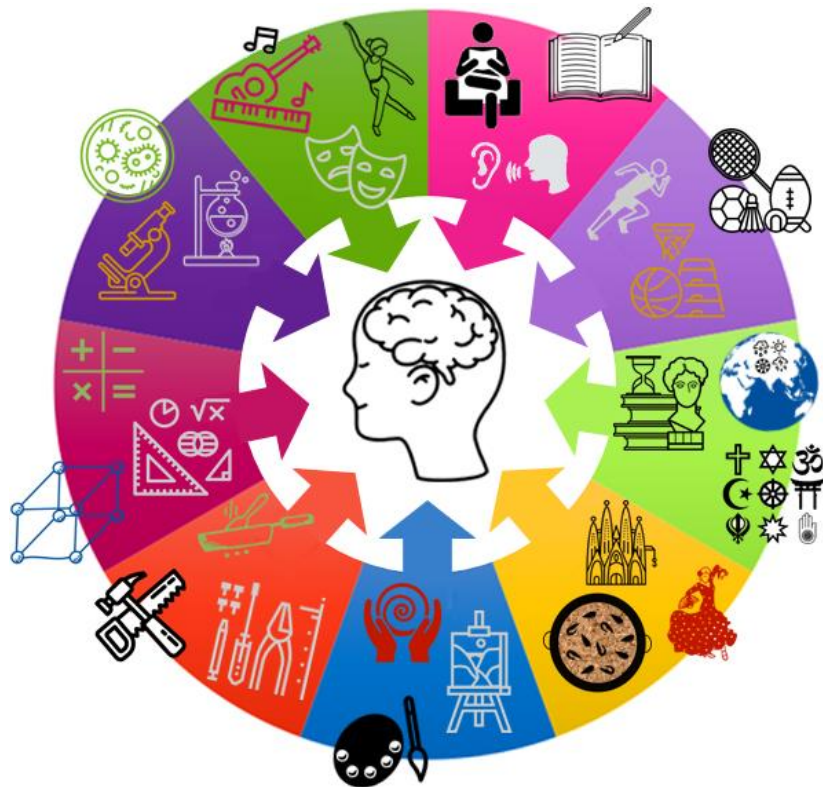


# 100% book – Year 8 Booster

Aim to memorise 100% of the knowledge on these Knowledge Organisers

## Term 2



### Swindon Academy 2023-24

Name:	
Tutor Group:	
Tutor & Room:	

*"If you are not willing to learn, no one can help you.  
If you are determined to learn, no one can stop you."*

# Using your Knowledge Organiser and Quizzable Knowledge Organiser

## Knowledge Organisers

**Year 7 Term 1 Science/Chemistry - Topic: TOP Particles**

**What are we learning this term:**  
 1. Particle model  
 2. Changing from  
 3. Mixtures  
 4. Separating techniques

**4 Key Words for this term:**  
 1. Matter  
 2. Particles  
 3. Gases  
 4. Freezing

**A. Describe the properties of the three states of matter.**  
 Solid: Particles are packed closely together in a regular pattern. They vibrate in place.  
 Liquid: Particles are packed closely together but can slide past each other. They move around.  
 Gas: Particles are far apart and are arranged randomly. They carry a lot of energy and they move in all directions in a high speed.

**A. What is diffusion?**  
 The movement of particles from a higher concentration to a lower concentration.

**B. What happens to the temperature of a substance when it changes state?**  
 During the change of state, the temperature will stay the same until the change of state is complete.

**A. What is the law of conservation of mass?**  
 The Law of Conservation of Mass states that mass cannot be created or destroyed.

**B. What are the different changes of state?**  
 Melting: change of state from solid to liquid  
 Freezing: change of state from liquid to solid  
 Evaporation: change of state from liquid to gas  
 Condensation: change of state from gas to liquid

**C. What is the difference between a pure and an impure substance?**  
 A material that is made up of only one type of particle.  
 A material that made up of more than one type of particle.

## Quizzable Knowledge Organisers

**A. What is particle theory?**

**A. Describe the arrangement and movement of particles in the three states of matter.**

Solid

Liquid

Gas

**A. What is the law of conservation of mass?**

**B. What are the different changes of state?**

Melting

Freezing

Evaporation

Condensation

**Diagram:** A cycle showing transitions between solid, liquid, and gas states with arrows indicating the direction of change.

## Expectations for Prep and for using your Knowledge Organisers

1. Complete all prep work set in your subject prep book.
2. Bring your prep book to every lesson and ensure that you have completed all work by the deadline.
3. Take pride in your prep book – keep it neat and tidy.
4. Present work in your prep book to the same standard you are expected to do in class.
5. Ensure that your use of SPAG is accurate.
6. Write in blue or black pen and sketch in pencil.
7. Ensure every piece of work has a title and date.
8. Use a ruler for straight lines.
9. If you are unsure about the prep, speak to your teacher.
10. Review your prep work in green pen using the mark scheme.

Knowledge Organisers contain the essential knowledge that you **MUST** know in order to be successful this year and in all subsequent years.

They will help you learn, revise and retain what you have learnt in lessons in order to move the knowledge from your short-term memory to long-term memory.

These are designed to help you quiz yourself on the essential Knowledge.

Use them to test yourself or get someone else to test you, until you are confident you can recall the information from memory.

### Top Tip

Don't write on your Quizzable Knowledge Organisers! Quiz yourself by writing the missing words in your prep book. That way you can quiz yourself again and again!

# How do I complete Knowledge Organiser Prep?

## Step 1

Check Epraise and identify what words /definitions/facts you have been asked to learn. Find the Knowledge Organiser you need to use.

The image shows the epraise website interface. On the left is a 'Planner' for the week of 10th May to 16th May 2020, with a grid for different subjects. On the right is a 'New Year's Homework/Revision: Topic TSP Pack' for 'What is particle theory?'. It includes sections for 'What is particle theory?', 'Describe the arrangement and movement of particles in the three states of matter', and 'What is the law of conservation of mass?'. There are also diagrams of particle arrangements for solid, liquid, and gas states.

## Step 2

Write today's date and the title from your Knowledge Organiser in your Prep Book.

The image shows a student's prep book. The date '29th May 2020' and the title 'Particle theory' are written in the top right corner. The knowledge organiser template is partially filled out with the student's handwriting. The template includes sections for 'What is particle theory?', 'Describe the arrangement and movement of particles in the three states of matter', and 'What is the law of conservation of mass?'. There are also diagrams of particle arrangements for solid, liquid, and gas states.

## Step 3

Write out the keywords/definitions/facts from your Knowledge Organiser in FULL.

The image shows a student's prep book with the full handwritten definitions and facts for particle theory. The text is written in blue ink on lined paper. The date '29th May 2020' is written at the top. The title 'Properties of the states of matter' is written below the date. The definitions are: 'Particle theory = all matter is made of particles', 'Solid = regular pattern particles vibrate in fixed position', 'Liquid = particles are arranged randomly but are still touching each other. Particles can slide past each other and move around.', and 'Gas = Particles are far apart and are arranged randomly. Particles carry a lot of energy.'

## Step 4

Read the keywords/definitions/facts out loud to yourself again and again and write the keywords/definitions/facts at least 3 times.

The image shows a student's prep book with the full handwritten definitions and facts for particle theory, repeated three times. The text is written in blue ink on lined paper. The definitions are: 'Solid = regular pattern particles vibrate in fixed position', 'Solid = regular pattern particles vibrate in fixed position', and 'Solid = regular pattern particles vibrate in fixed position.'

## Step 5

Open your quizzable Knowledge Organiser. Write the missing words from your quizzable Knowledge organiser in your prep book.

The image shows a student's prep book with the quizzable Knowledge Organiser template. The date '29th May 2020' and the title 'Particle theory' are written in the top right corner. The template includes sections for 'What is particle theory?', 'Describe the arrangement and movement of particles in the three states of matter', and 'What is the law of conservation of mass?'. The student has written 'Self quizzing' in the 'What are the different changes of state?' section. The diagrams of particle arrangements for solid, liquid, and gas states are also present.

## Step 6

Check your answers using your Knowledge Organiser. Repeat Steps 3 to 5 with any questions you got wrong until you are confident.

The image shows a student's prep book with the full handwritten definitions and facts for particle theory, with corrections and checkmarks. The text is written in blue ink on lined paper. The date '29th May 2020' is written at the top. The title 'Particle theory = all matter is made of particles' is written below the date. The definitions are: 'Solid = regular pattern ✓ particles vibrate in fixed position', 'Liquid = particles are arranged randomly but are still touching each other ✓ Particles can slide past each other and move around ✓', and 'Gas = Particles are far apart ✓ and are arranged randomly. Particles carry a lot of energy ✓'. There are also checkmarks and corrections in the 'Gas' definition.

Make sure you bring in your completed Prep notes to demonstrate that you have completed your prep.



