تحصين المسلمين بالتعليم

MADANI

مدائن

GIRLS SCHOOL

KNOWLEDGE ORGANISERS

2021-22

YR8

HONESTY | EXCELLENCE | ACCOUNTABILITY | RESPECT | TEAMWORK

CONTENTS

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.

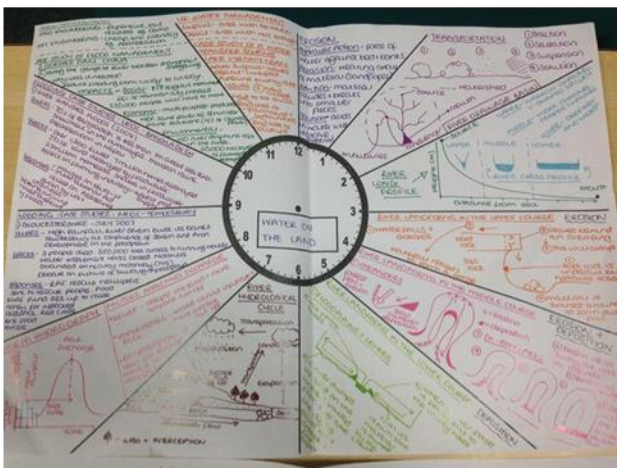
How can you use your knowledge organisers?

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-quiz 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 of 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.

MADANI GIRLS SCHOOL YEAR 8 HALF TERM 4

SCIENCE

Classification & Biodiversity

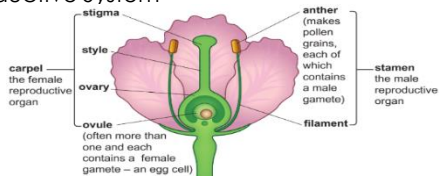
Classification	Sorting organisms into groups based on their characteristics.
Kingdoms	The five largest groups (each can be split into smaller groups)- *animals, fungi, protoctists, prokaryotes and plants*.
Plants	Members of the plant kingdom have cellulose cell walls, are multicellular and make their 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

glucose + oxygen → carbon dioxide + 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

carbon dioxide + water ⟶ glucose + 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.

MADANI GIRLS SCHOOL YEAR 8 HALF TERM 4

SCIENCE

Dalton's Atomic Model

Matter	All things are made of matter.
John Dalton	(1766-1844) An English chemist.
Dalton's Atomic Theory	• all matter is made up of atoms. • atoms in an element are identical. Each element has its own type of atom. • atoms cannot be destroyed or created. • In compounds each atom is always joined to a fixed number of other atoms. • atoms rearrange during chemical reactions to form new substances.
Atoms	Small particles that all matter is made up of.
Element	A substance made up of one kind of atom.
Compound	Contains atoms of two or more different elements chemically joined together.
Physical Properties	The properties that describe a substance on its own. *(colour, strength, density, etc.)*
Physical Changes	A change in which no new substances are formed.

Chemical Properties

Chemical Properties	How a substance reacts with other substances.
Hypothesis	An idea about how something works that can be tested using experiments.
Prediction	What you think will happen in experiment and why.
Conserving Mass	The mass of the products of a reaction will be the same as the mass of the reactants.
Chemical Formulae	The combination of symbols and numbers that shows how many atoms of different element are in a particular molecule. *e.g. water is H_2O*
Ratio	Comparison of the proportion of two quantities *e.g. in water there are 2 hydrogens for every oxygen, the ratio is 2:1*

Chemical Trends

Alkali Metals & Water	Alkali metals produce metal hydroxides and hydrogen when reacting with water. *(sodium + water → sodium hydroxide + hydrogen)*
Alkali Metals & Oxygen	Alkali metals produce metal oxides when reacting with oxygen. *(lithium + oxygen → lithium oxide)*
Reactivity	How quickly / vigorously something reacts.
Alkali Metal Reactivity	As you move down the group the reactivity increases.
Oxides	Formed when elements react with oxygen.
Oxide Trends	When we dissolve oxides in water there is a trend in their pH. Further to the left of the Periodic table oxides formed are more alkaline. Further to the right they are more acidic.

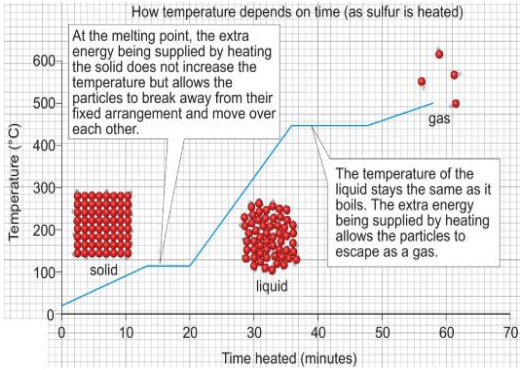
Mendeleev's Table

Johann Döbereiner	(1780-1849) German chemist who highlighted some groups of 3 elements had similar physical / chemical properties.
John Newlands	(1837-1898) English chemist who ordered elements by the mass of atoms and noticed every 8th element has similar properties.
Dmitri Mendeleev	(1834-1907) Russian chemist who published the first periodic table by ordering elements by increasing masses of their atoms forming groups of similar properties.
Gaps	Mendeleev left gaps in his table for undiscovered elements and predicted their properties.
Group	A vertical column in the Periodic Table- contains elements with similar properties.
Alkali Metals	Group 1 Very reactive metals, they even react with water.
Halogens	Group 7 React with most metals to form solid compounds.
Noble Gases	Group 0 Unreactive gases

Mendeleev's Table

Melting Point	When a substance changes from a solid into a liquid
Boiling Point	When a substance changes from a liquid into a gas.
Freezing Point	When a substance changes from a liquid into a solid- the same as the melting point.

