

Name: _____

YEAR 8

Homework booklet 1

Societies & previous learning

Knowledge Organiser pg. 2 - 3	
Week 1 tasks pg. 4 - 6	Due in:
Week 2 tasks pg. 7- 8	Due in:
Week 3 tasks pg. 9 -10	Due in:
Week 4 tasks pg. 11 - 12	Due in:
Week 5 tasks pg. 13 - 16	Due in:
Week 6 tasks pg. 17 - 18	Due in:



Societies –
Exploring &
writing

Allegory

Poetry-
Relationships

Language Change












Detective -
writing

Detective -
reading



Year 8 Knowledge Organiser: Societies & Genres

Society	people living together in a more or less ordered community
Genre	a style or category of art, music, or literature.
Dystopia	an imagined society which is frightening, undesirable
Utopia	ideal; paradise – opposite of dystopia
Allegory	work in which the characters and events represent certain ideas to morals, religion, or politics
Fable	a story, typically animals as characters, conveying a moral.
Post-apocalyptic	existing after a catastrophically destructive disaster
Surveillance	watching; observing; following
Dehumanised	deprive of human qualities or dignity
Oppression	prolonged cruel or unjust treatment
Propaganda	information, of a biased or misleading nature, used to promote a political cause or point of view.
Rebellion	the action or process of resisting authority
Ideology	a system of ideas and ideals
Dissent	opposition; rebellion
Inequality	unfairness; not equal
Censorship	ideas that people are allowed to express are limited; prevents books, films etc. from being available
Authoritarian	enforcing strict obedience to authority at the expense of personal freedom.

Forms of Government and leadership	Democracy  Government by the people : majority rule	Socialism  Public ownership of resources and means of production
Theocracy  A system in which priests rule in the name of God or a god.	Oligarchy  A small group of people hold most or all political power	Aristocracy  Power is held by the nobility (highest classes)
Monarchy  A state that has a monarch- King, Queen, Emperor etc.	Totalitarianism  Asserts total control over the lives of its citizens.	Communism  Government and philosophy; goal to form a society where everything is shared. The government owns and controls everything.
Colonialism  Acquiring full or partial political control over another country, occupying with settlers	Military Dictatorship  The military has control over political authority, and the dictator is often a high-ranked military officer.	Tyranny  Cruel and oppressive government or rule.

What type of Government is described in the text you are reading?

? **Types of Societies** ?

What type of society is described in the text you are reading?

- Survive by hunting animals, fishing, and gathering plants.
- Vast majority of these societies existed in the past; only a few (perhaps a million people total) living today on the verge of extinction.
- Most were nomadic and primarily tribal.
- Work in hunting and gathering societies was divided equally among members.

Hunting & Gathering

- Animals for food and transportation.
- Sometime nomadic, sometimes not; able to produce a surplus of goods – allows the society to remain in a single place for longer periods of time.
- Allow those who are not domesticating animals to engage in 'other' activities; traders, healers, spiritual leaders, craftspeople etc.

Pastoral

- Rely on cultivating fruits, vegetables, and plants.
- First appeared in different parts of the planet about the same time as pastoral societies.
- Had to be mobile – move where the food was.

Horticultural

- From the 9th to 15th centuries, feudalism was a form of society based on ownership of land.
- *Vassals* were bound to cultivating their lord's land.
- In exchange for protection, the lords exploited the peasants into providing food, crops, and other services to the owner of the land.
- Often multigenerational; the families of peasants may have cultivated their lord's land for generations.

Feudal

- Cultivate crops (especially grains like wheat, rice, corn, and barley) over a large area.
- Increases in food supplies led to larger populations; resulted in towns that became centres of trade supporting various rulers, educators, craftspeople, merchants, and religious leaders who did not have to worry about locating nourishment.
- Wider difference in social layers appeared. For example, women previously had higher social status because they shared labour more equally with men but as food stores improved, women took on lesser roles.
- A system of rulers with high social status also appeared.

Agricultural

- Based on using machines to produce goods; during the 18th century began the Industrial Revolution.
- Great wealth was attained by the few who owned factories, and the "masses" found jobs working in the factories.
- Factories became the centre of work and large cities emerged as places to find jobs in factories.
- Social power moved into the hands of business elites and governmental officials, leading to struggles between industrialists and workers.

