Why study?

Students study because they treasure opportunities to learn. Our students understand that in order to make excellent progress towards bright futures, they need to take responsibility for their own success and study beyond the classroom walls. Study at Cockshut Hill has three core purposes:

1. We want you to have the very best opportunities and chances of success when you leave school. Achieving good GCSE results will help you do that and the qualifications are yours for the rest of your life.

2. To gain good grades at GCSE, you need to work hard every lesson, every day. If you are in school every single day for your 5 years at Cockshut Hill, you will have 4,625 total hours of practice.

3. We want to make studying at home and with parent / carers as easy as possible.

Study at Cockshut Hill will be used:
- To prepare for new learning taking place in your lessons.
- To consolidate the learning that has taken place during a lesson, giving you the opportunity to practice and refine particular aspects of your knowledge, and understanding.
- To stretch your knowledge and understanding beyond the curriculum.

How should I study?

When completing study you will follow the steps outlined below:
- Read through the relevant section of the Knowledge organiser – a number will be relevant to each week e.g. 1 = learn in week one.
- Copy out the information from the knowledge organiser.
- Copy this information out again.
- Cover up your work/knowledge organiser and attempt to copy out the information from memory.
- Correct any spelling mistakes, factual mistake and anything you have missed when writing by memory by using green pen.

What happens if I don’t study?

Your tutor will check your practice book every morning during tutor time. You must have your KO with you at all times. On Thursday in tutor time your tutor will check your study has been completed for the week and record the number of study sessions on your study log (maximum 6). If you do not complete study and your study log is not as expected, you will be spoken to and parents will be informed if this happens on more than two occasions per Knowledge organiser time frame.

How will teachers know if students are completing their study effectively?

- Study checks will be embedded into schemes of work in addition to regular assessments to test learning from study.
- Knowledge Organisers will be monitored by form tutors on a daily basis.

What are the rewards of completing study effectively?

- Students will reap the rewards of regular, purposeful study in the progress that they make across their subjects - students will begin to truly master units of work, seeing their rate of progress increase as a result.
Study Timetable

<table>
<thead>
<tr>
<th>Year</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Weekend</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>English Reading</td>
<td>Maths Reading</td>
<td>Science Reading</td>
<td>Geography</td>
<td>History Reading</td>
<td>MFL Reading</td>
</tr>
<tr>
<td>8</td>
<td>English Reading</td>
<td>Maths Reading</td>
<td>Science Reading</td>
<td>Geography</td>
<td>History Reading</td>
<td>MFL Reading</td>
</tr>
<tr>
<td>9</td>
<td>English Reading</td>
<td>Maths Reading</td>
<td>Science Reading</td>
<td>Geography</td>
<td>History Reading</td>
<td>MFL Reading</td>
</tr>
<tr>
<td>10</td>
<td>English Reading</td>
<td>Maths Reading</td>
<td>Science Reading</td>
<td>Geography</td>
<td>History Reading</td>
<td>MFL Reading</td>
</tr>
</tbody>
</table>

Year 10 – your other subjects will set work accordingly and will be recorded in your planners. EPA will still be set by your teachers and should be recorded in your planners.

Year 10 – your other subjects will set work accordingly and will be recorded in your planners.

Expected length of time spent studying

<table>
<thead>
<tr>
<th>Year</th>
<th>Total nightly study</th>
<th>Usually made up of</th>
</tr>
</thead>
<tbody>
<tr>
<td>7, 8, 9</td>
<td>60 minutes</td>
<td>1 x 30 Study</td>
</tr>
<tr>
<td>10</td>
<td>60 minutes</td>
<td>1 x 30 Study</td>
</tr>
</tbody>
</table>

Students in Years 7, 8 and 9 are expected to spend 30 minutes each evening reading. This aspect of study will be monitored through the students’ parental support.

Example

1st Copy

Overpopulation

1. Overpopulation means there are too many people living in a certain area, which can create environmental and social problems, such as there not being enough food or water and an increased number of people for the health care and education systems.

2. Overpopulation means there are too many people living in a certain area, which can create environmental and social problems, such as there not being enough food or water and an increased number of people for the health care and education systems.

3. Overpopulation means there are too many people living in a certain area, which can create environmental and social problems, such as there not being enough food and water and an increased number of people for healthcare and education.

From memory

2nd Copy

Thursday 26th September 2017

Overpopulation

1. Overpopulation means there are too many people living in a certain area, which can create environmental and social problems, such as there not being enough food or water and an increased number of people for the health care and education systems.

2. Overpopulation means there are too many people living in a certain area, which can create environmental and social problems, such as there not being enough food or water and an increased number of people for the health care and education systems.

