many critics have noted that the plot of *Much Ado About Nothing* shares significant elements with that of *Romeo and Juliet*.



Key Quotations

- "I had rather hear my dog bark at a crow, than a man swear he loves me." Beatrice (Act 1, Scene 1)
- "Silence is the perfectest herault of joy. I were but little happy if I could say how much." Claudio (Act 2, Scene 1)
- 'When I said I would die a bachelor, I did not think I should live till I were married.' Benedick (Act 2 Scene 3)
- "Some Cupid kills with arrows, some with traps." Hero (Act 3, Scene 1)
- "I will live in thy heart, die in thy lap, and be buried in thy eyes." Benedick (Act 5, Scene 2)



Learning Objectives

By the end of the term, I can communicate (talk, ask and answer) about:

- Where you live
- Where you're going to live
- French speaking countries in Africa

Grammar Objectives

I will be able to understand and apply rules about:

- Comparisons using plus/ moins
- The near future
- Expressions using avoir: faim/ soif/ peur

Key Grammar

Near future – aller + infinitive

When you talk about what you are *going to do*, you use the immediate future formed with *aller* + infinitive.

Je vais organiser une vente de gâteaux. – I am going to organise a cake stall.
Tu vas faire du travail bénévole? – Are you going to do voluntary work?
Nous allons collecter de l'argent. – We are going to collect money.



Expressions with avoir

There are lots of expressions that take *avoir* (to have) in French. You already know *avoir* ____ ans (to be ____ years old). Here are some more:

j'ai faim – I **am** hungry
j'ai de la chance – I **am** lucky
j'ai soif – I **am** thirsty
j'ai peur – I **am** scared
j'ai confiance – I **am** confident
on a faim – we **are** hungry
on a peur – we **are** scared

Comparisons

Use *plus* (more) and *moins* (less) *que* (than) to make comparisons.
*C'est **plus** tranquille **que** Londres.* – It's quieter (more quiet) than London.
*C'est **moins** tranquille **qu'**Oxford.* – It's less quiet/It's noisier than Oxford.
C'est plus tranquille. – It's quieter.
C'est moins tranquille. – It's noisier.



Decimal Points

Decimal points

In French, the comma is used as a decimal point. For example, 'there are around **96.2** million French speakers in Africa' but *il y a environ **96,2** millions de francophones en Afrique.*

Watch out for words like *environ* ('around' or 'about') which can have an effect on numbers.



Daily issues and life in francophone countries

j'habite	I live
je vais habiter	I am going to live
dans le nord/le sud/l'ouest/ l'est	in the north/south/west/ east
dans le centre	in the centre
C'est (plus/moins) ...	It's (more/less) ...
bruyant/tranquille	noisy/peaceful
désert/peuplé	sparsely-populated/ densely-populated
moderne/historique	modern/historic
pittoresque/moche	picturesque/unattractive
plat/montagneux	flat/mountainous
propre/sale	clean/dirty
urbanisé/rural	built-up/rural
vivant/ennuyeux	lively/boring

Model Text

Où habites-tu?	Actuellement, j'habite à Lyon.	Currently, I live in Lyon
	J'habite dans le nord de la ville.	I live in the north of the town/ city.
Tu viens d'où?	Je suis de Lyon	I am from Lyon
C'est comment ?	Lyon me plaît parce que...	I like Lyon because...
	Lyon m'énerve car	Lyon annoys me because...
	C'est très bruyant et historique.	It's very noisy and historic.
Où vas-tu habiter à l'avenir ?	Je vais habiter dans le sud de Provence	I am going to live in the south of Provence
C'est comment ?	C'est plus tranquille que Lyon.	It's more peaceful than Lyon.
	C'est moins urbanisé que Lyon.	It's less built-up than Lyon.

Gymnastics

Hand:

- Perform a mixture of balances and rolls
- Sequencing

Head:

- To plan 3 balances.
- To plan a sequence of balances and rolls (complex and simple sequences)

Heart:

- Demonstrate communication when working in a pair/group.



Basketball

Hand:

- Passing (chest/bounce/overhead)
- Dribbling (use of both hands, change of direction, pace)
- Shooting
- Rebounding and stopping (jump stop/stride stop)

Head:

- Decision making
- Adhering to the rules (half-court defence, out of bounds)
- Attacking and defending
- 1 v 1 situations

Heart:

- Ability to influence the performance and motivation of self and others
- Impact of communication and teamwork during a game



Key Concepts

Talk about relationships with friends and family, describe physical appearance and characteristics.