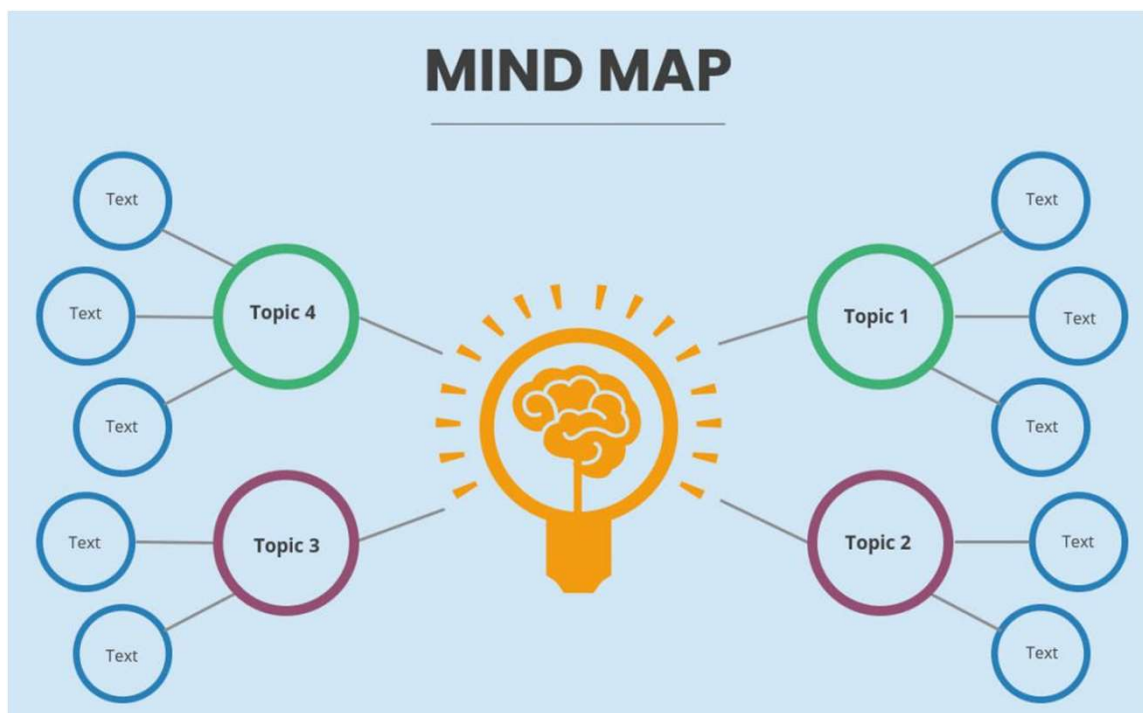
Industrial

- Technological revolution - creating a society based on information, knowledge, and the selling of services.
- Although factories will always exist, the key to wealth and power seems to lie in the ability to generate, store, manipulate, and sell info
- Increased levels of education and training, consumerism, availability of goods, and social mobility.

Post-industrial

Week 1, task 1: Mind map

- Mind maps help to bring the left and right sides of the brain together.
- They are useful for: remembering and revising, planning out ideas for writing, planning out ideas for presentations.
- Mind maps are a good way of organising and simplifying information, and seeing connections between the different aspects of a topic.
- Force yourself to condense your revision notes down to key words.
- Use colours and images to help make the information meaningful and memorable.



Task 1: Turn the following section of your Knowledge Organiser into a mind map below.


<p>Forms of Government and leadership</p>	<p>Democracy</p>  <p>Government by the people : majority rule</p>	<p>Socialism</p>  <p>Public ownership of resources and means of production</p>
<p>Theocracy</p>  <p>A system in which priests rule in the name of God or a god.</p>	<p>Oligarchy</p>  <p>A small group of people hold most or all political power</p>	<p>Aristocracy</p>  <p>Power is held by the nobility (highest classes)</p>
<p>Monarchy</p>  <p>A state that has a monarch- King, Queen, Emperor etc.</p>	<p>Totalitarianism</p>  <p>Asserts total control over the lives of its citizens.</p>	<p>Communism</p>  <p>Government and philosophy; goal to form a society where everything is shared. The government owns and controls everything.</p>
<p>Colonialism</p>  <p>Acquiring full or partial political control over another country, occupying with settlers</p>	<p>Military Dictatorship</p>  <p>The military has control over political authority, and the dictator is often a high-ranked military officer.</p>	<p>Tyranny</p>  <p>Cruel and oppressive government or rule.</p>

- Think carefully about how to organise the information (bigger version on your KO).
- Can you make any connections between the types of Governments?