Heating Substances

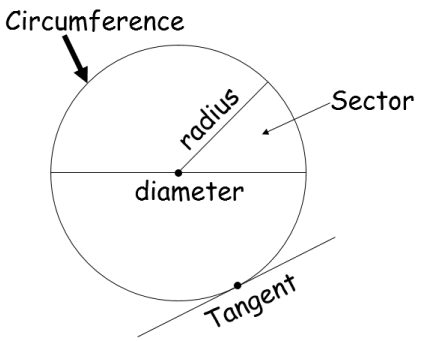


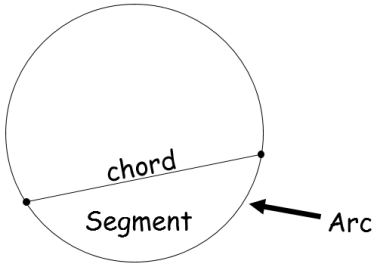
Periods	The horizontal rows in the Periodic table.
Transition Metals	Block of elements in the middle of the Periodic table- separates the eight main groups.
Metal Properties	High melting points, strong, flexible, malleable, shiny, good conductors.
Non-Metal Properties	Low melting points, brittle, dull, poor conductors.

MADANI GIRLS SCHOOL YEAR 8 HALF TERM 4

MATHS

Key Concepts





Tip

If you don't have a calculator you can leave your answer in terms of π.

Formula

$$Circle\ Area = \pi \times r^2$$
$$Circumference = \pi \times d$$

Key Words

Diameter: Distance from one side of the circle to the other, going through the centre.
Radius: Distance from the centre of a circle to the circumference.
Chord: A line that intersects the circle at two points.
Tangent: A line that touches the circle at only one point.
Compound (shape): More than one shape joined to make a different shape.

Questions

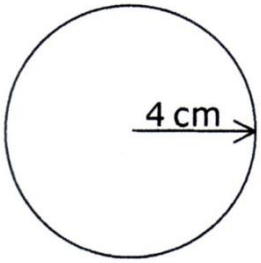
1. Find to 1dp the area and circumference of a circle with:
a) Radius = 5cm
b) Diameter = 12mm
c) Radius = 9m

2. Find the area & perimeter of a semi-circle with diameter of 15cm.

ANSWERS: 1) a) A = 78.5cm², C = 31.4cm b) A = 113.1mm², C = 37.7mm
c) A = 254.5m², C = 56.5m 2) A = 88.4cm², P = 38.6cm

Examples

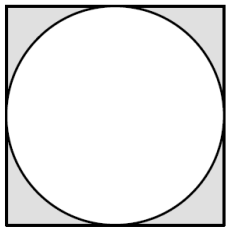
Find the area and circumference to 2dp.



$$Circumference = \pi \times d$$
$$= \pi \times 8 = 25.13cm$$

$$Area = \pi \times r^2$$
$$= \pi \times 4^2 = 50.27cm^2$$

Find shaded area to 2dp.



$$Square\ area = 10 \times 10$$
$$= 100m^2$$

$$Circle\ area = \pi \times r^2$$
$$= \pi \times 5^2$$
$$= 78.54\ m^2$$

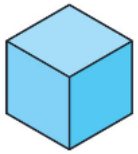
$$Shaded\ area = 100 - 78.54 = 21.46m^2$$

MADANI GIRLS SCHOOL YEAR 8 HALF TERM 4

MATHS

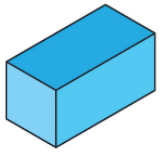
Key Concepts

Cube



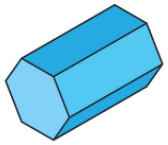
Faces – 6
Edges – 12
Vertices – 8

Cuboid



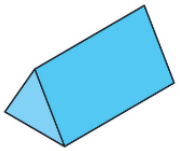
Faces – 6
Edges – 12
Vertices – 8

Hexagonal Prism



Faces – 8
Edges – 18
Vertices – 12

Triangular Prism



Faces – 5
Edges – 9
Vertices – 6

Formula

$$Cuboid\ Volume = l \times w \times h$$

$$Prism\ Volume = area\ of\ cross\ section \times length$$

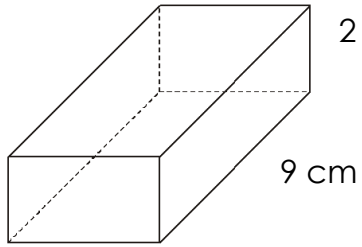
Key Words

Volume: The amount of space that an object occupies.
Capacity: The amount of space that a liquid occupies.
Cuboid: 3D shape with 6 square/rectangular faces.
Vertices: Angular points of shapes.
Face: A surface of a 3D shape.
Edge: A line which connects two faces on a 3D shape.

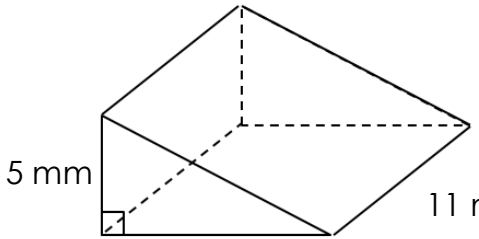
Tip

Remember the units are cubed for volume.

