Year 8 Independent Study Booklet.



Form:



Respect | Ambition | Resilience

Your independent study booklet and knowledge organiser.

At The Albion Academy, we believe that Independent Study encourages the development of skills and allows students to take more ownership of their education. Promotion and emphasis of Independent Study skills from the start of Year 7 helps to prepare students for Key Stage 4 and beyond, and, in turn, aids our students' progression and development.



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Year 8 Independent Study Timetable:

| Day | Monday | Tuesday | Wednesday | Thursday | Friday |
|---------|---------|---------|-----------|----------|---------|
| Subject | Science | English | Maths | RE | Spanish |



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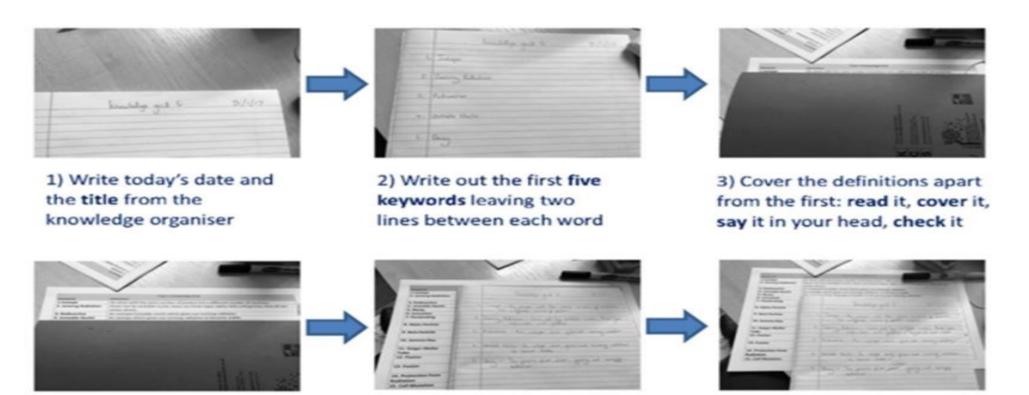
Knowledge organisers contain **critical** knowledge you must know. This will help you recap, revisit and revise what you have learned in lessons in order to remember this knowledge for the long term.

Students remember 50% more when they test themselves after learning.

You must have your independent study book for every lesson, it is part of your equipment.



How can the knowledge organiser be used for self-quizzing?



 If you got it right, move on and quiz yourself on the rest in your head, one by one



6) Correct your answers in green pen

- 7) Repeat for the next five definitions
- 8) Repeat the whole process



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Year 8- Half Term 3- English ('I Am Malala').

| 1 | Bechdel test | A method for evaluating the portrayal of women in fiction. | |
|----|--|---|--|
| 2 | Gender EqualityEqual access to opportunities regardless of gender. | | |
| 3 | Sexism | Prejudice, stereotyping, or discrimination, typically against women, on the basis of sex. | |
| 4 | Misogyny | A dislike of, contempt for, or ingrained prejudice against women. | |
| 5 | Ideological | Based on or relating to a particular set of ideas or beliefs. | |
| 6 | Justice | The legal or philosophical theory which fairness is administered. | |
| 7 | Transgender | A person who feels the sex they were assigned at birth doesn't match their gender identity. | |
| 8 | Aspirational | A strong desire to achieve something. | |
| 9 | Pseudonym | A fictitious name, usually used to conceal your identity. | |
| 10 | Intolerance | Unwillingness to accept views, beliefs, or behaviour that differ from one's own. | |
| 11 | Ignorant | Lacking knowledge, information, or awareness about a particular thing. | |
| 12 | Plight | A dangerous, difficult, or otherwise unfortunate situation. | |

Year 8- Half Term 3- Maths.

| 1 | Integer | A whole number |
|----|----------------|---|
| 2 | Ascending | Smallest to largest |
| 3 | Descending | Largest to smallest |
| 4 | Sum/Total | To add up |
| 5 | Difference | To subtract |
| 6 | Prime number | A number with exactly two factors |
| 7 | Perimeter | The distance around the outside of a 2D object |
| 8 | Estimate | An approximate calculation by rounding |
| 9 | Inequality > < | Greater than, for example 5>2 or less than, for example 3<8 |
| 10 | Commutative | $a + b = b + a$ and $a \times b = b \times a$ |
| 11 | Term | A single number or a variable or both numbers and variables multiplied together |
| 12 | Substitute | Replace a variable with a number |