3. Overpopulation means there are too many people living in a certain area, which can create environmental and social problems, such as there not being enough food and water and an increased number of people for healthcare and education.
<table>
<thead>
<tr>
<th>Week</th>
<th>Category</th>
<th>Word</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Some grammar terms</td>
<td>Noun</td>
<td>A noun refers to a person, place, thing, or idea. The following words are nouns: child, town, granite, kindness, Monday, Cockshut Hill, government, elephant, Joshua and Birmingham.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Verb</td>
<td>Verbs are action words. A verb can express a physical action (e.g., to swim, to write, to climb); a mental action (e.g., to think, to guess, to consider) or a state of being (e.g., to be, to exist, to appear).</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Adjective</td>
<td>Adjectives are describing words. Large, grey, and friendly are all examples of adjectives. Adjectives modify nouns; adjectives are added to nouns to state what kind, what colour, which one or how many.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Adverb</td>
<td>Adverbs are also describing words. Quickly and gently are examples of adverbs. Adverbs modify verbs; adverbs are added to verbs to state how the verb is carried out.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Pronoun</td>
<td>A pronoun is a word used to replace a noun. Examples of pronouns are he, she, it, they. We use pronouns so that we don’t need to keep repeating the same nouns; for example, rather than repeat the noun ‘the car’ in this sentence, we use a pronoun so that “We took the car to the garage because the car needed fixing.” becomes “We took the car to the garage because it needed fixing.”</td>
</tr>
<tr>
<td>2</td>
<td>Types of nouns</td>
<td>Proper noun</td>
<td>A proper noun is a name used for an individual person, place, or organisation and needs an initial capital letter, e.g. Jane, London, and Unicef. Days of the week and months of the year are also proper nouns.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ordinary or common noun</td>
<td>Ordinary or common nouns are words that refer to a person, place, or thing but that is not the name of a particular person, place, or thing, like postman, city, day, car, table, cat. They can be preceded by an article (the, an, or a) or a possessive pronoun (my, our, his)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Collective noun</td>
<td>A collective noun is a word which we use to define a group or collection of people, animals or things. In the phrase a herd of elephants, the word herd is a collective noun. English has a lot of collective nouns. You belong to a class – class is being used as a collective noun here.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Abstract noun</td>
<td>An abstract noun refers to a thing that has no physical existence; it is the name we give to an emotion, ideal or idea; you can’t see, hear, touch, smell or taste them. The opposite of an abstract noun is a concrete noun.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Concrete noun</td>
<td>A concrete noun denotes a material object rather than an abstract quality, state, or action; e.g. dog, building, tree.</td>
</tr>
<tr>
<td>3</td>
<td>Some more grammar terms</td>
<td>Preposition</td>
<td>A preposition is a word (one of the parts of speech and a member of a closed word class) that shows the relationship between a noun or pronoun and other words in a sentence. Some examples of prepositions are under, in, near, before, and on.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Prefixes and suffixes</td>
<td>Prefixes (letters you can add to the beginning of a word) and suffixes (letters you can add to the end of a word) are used to build different words. Add the prefix ‘un’ to the word ‘happy’ and you make a new word; unhappy. Add the suffix ‘ful’ to the word ‘wonder’ and you make a new word; ‘wonderful’.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Article</td>
<td>An article is a type of determiner that precedes a noun. Two articles are recognised in English: the definite article (the) and the indefinite article (a/an).</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Connective</td>
<td>A connective is a word or phrase that links clauses or sentences. Connectives can be conjunctions (eg but, when, because) or connecting adverbs (eg however, then, therefore).</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Conjunction</td>
<td>A conjunction is word used to link clauses within a sentence. For example, in the following sentences, but and if are conjunctions: It was raining but it wasn’t cold. We won’t go out if the weather’s bad.</td>
</tr>
</tbody>
</table>
There are two kinds of conjunction:

1. Co-ordinating conjunctions (and, but, or and so). These join (and are placed between) two clauses of equal weight.

Do you want to go now or shall we wait a bit longer?

2. Subordinating conjunctions (eg when, while, before, after, since, until, if, because, although, that). These go at the beginning of a subordinate clause:

We were hungry because we hadn’t eaten all day.
Although we’d had plenty to eat, we were still hungry.

We were hungry when we got home.