Grammar

Adjectives, grammar rules in relation to dual body parts, forming the comparative/superlative, all attached and detached pronouns

Points To Think About

- How would you describe someone's physical appearance?
- How would you describe someone's character?
- What are the reasons that you may like or dislike someone?
- What will be the grammatical difference between describing males and females?

Sample Writing

يُوجَدُ فِي عَائِلَتِي أَشْخَاصٍ
لَدَيَّ إِخْوَةٌ وَ.....
أَخَوَاتٍ
أَنَا أَحِبُّ عَائِلَتِي،
وَأَحِبُّ أُمِّي لَأَنَّهَا.....، لَكِنْ
هِيَ
وَلَا أَحِبُّ إِخِي لَأَنَّهُ
أَحْسَنُ صَدِيقِي فِي
الْمَدْرَسَةِ.....
لَأَنَّهُ.....

Sample Writing

إِسْمِي يُوسُفُ، لَدَيَّ عَائِلَةٌ كَبِيرَةٌ،
يُوجَدُ فِي عَائِلَتِي ثَمَانِيَةَ أَشْخَاصٍ، أَنَا
أَحِبُّ عَائِلَتِي لَأَنَّهَا نَتَفَاهَمُ وَنَسْكُنُ مَعًا
بشَكلٍ جَيِّدٍ، لَكِنِّي لَا أَحِبُّ إِخِي لَأَنَّهُ
أَنَانِيَّ، أَنَا أَحِبُّ أُمِّي كَثِيرًا لَأَنَّهَا
مُجْتَهِدَةٌ وَلَطِيفَةٌ جَدًّا، هِيَ طَوِيلَةٌ
وَشَعْرُهَا طَوِيلٌ أَيْضًا، أَمَّا أَبِي فَهُوَ
لَطِيفٌ أَيْضًا لَكِنَّهُ شَدِيدٌ فِي بَعْضِ
الْأَحْيَانِ، وَأَنَا أَحِبُّهُ أَيْضًا كَثِيرًا

Main Vocabulary

Funny	مُضْحِكٌ	Father	أَبٌ
Kind	لَطِيفٌ	Mother	أُمٌّ
Polite	مُؤَدَّبٌ	Brother	أَخٌ
Loyal	وَفِيٌّ	Sister	أُخْتُ
Annoying	مُزْعِجٌ	Grandfather	جَدٌّ
Head	رَأْسٌ	Grandmother	جَدَّةٌ
Hair	شَعْرٌ	Tall	طَوِيلٌ
Nose	أَنْفٌ	Short	قَصِيرٌ
Ear	أُذُنٌ	Thin	نَحِيفٌ
Eye	عَيْنٌ	Fat	سَمِينٌ
He is	هُوَ	Beautiful	جَمِيلٌ
She is	هِيَ	Clever	ذَكِيٌّ
Because he is	لَأَنَّهُ	Rich	غَنِيٌّ
Because she is	لَأَنَّهَا	Lazy	كَسَلَانٌ
But he is	لَكِنَّهُ	Hardworking	مُجْتَهِدٌ
But she is	لَكِنَّهَا	Creative	مُبْدِعٌ

Topic

Natural hazards

Natural hazards

Natural hazard	A natural process that poses a threat to people and property
Meteorological hazard	A hazard in the atmosphere (hurricane, thunder and lightning, drought)
Hazard risk	The probability that a natural hazard occurs Layers of the earth – inner core, outer core, mantle and crust
Tectonic plates	The crust is split into several pieces called tectonic plates. They float on the mantle.
Crust	Layer of the earth found under the oceans (oceanic crust – thinner, younger, more dense) or under the land (continental crust – thicker, older less dense)
Convection currents	Circular currents in the mantle that cause tectonic plates to move
Plate boundary/margin	The line between two plates, also known as a fault line
Subduction zone	The area where a more dense plate moves underneath a less dense plate

Earthquakes

Earthquake	A sudden movement of tectonic plates due to a release of energy of pressure. It is followed by a series of aftershocks.
Focus	The point of movement in the earth's crust.
Epicentre	The point directly above the focus on the earth's surface.
Shockwaves/ Seismic waves	As tectonic plates suddenly move, they send out SHOCK WAVES (seismic waves) that travel through the earth's crust and cause the ground to shake.
Magnitude	The amount of energy released during an earthquake.
Richter Scale	The scale that measures the magnitude of an earthquake.