Scandal in Bohemia – plot overview	Vocabulary: Key words	Characters in Sherlock Holmes Adventures
<ul style="list-style-type: none"> <li>The King of Bohemia plans to marry a Norwegian princess. However, he previously had a relationship with a woman called Irene Adler. Adler is threatening to ruin his engagement with a picture she has of herself and the king together.</li> <li>Holmes tricks Adler into revealing where she keeps the photograph, but she outsmarts Holmes and escapes with it. Adler decides not to use the picture against the king. She leaves a picture of herself in its place, which Holmes keeps as a reminder of her.</li> </ul>	<p><b>enlighten</b> – to provide someone with information and understanding. People come to Holmes so that they can be enlightened on a crime.</p> <p><b>deduction</b> – the process of reaching a decision by looking at the facts that are known. Holmes is able to use his skills of deduction to solve crimes.</p> <p><b>scandal</b> – a scandal is something that shocks people because they think it is morally wrong. The King of Bohemia fears that scandal of his relationship with Irene Adler being exposed.</p> <p><b>introspective</b> – when you examine your own thoughts, ideas, and feelings. Sherlock Holmes can be <b>introspective</b>. This makes him a better detective.</p> <p><b>dual nature</b> – Holmes has a dual nature: his quiet introspective side, and his manic detecting side.</p>	<p><b>Sherlock Holmes</b> – a fictional consulting detective created by Arthur Conan Doyle. He is known for his intelligence, introspection and dual nature. He is described as an ‘observing machine’ because of his ability to capture the essence of people with seemingly very little evidence.</p> <p><b>Dr Watson</b> – Holmes’ former flatmate, a doctor and his closest companion. The stories are told from his perspective, working as Holmes’ assistant.</p> <p><b>Irene Adler</b> – a famous American opera singer who had a relationship with the future King of Bohemia. To Holmes, she is ‘the woman’ who outsmarted him.</p>
<ul style="list-style-type: none"> <li>Jabez Wilson gets a job with the mysterious ‘Red-Headed League’ because of his ‘flame’ coloured hair.</li> <li>One day, he is mysteriously told that he is no longer needed by the league so visits Holmes to ask him to investigate.</li> <li>Holmes discovers that his story reveals a plot to steal from a bank vault which is successfully prevented.</li> </ul>	<p><b>Terminology: Key words</b></p> <p><b>detective fiction:</b> a sub-genre of crime fiction and mystery fiction in which an investigator or a detective (professional, amateur or retired) investigates a crime, often murder.</p> <p><b>periodical/serial</b> – books, magazines or other entertainment that are released on a regular basis. The Strand Magazine was a periodical that published the Sherlock Holmes stories.</p>	<p><b>King of Bohemia</b> – in the Victorian era, Bohemia was an area of central Europe; today it is a region of the Czech Republic. The King is engaged to a Scandinavian princess but five years previously was madly in love with Irene Adler. Because of his status, he was unable to marry her at the time, which he regrets. The King still respects Adler.</p>
<ul style="list-style-type: none"> <li>A policeman named Peterson is left with a man’s hat and Christmas goose.</li> <li>He takes the goose home to eat and discovers a blue carbuncle (a rare, and very valuable jewel) inside the goose!</li> <li>Holmes recognises the jewel as the one that was stolen from The Countess of Morcar. Using the hat as a clue, Holmes and Watson set off to discover how the blue carbuncle was stolen and how it ended up in a goose.</li> </ul>	<p><b>Background information</b></p> <p>Sir Arthur Conan Doyle was the author of the Sherlock Holmes stories.</p> <p>Sir Arthur Conan Doyle lived and wrote during the Victorian era.</p> <p>Sherlock Holmes is a fictional detective created by Sir Arthur Conan Doyle.</p> <p>Sherlock Holmes’ fictional home was 221B Baker Street, which is now a museum of Doyle’s life and work.</p> <p>Doyle’s short stories were published individually in The Strand Magazine periodical and then collected to form The Adventures of Sherlock Holmes short story collection in 1892.</p> <p>Before he became a writer, Doyle studied medicine.</p>	<p><b>James Ryder</b> – head attendant of the hotel where the Blue Carbuncle goes missing. He works with his accomplice <b>Catherine Cusack</b> (the countess’ maid) to steal the jewel and frame <b>John Horner</b> for the crime. He is racked with guilt and confesses when Holmes questions him.</p> <p><b>Jabez Wilson</b> – a London pawnbroker who has distinctively red hair. His business is struggling so he takes the job working for The Red-Headed League. Wilson was tricked by his assistant Vincent Spaulding who worked alongside another criminal to use his shop to rob the bank next door.</p> <p><b>Vincent Spaulding/John Clay</b> – Jabez Wilson’s assistant. This is actually a disguise for John Clay who attempts a bank robbery using Wilson’s shop as an easy passage.</p>



**Scandal in Bohemia – plot overview**

- The \_\_\_\_\_ plans to marry a Norwegian princess. However, he previously had a relationship with a woman called \_\_\_\_\_. Adler is threatening to ruin his \_\_\_\_\_ with a picture she has of \_\_\_\_\_ and the \_\_\_\_\_ together.
- Holmes \_\_\_\_\_ Adler into \_\_\_\_\_ where she keeps the \_\_\_\_\_, but she \_\_\_\_\_ Holmes and \_\_\_\_\_ with it. Adler decides \_\_\_\_\_ to use the picture against the \_\_\_\_\_. She leaves a picture of herself in its place, which Holmes \_\_\_\_\_ as a reminder of her.

- \_\_\_\_\_ gets a job with the mysterious '\_\_\_\_\_ - \_\_\_\_\_' because of \_\_\_\_\_.
- \_\_\_\_\_.
- One day, he is mysteriously told that he is \_\_\_\_\_ by the \_\_\_\_\_ so visits Holmes to ask him to \_\_\_\_\_.
- Holmes discovers that his story reveals a plot to \_\_\_\_\_ from a \_\_\_\_\_ which is successfully prevented.

- A \_\_\_\_\_ named \_\_\_\_\_ is left with a man's \_\_\_\_\_ and \_\_\_\_\_.
- He takes the \_\_\_\_\_ home to eat and discovers a \_\_\_\_\_ (a rare, and very valuable \_\_\_\_\_) inside the \_\_\_\_\_!
- Holmes recognises the \_\_\_\_\_ as the one that was stolen from The Countess of Morcar. Using the \_\_\_\_\_ as a clue, Holmes and Watson set off to discover how the blue carbuncle was \_\_\_\_\_ and how it ended up in a \_\_\_\_\_.

**Vocabulary: Key words**

enlighten –

deduction –

scandal –

introspective –

dual nature –,

**Terminology: Key words**

detective fiction:

periodical/serial –

**Background information**

Sir Arthur Conan Doyle was the \_\_\_\_\_ of the Sherlock Holmes \_\_\_\_\_.

Sir Arthur Conan Doyle lived and wrote during the \_\_\_\_\_ era.

Sherlock Holmes is a \_\_\_\_\_ detective created by Sir Arthur Conan \_\_\_\_\_.

Sherlock Holmes' fictional home was 221B \_\_\_\_\_, which is now a museum of Doyle's life and work.

Doyle's short stories were published individually in The \_\_\_\_\_ and then collected to form The Adventures of Sherlock Holmes short story collection in 1892.

Before he became a writer, Doyle studied \_\_\_\_\_.

**Characters in Sherlock Holmes Adventures**

**Sherlock Holmes** – a fictional consulting detective created by \_\_\_\_\_. He is known for his \_\_\_\_\_, \_\_\_\_\_ and dual \_\_\_\_\_. He is described as an '\_\_\_\_\_ machine' because of his ability to capture the essence of people with seemingly very little evidence.

**Dr Watson** – Holmes' former flatmate, a \_\_\_\_\_ and his closest \_\_\_\_\_. The stories are told from his perspective, working as Holmes' \_\_\_\_\_.

**Irene Adler** – a famous American \_\_\_\_\_ who had a relationship with the future King of \_\_\_\_\_. To Holmes, she is 'the woman' who \_\_\_\_\_ him.

**King of Bohemia** – in the \_\_\_\_\_ era, Bohemia was an area of central Europe; today it is a region of the Czech Republic. The King is engaged to a Scandinavian princess but five years previously was madly in love with \_\_\_\_\_. Because of his status, he was unable to \_\_\_\_\_ her at the time, which he \_\_\_\_\_. The King still \_\_\_\_\_ Adler.

**James Ryder** – head \_\_\_\_\_ of the hotel where the \_\_\_\_\_ goes \_\_\_\_\_. He works with his accomplice **Catherine Cusack** (the countess' maid) to steal the \_\_\_\_\_ and \_\_\_\_\_ **John Horner** for the \_\_\_\_\_. He is racked with \_\_\_\_\_ and \_\_\_\_\_ when \_\_\_\_\_ questions him.

**Jabez Wilson** – a London \_\_\_\_\_ who has distinctively \_\_\_\_\_ hair. His business is \_\_\_\_\_ so he takes the job working for The \_\_\_\_\_. Wilson was \_\_\_\_\_ by his \_\_\_\_\_ who worked alongside another criminal to use his shop to rob the bank next door.

**Vincent Spaulding/John Clay** – Jabez Wilson's \_\_\_\_\_. This is actually a \_\_\_\_\_ for \_\_\_\_\_ who attempts a bank \_\_\_\_\_ using Wilson's \_\_\_\_\_ as an easy passage.



<b>What we are learning this term:</b>
A. Energy B. Heating and cooling C. Power

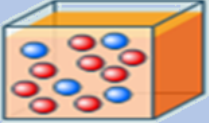





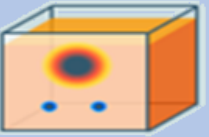

<b>A. What is the unit of energy?</b>
Joule J

<b>A. What is a fuel</b>
A store of chemical energy




<b>A. How can we classify energy resources?</b>	
Renewable	Renewable resources are replenished (replaced) as they are used.
Non-renewable	Non-renewable resources, like fossil fuels, are NOT replenished (replaced) as they are used.

<b>A. What should be considered when choosing an energy resource?</b>
Reliability
Usefulness
How long it lasts for.
Environmental impact

<b>A. Energy transfers</b>	
Mechanical	Electrical
Heat	Radiation

<b>A. What are the 8 energy stores?</b>	
	Chemical store
	Gravitational store
	Kinetic store
	Thermal store
	Elastic store
	Vibration store
	Nuclear store
	Electric/magnetic store

<b>A. What are the three fossil fuels?</b>		
Coal	Oil	Gas

<b>A. What are the advantages and disadvantages of the main renewable energy resources?</b>		
	Solar	
	Advantage	Disadvantage
	Does not produce carbon dioxide pollution.	Does not work in low light levels.
	Wind	
	Advantage	Disadvantage
	Does not produce carbon dioxide pollution.	Unreliable
	Geothermal	
	Advantage	Disadvantage
	Reliable	Can only be used in certain areas.
	Hydroelectric	
	Advantage	Disadvantage
	Reliable	Can damage the river environment
	Tidal	
	Advantage	Disadvantage
	Reliable	Can damage the coastal environment
	Wave	
	Advantage	Disadvantage
	Does not produce carbon dioxide pollution.	Can damages the marine environment



**What we are learning this term:**

A. Energy  
 B. Heating and cooling  
 C. Power

**A. What is the unit of energy?**

**A. What is a fuel**

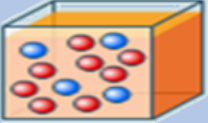


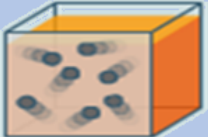


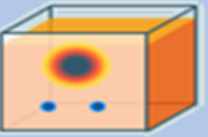

**A. How can we classify energy resources?**

Renewable	
Non-renewable	

**A. What should be considered when choosing an energy resource?**





**A. Energy transfers**

**A. What are the 8 energy stores?**





**A. What are the three fossil fuels?**

**A. What are the advantages and disadvantages of the main renewable energy resources?**

	Advantage	Disadvantage
	Advantage	Disadvantage
	Advantage	Disadvantage
	Advantage	Disadvantage
	Advantage	Disadvantage
	Advantage	Disadvantage



**A. What is the law of conservation of energy?**  
 Energy can not be destroyed or created, only transferred.

A. What are the five pathways that transfer energy between stores?	
	Forces
	Heating
	Radiation
	Electric currents

**B. What is the difference between a conductor and in insulator?**  
 A conductor allows energy transfer to occur through it whereas an insulator does not.