Examples



$$Volume = 4 \times 9 \times 2$$
$$= 72cm^3$$

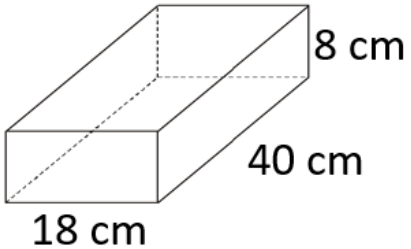


$$Area\ of\ triangle = \frac{5 \times 7}{2}$$
$$= 17.5mm^2$$
$$Volume = 17.5 \times 11$$
$$= 192.5mm^3$$

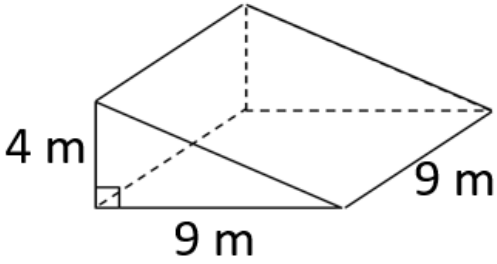
Questions

Find the volume of these shapes:

1.



2.



ANSWERS: 1. 5760 cm^3 2. 162 m^3

HONESTY | EXCELLENCE | ACCOUNTABILITY | RESPECT | TEAMWORK

MADANI GIRLS SCHOOL YEAR 8 HALF TERM 4

COMPUTING

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.

Source: Sooth Sayer Analytics, https://soothsayeranalytics.com/wp-content/uploads/2019/02/pattern-recognition-header.jpg

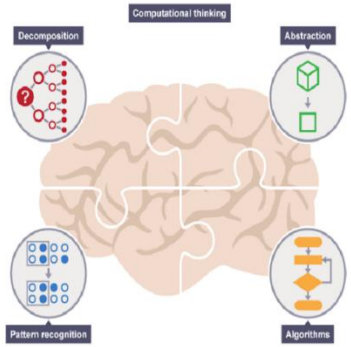
Computational Thinking

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.

Source: BBC Bitesize, https://www.bbc.co.uk/bitesize/guides/zp92mp3/revision/1

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.

Source: BBC Bitesize, https://www.bbc.co.uk/bitesize/guides/z4rbcj6/revision/3

Decomposition

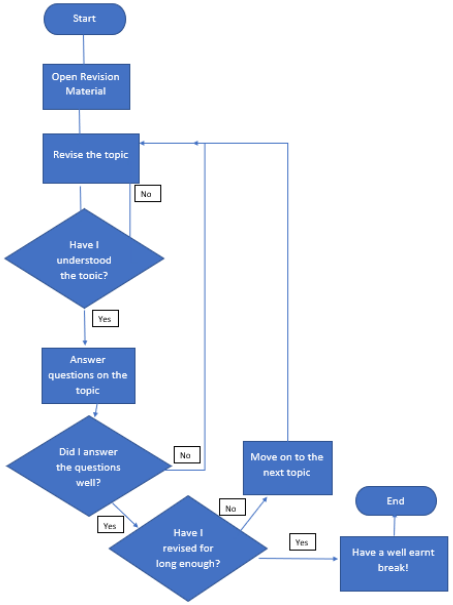
Decomposition involves breaking down a complex problem or system into smaller parts that are more manageable and easier to understand. The smaller parts can then be examined and solved, or designed individually, as they are simpler to work with.
For example, a police officer would need to know the answer 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.

Source: BBC Bitesize, https://www.bbc.co.uk/bitesize/guides/zqqfyrd/revision/2

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



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MADANI GIRLS SCHOOL YEAR 8 HALF TERM 4

ENGLISH

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)

MADANI GIRLS SCHOOL YEAR 8 HALF TERM 4

FRENCH

Learning Objectives

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

- Television programmes
- Film genres
- Review a film
- Reading preferences

Grammar Objectives

I will be able to understand and apply rules about:

- Direct object pronouns
- Faire+ infinitive and rendre + adjective
- Use of ce que
- Opinions in the past
- 'Verb + infinitive' structures

Key Grammar

Direct object pronouns

le	*it (masculine)*	les	*them*
la	*it (feminine)*		
l'	*it (before vowel)*		

J'aime **les** ***documentaires***.
→ *Je* **les** *aime*.

I like **documentaries**.
→ I like **them**.

Verbs followed by an infinitive

Verbs of preference such as *aimer, adorer, préférer* and *détester* are often followed by an infinitive:

*J'**adore lire** les romans comiques.* – I **love to read** comic novels.

*Je **déteste lire** les romans de science-fiction.* – I **hate reading** science-fiction novels.

Ce que

Use *ce que* to make your opinions more interesting and complex! Instead of saying *J'aime le rock* (I like rock music), say: *Ce que j'aime, c'est le rock* (What I like is rock music).

Opinions in the past

The perfect and the imperfect are both past tenses:

- Use the **perfect tense** for completed actions in the past:
  *J'**ai vu** un film.* – I **saw** a film.
  *Je l'**ai aimé**.* – I **liked** it.
- Use the **imperfect tense** for descriptions in the past: *C'**était** fantastique.* – It **was** fantastic.