Types of earthquakes

Conservative plates: These are plate boundaries where two plates are either slipping past each other in opposite directions or at different rates in the same direction.

Constructive plates: The plates are moving apart from one another. When this happens, the magma from the mantle rises up to make (or construct) a new crust.

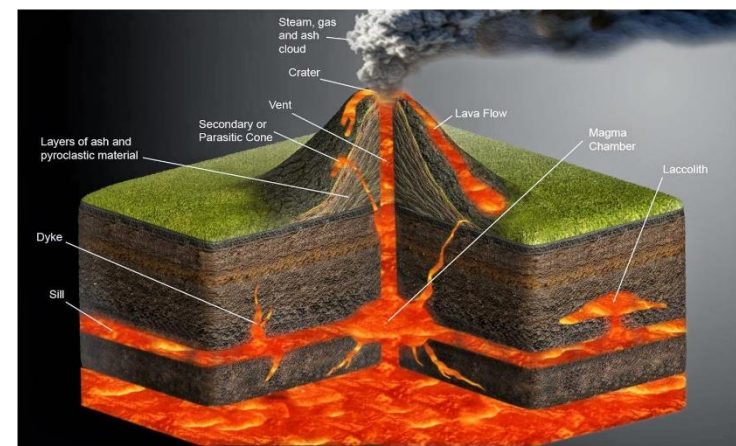
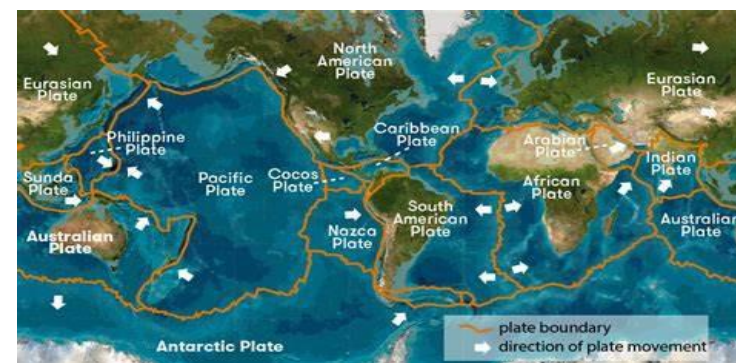
Destructive plate: The plates are moving towards each other. This usually involves a continental plate and an oceanic plate. The oceanic plate is denser than the continental plate. As they move together, the oceanic plate is forced underneath the continental plate.

Volcano

Volcano	A volcano is an opening in the ground from which lava, ash and gases erupt.
Magma	liquid rock inside the volcano
Lava	Molten rock that has been erupted from a volcano.
Shield volcano	A volcano found at constructive plate margins. It has runny lava, is low in height and has frequent eruptions. For example Laki in Iceland.
Composite volcano	A volcano found at destructive plate margins. It has thick lava, is tall in height with steep sides and has explosive eruptions. For example Mt Fuji in Japan.
Pyroclastic flow	Very hot gases and ash (800°C) rush down the volcano at speeds of 500mph, destroying everything in its path.
Ash cloud	The ash that is ejected from the volcano falls across large distances, causing respiratory problems

Key Words

Drought	A long period of abnormally low rainfall.
Tropical Storm	A large low pressure system that brings rain and strong winds (above 73 mph). Other names hurricane, typhoon, cyclone.
Track	The path of a storm – where it's going.
Storm Surge	A rising of the sea as a result of the wind and low pressure of a storm.
Social	Anything to do with people.
Economic	Anything to do with money and jobs.
Environmental	Anything to do with nature or the built environment (cities/towns).



Topic

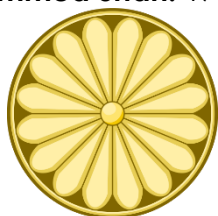
Were the Mughals more successful than the Tudors?