**B. In which direction does heating transfer energy ?**  
 From the hot to cold.

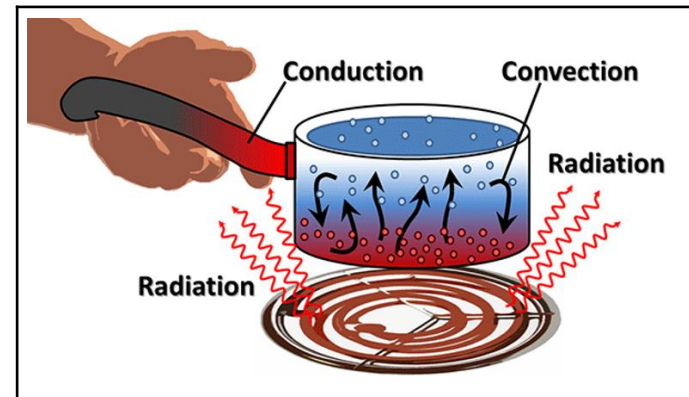
**B. Describe the main steps in conduction.**  
 1. Particles gain energy and vibrate  
 2. they pass vibrations (and therefore energy) to adjacent particles

**B. Describe the main steps in convection.**  
 1. Particles in a fluid gain energy and move further apart.  
 2. This makes the fluid less dense, causing it to rise.

**C. What is the equation for power?**  

$$\text{power}(W) = \frac{\text{energy transferred (J)}}{\text{time (s)}}$$

**C. What is power?**  
 The rate at which energy is transferred.



**C. What are the units of power?**  
 Watt (W)      Joule per second (J/s)

**C. What does the power rating of an appliance tell you?**  
 The amount of energy the appliance transfers every second.

**B. Describe the three methods of energy transfer through heating.**

Method	Medium	Description
Conduction	Solids	Heat energy is transferred via particle vibrations.
Convection	Liquids and gases.	Heat energy is transferred by a convection current.
Radiation	Does not need a medium	Heat is transferred via infrared waves.

**C. How many Watts are in a kilowatt?**  
 1000





**C. Define a kilowatt hour.**  
 The amount of energy transferred by a 1kW appliance in an hour.





**A.** What is the law of conservation of energy?

**A.** What are the five pathways that transfer energy between stores?

	
	Heating
	Radiation
	Electric currents

**B.** What is the difference between a conductor and in insulator?

**B** In which direction does heating transfer energy ?

**B.** Describe the main steps in conduction.

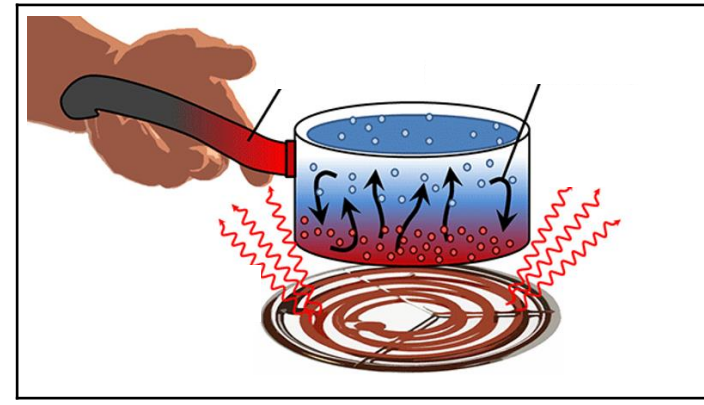
- 1.
- 2.

**B.** Describe the main steps in convection.

- 1.

**C.** What is the equation for power?

**C.** What is power?



**C.** What are the units of power?

**C.** What does the power rating of an appliance tell you?

**B.** Describe the three methods of energy transfer through heating.

Method	Medium	Description
Conduction		
Convection		
Radiation		

**C.** How many Watts are in a kilowatt?

1000

**C.** Define a kilowatt hour.



**What we are learning this term:**

- Chemical reactions
- Conservation of mass
- Word equations
- Acids and alkali
- pH scale
- Reactions of acids and alkalis

**5 Key Words for this term**

- Reactant
- Product
- Salt
- Neutralisation
- Compound

**A. What are chemical reactions?**

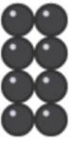

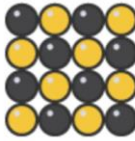
Chemical reactions are rearrangements of atoms. The substances that react together are called the reactants. The substances that are formed in the reaction are called the products.

**B. What is conservation of mass?**

The law of conservation of mass states: Mass cannot be created nor destroyed by chemical reactions (or physical transformations). The mass of the products in a chemical reaction must equal the mass of the reactants. No mass can be lost or made.

**B. What is an example of this?**

As shown in the diagram below, the iron particles and sulphur particles are not lost or created, there is still the same number of them, so the mass stays the same, just a different chemical is made.

  
Iron
  
Sulfur
  
Iron sulfide

**C. What are word equations?**

These show the names of each substance that is involved in a chemical reaction. The reactants are shown on the left. The products are shown on the right.

**Reactants → Products**

They must not contain any chemical symbols of any formulae, only words.

For example, in a neutralisation reaction: **acid + alkali → salt + water**

So, if sulphuric acid and sodium hydroxide reacted together (reactants) to form sodium sulphate and water (products), what would the word equation look like?

**Sodium Hydroxide + Sulphuric Acid → Sodium Sulphate + Water**

**C. Examples of word equations**

copper + oxygen → copper oxide

hydrochloric acid + magnesium → magnesium chloride + hydrogen

copper + sulphur → copper sulphide

zinc + oxygen → zinc oxide

sodium + hydrochloric acid → sodium chloride

iron + oxygen → iron oxide


nitric acid + iron oxide → iron nitrate + water

copper oxide + hydrochloric acid → copper chloride + water

**D. What is the difference between bases and alkalis?**

**Bases** are a family of chemicals which neutralise alkalis (more on neutralisation in part F.)

**Alkalis** are a type of base. Therefore all alkalis are bases. Alkalis dissolve in water and often contain OH<sup>-</sup> ions.




**D. What are acids?**

**Acids** are a family of chemicals. **Acids contain H<sup>+</sup> ions**, when dissolved in water. This is hydrogen which has lost an electron.

**D. What is an example of an acid?**

Examples are lemon juice, vinegar and Coca Cola. Hydrochloric acid, sulphuric acid and nitric acid. There is also acid in our stomach!



**D. What is the difference between a strong and weak acid? What are some examples of each?**

**Strong acids** like hydrochloric acid are very corrosive this means they destroy skin cells and cause burns

**Weak acids** like vinegar are safe to eat but are still irritant to sensitive parts of the body.



**What we are learning this term:**

- A. Chemical reactions
- B. Conservation of mass
- C. Word equations
- D. Acids and alkali
- E. pH scale
- F. Reactions of acids and alkalis

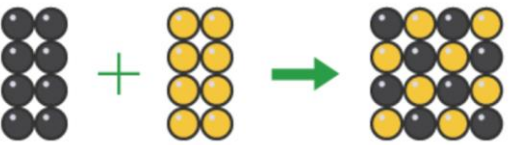
**5 Key Words for this term**

1.	4.
2.	5.
3.	

**A. What are chemical reactions?**

**B. What is conservation of mass?**

**B. What is an example of this?**



**C. What are word equations?**

**Reactants** → **Products**

For example, in a neutralisation reaction: **acid + alkali** → +  
So, if sulphuric acid and sodium hydroxide reacted together (reactants) to form sodium sulphate and water (products), what would the word equation look like?

+                      →                      +

**C. Examples of word equations**

copper + oxygen → .....

hydrochloric + magnesium → magnesium + .....  
acid

copper + sulphur → .....

..... + ..... → zinc oxide


sodium + hydrochloric acid → .....