Task 2: Current learning questions (try to do from memory, but do use your mind map/ Knowledge Organiser if you need).

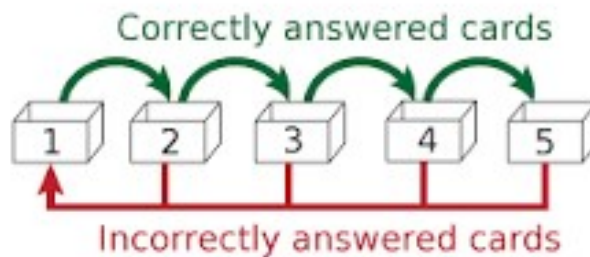
Which Government is defined by 'majority rule'?	
What is it called when the state is ruled by a monarch?	
What type of Government has a cruel and oppressive rule?	
What is the definition of socialism?	
What type of leadership has complete control?	

Task 3: Previous learning & SPaG (rewrite the sentences adding the missing capital letters)

Name the 7 parts of the narrative arc.	
SPaG: the blue whale is the biggest of all mammals.	
SPaG: i go to the sir john colfox academy.	
SPaG: i think going to the north pole at christmas would be fun.	

Week 2: Flashcards

- Flashcards are a creative and colourful way to support long-term learning.
- Simply create with questions on side and answers on the other side. You can colour code for specific topics and quiz yourself or others
- Post-it notes can also be useful for key words and timelines
- Use the Leitner Method to ensure your flashcards are effective.



Task 1: Create 10 flashcards – 1 for each of the following words in the key vocabulary list on the Knowledge Organiser.

Surveillance	watching; observing; following
Dehumanised	deprive of human qualities or dignity
Oppression	prolonged cruel or unjust treatment
Propaganda	information, of a biased or misleading nature, used to promote a political cause or point of view.
Rebellion	the action or process of resisting authority
Ideology	a system of ideas and ideals
Dissent	opposition; rebellion
Inequality	unfairness; not equal
Censorship	ideas that people are allowed to express are limited; prevents books, films etc. from being available
Authoritarian	enforcing strict obedience to authority at the expense of personal freedom.

- Have the key word on one side – clearly written – quite big!
- Have the definition on the other side – clearly written.
- Practise using them!

Task 2: Current learning questions (try to do from memory, but do use your flashcards if you need).

What does the word 'surveillance' mean? Can you use it in a sentence?	
What does the word 'censorship' mean? Can you use it in a sentence	
What does the word 'dissent' mean? Can you use it in a sentence	
What does the word 'rebellion' mean? Can you use it in a sentence	
What does the word 'propaganda' mean? Can you use it in a sentence	

Task 3: Previous learning & SPaG (rewrite the sentences adding capital letters, full stops, question marks, exclamation marks so they are punctuated properly)

What pronouns would a 1st person narrator use?	
Define a non- linear narrative.	
Define a cyclical narrative.	
SPaG: do I have French today	
SPaG: tom what on earth are oy doing	

Week 3: Dual Coding

- Dual coding is the process of combining verbal materials with visual materials.
- There are many ways to visually represent material, such as with infographics, timelines, cartoon strips, diagrams, and images.
- When you have the same information in two formats-words and visuals-it gives you two ways of remembering the information later on. Combining these visuals with words is an effective way to study.

Task 1: Go back to your flashcards from last week. Add an image to the key word side (dual code) that will help prompt you for the definition of that word.

Task 2: Current learning questions (try to do from memory, but do use your flashcards if you need).

<p>What does the word 'dehumanised' mean? Can you use it in a sentence?</p>	
<p>What does the word 'oppression' mean? Can you use it in a sentence</p>	
<p>What does the word 'ideology' mean? Can you use it in a sentence</p>	
<p>What does the word 'inequality' mean? Can you use it in a sentence</p>	
<p>What does the word 'authoritarian' mean? Can you use it in a sentence</p>	

Task 3: Previous learning & SPaG – rewrite the sentences adding commas so they are punctuated properly.

<p>What pronouns would a 3rd person narrative use?</p>	
<p>What's an open ended narrative?</p>	
<p>Fill in the gaps:</p>	<p>“A whole [story] is what has a _____ and _____ and _____”</p>
<p>I went to the canteen and I bought a drink a burger some chips and a muffin.</p>	
<p>I got a new dog it is a Collie.</p>	

Week 4: Summarising

- Summarise your topic in a few words.
- Using your own words means you process the information, which improves your understanding and your memory. Keep the notes brief to act as prompts. The aim is to create your summary from memory; do not use notes to help you.