Key Words

Akbarnama
Administration
Empire
Conquer
Exile
Fort
India
Pakistan
Afghanistan
Rajputs
Revenge
Siege
Patronage

Key Rulers

- **Babur:** 1526 – 1530
- **Humayun:** 1530- 1542
- **Akbar:** 1542 – 1605
- **Jahangir:** 1605 – 1627
- **Shah Jahan:** 1627- 1658
- **Aurangzeb:** 1658- 1707
- **Muhammed Shah:** 17-19 – 1748



Key Questions

You will need to consider each of the following in your comparison between Elizabeth I and the Mughals

Religion:

The Mughals had to rule a Hindu population while being Muslim themselves. How did they manage this and how successful were they? Elizabeth I had to deal with the conflict between Catholics and Protestants. Who dealt with their religious problems more successfully?

Warfare:

Both the Elizabeth I and the Mughals fought great battles and expanded their empire beyond the borders of their original land. How did each manage this and who do you think was the most successful?

Money Matters:

One of the most important jobs for a ruler is working out how to pay to run their country or empire. Think carefully about how to do this successfully. Who was more successful in money matters?

Government:

Each leader had to try to find ways to make the people of the country respect them and run their country with authority. Think about how each ruler accomplished this. Was it better to rule on his or her own or to share power and what were the results of their choices? Were rebellions a sign of weakness?

Background

The Mughal Empire was located in modern day India and Pakistan and was in existence from 1526- 1858. This was the at the same time as the Ottoman Empire and the Tudors and Stewarts in Europe. They ruled over 200 million people had had a rich culture in art, architecture and trade. It was one of the most powerful empires in the world.

Overview

This topic will focus on a comparison with the rule of Elizabeth I of England with Akbar the great of Mughal India. You will learn about how Akbar came to power, the challenges he faced, how he overcame them, how he ruled over different religious groups and how art and architecture flourished during his reign.



Politics & Participation -Key Terms

Political Rights	Entitlement to participate in the civil and political life of society and the state without discrimination or repression.
Human Rights	Are the basic <i>rights</i> and freedoms that belong to every person in the world, from birth until death. They apply regardless of where you are from, what you believe or how you choose to live your life. These basic <i>rights</i> are based on shared values like dignity, fairness, equality, respect and independence.
Legal Rights	Rights and freedoms according to the UK law.
Moral Rights	Basic rights and freedoms protected by ethical and moral philosophy and law.
Parliament	The group of (usually) elected politicians or other people who make the laws for their country
Democracy	The belief in freedom and equality between people, or a system of government based on this belief, in which power is either held by elected representatives or directly by the people themselves.
MPs	The UK public elects Members of Parliament (MPs) to represent their interests and concerns in the House of Commons.
PM	The Prime Minister is the head of Government in a parliamentary system.
Petitions	A formal written request, typically one signed by many people, appealing to authority in respect of a particular cause.

What Skills will I Develop in Heart for Life?

Each lesson will have opportunities to develop your skills through a variety of learning activities, ranging from:

- Thinking skills
- Enquiry and evaluation skills
- Research skills
- Debate and communication skills
- Active learning.
- Reflective learning skills.
- Personalised learning skills.
- Revision and recall.



Overview

Students will explore the UK parliamentary system, the role of MPs and the prime Minister, how laws are made and what it means to live in a democratic country.

Key Concepts

Relationships, Living in the Wider World and Health and Wellbeing.

Essential Attributes Developed Through Heart for Life

- Self -Improvement
- Resilience
- Self-organisation
- Clarifying own values
- Developing and maintaining a healthy self concept
- Empathy and compassion
- Respect for others
- Skills for employability
- enterprise skills

Still Life, Simon Laurie Project-Learning Objectives

- To learn about the Scottish STILL LIFE painter and artist SIMON LAURIE
- To learn about and explore drawing ideas featuring key elements from the works of this artist.
- To learn about and explore ideas and techniques through watching recorded clips and power point presentations
- To learn about his ideas about grouping everyday objects which reflect his cultural interests and surroundings
- To explore drawn ideas reeving them into finished coloured pieces
- To apply knowledge and understanding to own work.
- To layer colours and materials onto own work through focussed drawing and selection of materials and techniques
- To build and secure knowledge and understanding
- To create a final piece at the end of this unit.

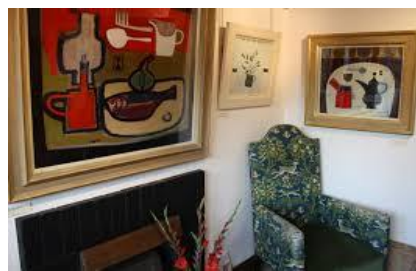
Content

- Students will learn about the background of the artist SIMON LAURIE
- They will learn how to draw and focus on key elements of the works and paintings of SIMON LAURIE
- Students will learn the aspects of non perspective drawing and colour work
- The will learn how to add key features to their own work
- Students will learn how to focus and add relevant and accurate detail to their own work, layering with colour techniques
- Students will understand the use and inclusion of recycled appropriate materials.
- Students will include numeracy and literacy into their work
- Students will self and peer assess work and oracy will be included in all Art lessons
- They will complete a final piece at the end of this unit.