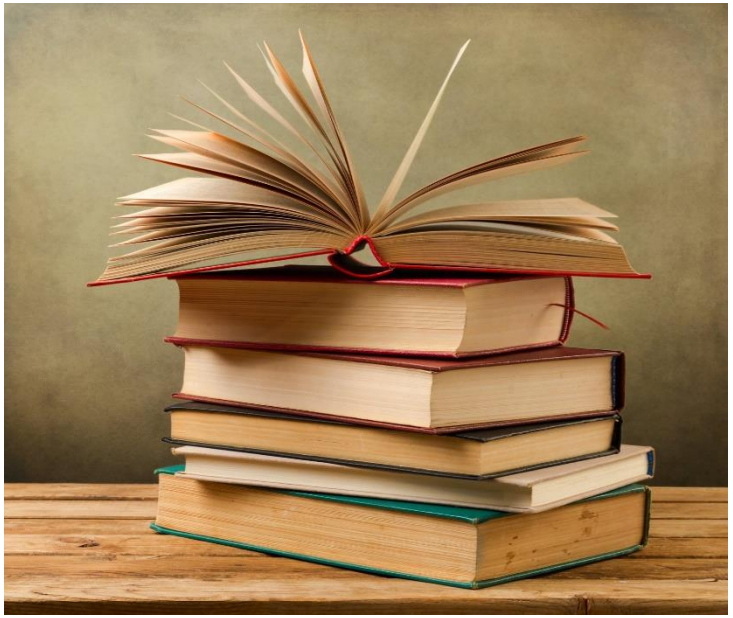
Faire + infinitive, *rendre* + adjective

*Ça me **fait danser**.* – It **makes** me **dance**.

*Ça me **rend triste**.* – It **makes** me **sad**.

Books

Qu'est-ce que tu aimes lire?	*What do you like reading?*
J'aime/Je préfère lire …	*I like/I prefer to read …*
Je n'aime pas/Je déteste lire …	*I don't like/I hate reading …*
les (auto)biographies	*(auto)biographies*
la littérature non-romanesque	*non-fiction*
les romans d'amour	*love stories, romances*
les romans d'aventure	*adventure novels*
les romans comiques	*comedies*
les romans historiques	*historical novels*
les romans d'horreur	*horror novels*
les romans de science-fiction	*science fiction*



Television

Qu'est-ce que tu aimes/ n'aimes pas regarder à la télé?	*What do you like/not like to watch on TV?*
J'aime (bien/beaucoup) …	*I like … (very much/a lot).*
Je n'aime pas (du tout)/ Je déteste …	*I don't like … (at all)/I hate …*
les comédies	*comedies*
les dessins animés	*cartoons*
les documentaires	*documentaries*
les émissions musicales	*music programmes*
les émissions de sport	*sports programmes*
les émissions de télé-réalité	*reality tv programmes*
les jeux télévisés	*game shows*
les séries	*series*
Je les aime/adore/déteste.	*I like/love/hate them.*
Je ne les aime pas.	*I don't like them.*
Ça dépend.	*It depends.*
Je les trouve …	*I find them …*
amusant(e)s.	*funny.*
intéressant(e)s.	*interesting.*
divertissant(e)s.	*entertaining.*
enfantin(e)s.	*childish.*
ennuyeux/ennuyeuses.	*boring.*
éducatifs/éducatives.	*educational.*
nuls/nulles.	*rubbish.*

Connectives

mais	*but*
parce que/car	*because*
par contre/en revanche	*on the other hand*
cependant/pourtant	*however*

MADANI GIRLS SCHOOL YEAR 8 HALF TERM 4

FRENCH

Model Text

Qu'est-ce que tu aimes regarder à la télé ?	Salut ! J'aime bien regarder les émissions de sport parce que je les trouve très divertissants. En revanche…	Hi ! I like to watch sports shows because I find them very entertaining. However…
Qu'est-ce que tu n'aimes pas regarder à la télé ?	Je n'aime pas du tout les dessins animés car je les trouve un peu enfantins.	I don't like cartoons at all as I find them a bit childish.
Parle d'un film que tu as vu récemment ?	J'ai vu un film d'action au cinéma qui s'appelait « Jumanji ». L'action se déroule dans la jungle. Il y a quatre personnages principaux. Je l'ai aimé parce que c'était passionnant. Je le recommande.	I saw an action film at the cinema called "Jumanji". It takes place in the jungle. There are 4 main characters. I liked it because it was exciting. I recommend it.
Qu'est-ce que tu aimes lire ?	J'adore lire la littérature non-romanesque parce que j'aime apprendre.	I like to read non-fiction books because I like to learn.
Parle d'un de tes livres préférés ?	Un de mes livres préférés s'appelle *Cheval de Guerre* écrit par Michael Murpurgo. J'ai lu *Cheval de Guerre* sur ma liseuse en vacances l'année dernière. C'était très émouvant. *Cheval de Guerre,* c'est un roman de guerre et un roman historique aussi.	One of my favourite books is called *War Horse* written by Michael Murpurgo. I read *War Horse* on my e-reader on holiday last year. It was very moving. *War Horse* is a war novel and a historical novel also.
Qu'est ce que tu vas regarder et lire ensuite ?	Le weekend prochain je vais regarder un film d'horreur a la télé avec ma famille parce qu'on aime les films effrayants. Ensuite je vais lire *Soldat Peaceful* de Michael Murpurgo, c'est mon auteur préféré.	Next weekend I am going to watch a horror film on TV with my family because we like scary films. Then I am going to read *Private Peaceful* by Michael Murpurgo, (he) it is my favourite author.