<table>
<thead>
<tr>
<th>Types of sentences</th>
<th>Command</th>
<th>Question</th>
<th>Statement</th>
<th>Simple sentence</th>
<th>Compound sentence</th>
<th>Complex sentence</th>
</tr>
</thead>
</table>
| A command is a sentence which tells someone to do something or gives an instruction. ‘Shut the door.’ is a command. | A question is a sentence which asks someone something. It has a question mark at the end of it. ‘What did you have for dinner?’ is a question. | A statement is a sentence that tells someone a piece of information. ‘Her birthday is in January.’ is a statement. | A simple sentence has a subject and ONLY ONE verb, for example: ‘The girl sprinted after the tiger.’ or ‘The cat purred.’ | A compound sentence is formed when you join two main clauses with a connective. In a compound sentence the clauses are linked by coordinating conjunctions (such as and, but, so, and or). I like bananas and I like grapes. Zoe can be rude at times but she is a nice girl. | A complex sentence is formed when you join a main clause and a subordinate clause with a connective. A subordinate clause is one that relies on a main clause to make sense. The connectives in complex sentences are subordinating conjunctions and they tell us about the order or the place in which things happened or specify a cause or effect relationship between events. Connectives used in complex sentences include after, although, as, because, if, since, unless, when. Some examples are:

I love roast potatoes, although my mum prefers them mashed.
You need to prepare for the spelling test tomorrow if you want to get all your spellings right.
The big dog barked whenever I knocked on the door. Complex sentences can also be constructed by including relative clauses (which are subordinate clauses), for example: ‘Tom, who liked to read, settled down happily with his new book.’ |

<table>
<thead>
<tr>
<th>Some literary and figurative devices</th>
<th>Simile</th>
<th>Metaphor</th>
<th>Onomatopoeia</th>
<th>Alliteration</th>
<th>Rhyme</th>
</tr>
</thead>
<tbody>
<tr>
<td>A simile is a figure of speech that is used to make a comparison between two things by drawing attention to the similarity. The words ‘as’ or ‘like’ are generally used in a simile. Some examples of similes are ‘The sea was like a blue blanket’ or ‘The classroom was like a zoo.’</td>
<td>A metaphor is a figure of speech that is used to make a comparison between two things that aren’t alike but do have something in common. Some examples of metaphor are ‘The sea was a blue blanket’ or ‘The classroom was a zoo.’</td>
<td>Onomatopoeia refers to a word which imitates the sound of something. It creates a sound effect that mimics the thing described, making the description more expressive and interesting. Some examples are bang, crash, hiss, whoosh.</td>
<td>Alliteration is a device in which a number of words, having the same first consonant sound, occur close together. Some examples are ‘Peter Piper picked a peck of pickled pepper’ and ‘The big bully bashed the bawling boy.’</td>
<td>Words which rhyme have the same end sound. They do not have to be spelt the same; cat and bat rhyme with one another, as do sigh and eye.</td>
<td></td>
</tr>
</tbody>
</table>
An equation says that two things are equal. It will have an equals sign "=" like this:

\[ x + 2 = 6 \]

That equation says: **what is on the left (x + 2) is equal to what is on the right (6)**

So an equation is like a **statement** "this equals that".

A **formula** is a special type of equation that shows the relationship between different variables.

**Expression**

\[ 4x - 7 = 5 \]

**Terms**

Terms are separated by + or - signs.

A **Coefficient** is a number used to multiply a variable (4x means 4 times x, so 4 is a coefficient).

We may know the area of a circle and need to find the radius. To do this, we rearrange the formula to make the radius the subject.

The area of a circle (A) is \( \pi r^2 \). So:

\[ A = \pi r^2 \]

We will now rearrange the formula to make \( r \) the subject.

\[ A = \pi r^2 \]

Start by dividing both sides by \( \pi \).

\[ \frac{A}{\pi} = r^2 \]

Then take the square root of both sides.

\[ \sqrt{\frac{A}{\pi}} = r \] or \[ \frac{\sqrt{A}}{\pi} = r \]

**Y M A T H S**

**Year 8**

**4**

| Speed – Typically measured in mph (miles per hour) or m/s (metres per second). |
| Density – Typically measured in g/cm³ (grams per cubic centimetre) or kg/m³ (kilograms per cubic metre). |

**5**

When we say "Percent" we are really saying "per 100"

One percent (1%) means 1 per 100.

\[ \text{1% of this line is shaded green: it is very small isn't it?} \]

**5**

\[ 50\% \text{ means 50 per 100} \]

\[ (50\% \text{ of this box is green}) \]

\[ 25\% \text{ means 25 per 100} \]

\[ (25\% \text{ of this box is green}) \]
**Key Vocabulary**

Battery - A container consisting of one or more cells where chemical energy is converted into electricity and used as a source of power (1)