..... + ..... → iron oxide

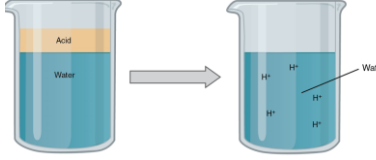
nitric + iron → ..... + water  
acid oxide

copper + hydrochloric → ..... + .....  
oxide acid


**D. What is the difference between bases and alkalis?**



**D. What are acids?**



**D. What is an example of an acid?**



**D. What is the difference between a strong and weak acid? What are some examples of each?**



Key Terms	Definitions
Acid	A substance which forms H <sup>+</sup> ions.
Alkali	A soluble base that contains OH <sup>-</sup> ions
Base	A substance that will neutralise an acid
The pH scale	A scale which measure how acidic a substance is
Indicator	A chemical which will change colour depending on the acidity of the substance

**F. What is neutralisation?**

- When an acid reacts with a base a **neutralisation reaction occurs, this means what you make has a pH of 7.**

**F. What are the products of a neutralisation reaction?**

- When a neutralisation reaction happens, the **products are a salt and water.**

**F. What is an example of a neutralisation reaction?**

- A wasp sting is alkaline, so we add vinegar (an acid) to it to neutralise it.
- Farmers spread alkalis onto fields to **neutralise the acid in the soil.**
- Another example is indigestion. When there is too much acid in our stomach, we neutralise this with alkali tablets

**E. How do you name the salt that is made in a neutralisation reaction?**

- When a neutralisation reaction occurs, a **salt is made**
- To name a salt you need to use the metal from the alkali to form the first part of the name and the acid to form the second part of the name
- Hydrochloric acid makes **chlorides**
- Nitric acid make **nitrates**
- Sulphuric acid makes **sulphates**

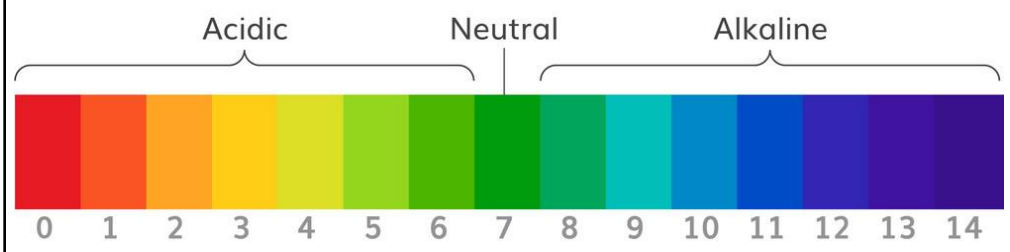
Alkali	Acid	Salt?
Calcium hydroxide	Hydrochloric acid	Calcium Chloride
Magnesium oxide	Nitric acid	Magnesium Nitrate
Calcium carbonate	Sulphuric acid	Calcium Sulphate
Aluminium hydroxide	Nitric acid	Aluminum Nitrate
Potassium hydroxide	Sulphuric acid	Potassium Sulphate

**E. What is the pH scale?**

- The pH scale measures how **strong an acid or alkali is**
- The pH scale runs from 0-14
- The pH scale measures the **concentration of H<sup>+</sup> ions**, the lower the number the higher the concentration.

**E. What do the numbers on the pH scale correspond to?**

- Acids have a pH between 0 and 6, pH 1-3 are strong acids, 4-6 are weak acids
- Alkalis have a pH between 8 and 14, 8-10 weak alkalis, 11-14 strong alkalis
- Anything with a **pH of 7 is neutral**, for example water



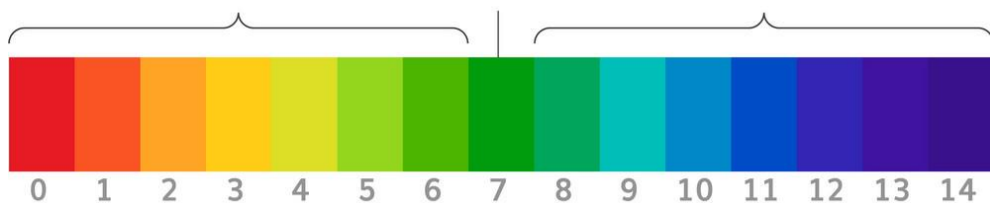
Reactants	General equation	Example
Acid and Alkali	Acid + Alkali → Salt + Water	Sodium Hydroxide + Sulphuric Acid → Sodium Sulphate + Water
Acid and Metal Carbonate	Acid + Metal Carbonate → Salt + Water + Carbon Dioxide	Hydrochloric acid + Magnesium Carbonate → Magnesium Chloride + Carbon Dioxide + Water
Acid and metal Oxide	Acid + Metal Oxide → Salt + Water	Sulphuric acid + Calcium Oxide → Calcium Sulphate + Water



Key Terms	Definitions
Acid	
Alkali	
Base	
The pH scale	
Indicator	

**E** What is the pH scale?

**E.** What do the numbers on the pH scale correspond to?



**F.** What is neutralisation?

**F.** What are the products of a neutralisation reaction?

**F.** What is an example of a neutralisation reaction?

**E.** How do you name the salt that is made in a neutralisation reaction?

Alkali	Acid	Salt?
Calcium hydroxide	Hydrochloric acid	
Magnesium oxide	Nitric acid	
Calcium carbonate	Sulphuric acid	
Aluminium hydroxide	Nitric acid	
Potassium hydroxide	Sulphuric acid	

Reactants	General equation	Example
Acid and Alkali	Acid + Alkali → ..... + .....	Sodium Hydroxide + Sulphuric Acid → ..... + .....
Acid and Metal Carbonate	Acid + Metal Carbonate → Salt + Water + Carbon Dioxide	Hydrochloric acid + Magnesium Carbonate → ..... + ..... + .....
Acid and metal Oxide	Acid + Metal Oxide → Salt + Water	Sulphuric acid + Calcium Oxide → ..... + .....



# Geography Knowledge Organiser: Year 8 Term 2 Population



<b>Background:</b>	
<ol style="list-style-type: none"> <li>The world's population is not spread evenly. <b>(A)</b></li> <li>There are many factors that influence where we live. These factors have caused some places to be densely populated, whilst others are sparsely populated. <b>(B)</b></li> <li>Total population is constantly changing, both within countries and world-wide. <b>(C)</b></li> <li>We can look at changes in population by comparing past and predicted population structures. <b>(D)</b></li> <li>The level of development within a country will influence its population structure. However, as countries develop economically, these structures will change. <b>(E)</b></li> <li>In many developed countries the population is ageing. This process brings many impacts. <b>(F)</b></li> <li>Migration is also an important population process world-wide and is one of the biggest drivers of population change. <b>(G, H)</b></li> </ol>	

<b>A.</b>	<b>Population distribution (4)</b>
Population density	The number of people per square km.
Population distribution	How people are spread out over an area.
Densely populated	Many people per square km
Sparsely populated	Few people per square km

<b>B.</b>	<b>Factors influencing population</b>
Physical (4)	<ol style="list-style-type: none"> <li>The relief of the land (flat or steep).</li> <li>Natural resource availability.</li> <li>Climate.</li> <li>Fertility of the soil.</li> </ol>
Human (3)	<ol style="list-style-type: none"> <li>Transport links.</li> <li>The availability of jobs.</li> <li>The availability of local services e.g. hospitals, education.</li> </ol>

<b>C.</b>	<b>Population change (5)</b>
Birth rate	The number of births per 1000.
Death rate	The number of deaths per 1000.
Natural increase	The difference between birth and death rates.
Contraception	Stops women getting pregnant (decreases the birth rate)
Demographic transition model	A model which shows the changes a population is likely to go through over time.

<b>E.</b>	<b>Population structure differences</b>
Developed countries (2)	<ol style="list-style-type: none"> <li>High birth rates, so a large young dependent population.</li> <li>A lower life expectancy, so a small elderly dependent population.</li> </ol>
Developing countries (2)	<ol style="list-style-type: none"> <li>A declining birth rate, so a small young dependent population.</li> <li>A rising life expectancy, so a large elderly dependent population.</li> </ol>

<b>F.</b>	<b>An ageing population (4)</b>
Life expectancy	The average age you are expected to live to in a country.
<b>Possible problems (3)</b>	<ol style="list-style-type: none"> <li>Pressure on the NHS, waiting times could increase.</li> <li>The government may have to support the funding of pensions.</li> <li>Government investment into more care homes and carers might be costly.</li> </ol>
<b>Possible benefits (2)</b>	<ol style="list-style-type: none"> <li>Grandparents can help look after their grandchildren, reducing the cost of childcare for parents.</li> <li>Some elderly have more disposable income so spend more in shops.</li> </ol>
Solutions (3)	<ol style="list-style-type: none"> <li>Increase the retirement age.</li> <li>Raise taxes.</li> <li>Offer incentives for couples to have children e.g. longer maternity pay.</li> </ol>

<b>D.</b>	<b>Population structure (4)</b>
Population structure	The number/ proportion of people in each age range, for each gender.
Population pyramid	A graph showing population structure, by age and sex.
Economically active	Those people who work, receive a wage and pay tax.
Dependent population	Those who rely on the economically active for support e.g. the young and elderly.

<b>G.</b>	<b>Migration (5)</b>
Economic migrant	A person who leaves one area or country to go to another, to seek better job opportunities.
Push factor	Things that make people want to leave an area.
Pull factor	Things that attract people to live in an area.
Host country	The destination country for a migrant.
Source country	The home country of a migrant.

<b>H.</b>	<b>Impacts of migration</b>
Positives for the source (2)	<ol style="list-style-type: none"> <li>Money sent home (remittances) can support families.</li> <li>Potential for increased trade between host country and source country.</li> </ol>
Negatives for the source (2)	<ol style="list-style-type: none"> <li>Fewer economically active citizens.</li> <li>Less tax, as fewer working people in the country.</li> </ol>
Positives for the host (2)	<ol style="list-style-type: none"> <li>Migrants can work in jobs that are difficult to fill, therefore contribute tax.</li> <li>New shops and restaurants open, which is positive for the economy.</li> </ol>
Negatives for host (1)	<ol style="list-style-type: none"> <li>Potential pressure on public services e.g. health care.</li> </ol>



# Geography Knowledge Organiser: Year 8 Term 2 Population



## Background:

- The world's population is not spread evenly. **(A)**
- There are many factors that influence where we live. These factors have caused some places to be densely populated, whilst others are sparsely populated. **(B)**
- Total population is constantly changing, both within countries and world-wide. **(C)**
- We can look at changes in population by comparing past and predicted population structures. **(D)**
- The level of development within a country will influence its population structure. However, as countries develop economically, these structures will change. **(E)**
- In many developed countries the population is ageing. This process brings many impacts. **(F)**
- Migration is also an important population process world-wide and is one of the biggest drivers of population change. **(G, H)**

## A. Population distribution (4)

Population density	
Population distribution	
Densely populated	
Sparsely populated	2.

## B. Factors influencing population

Physical (4)	
Human (3)	

## C. Population change (5)

Birth rate	
Death rate	
Natural increase	
Contraception	
Demographic transition model	

## E. Population structure differences

Developed countries (2)	
Developing countries (2)	

## F. An ageing population (4)

Life expectancy	
<b>Possible</b> problems (3)	
<b>Possible</b> benefits (2)	
Solutions (3)	

## D. Population structure (4)

Population structure	
Population pyramid	
Economically active	
Dependent population	

## G. Migration (5)

Economic migrant	
Push factor	
Pull factor	
Host country	
Source country	

## H. Impacts of migration

Positives for the source (2)	
Negatives for the source (2)	
Positives for the host (2)	
Negatives for host (1)	

## Year 8 History : Elizabethan England

### What we are learning this term:

The differences in the religious policies of the Tudor monarchs (religious rollercoaster), the threats faced by Elizabeth I and whether her reign truly was a Golden Age.