Cinema

Quel dernier film as-tu vu?	*What was the last film you saw?*
J'ai vu …	*I saw …*
un film d'action	*an action film*
un film d'arts martiaux	*a martial arts film*
un film comique	*a comedy*
un film d'horreur	*a horror film*
un film romantique	*a romantic film*
un film de science-fiction	*a science-fiction film*
un film à suspense	*a thriller*
un western	*a western*
au cinéma/en DVD	*at the cinema/on DVD*
en streaming	*streamed (on the Internet)*
à la télé	*on TV*
Je l'ai aimé/adoré/détesté.	*I liked/loved/hated it.*
Je ne l'ai pas aimé.	*I didn't like it.*
C'était …	*It was …*
Je (ne) le recommande (pas).	*I (don't) recommend it.*

MADANI GIRLS SCHOOL YEAR 8 HALF TERM 4

PHYSICAL EDUCATION

Football

Hands:
- Passing – short passing, push pass, instep pass
- Running with the ball – dribbling, close control
- Turning with the ball – using different parts of the foot/Cruyff turn.
- Shooting

Football

Head:
- Contribution to open play: e.g. moving up the pitch, moving into space, creating space, interceptions.
- Decision making; making correct decision to use techniques as appropriate contribution to strategy and tactics

Football

Heart:
- Demonstrating communication and influence on team performance

Tag Rugby

Hands:
- Passing – Lateral/side pass
- Catching from a pass
- Running with the ball – Evasion, sidestep or swerv
- Offloading - before and after contact

Tag Rugby

Head:
- Contribution to open play: e.g. moving up the pitch, moving into space, creating space, interceptions.
- Decision making; making correct decision to use techniques as appropriate contribution to strategy and tactics

Tag Rugby

Heart:
- Demonstrating communication and influence on team performance
- Adhering to rules, health, and safety guidelines

Volleyball

Hands:
- Key skills – Dig, set, smash
- Serving – underarm serve
- Block

Volleyball

Head:
- Appropriate technique selection with accuracy, height and accurate trajectory
- Contribution to the application of tactics
- Taking into account a range of factors that impact on success such as strengths and weaknesses of opponent

Volleyball

Heart:
- demonstrating communication and influence on team performance
- adhering to rules, health, and safety guidelines

Gymnastics

Hands:
- Perform a mixture of balances and rolls
- Sequencing

Gymnastics

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

Gymnastics

Heart:
- Demonstrate communication when working in a pair/group.

MADANI GIRLS SCHOOL YEAR 8 HALF TERM 4

PHYSICAL EDUCATION

Invasion Games: Football | Rugby | Basketball | Handball

1-2	3-4	5-6	7-8-9
I can identify some reasons for needing to complete a warm up by myself Use some simple tactics I am beginning to understand why we have rules in sport.	I can lead a warm up to a partner I can identify and describe tactics in some sporting activities. I understand techniques, which can help me to improve my own performance. Make suggestions on how to improve my performance and provide some feedback to others	I can take responsibility for leading a small group warm up. I can apply my knowledge of rules and tactics of several different sports. I can give feedback to my peers and teams overall performance. I can apply my knowledge of skills and techniques and this improves my own and others practical performance.	I can describe how the body adapts and benefits from regular exercise. I can lead and officiate matches showing a good understanding of the rules. I can analyse performance of myself and peer in order to improve skills, techniques
Works cooperatively with others in lessons I can lead my own warm up I know how to respect equipment and others.	I can demonstrate confidence and understand effective communication within discussions and activities. Confidently leads a small group warm up I can demonstrate leadership of a small group of peers with some confidence.	Provides constructive feedback to others I am hard working, resilient and eagerly accept challenges. Officiate with confidence Can lead a warm up to a larger group I can confidently lead a group of people, applying a variety of roles: official, coach, teacher and captain.	Consistently works independently with others Takes the initiative to lead when officiating, or leading activities I am confident and competent when leading large groups of performers. I often inspire others to participate and progress in sporting activity.
I can demonstrate with **some** accuracy and success **basic** skills across a variety of activities **in practice.** There are **times** I make the correct decision about whether to pass/shoot/dribble Can exercise for short periods of time	I can demonstrate with **some** accuracy and success **basic** skills and tactics across a variety of activities in **moderately pressured practice situations.** I **sometimes** make the correct decision about whether to pass/shoot/dribble Can exercise for longer periods of time	I can demonstrate with **some** accuracy and success **more complex** skills and tactics across a variety of sports in **competitive situations.** I **often** make the correct decision about whether to pass/shoot/dribble Can exercise for longer periods of time and still use the correct techniques	I can demonstrate, with **consistent** accuracy and success, a range of **complex** skills and tactics in **challenging situations.** I **nearly always** make the correct decision, about whether to pass/shoot/dribble, even when under pressure Can exercise for sustained periods of time, whilst performing at a high level

MADANI GIRLS SCHOOL YEAR 8 HALF TERM 4

ARABIC

Topic

Hobbies **اَلْهِوَايَات**

Key Concepts

Identify and discuss hobbies

Verbs

I play أَلْعَبُ
I ride أَرْكَبُ
I practice أُمَارِسُ
I study أُطَالِعُ
I read أَقْرَأُ
I watch أُشَاهِدُ
I listen to أَسْتَمِعُ إِلى
I swim أَسْبَحُ
I visit أَزُوْرُ
I browse أَتَصَفَّحُ
I go to أَذْهَبُ إِلى

Days

في يَوْمِ الأَحَدِ
في يَوْمِ الإِثْنَيْنِ
في يَوْمِ الثُّلَاثَاءِ
في يَوْمِ الْأَرْبِعَاءِ
في يَوْمِ الْخَمِيْسِ
في يَوْمِ الْجُمُعَةِ
في يَوْمِ السَّبْتِ

Times

في السَّاعَةِ الْوَاحِدَة
في السَّاعَةِ الثَّانِيَة
في السَّاعَةِ الثَّالِثَة
في السَّاعَةِ الرَّابِعَة

Key Words

Always دَائِمًا
Usually عَادَةً
Often كَثِيْرًا
Generally عَامَّةً
Sometimes أَحْيَانًا
Rarely نَادِرًا
Never أَبَدًا

Points to think about

- What is your hobby?
- How often do you carry it out?
- Can you add days and times in there?
- With whom?
- Can you give opinions about hobbies/sports that you like or dislike?