Year 8- Half Term 3- Science.

| 1 | Amps | The unit used to measure current. 1 Amp=1 coulomb per second. | |
|----|-------------------------|---|--|
| 2 | Conductor | A material that conducts electricity. | |
| 3 | Coulomb | The unit of electrical charge. | |
| 4 | Current | The number of charges moving through a circuit each second. | |
| 5 | Energy | What is transferred in an electrical circuit. | |
| 6 | Insulator | A material that doesn't conduct electricity. | |
| 7 | Parallel circuit | A circuit where some of the components are on different loops. | |
| 8 | Potential difference | The energy transferred from or to a given amount of charge as it passes through a battery or component. | |
| 9 | Resistance | Property of a component – making it difficult for electrical charge to pass through. | |
| 10 | Series Circuit | A circuit made from a single loop. | |
| 11 | Volts | The unit used to measure potential difference. | |

Year 8- Half Term 3- Spanish.

| 1. | ¿Cómo es tu rutina diaria? | What's your daily routine like? |
|-----|----------------------------|---------------------------------|
| 2. | Me levanto | l get up |
| 3. | Me lavo | I have a wash |
| 4. | Me lavo los dientes | I brush my teeth |
| 5. | Me ducho | I shower |
| 6. | Desayuno | I have breakfast |
| 7. | Voy al instituto (a pie/en | I go to school (by foot/ on the |
| | autobús/en coche/en | bus/ by car/by bike) |
| | bicicleta) | |
| 8. | Termino el instituto | I leave school |
| 9. | Vuelvo a casa | I return home |
| 10. | Meriendo | I have a snack |
| 11. | Ceno | I eat dinner |
| 12. | Hago los deberes | I do my homework |
| 13. | Me relajo | I relax |
| 14. | Me acuesto | I go to bed |
| 15. | Después | Afterwards/then |
| 16. | Entonces | Then/next |
| 17. | Más tarde | Later |
| 18. | A las | At o'clock |
| 19. | A las y media | At half past |
| 20. | A las y cuarto | At quarter past |
| 21. | A las menos cuarto | At quarter to |

| 1. | ¿Qué hiciste ayer? | What did you do yesterday? |
|-----|---------------------------|---------------------------------|
| 2. | Me levanté a las | I got up at |
| 3. | Me duché | I showered |
| 4. | Desayuné | I had breakfast |
| 5. | Comí (cereales, tostadas) | I ate (cereal/toast) |
| 6. | Fui al instituto | I went to school |
| 7. | Charlé con mis amigos | I chatted with my friends |
| 8. | Estudié en el instituto | I studied at school |
| 9. | Jugué al fútbol/en mi | I played football/ on my phone/ |
| | móvil/videojuegos | video games |
| 10. | Preparé la cena | I prepared/made dinner |
| 11. | Vi la tele | I watched television |
| 12. | Escuché música | I listened to music |
| 13. | Hice mis deberes | I did my homework |
| 14. | Fue | It was |

Year 8- Half Term 3- Spanish.

| 1. | ¿Qué vas a comprar ? | What are you going to buy? |
|-----|------------------------------------|---|
| 2. | ¿Qué vas a llevar a la fiesta? | What are you going to bring to the party? |
| 3. | Voy / va / vamos a comprar | I'm going to buy |
| 4. | Voy / va / vamos a llevar | I'm going to wear |
| 5. | Nuevo/a | New |
| 6. | Guay | Cool/trendy |
| 7. | A la moda | Fashionable |
| 8. | Bisutería, joyas | Jewellery |
| 9. | Un pantalón | Trousers |
| 10. | Unos vaqueros | Jeans |
| 11. | Un traje | A suit |
| 12. | Un vestido | A dress |
| 13. | Una falda | A skirt |
| 14. | Una chaqueta | A jacket |
| 15. | Una camisa | A shirt |
| 16. | Zapatillas de deporte / deportivas | Trainers |
| 17. | La comida | Food |
| 18. | Una tarta | A cake |
| 19. | Patatas fritas | Crisps |
| 20. | Bocadillos | Sandwiches |
| 22. | Chocolate | Chocolate |
| 21. | Bebidas (gaseosas) | (Fizzy) drinks |