### A.

#### Can you define these key words?

Transubstantiation	the conversion of the substance of the Eucharistic elements into the body and blood of Christ at consecration, only the appearances of bread and wine still remaining.
Illegitimate	a child born of parents not lawfully married to each other.
Papacy	the office or authority of the Pope.
Poverty	the state of being extremely poor.
Recusant	someone who refused to attend Protestant church services
Puritan	an extreme protestant
Armada	a fleet of warships
Vagrant	a person without a settled home or regular work who wanders from place to place and lives by begging

### C.

#### Elizabeth's Middle Way

Catholic ( <b>stayed the same</b> as under Mary I)	<ul style="list-style-type: none"> <li>Churches can be run by bishops</li> <li>Churches should be decorated and some ceremonies should be allowed</li> <li>Bright robes should be allowed</li> </ul>
Protestant ( <b>changes made</b> by Elizabeth after becoming queen)	<ul style="list-style-type: none"> <li>Priests are allowed to marry</li> <li>A person can be saved by faith alone (no need for prayers/ indulgences)</li> <li>There should be no Mass (no transubstantiation)</li> <li>Church services and the Prayer Book should be in English</li> <li>Saints should receive no special prayers.</li> </ul>

## B. What were the religious policies/beliefs of these Tudor monarchs and what changes did they make?

### 1. Edward VI

- Strong Protestant
- Two very strongly Protestant advisors (Dukes of Northumberland and Somerset) that influenced him
- He allowed priests to be married (1549)
- Introduced a new prayer book written in English (1549) so common folk could understand it
- Made a change to the line of succession and was succeeded by Lady Jane Grey (ruled for 9 days) who was a Protestant

### 2. Mary I

- Strong Catholic
- Changed language back to Latin
- Reverted churches back to how they looked before (colourful, images, statues)
- Made the Pope head of the church once again.
- Made priests choose between the church and their families
- Burned nearly 300 people at the stake – majority were Protestants (heretics)
- Burned the Archbishop of Canterbury at the stake (Thomas Cranmer) as he refused to convert to Catholicism.

### 3. Elizabeth I

- Protestant (mild/moderate)
- Did not want any more major religious change and upheaval.
- She introduced the Middle Way – this was a comprise of both Catholic and Protestant features
- The Middle Way leaned more towards Protestantism as this was Elizabeth's own belief.
- Tolerant of Catholics at the start of her reign but after numerous plots to depose and kill her and the threat of Mary Queen of Scots her toleration of Catholics lessened.

## D. Was the Elizabethan Period a Golden Age?

### YES

**Renaissance** – a high point, or a renaissance in drama, art, music and literature. - Elizabeth's Golden Age opened up the arts to every class of society e.g. the theatre.

**Victory, exploration and expansion** – the defeat of the Spanish armada in 1588, expansion of the British empire into the New World, the founding of Virginia

**Religious settlement** – very little religious tension during this period. Elizabeth was able to avoid the religious strife and political turmoil that had dominated the reigns of her siblings.

**Improvement in quality of life** – Business and industry developed and it was possible for merchants to become extremely wealthy and rise in social status (gentry class). Life improved for the lower classes - **Elizabethan Poor Laws**.

### NO

**Rising population** – led to an increase in poverty and growing social problems especially in towns.

**Religious division returned** – recusants and Catholic threats to Elizabeth

**Four poor harvests** in a row paired with changes in farming (enclosures) led to a **rise in unemployment and homelessness**.

**Intense rivalry at court** led to an **unsuccessful rebellion**

### E.

#### What was life like for the poor in Elizabethan England?

No welfare state – if you were out of a job you had to beg, steal or starve

Dissolution of the Monasteries – after this life became harder for the poor and these places had looked after people in times of hardship or distress.

Vagrancy – some homeless and jobless people roamed around in gangs stealing or bullying people into giving them alms

Punishments for vagrancy, begging or stealing were brutal e.g. flogging, branding, whipping and hanging.

The Poor Laws (1597 and 1601) helped to ease the lives of the poor by making sure that each Parish looked after their poor e.g. a poor relief tax was collected, food, money and clothes were donated and dispensed, work or apprenticeships were provided etc.



**Year 8 History : Elizabethan England**

**What we are learning this term:**

The differences in the religious policies of the Tudor monarchs (religious rollercoaster), the threats faced by Elizabeth I and whether her reign truly was a Golden Age.

**A. Can you define these key words?**

Transubstantiation

Illegitimate

Papacy

Poverty

Recusant

Puritan

Armada

Vagrant

**C. Elizabeth's Middle Way**

Catholic (**stayed the same** as under Mary I)

Protestant (**changes made** by Elizabeth after becoming queen)

**B. What were the religious policies/beliefs of these Tudor monarchs and what changes did they make?**

**1. Edward VI**

**2. Mary I**

**3. Elizabeth I**

**D. Was the Elizabethan Period a Golden Age?**

YES

NO

**E.**

**What was life like for the poor in Elizabethan England?**

# Year 8 Religious Education: The Philosophy of Religion

A. <i>Can you define these key words?</i>		B. <i>Design Argument</i>	C. <i>Cosmological Argument</i>
<b>Key word</b>	<b>Key definition</b>	<ul style="list-style-type: none"> <li>This is the argument for the existence of God based on evidence of design in the world.</li> <li>Examples of design include purpose and regularity in the world. For example, the laws of physics mean the planets move around the sun in a regular and ordered way. The human eye has all the complex structures to enable it to fulfil a purpose- vision</li> <li>Paley's Watch – an analogy that suggests that there is a designer of the world. We may not question how a rock exists or the design behind it, but a watch has an intricate design that suggests there must be a designer. This analogy means that there is intricacy in the design of the world, therefore there must be a designer – God.</li> </ul>	<ul style="list-style-type: none"> <li><b>This is</b> the argument for the existence of God which argues that God is the cause of the universe.</li> <li>Things in the world must have a cause – if a door opens then something must have opened it – this argument suggests that there must have been a first cause to begin life in the universe and that first cause is God.</li> <li>Something cannot come from nothing, therefore something must have caused the world into existence. Without a first cause there could be no second cause etc.</li> <li>Aquinas suggested three ways – the uncaused cause, the unmoved mover and a necessary being.</li> </ul>
Omnipotent	The belief that God is all-powerful		
Omniscient	The belief that God is all-knowing		
Omnibenevolent	The belief that God is all-loving		
Theism	The belief in God		
Atheism	Disbelief or lack of belief in God		
Agnosticism	The belief that nothing can be known about the existence or nature of God		
Empirical evidence	Evidence for something based on observation or experience		
Analogy	A comparison between things that have similar features, often used to help explain a principle or idea.		
Theodicy	An argument which defends God against the problem of evil.	<b>D. <i>The Problem of Evil</i></b> <ul style="list-style-type: none"> <li><b>This is</b> the argument that the existence of evil undermines belief in an omnipotent and omnibenevolent God.</li> <li>If God is meant to be omnibenevolent, omnipotent and omniscient, then the existence of evil cancels out one of these attributes of God.</li> <li>The problem of evil is frequently known as the inconsistent triad.</li> <li>The inconsistent triad is only a challenge to the god of classical theism/ monotheistic Abrahamic faiths, as this is the description of God they offer.</li> </ul>	<b>E. <i>Religious Experience</i></b> <ul style="list-style-type: none"> <li><b>This is</b> an experience which has a religious meaning for the person who experienced it.</li> <li>Religious experiences are where you experience God. It can include visions / dreams where you are visited/ hearing God/ seeing a miracle/ prayers being answered or just feeling the presence of God/ Near death experiences</li> <li>Bernadette at Lourdes had religious experiences where the Virgin Mary spoke to her.</li> </ul>
Fallacy	A mistaken belief, especially one based on unsound arguments.		

F. Criticisms Design Argument	Cosmological Argument	Theodicies	Religious Experience
<ul style="list-style-type: none"> <li>God is supposed to be perfect therefore how can there be flawed design such as corruptions in DNA which cause cancers or damage to bodies</li> <li>The 'Design' of the world may be coincidence. For example, sometimes we see pictures in the clouds, like a rabbit or a face. We know this is just a random coincidence. Just like clouds that move into and out of shape quickly, without a designer, the atoms in the universe have moved into this shape and will move out of it again before long. We think we see design, but it is just coincidence</li> </ul>	<ul style="list-style-type: none"> <li>Just because something is true of the part, it does not mean it is true of the whole- eg a brick is small, so a wall is small.</li> <li>Our understanding of the universe is limited to the world around us – because things require a cause in this world, does not mean that the entire universe requires a first cause.</li> <li>If the existence of God as a 'necessary' being without a cause can be a fact, why can't the universe itself just be a 'brute fact'?</li> </ul>	<ul style="list-style-type: none"> <li>Many religions explain the origin of evil in the world – such as in Christianity with Adam and Eve and the original sin.</li> <li>God gave humans free will, and through free will humans can choose evil.</li> <li>Some people argue that experiencing the bad in the world allows humans to grow and develop. For example, if someone put their child in a soft play world and didn't let them out because they did not want them to be hurt... would they be a loving parent? Or would they learn and develop more through experience of the world?</li> <li>Do we need evil to understand what good is? If we lived in a world that was all red, we wouldn't have an understanding of what red really meant. So if we lived in a world that was only good, would we understand what good really meant?</li> </ul>	<ul style="list-style-type: none"> <li>There is no evidence that people who claim to have had religious experiences are telling the truth.</li> <li>Factors such as certain foods, drugs and alcohol make people have strange feelings. Could these experiences be people misunderstanding them?</li> <li>There have been times when there seems to be an increase in reported religious experiences. Could this suggest that people jump on a 'bandwagon'? Or is it that people feel more comfortable coming forward with their own valid experience?</li> <li>If God is able to give people religious experiences that they cannot deny, why doesn't He give them to everyone so there is no doubt that God exists?</li> <li>People who have religious experiences have often had some form of religious upbringing. Could this mean that they are more likely to think that a mysterious experience has an obvious explanation?</li> </ul>