Sentence Starters

In my spare time فِي وَقْتِ فَرَاغِي
My favourite hobby is هِوَايَتِي الْمُفَضَّلَة
On the weekend فِي نِهَايَةِ الْأُسْبُوْعِ
In the holidays فِي الْعُطْلَاتِ

Writing Template

اِسْمِي خَالِدٌ، **هِوَايَتِي الْمُفَضَّلَةُ** هِيَ لَعِبُ **كُرَةِ السَّلَّةِ**، أنا أَلْعَبُ كُرَةَ السَّلَّةِ **ثَلَاثَ مَرَّاتٍ** في الأسْبُوعِ، فِي يَوْمِ الإِثْنَيْنِ أَلْعَبُ فِي الْمَدْرَسَةِ **مَعَ زُمَلائي**، وَفِي يَوْم الأَرْبِعَاءِ أَلْعبُ **في السَّاعَةِ الثَّامِنَةِ** مَعَ جِيْرَانِي، وَفي يَوْمِ السَّبْتِ في السَّاعَةِ التَّاسِعَةِ **صَبَاحًا** مَعَ أَخِي وأَصْدِقَائِهِ، أَخي لَاعِبٌ مُمْتَازٌ، **أَحْيَانًا** أَلعَبُ كُرَةَ الْقَدَمِ فِي الْمَدْرَسَةِ، وَلاَ أَلْعَبُ كِرِكِتْ **أَبَدًا** لأَنَّهُ مُمِلٌّ جِدًّا

MADANI GIRLS SCHOOL YEAR 8 HALF TERM 4

GEOGRAPHY

Development

Development in geography is the continued improvement in quality of life. - Quality of life is often defined as "health, wealth and education". - A country's development often depends on its wealth. Therefore, in geography we refer to countries as low income countries (LICs), high income countries (HICs) and newly industrialised countries (NICs). - A country may be classed as a HIC, a LIC, or a NIC but there can still be disparity within a country or even with a town or city.

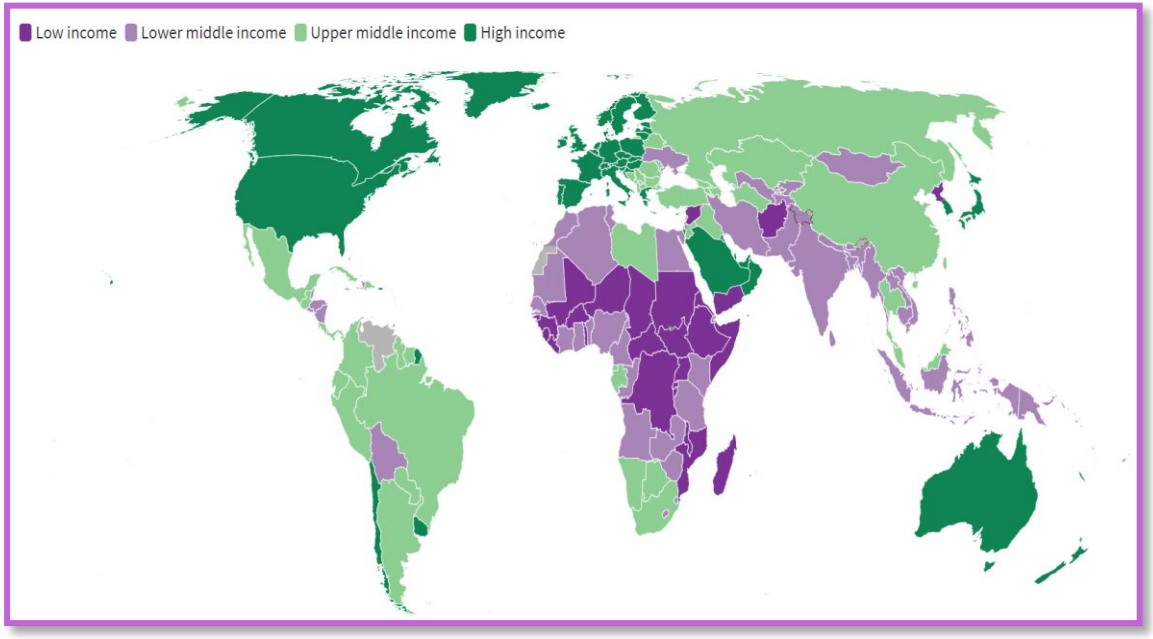
Factors Affecting Development

Economic factors:
- The products countries sell
- Businesses which are willing to invest in the country.
- International debt

Environmental factors:
- The climate of a country
- Natural disasters
- Being landlocked
- The availability of natural resources

Social factors:
- Lack of investment in education
- Poor access to safe water
- Lack of investment in healthcare
- High dependency ratio

Political factors:
- Conflict or civil war
- A poor or corrupt government
- Countries which used to be colonies for other countries



Key Words and Terms

Development	The continued improvement in the quality of life of a country.
Quality of life	The social and economic conditions in a country. This is often defined as "health, wealth and education".
Social	Anything which affects people and families
Economic	Anything to do with money or which affects the ability of people or a country to make money.
Disparity	Differences in development between two areas.
LIC	Low income country
HIC	High income country
NEE	Newly Emerging Economy
Development indicator	A piece of data which is used to measure part of a country's development
GNI	Gross National Income (The total value of the goods and services produced by a country.)
Per capita	Per person Composite: Something which is made up of several parts or elements.
Quality of life	The social and economic conditions in a country. This is often defined as "health, wealth and education".
Landlocked	When a country is entirely surrounded by land.
International debt	Money owed by countries to other countries.
MDG	Millennium Development Goal

MADANI GIRLS SCHOOL YEAR 8 HALF TERM 4

HISTORY

Topic

How did Britain expand their empire in the 1800s?