Key Words

Watermelon, knives, everyday objects, jugs, jars, pots, plates, environment, recycle, reuse, renew, grapes, non perspective drawing and painting, painting, studio, Glasgow, Scotland, IRN BRU, fish, cups, saucers, watermelon slices, lemons, apples, pears, croissants, teapots, spoons, chopping boards, colourful, pomegranates, flowers, slices of fruit, deep and bright colours, acrylic and oil paints, paper, drawing, collage, tables, background, settings, surroundings, Scottish culture

Images



Wall Tidy

Students will learn how to develop and create a wall tidy suitable for holding items of their choice, using pattern cutting and hand and machine stitching techniques.

Objectives

- To develop a wall tidy that is fit for purpose.
- To understand pattern cutting and precision construction.
- To understand how to use the sewing machine.
- To understand basic embroidery stitches.

Content

- Students will learn about the six Rs relating to the consumption and usage of textiles.
- Students will design a wall tidy to hold items of their choice, looking at the ergonomics of their designs.
- They will then learn how to use the sewing machine safely, selecting the correct materials for each section and showing an understanding of how to work with that media, to create different effects.
- Students will then learn basic embroidery techniques to decorate their wall tidy..

Content

Key words – design, make, reuse, pattern cutting, tacking, embroidery, ergonomics, stitching, techniques, precision, safety

Images



Topics

HUMAN RIGHTS
WOMEN IN ISLAM
ROLE OF THE MOTHER

Key Questions

- What is the 'Human Rights Act 1998'?
- What is equality?
- What does UDHR stand for?
- What is the importance of the role of a mother?
- What rights has Islam given to women?
- Who are 'Amnesty International'?

UDHR

Universal Declaration of Human Rights

The Universal Declaration of Human Rights (UDHR) is a document protecting the rights of every individual, everywhere. It was the first-time countries agreed on the freedoms and rights that deserve universal protection in order for every individual to live their lives freely, equally and in dignity.

Keywords

Human Rights Act: Human rights are the basic rights and freedoms that belong to every person in the world
Amnesty International: Amnesty International evaluates the human rights situation in countries around the world
UDHR: Universal Declaration of Human Rights
Equality: The state of being equal, especially in status, rights, or opportunities
Fair: Treating people equally without favouritism or discrimination
Equity: The quality of being fair and impartial.
Discrimination: The unjust or prejudicial treatment of different categories of people, especially on the grounds of race, age, sex, or disability.



Human Rights Act 1998

What are human rights?

Human rights are basic rights and freedoms which we all have. They cannot be taken away, although they can be restricted in certain circumstances.

What is the Human Rights Act 1998?

The Human Rights Act gives you legal protection of your human rights, such as your right to a fair trial.

The Human Rights Act is important because:

It sets out a minimum standard of how the government should treat you. It makes sure that they think about meeting your basic rights when they do their job. This includes when they use other laws. Parliament must think about whether a new law follows the Human Rights Act before it comes into force.

Inspirational Muslim Women

Khadija bint Khuwaylid (RA)

Possibly the most famous Muslim women in the era of Prophet Muhammad (SAW) is Khadija (RA). Yes, Prophet Muhammad's first wife. She was a successful entrepreneur, the first women to accept Islam and stood by the side of the Prophet SAW during prophet hood.

Fatima Al-Fihri

Fatima is an inspiration to women and educators alike. Why? Well, she founded the first and oldest-surviving madrasah and university in the world! Al-Qarawiyyin masjid and university in Fez (Morocco) was founded and built (under supervision).

Aaishah Bint Abu Bakr

Wife of the Prophet (SAW) and the daughter of Abu Bakr (RA). She was an incredible woman, she was a wife of the Prophet (saw) and we know through many narrations that he loved her most from everyone. She was the most renowned scholar and a teacher and she taught all the companions of the Prophet (saw) and narrated many Ahadith.



MADANI SCHOOLS FEDERATION