# Year 8 Religious Education: The Philosophy of Religion

A. Can you define these key words?		B. Design Argument	C. Cosmological Argument
Key word	Key definition	<ul style="list-style-type: none"> <li>This is the argument for the existence of God based on evidence of _____ in the world.</li> <li>Examples of design include purpose and regularity in the world. For example _____ mean the planets move around the sun in a regular and ordered way. The human eye has all the _____ structures to enable it to fulfil a purpose- vision</li> <li>Paley's Watch – an _____ that suggests that there is a designer of the world. We may not question how a rock exists or the design behind it, but a watch has an _____ design that suggests there must be a designer. This analogy means that there is intricacy in the design of the world, therefore there must be a designer – _____.</li> </ul>	<ul style="list-style-type: none"> <li><b>This is the</b> argument for the existence of God which argues that God is the _____.</li> <li>Things in the world must have a _____ – if a door opens then something must have opened it – this argument suggests that there must have been a _____ to begin life in the universe and that first cause is _____.</li> <li>_____ cannot come from _____, therefore something must have caused the world into existence. Without a first cause there could be no _____ cause etc.</li> <li>_____ suggested three ways – the uncaused cause, the unmoved mover and a _____ being.</li> </ul>
Omnipotent			
Omniscient			
Omnibenevolent			
Theism			
Atheism			
Agnosticism			
Empirical evidence			
Analogy			
Theodicy			
Fallacy			
		D. The Problem of Evil	E. Religious Experience
		<ul style="list-style-type: none"> <li><b>This is the</b> argument that the existence of _____ undermines belief in an omnipotent and _____ God.</li> <li>If God is meant to be omnibenevolent, omnipotent and _____ then the existence of evil cancels out one of these attributes of God.</li> <li>The problem of evil is frequently known as the _____.</li> <li>The _____ is only a challenge to the god of classical theism/ monotheistic Abrahamic faiths, as this is the description of God they offer.</li> </ul>	<ul style="list-style-type: none"> <li><b>This is an</b> experience which has a _____ meaning for the person who experienced it.</li> <li>Religious experiences are where you experience God. It can include _____ where you are visited/ hearing God/ seeing a miracle/ prayers being answered or just _____ the presence of God/ Near death experiences</li> <li>_____ at Lourdes had religious experiences where the _____ spoke to her.</li> </ul>

F. Criticisms Design Argument	Cosmological Argument	Theodicies	Religious Experience
<ul style="list-style-type: none"> <li>God is supposed to be _____ therefore how can there be flawed design such as _____ in DNA which cause cancers or damage to bodies</li> <li>The 'Design' of the world may be _____. For example, sometimes we see pictures in the clouds, like a rabbit or a face. We know this is just a _____. Just like clouds that move into and out of shape quickly, without a designer, the atoms in the universe have moved into this shape and will move out of it again before long. We think we see design, but it is just _____</li> </ul>	<ul style="list-style-type: none"> <li>Just because something is true of the _____, it does not mean it is true of the _____ - eg a brick is small, so a wall is small.</li> <li>Our understanding of the universe is limited to the world around us – because things require a _____ in this world, does not mean that the entire _____ requires a first cause.</li> <li>If the existence of God as a '_____ ' being without a cause can be a fact, why can't the universe itself just be a '_____ '?</li> </ul>	<ul style="list-style-type: none"> <li>Many religions explain the _____ of evil in the world – such as in _____ with Adam and Eve and the original sin.</li> <li>God gave humans _____, and through free will humans can choose evil.</li> <li>Some people argue that experiencing the _____ in the world allows humans to grow and _____. For example, if someone put their child in a soft play world and didn't let them out because they did not want them to be hurt... would they be a _____ parent? Or would they _____ and develop more through experience of the world?</li> <li>Do we need _____ to understand what _____ is? If we lived in a world that was all red, we wouldn't have an _____ of what red really meant. So if we lived in a world that was only _____, would we understand what good really meant?</li> </ul>	<ul style="list-style-type: none"> <li>There is no _____ that people who claim to have had religious experiences are telling the truth.</li> <li>Factors such as certain _____ and _____ make people have strange feelings. Could these experiences be people misunderstanding them?</li> <li>There have been times when there seems to be an increase in reported _____ experiences. Could this suggest that people jump on a '_____ '? Or is it that people feel more comfortable coming forward with their own valid experience?</li> <li>If God is able to give people religious experiences that they cannot _____, why doesn't He give them to everyone so there is no _____ that God exists?</li> <li>People who have religious experiences have often had some form of religious _____. Could this mean that they are more likely to think that a mysterious experience has an obvious _____ ?</li> </ul>

What we are learning this term:	
A. Talking about what you eat and drink B. Giving opinions on food and drink C. Ordering food in a restaurant D. Discussing what makes a healthy diet E. Saying what parts of the body are hurting F. Key words across topics G. Translation practice	
6 Key Words for this term	
1. la dieta	4. comer
2. sano/a	5. beber
3. vegano/a	6. usted

**A. ¡Qué hambre! – I'm so hungry!**

almorzar	to have lunch
beber	to drink
cenar	to have dinner
comer	to eat
desayunar	to have breakfast
merendar	to snack
tomar	to have (food/drink)
la cena	dinner
la comida	food / lunch
el desayuno	breakfast
la merienda	the snack
el agua	water
la bebida	drink
la leche	milk
el zumo	juice
el zumo de piña	pineapple juice
la cantina	the canteen
vegetariano/a	vegetarian

**B. Más Comida – More Food**

el arroz	rice
la carne	meat
la ensalada	salad
la fruta	fruit
el marisco	seafood
las patatas fritas	chips
el pescado	fish
el pollo	chicken
el queso	cheese
las salchichas	sausages
el salmón	salmon
la sopa	soup
el tomate	tomato
las tostadas	toast

C. ¡Una de bravas por favour! – One bravas please!	
la verdura	vegetables
el yogur	yoghurt
¿Qué desea?	What wld you like?
¿Qué va a tomar?	What are you going to have?
el primer/Segundo plato	first/second course
el postre	dessert
alérgico/a	allergic
el apetito	appetite
el/la camarero/a	the waiter/ress
la cuenta	the bill
el menú	the menu
servir	to serve
fresco/a	fresh

**D. ¡Nam nam! – Yum Yum!**

Mi plato favorito	my favourite dish
la cebolla	onion
el champiñón	mushroom
los guisantes	peas
el pimiento	pepper
el plátano	banana
el refresco	fizzy drink
amargo/a	bitter
asqueroso/a	disgusting
delicioso/a	delicious
dulce	sweet
insípido/a	tasteless
picante	spicy
sabroso/a	tasty
salado/a	salty
tradicional	traditional
contener	to contain
el ingrediente	the ingredient
la energía	energy
la grasa	fat
el mineral	mineral
el nutriente	nutrient
la porción	portion

Key Verbs				
Almorzar To have lunch	Comer To eat	Beber To drink	Tomar To have (food)	Merendar To snack
Almuerzo I have lunch	Como I eat	Bebo I drink	Tomo I have	Meriendo I snack
Amuezas You have lunch	Comes You eat	Bebes You drink	Tomas You have	Meriendas You snack
Almuerza s/he has lunch	Come s/he eats	Bebe s/he drinks	Toma s/he has	Merienda s/he snacks
Almorzamos We have lunch	Comemos We eat	Bebemos We drink	Tomamos We have	Merendamos We snack
Almuerzan They have lunch	Comen They eat	Beben They drink	Toman They have	Merendan They snack

**E. Mi dieta sana – My healthy diet**

la proteína	protein
diario/a	daily
grasiento/a	fatty
lácteo/a	lactose
nutritivo/a	nutritious
poco sano/a	unhealthy
saludable	healthy
sano/a	healthy
el aceite	olive oil
el caramelo	sweet
la comida rápida	fast food
derivado/a de	derived from
la dieta	diet
las fajitas	fajitas
la hamburguesa	hamburger
el helado	ice cream
el huevo	egg
la manzana	apple
el pan	bread
las sardinas	sardines
aconsejable	advisable
esencial	essential
ideal	ideal
importante	important
recomendable	recommended
variado/a	varied
un estilo de vida	a healthy lifestyle
sano	
llevar una vida sana	to have a healthy life
la salud	health

**F. ¡ Ay! ¡Qué dolor! – Ouch! That's sore!**

Me duele	It hurts...
el brazo	arm
la cabeza	head
el codo	elbow
el cuello	neck
el dedo	finger
el dedo del pie	toe
la espalda	back
el estómago	stomach
el hombro	shoulder
la mano	hand
la nariz	nose
el pie	foot
la pierna	leg
la rodilla	knee
los oídos	ears
los ojos	eyes
el tobillo	ankle
estoy...	I am...
cansado/a	tired
mal	bad
mareado/a	dizzy
tengo...	I have...
tos	a cough
vómitos	sickness
¿Qué te duele?	What hurts you?
¿Estás bien?	Are you ok?
¿Cómo te sientes?	How do you feel?
Me siento mal	I feel bad
enfermo/a	ill
mejorar	to get better

G. Translation Practice	
I ate chips and I drank coke in the cafe	C p f y b u c c e e c
We ate a sandwich and we drank water	C u b y b a
The chicken is delicious	E p e d
The salad is tasty	L e e s
The tarts are sweet	L t s d
The hot dogs are more tasty	E p c s m s
The sausages are more fatty	L a s m g
Eating fruit is healthy	C f e m s
This dish has lots of protein and minerals	E p t m p y m
My back hurts but his head hurts	M d l e p l d l c
Are you ok?	¿E b?
My head and my neck hurt a lot	M d m m c y m c
Her feet hurt a lot	L d m l p
What hurts?	¿Q t d?
How do you feel?	¿C t s?
For my first course I would like soup.	P m p p m g l s
And for a second course I would like a seafood paella	Y p e s p m g u p d m
Can I have the bill please?	¿P t l c p f?