Bulb - A glass bulb which provides light by passing an electrical current through a filament (1)

Buzzer - An electrical device that makes a buzzing noise and is used for signalling (1)

Cell - A device containing electrodes that is used for generating current (2)

Circuit - A complete and closed path around which a circulating electric current can flow (2)

Conductor - A material or device which allows heat or electricity to carry through (2)

Current - A flow of electricity which results from the ordered directional movement of electrically charged particles (3)

Electricity - A form of energy resulting from the existence of charged particles (3)

Filament - A conducting wire or thread with a high melting point that forms part of an electric bulb (4)

Motor - A machine powered by electricity that supplies motive power for a vehicle or other moveable device (4)

Switch - A device for making and breaking the connection in an electric circuit (4)

Voltage - An electrical force that makes electricity move through a circuit (4)

**Circuit Symbols**

- Battery
- Wire
- Bulb
- Buzzer
- Motor
- Switch (off)
- Switch (on)

**Diagram:**

- Battery
- Wire
- Bulb
- Circuit
- Switch
- Electrical current
- Filament
- Bulb holder
- Battery
### Key Questions

1. How has China tried to control its population?
2. What changes has China made to its population policies?
3. To what extent is the three gorges dam justifiable?
4. Explain the role water scarcity has upon a country’s development?
5. Do food shortages have a greater impact than water security?

### Did you know?

- Asia has the highest and lowest points on earth.
- China and India make up a third of the world’s total population.
- Nine of the world’s top ten tallest buildings can be found in Asia.
- The three gorges dam took 17 years to build.

### Geography Knowledge Organiser – Year Eight – Spring Term 2

#### Topic - Asia

<table>
<thead>
<tr>
<th>Key Word</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Asia</td>
<td>The largest of the seven continents.</td>
</tr>
<tr>
<td>1. Population</td>
<td>How many people live in a place.</td>
</tr>
<tr>
<td>1. Population Density</td>
<td>The average number of people living in a place per square kilometre.</td>
</tr>
<tr>
<td>2 Dense</td>
<td>Has a large population (crowded).</td>
</tr>
<tr>
<td>2 Sparse</td>
<td>Has a small population (empty).</td>
</tr>
<tr>
<td>2 Diverse</td>
<td>A large range of cultures, climates and environments.</td>
</tr>
<tr>
<td>2. Population Policy</td>
<td>Specific programme to influence population change.</td>
</tr>
<tr>
<td>3. Hydro Electric Power-station</td>
<td>The generating of electricity by using the power of water.</td>
</tr>
<tr>
<td>4 Water Scarcity</td>
<td>Where there is not enough water for the population.</td>
</tr>
<tr>
<td>4 Water Stress</td>
<td>Where there is a high demand for water.</td>
</tr>
<tr>
<td>5 Food Security</td>
<td>Where there is enough food for the population to be healthy.</td>
</tr>
<tr>
<td>5 Urbanisation</td>
<td>The process of making an area more urban (built up).</td>
</tr>
<tr>
<td>5 Agriculture</td>
<td>Farming, including growing crops and animal rearing.</td>
</tr>
</tbody>
</table>

### Map of Asia

![Map of Asia](image)

### How to become more food secure!

<table>
<thead>
<tr>
<th>CROPS</th>
<th>LIVESTOCK</th>
<th>FISHERIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Switching to varieties tolerant to heat, drought or salinity</td>
<td>Matching animal numbers to changes in pastures</td>
<td>Switching to more abundant species</td>
</tr>
<tr>
<td>Optimising irrigation</td>
<td>More farms that mix crops and livestocks</td>
<td>Restoring degraded habitats and breeding sites</td>
</tr>
<tr>
<td>Managing soil nutrients and erosion</td>
<td>Controlling the spread of pests, weeds and diseases</td>
<td>Strengthening infrastructure such as ports and landing sites</td>
</tr>
<tr>
<td>The process of making an area more urban (built up).</td>
<td>The generating of electricity by using the power of water.</td>
<td>The three gorges dam took 17 years to build.</td>
</tr>
</tbody>
</table>
### Key people and groups