Key Terms

Empire	A large area made up of several different groups or countries ruled over by a single strong country or ruler
Colony	a country or area under the full or partial political control of another country and occupied by settlers from that country
Trade	Buying and selling goods (between individuals, businesses / companies or countries
Industrial Revolution	The rapid development of industry (economic activity) in Britain in the late 18th and 19th centuries, brought about by the introduction of machinery.
Superior	Of a superior rank or quality - better than others
Barbarians	A term used to describe a person or a group as uncivilised or primitive
East India Company	British trading company (business) that worked in India and gradually took control of and ruled India. The British government took over control (in the name of Queen Victoria) after there were revolts against the East India Company
Sepoy	Indian soldiers who fought in the British army
Missionary	A person who travels to other countries to promote their religion. Christian missionaries travelled to countries in the British Empire to convince people to become Christian
Zulu	A powerful military empire in southern Africa in the 1800s until it was defeated by European powers
Blight	A disease affecting plants
Famine	Extreme scarcity of food causing deaths from starvation

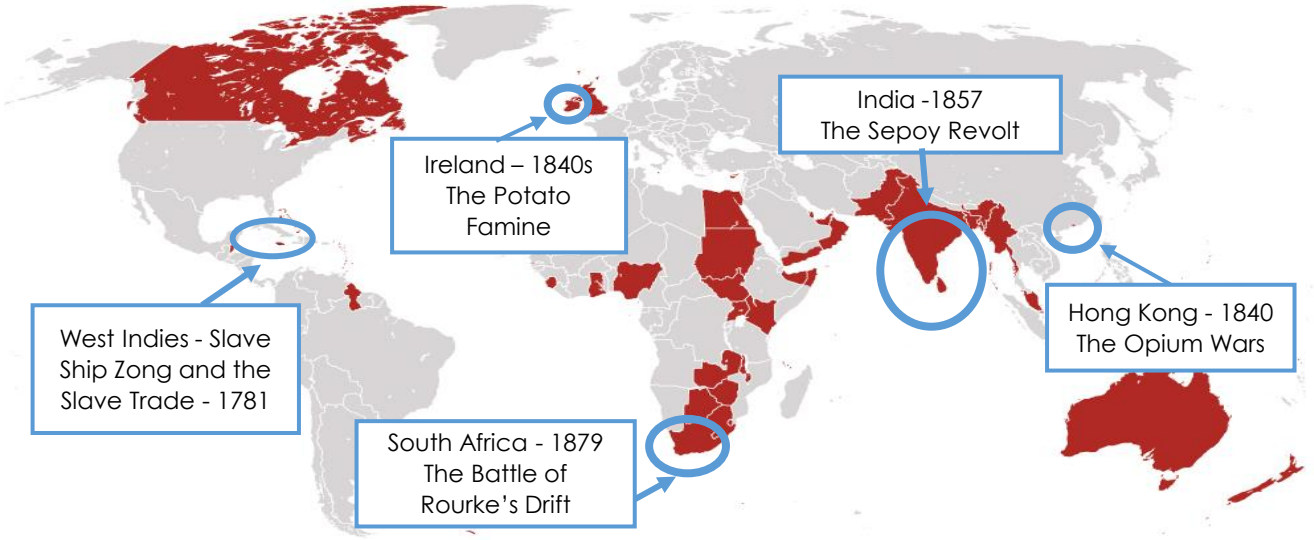
Contrasting views of the British empire

Queen Victoria's view of the purpose of the Empire in the late 1800s:

'to protect the poor natives and to advance civilisation'

View of Sashi Tharoor – modern politician and diplomat from India

British rule meant economic exploitation and the ruin of millions of people, the demolition of successful industries, the denial of rights, the removal of local governments, the transformation of lifestyles and the complete destruction of identities and self – respect



MADANI GIRLS SCHOOL YEAR 8 HALF TERM 4

HEART FOR LIFE

National Careers Week (NCW) 7st March – 12th March 2022

- Empowering positive change through careers education
- Students will make connections with resources from NCW
- Links between world book day and National Careers Week.

Content

- Identify different sectors and categories of jobs
- Explore percentages of people in employment in each sector in the UK and in the East Midlands
- Examine the relationship between a job and a career
- Personal strengths and areas of development linked to employment – How do these attributes help one succeed in the world of work
- Goal setting based on the above – What do students need to develop in terms of skills and attributes in order to reach potential

Skills Which Boost Employability

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 recognise when they are using and developing skills which are valuable to employers
- Students can explain a career in terms of a path or a journey and identify steps to achieving a goal
- Students can identify personal networks of support including family, friends, community and school and how they support careers choices and skills development

Key Concepts

Careers focus, exploring different careers. Using Unifrog to explore career links

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

MADANI GIRLS SCHOOL YEAR 8 HALF TERM 4

ART & DESIGN

BOTHE Design Projects - Learning Objectives

- To learn about the history of the BOTEH design
- To learn about and explore drawing ideas featuring key features of the BOTEH design
- To learn about and explore ideas and techniques through watching recorded clips and power point presentations
- To learn about ideas and designs which reflect cultural interests, traditions and surroundings
- To explore drawn ideas reefing 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 through own research and shared information in lessons
- To create a final piece at the end of this unit.