H . Key Questions: Answer the following in your own words. Use these model answers	
¿Qué te gusta comer y beber y por qué?	Me gusta comer una dieta muy sana así que como muchas verduras. También me gusta mucho comer fruta como uvas y plátanos porque son muy sanos. Mi bebida preferida es el té con un poco de azúcar pero sé que beber agua es mucho más sano.
¿Qué comiste ayer y qué vas a comer mañana?	Ayer comí una paella de mariscos y fue muy rico! Después de comer la paella tomé un helado de chocolate para postre. Mañana desgraciadamente no voy a comer lo mismo pero voy a comer un bocadillo de queso que hace mi madre y voy a beber un coca-cola.
¿Qué te duele?	Me duele mucho la cabeza desde hace tres días. No puedo concentrar. También me duele mucho el cuello y me siento un poco mareada.
¿Qué desea para el primer plato?	Para el primer plato me gustaría tomar la sopa de tomate con un vaso de agua por favor y para el segundo plato me gustaría tomar el pollo con verduras. Muchas gracias.

I. Key Questions: Translate these model answers using the KO	
¿Qué te gusta comer y beber y por qué? – What do you like to eat and drink and why?	I like to eat toast with fruit for breakfast because it is healthy. Sometimes I eat cereals for breakfast. For lunch I like to eat a chicken salad with some crisps and sometimes I eat a cheese sándwich. I like to drink lemonade because it's sweet and gives me energy.
¿Qué comiste ayer y qué vas a comer mañana? – What did you eat yesterday & what are you going to eat tomorrow?	Yesterday I ate a lot of fruit and a pizza. I also drank a tea with my family and we had ice cream after dinner. Tomorrow I am going to eat cereals with milk for breakfast and for lunch I'm going to eat a meat paella with some bread. I am going to snack some biscuits with a glass of milk in the afternoon with my brother when we watch TV.
¿Qué te duele? – What hurts you?	My feet have been hurting for a week. My legs also hurt me too. And you?
¿Qué desea para el primer plato? – What wld you like for 1st course?	For my first course I would like mushroom soup and strawberries. For my second course I would like salmon with vegetables please.

J. Key Grammar	
Using 'Me duele(n)' correctly	Remember to use the correct pronoun for who you are referring to. e.g. <i>Le duele la nariz = His/her nose is hurting</i> <i>Me duele el ojo = My eye hurts</i> Remember to add <b>N</b> for plural body parts      e.g. <i>Me duelen los pies = My feet hurt</i>
Using the verbs "to be" and "to have" correctly	Tengo = I have (you just need one word in Spanish not 2 like in English) but remember each person needs a different word eg <i>he has = tiene, we have = tenemos</i>
Adjective placement Adjective agreement	Remember adjectives go after the noun Remember adjectives have to agree with the noun in number and gender e.g. <i>Los caramelos son muy dulces</i>
Use <b>porque</b> to describe your opinions Use singlar and plurals correctly	Me gusta comer fruta <b>porque</b> es sana. BUT No me gusta comer sardinas <b>porque</b> son asquerosas.



What we are learning this term:	
<p>A. Talking about what you eat and drink                  B. Giving opinions on food and drink                  C. Ordering food in a restaurant                  D. Discussing what makes a healthy diet                  E. Saying what parts of the body are hurting                  F. Key words across topics                  G. Translation practice</p>	
6 Key Words for this term	
1. la dieta	4. comer
2. sano/a	5. beber
3. vegano/a	6. usted

**A. ¡Qué hambre! – I'm so hungry!**

_____	to have lunch
_____	to drink
_____	to have dinner
comer	_____
_____	to have breakfast
merendar	_____
tomar	_____
_____	dinner
_____	food / lunch
el desayuno	_____
_____	the snack
el agua	_____
_____	drink
la leche	_____
_____	juice
el zumo de piña	_____
_____	the canteen
vegetariano/a	_____

**B. Más Comida – More Food**

_____	rice
_____	meat
_____	salad
la fruta	_____
el marisco	_____
las patatas fritas	_____
el pescado	_____
el pollo	_____
_____	cheese
_____	sausages
_____	salmon
la sopa	_____
el tomate	_____
las tostadas	_____

C. ¡Una de bravas por favour! – One bravas please!	
_____	vegetables
_____	yoghurt
_____	What wld you like?
_____	What are you going to have?
_____	first/second course
_____	_____
el postre	_____
alérgico/a	_____
el apetito	_____
el/la camarero/a	_____
la cuenta	the bill
_____	the menu
_____	to serve
_____	fresh

**D. ¡Nam nam! – Yum Yum!**

_____	my favourite dish
_____	onion
el champiñón	_____
los guisantes	_____
el pimienta	_____
_____	banana
_____	fizzy drink
_____	bitter
_____	_____
asqueroso/a	_____
delicioso/a	_____
dulce	_____
insípido/a	_____
_____	spicy
_____	tasty
_____	salty
_____	traditional
contener	_____
el ingrediente	_____
la energía	_____
la grasa	_____
_____	mineral
_____	nutrient
la porción	_____

Key Verbs				
Almorzar To have lunch	Comer _____	Beber To drink	_____ To have (food)	Merendar _____
Almuerzo _____	Como I eat	Bebo _____	Tomo I have	_____ I snack
Amuezas You have lunch	Comes _____	_____ You drink	Tomas _____	_____ You snack
Almuerza s/he has lunch	_____ s/he eats	Bebe _____	_____ s/he has	Merienda s/he _____
Almorzamos We have lunch	Comemos We eat	Bebemos _____	_____ We have	Merendamos _____
Almuerzan They have lunch	Comen They eat	_____ They drink	Toman _____	Merendan They snack

**E. Mi dieta sana – My healthy diet**

_____	protein
_____	daily
_____	fatty
_____	_____
lácteo/a	_____
nutritivo/a	_____
poco sano/a	_____
_____	healthy
_____	healthy
_____	olive oil
_____	_____
el caramelo	_____
la comida rápida	_____
_____	derived from
_____	diet
_____	_____
las fajitas	_____
la hamburguesa	_____
el helado	_____
el huevo	_____
_____	apple
_____	bread
_____	_____
las sardinas	_____
aconsejable	_____
esencial	_____
_____	ideal
_____	important
_____	recommended
_____	_____
variado/a	_____
un estilo de vida	_____
sano	_____
_____	to have a healthy
_____	life
_____	health

**F. ¡ Ay! ¡Qué dolor! – Ouch! That's sore!**

Me duele	_____
el brazo	_____
la cabeza	_____
el codo	_____
_____	neck
_____	finger
_____	toe
_____	back
_____	_____
el estómago	_____
el hombro	_____
la mano	_____
_____	nose
_____	foot
_____	leg
_____	_____
la rodilla	_____
los oídos	_____
los ojos	_____
el tobillo	_____
_____	I am...
_____	tired
_____	bad
_____	_____
mareado/a	_____
tengo...	_____
_____	a cough
_____	sickness
_____	_____
¿Qué te duele?	_____
¿Estás bien?	_____
_____	How do you feel?
_____	I feel bad
_____	_____
enfermo/a	_____
mejorar	_____



# Year 8 COMPUTER SCIENCE Term 2 – E-Safety



## What we are learning this term:

A. Wider Issues      B. Social Engineering      C. Cyberattack Motivations      D. Definitions

<b>A.</b>	<b>Wider Issues</b>
Ethical and environmental concerns of computing.	
	The electricity that flows into your devices when you're not using them.
Carbon Footprint	
E-Waste	
	Producing goods designed to become obsolete and require replacement.

<b>B.</b>	<b>Social Engineering</b>
The manipulation of people to hand over confidential information or access.	
	Making up a story to get monetary assistance or access.
	Redirecting a user from a genuine website to a fraudulent one.
Phishing	
	Observing personal information over the shoulder when entering a password or a pin.
	A phishing attack targeting a specific organisation or group.
Whaling	

<b>C.</b>	<b>Cyberattack Motivations</b>
Committing a cyberattack in order to...	
Cybercrime	
Cyberespionage	
	Raise awareness of a political or social problem.
Cyberwarfare	
<b>D.</b>	<b>Definitions</b>
	The safe and responsible use of technology, the internet and other means of communication.
Cyber-attack	
Cyber-security	



**What we are learning this term:**

A. Wider Issues      B. Social Engineering      C. Cyberattack Motivations      D. Definitions

<b>A.</b>	<b>Wider Issues</b>
Ethical and environmental concerns of computing.	
<b>Vampire Power</b>	The electricity that flows into your devices when you're not using them.
<b>Carbon Footprint</b>	<b>Total amount of Co2 emitted over the full life cycle of a product, service or event.</b>
<b>E-Waste</b>	<b>All electronic items which are discarded as waste.</b>
<b>Planned Obsolescence</b>	Producing goods designed to become obsolete and require replacement.

<b>B</b>	<b>Social Engineering</b>
The manipulation of people to hand over confidential information or access.	
<b>Blagging</b>	Making up a story to get monetary assistance or access.
<b>Pharming</b>	Redirecting a user from a genuine website to a fraudulent one.
<b>Phishing</b>	<b>Sending an email which appears to be from a legitimate source.</b>
<b>Shouldering</b>	Observing personal information over the shoulder when entering a password or a pin.
<b>Spear-phishing</b>	A phishing attack targeting a specific organisation or group.
<b>Whaling</b>	<b>A phishing attack targeting a specific individual.</b>

<b>C.</b>	<b>Cyberattack Motivations</b>
Committing a cyberattack in order to...	
<b>Cybercrime</b>	<b>Generate profit or cause criminal damage.</b>
<b>Cyberespionage</b>	<b>Gain access to confidential information.</b>
<b>Hactivism</b>	Raise awareness of a political or social problem.
<b>Cyberwarfare</b>	<b>Disrupt or damage the activities or assets of another country.</b>
<b>D</b>	<b>Definitions</b>
<b>Esafety</b>	The safe and responsible use of technology, the internet and other means of communication.
<b>Cyber-attack</b>	<b>Using computers or other technology to modify programs or data to cause harm or damage.</b>
<b>Cyber-security</b>	<b>The technology and practices needed to protect devices and data from cyberattacks.</b>





What we are learning during these term:	
A.	About Day of the Dead (DOTD) Mexican Holiday.
B.	How to use the Grid Method for accurate drawing of a skull.
C.	DOTD artists: Thaneeya McArdle and Laura Barbosa.
D.	Positive/negative collage.
E.	Papier mâché sugar skulls.