<table>
<thead>
<tr>
<th>Year</th>
<th>Event</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>1861 – 1865</td>
<td>American Civil War</td>
<td>There was a divide between the north and south. The north wanted to free black people from slavery whereas the south wanted to keep around 4 million black Americans as slaves.</td>
</tr>
<tr>
<td>January 1 1863</td>
<td>President Abraham Lincoln gave black slaves freedom.</td>
<td></td>
</tr>
<tr>
<td>1865</td>
<td>Slavery abolished across the United States</td>
<td></td>
</tr>
<tr>
<td>Late 1860s</td>
<td>Ku Klux Klan (KKK) established</td>
<td>The Ku-Klux-Klan was a group of white Christians from the southern states of America. They used violence to attack black people in their community.</td>
</tr>
<tr>
<td>1909</td>
<td>The founding of the National Association for the Advancement of Colored People (NAACP).</td>
<td></td>
</tr>
<tr>
<td>June 4th 1913</td>
<td>Emily Davison (a Suffragette) attempts to pin a scarf with the motto 'rights for women' on King George V's horse. Unfortunately Emily dies from her injuries four days later.</td>
<td></td>
</tr>
<tr>
<td>1914 – 1918</td>
<td>World War I last for four years</td>
<td></td>
</tr>
<tr>
<td>1918</td>
<td>Women get given the right to vote</td>
<td></td>
</tr>
<tr>
<td>1925</td>
<td>The Ku Klux Klan (KKK) has its first national demonstration marching on Washington D.C.</td>
<td></td>
</tr>
<tr>
<td>1928</td>
<td>British Parliament gave women the same voting rights as men</td>
<td></td>
</tr>
<tr>
<td>December 1955</td>
<td>Rosa Parks is jailed for refusing to move to the back of a Montgomery, Alabama bus. A boycott follows and segregation is outlawed on any public transport in the state of Alabama.</td>
<td></td>
</tr>
<tr>
<td>August 28th 1963</td>
<td>The March on Washington D.C. for jobs and freedom</td>
<td>Martin Luther King speech witnessed by over 250,000 people</td>
</tr>
<tr>
<td>July 1964</td>
<td>In July 1964 a 15 year old African American boy named James Powell was shot dead by a police officer.</td>
<td></td>
</tr>
<tr>
<td>April 4th 1968</td>
<td>Martin Luther King is assassinated in Memphis, Tennessee. The assassin was called James Earl Ray and was sentenced to 99 years in prison.</td>
<td></td>
</tr>
</tbody>
</table>
### Week 1
**Lost items.**
- Olvidé: I forgot
- Perdí: I lost
- Me robaron: Somebody stole
- Se me cayó: I dropped (1 thing)
- Se me cayeron: I dropped (2+ things)

- Cartera: wallet
- Monedero: purse
- Pasaporte: passport
- Mochila: backpack
- Paraguas: umbrella
- Llaves: keys
- Maleta: suitcase
- Mapa: map
- Chaqueta: jacket
- Dinero: money
- Billetes: tickets

### Week 2
**Problems at the restaurant.**
- Asqueroso: disgusting
- Delicioso: delicious
- Bueno: good
- Frio: cold
- Caliente: hot
- Sin sabor: bland
- Curioso: curious
- Seco: dry
- Duro: hard
- Picante: spicy
- Lento: slow

- Cuchillo: knife
- Cucharita: spoon
- Tenedor: fork
- Plato: plate
- Servicio: service

### Week 3
** qué hay de interés**
- Hay: there is/there are
- Visitar: to visit
- Ir: to go
- Se puede: you can

- Monumento: monument
- Playa: beach
- Plaza de toros: bull ring
- Centro comercial: shopping centre
- Parque temático: theme park
- Puerto: port
- Museo: museum
- Espectáculo de flamenco: flamenco show
- Castillo: castle

### Week 4
**vacaciones futuras**
- Iré: I will go
- Me quedaré: I will stay
- Viajaré: I will travel

- Solo/a: on my own
- Costa: seaside
- Campo: countryside
- Montañas: mountains
- Caravana: caravan
- Aire libre: outdoors
- Albergue juvenil: youth hostel
- Tienda de campaña: camping tent
- Apartamento: apartment

### Week 5
**vacaciones de ensueño**
- Me gustaría: I would like
- Me encantaría: I would love
- Iría: I would go
- Viajaría: I would travel
- Me quedaría: I would stay

- Hace sol: it’s sunny
- Hace buen tiempo: the weather is good
- Hay tormentas: it’s stormy
- Lluve: it’s rainy
- Hace frío: it’s cold
- Hace calor: it’s hot
- Hay niebla: it’s foggy
- Nieva: it snows

### Useful websites to support revision
- Linguascope
  - Username: cockshut
  - Password: mfl123

### Key connectives
- Porque: because
- Pero: but
- Y: and
- También: also
- Sin embargo: although
- Mucho: a lot
- Muy: very
- Además: furthermore
‘Knowledge is power’

Cockshut Hill School
A NINESTILES ACADEMY

Year 8

‘Nothing But The Best’