Content

- Students will learn about the background of the BOTEH design and the history and continuation of this design
- They will learn how to draw and focus on key elements and where these designs can be found
- Students will learn the aspects of drawing , colour work and embellishment
- 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 in their own work
- 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

Mango curved BOTEH JENGAH Persia India Pakistan tear drop shapes Paisley Glasgow embroidery stamps printing greeting cards bag designs carved wooden stone popular designs lampshades cypress trees mehndi designs and patterns detailed pashmina shawls
soft furnishings Changthangi goats intricate colourful embellished decorated thread work table décor sarees kameez designs wall hangings repeat patterns random patterns

Images

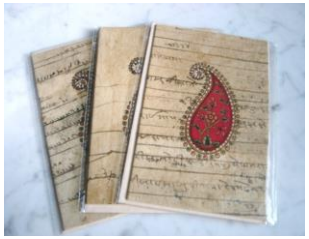
















MADANI GIRLS SCHOOL YEAR 8 HALF TERM 4

DESIGN & TECHNOLOGY

Wall Tidy

Task

Design and make a hanging wall tidy, suitable for objects of your choice.
The wall tidy must contain between 5 and 6 pockets, all of which should be a suitable size for the objects they will hold.
The wall tidy must be machine sewn and decorated with hand embroidery.

Images

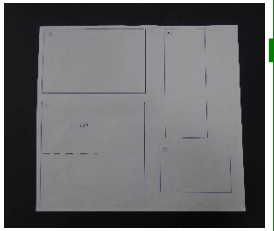


Key Words

Pattern cutting, measurements, ergonomics, pockets, containers, pinning, embroidery, sewing machine, control, accuracy, design techniques, decoration, aesthetics

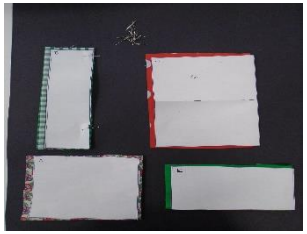
Step by Step Instructions

1.Evaluate existing wall tidies and then brainstorm your ideas for what you could design a wall tidy to hold.
You will be given a piece of Binca and a sheet of pattern pieces.



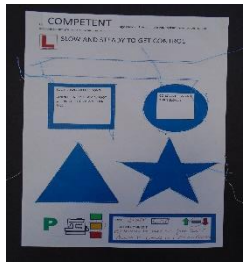
2.Cut out the pattern pieces and arrange them on your Binca to plan out where your pockets will go. Create 2 plans and draw them in your booklet, with Measure--ments.


3. Choose your best plan and then choose your fabrics.
Think about colour combinations and suitability of fabrics.



4. Pin the pattern pieces onto the fabric and cut them out CAREFULLY.
You must be accurate at this stage to make sure your finished product is well finished.

5.Pin the fabric in place, on your Binca, and then sew them on using a sewing machine.
YOU MUST PASS YOUR SEWING LICENCE BEFORE YOU CAN DO THIS!



6.practice your embroidery skills on a spare piece of Binca.
You will be embroidering your initials at the top of your wall tidy.

7. Now embroider your initials at the top of your wall tidy.
If you have time you can add additional decorative details.

8. attach your coat hanger as shown. Finished!

MADANI GIRLS SCHOOL YEAR 8 HALF TERM 4

RELIGIOUS EDUCATION

Theme

RELIGION PEACE AND CONFLICT

Key Words

- Religion
- Peace
- Conflict
- Jihad
- Lesser Jihad
- Greater Jihad

Key Questions

- What is Jihad?
- What is lesser jihad?
- What is greater Jihad?
- Is war ever justified?
- What is fighting for a cause?
- What is extremism?
- What are conditions of war?

What is Jihad?

The literal meaning of Jihad is struggle or effort, and it means much more than holy war. Muslims use the word Jihad to describe three different kinds of struggle:
1 A believer's internal struggle to live out the Muslim faith as well as possible. 2 The struggle to build a good Muslim society. 3 Holy war: the struggle to defend Islam, with force if necessary

What is 'Lesser Jihad'?

Lesser jihad is about defending Islam from threat. Some people still take up arms against anybody they see as an enemy of Islam. However, many Muslims believe that lesser jihad is of less relevance today than in the past, when Muslims were being persecuted.
Lesser jihad is sometimes called a holy war. It must be approved by a religious leader, fought in self-defence and not used to either convert people to Islam or gain land.

What is 'Greater Jihad'?

Greater jihad is about making the effort to be a good Muslim through a personal struggle to improve spiritually. It is a duty and an act of worship. It also means fighting against the nafs (soul) and making it do the right things
To do this Muslims should:

- follow the Five Pillars of Islam
- forgive others
- work for social justice
- study the Qur'an
- help those in need
- avoid negative qualities, eg greed
- avoid temptations, eg alcohol

Religious Views on War

Christianity - The main Christian view of war ethics is contained in the doctrine of the Just War.
The basic assumption of modern Christians is that war is rarely justified and should be avoided unless the Just War conditions are met

Buddhism - Non-violence is at the heart of Buddhist thinking and behavior. The first of the five precepts that all Buddhists should follow is "Avoid killing, or harming any living thing."
Buddhism is essentially a peaceful tradition. Nothing in Buddhist scripture gives any support to the use of violence as a way to resolve conflict

Judaism - Judaism teaches that war is sometimes necessary in self-defense and in order to bring about peace. It may therefore be justified.

PEACE

MADANI SCHOOLS FEDERATION