Task 1: Summarise what the following societies were like in 25 words or less.

- Use information from the Knowledge Organiser but do not copy! Summarise!

Agricultural

Word count: ____

Industrial

Word count: ____

Feudal

Word count: ____

Hunting & Gathering

Word count: ____

Task 2: Current learning questions (try to do from memory, but do use your knowledge Organiser if you need).

Which societies were mobile and moved around? (There may be more than one!)	
Factories exist in both the industrial society and post- industrial. What is the main difference between the 2 societies?	
In agricultural society, why did a “wider layer of difference” emerge?	
In hunting & gathering societies was work equally or unequally distributed?	
What is a feudal society based on?	

Task 3: Previous learning & SPaG– add commas to separate the extra information in the sentences below.

What is a closed narrative?	
What’s the point in the narrative arc when the story reaches the greatest drama?	
What pronouns would a 2nd person narrator use?	
Mrs Ward who teaches English has a dog.	
West Bay made famous by Broadchurch is part of the Jurassic Coast.	

Week 5: Look, cover, write, check

1. **Look:** first look at the knowledge you wish to know carefully and if there is one part of it that is difficult, look at that part in more detail.
2. **Say:** say the information as you look at it. Practise this.
3. **Cover:** cover the knowledge.
4. **Write:** write the knowledge from memory, saying the word as you do so.
5. **Check:** Have you got it right? If yes, try writing it again and again! If not, start again – look, say, cover, write, check.

Task 1: Learn how to spell the key vocabulary from the Knowledge Organiser – using the look, cover, write check system. Do this **THREE TIMES THIS WEEK** (in the booklet) and then there will be a spelling test in class.

<i>Look and Say</i>		<i>Write – without looking!</i>	<i>Check! Did you get it right?</i>
Surveillance	<i>Now cover up look and say column!</i>		
Dehumanised			
Oppression			
Propaganda			
Rebellion			
Ideology			
Dissent			
Inequality			
Censorship			
Authoritarian			

<i>Look and Say</i>	<i>Now cover up look and say column!</i>	<i>Write – without looking!</i>	<i>Check! Did you get it right?</i>
Surveillance			
Dehumanised			
Oppression			
Propaganda			
Rebellion			
Ideology			
Dissent			
Inequality			
Censorship			
Authoritarian			

<i>Look and Say</i>	<i>Now cover up look and say column!</i>	<i>Write – without looking!</i>	<i>Check! Did you get it right?</i>
Surveillance			
Dehumanised			
Oppression			
Propaganda			
Rebellion			
Ideology			
Dissent			
Inequality			
Censorship			
Authoritarian			

In class spelling test

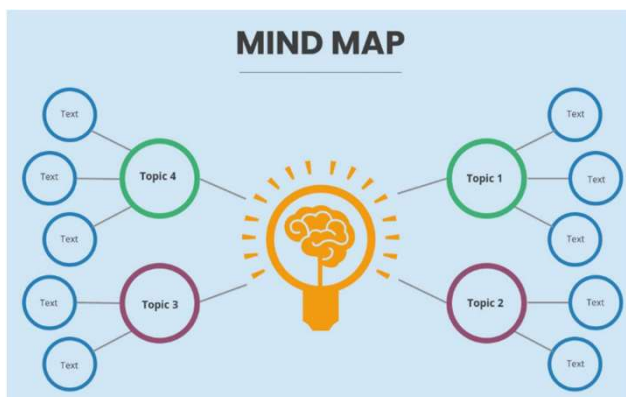
1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

/ 10

Week 6: Mind map, dual code, summarising

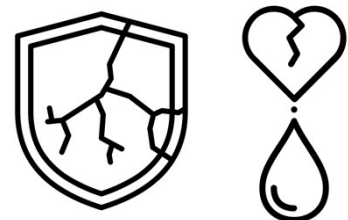
Task: On the next page, create a mind map that showcases the **WHOLE Knowledge Organiser.**

Use colour, dual coding, summarising and all the skills you have learned this half term.



- Dual coding is the process of combining verbal materials with visual materials.
- There are many ways to visually represent material, such as with infographics, timelines, cartoon strips, diagrams, and images.

- Summarise your topic in a few words.
- Using your own words means you process the information, which improves your understanding and your memory. Keep the notes brief to act as prompts. The aim is to create your summary from memory; do not use notes to help you.



Your showcase mind map: Societies

Seen by teacher?