| 1. | ¿(en qué) Puedo ayudarle? | Can I help you? |
|-----|---------------------------------------|------------------------------|
| 2. | En la tienda | In the shop |
| 3. | ¿Tiene ? | Do you have? |
| 4. | Un espejo | A mirror |
| 5. | Otra talla | Another size |
| 6. | ¿Qué talla necesita? | Which size do you want? |
| 7. | Quisiera | I would like |
| 8. | Una talla más grande / pequeña | A bigger size/ smaller size |
| 9. | Otro color | Another colour |
| 10. | ¿Dónde está(n)? | Where is/where are? |
| 11. | La caja | The till |
| 12. | Los probadores | The changing rooms |
| 13. | ¿Cuánto es? | How much does that cost? |
| 14. | Son euros | It costs |
| 15. | Caro | Expensive |
| 16. | Barato | Cheap |
| 17. | En el restaurante | At the restaurant |
| 18. | ¿Cuántas personas? | How many people? |
| 19. | Una mesa para dos/tres personas | A table for two/three people |
| 20. | La cuenta, por favor | Please |
| 21. | ¿Tiene menú ? | Do you have a menu? |
| 22. | No tengo (tenedor, cuchillo, cuchara) | I don't have (a fork/knife) |
| 23. | Hay un problema | There is a problem |

Year 8- Half Term 3- Spanish.

| 1. | ¿Qué hiciste el fin de semana pasado? | What did you do last weekend? |
|-----|--|---|
| 2. | Fui / fue / fuimos al cine/parque | I / s-he / we went to the cinema/park |
| 3. | Fui / fue / fuimos de compras / en bici | I / s-he / we went shopping/bike riding |
| 4. | Salí / salió / salimos | I / s-he / we went out |
| 5. | Hice / hizo / hicimos deporte | I / s-he / we did sport |
| 6. | Jugué / jugó / jugamos a+sport | I / s-he / we played sport |
| 7. | Vi / vio / vimos un partido | I / s-he / we watched a match |
| 8. | Fue | It was |
| 9. | ¿Qué haces normalmente los fines de semana ? | What do you generally do at the weekend? |
| 10. | Salgo / sale / salimos | I / s-he / we go out |
| 11. | Voy/ va / vamos | I / s-he / we go |
| 12. | Hago / hace / hacemos | I / s-he / we do sport |
| 13. | Juego / juega / jugamos | I / s-he / we play |
| 14. | Casi siempre | Almost always |
| 15. | A veces | Sometimes |
| 16. | Es | It's |
| 17. | ¿Qué vas a hacer el fin de semana que viene/próximo? | What are you going to do next weekend? |
| 18. | Voy / va / vamos a +infinitive | I / s-he / we am/are going to |
| 19. | Ir al centro/al cine/a la bolera/de compras | To go into town/to the cinema/bowling/ shopping |
| 20. | Hacer equitación, atletismo, ejercicio | Horse riding/ do athletics/ do exercise |
| 21. | Va a ser | It's going to be |

Year 8- Half Term 3- RE.

| 1 | Omnipotent | The belief that God is all-powerful. |
|----|-----------------|--|
| 2 | Omniscient | The belief that God is all-knowing. |
| 3 | Omnibenevolent | The belief that God is all-loving |
| 4 | Omnipresent | The belief that God is present everywhere at once. |
| 5 | Transcendent | The belief that God is outside of the universe. |
| 6 | Theism | The belief in God. |
| 7 | Atheism | Disbelief or lack of belief in the existence of God or gods. |
| 8 | Agnosticism | The belief that nothing can be known about the nature or existence of God. |
| 9 | Design Argument | The argument for the existence of God based on evidence of design in the world. |
| 10 | Philosophy | The study of the fundamental nature of knowledge, reality, and existence. |

| 11 | Natural Evil | Bad states of affairs e.g. evils that occur naturally and not by humans making immoral decisions e.g. hurricanes. |
|----|-----------------------|---|
| 12 | Moral Evil | Evil created by the result of human action e.g. murder. |
| 13 | Problem of Evil | The argument that the existence of evil undermines belief in an omnipotent and omnibenevolent God. |
| 14 | Theodicy | An argument which defends God against the problem of evil. |
| 15 | Religious Experience | An experience which has a religious meaning for the person who experienced it. |
| 16 | Analogy | A comparison between things that have similar features, often used to help explain a principle or idea. |
| 17 | Fallacy | A mistaken belief, especially one based on unsound arguments. |
| 18 | Cosmological Argument | The argument for the existence of God which argues that God is the cause of the universe. |
| 19 | Causation | The relationship between cause and effect. |
| 20 | Faith | Strong belief in the ideas of a religion, based on spiritual conviction rather than proof. |