6 Key Words for this project	
1.	Sugar Skull
2.	Mexican Day of the Dead
3.	Symmetry
4.	Armature
5.	Papier Mâché
6.	Outcome

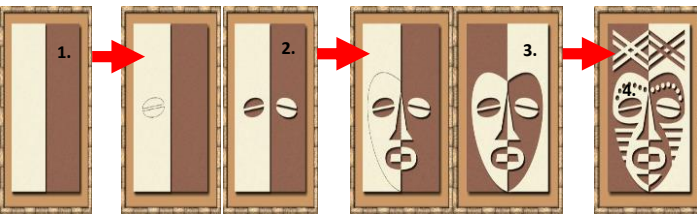


B.	How to use the Grid Method for accurate drawing.
1.	Use a ruler to draw an equally spaced grid onto your image.
2.	Draw an identical grid <b>LIGHTLY</b> onto paper.
3.	Draw in the main <b>outlines</b> of your image, focusing on one square at a time Use a ruler to help you <b>measure</b> the positioning of lines if needed.
4.	Add main details before erasing the grid on the paper.
5.	Add fine <b>details</b> and build in <b>tone</b> .



D.	How to make a positive/negative collage.
Collage is a form of art by cutting and ripping paper to create interesting artworks.	
Steps for making your collage:	
1.	Cut a piece of light A4 piece of paper in half and place one half over the top of the darker A4 piece of paper.
2.	Draw and cut out one facial feature at a time from the light piece of paper and flip it over onto the dark piece of paper. <b>DO NOT cut into the dark piece of paper, only the light. Remove the dark piece of paper from underneath the light piece before cutting.</b>
3.	Draw the shape of the face on the light piece of paper and flip it over to the dark piece of paper, aligned with the rest of the face.
4.	Add additional details on the face and in the background, following the same technique as step 2.
What each tool is used for:	
Cutting mat	To protect the table from damage.
Craft knife	To precisely cut shapes from paper.
Glue stick	To cleanly stick the shapes onto paper.

Keywords for this project in detail:	
Sugar Skull	A colourful and heavily patterned skull. The term is often applied to edible version of a skull, with colour and pattern. They are made and eaten in celebrating ancestors who have died.
Mexican Day of the Dead	Or known as 'Día de Muertos' in Spanish, is a festival held in Mexico from 31 <sup>st</sup> October to 2 <sup>nd</sup> November every year to remember the deceased.
Symmetry	Same on both sides, like a reflection.
Armature	A support and foundations (starting point) for a sculpture.
Papier Mâché	A technique using watered down PVA glue and paper.
Outcome	The final piece of art for a project, which shall be the DOTD papier mâché sugar skull sculptures.



A.	About Day of the Dead, Mexican Holiday.
What?	<ul style="list-style-type: none"> <li>It is a Mexican Christian holiday.</li> <li>It began as a day of thanks for the harvest.</li> <li>The festival lasts 3 days. It Occurs 31<sup>st</sup> October – 2<sup>nd</sup> November every year.</li> </ul>
Why?	It is a festival that celebrates the lives of those who have died.
How?	Different things happen on each day.... DAY 1: <ul style="list-style-type: none"> <li>Relatives put flowers on graveyards or in vases.</li> <li>They create an altar somewhere in the house with pictures of the dead, along with favourite objects. The rest of this day is spent making the favourite foods of the person(s).</li> </ul> DAY 2: <ul style="list-style-type: none"> <li>Families have big celebrations at their homes. They serve all the food they made the day before. They eat candies shaped like skeletons. Friends stop by and people dance and sing.</li> </ul> DAY 3: <ul style="list-style-type: none"> <li>The holiday expands to the town. There are parades and floats and characters in costume.</li> </ul>

C.	DOTD artists: Thaneeya McArdle and Laura Barbosa.
<b>Thaneeya McArdle</b>	<ul style="list-style-type: none"> <li>Inspired by Indian Art.</li> <li>Works with a range of materials including acrylic. paint and various programmes on the computer.</li> <li>Her work shows a creative and personal. interpretation of Day of the Dead and has Indian like qualities.</li> <li>Designs are vibrant, symmetrical and include the use of intricate patterns.</li> </ul>
<b>Laura Barbosa</b>	<ul style="list-style-type: none"> <li>Self-taught painter</li> <li>Produces artwork based on the theme Mexican day of the dead</li> <li>Uses fluorescent and vibrant colours that also have contrasting areas.</li> <li>Her brush strokes are dominant in her work and</li> <li>Her use of patterns are simplistic.</li> </ul>



E.	How to make a papier mâché sugar skull.
Papier mâché is made from newspaper and PVA glue, which hardens solid once dry.	
Steps for making your sugar skull:	
1.	Roll two balls of white tissue, one slightly bigger than the other and tape it to a piece of A4 card. This is the armature, the bare bones of starting the sculpture.
2.	Apply the first layer of papier mâché using newspaper as smoothly as possible using PVA glue.
3.	Mould the facial features with papier mâché using white tissue and PVA glue, building it up to make it three dimensional and as smooth as possible.
4.	Apply a final thin layer of newsprint and PVA papier mâché for a smooth and even finish.
5.	Paint the sugar skull with white emulsion paint and allow to dry. Apply colourful poster paint in the background and use acrylic paint and pens to add the final details.






**What we are learning during these term:**


- About Day of the Dead (DOTD) Mexican Holiday.
- How to use the Grid Method for accurate drawing of a skull.
- DOTD artists: Thaneeya McArdle and Laura Barbosa.
- Positive/negative collage.
- Papier mâché sugar skulls.

**6 Key Words for this project**

- Sugar Skull
- Mexican Day of the Dead
- Symmetry
- Armature
- Papier Mâché
- Outcome



**B. Explain how to use the Grid Method for accurate drawing.**

1	
2	
3	
4	
5	

**D. Explain how to make a positive/negative collage.**

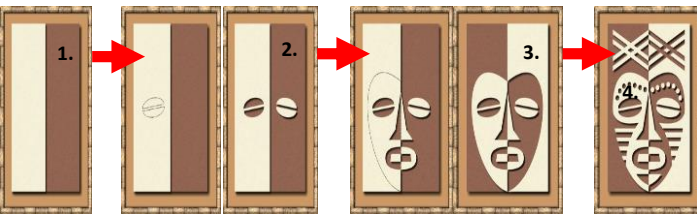
Collage is:

Steps for making your collage:







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What each tool is used for:

Cutting mat	
Craft knife	
Glue stick	



**Keywords for this project in detail:**

Sugar Skull		A colourful and heavily patterned skull. The term is often applied to edible version of a skull, with colour and pattern. They are made and eaten in celebrating ancestors who have died.
Mexican Day of the Dead		Or known as 'Día de Muertos' in Spanish, is a festival held in Mexico from 31 <sup>st</sup> October to 2 <sup>nd</sup> November every year to remember the deceased.
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Outcome		The final piece of art for a project, which shall be the DOTD papier mâché sugar skull sculptures.

**E. Explain how to make a papier mâché sugar skull.**

Papier mâché is:

Steps for making your sugar skull:

- 
- 
- 
- 
- 

**A. About Day of the Dead, Mexican Holiday.**

What?

- It is a Mexican Christian holiday.
- It began as a day of thanks for the harvest.
- The festival lasts 3 days. It Occurs 31<sup>st</sup> October – 2<sup>nd</sup> November every year.

Why?

It is a festival that celebrates the lives of those who have died.

How?

Different things happen on each day....

DAY 1:

- Relatives put flowers on graveyards or in vases.
- They create an altar somewhere in the house with pictures of the dead, along with favourite objects. The rest of this day is spent making the favourite foods of the person(s).

DAY 2:


- Families have big celebrations at their homes. They serve all the food they made the day before. They eat candies shaped like skeletons. Friends stop by and people dance and sing.

DAY 3:

- The holiday expands to the town. There are parades and floats and characters in costume.


**C. DOTD artists: Thaneeya McArdle and Laura Barbosa.**

**Thaneeya McArdle**



- Inspired by Indian Art.
- Works with a range of materials including acrylic paint and various programmes on the computer.
- Her work shows a creative and personal interpretation of Day of the Dead and has Indian like qualities.
- Designs are vibrant, symmetrical and include the use of intricate patterns.

**Laura Barbosa**



- Self-taught painter
- Produces artwork based on the theme Mexican day of the dead
- Uses fluorescent and vibrant colours that also have contrasting areas.
- Her brush strokes are dominant in her work and
- Her use of patterns are simplistic.

What we are learning this term:	
A.	Health, safety and hygiene in the kitchen
B.	The Eatwell guide and nutrients
C.	Design Ideas
D.	Weighing
E.	Practical skills
F.	Evaluation Work

6 Key Words for this term	
1 Hygiene	4 Balanced
2 Health	5 Nutritional
3 Food Poisoning	6 Target Market

**Year 8 Term 1 : Topic = Planning a Healthy Meal**

B.	Can you give 5 reasons for why someone should eat healthily?
1 to avoid obesity 2 it can be less expensive 3 to keep a healthy heart 4 to keep your body fit 5 it can make a positive impact on your family	

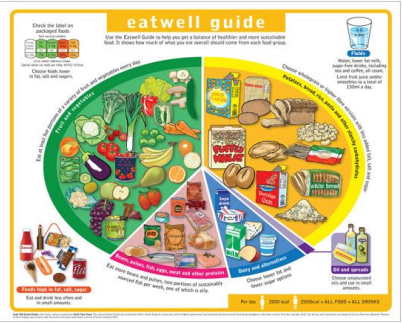


A.	What is cross contamination and how can it be prevented?
<p>Cross contamination happens when you use the wrong chopping board or equipment to prepare food which can therefore result in food poisoning.</p>	
B.	What is the image on the left showing and how is it used?
<p>In the photo you can see a food temperature probe. You use it to check that food is cooked. First you need to make sure that the probe is clean, then you insert it into the thickest part of the food and then check the temperature. If the food is cooked it can be served, if the food is not the correct temperature it needs to be cooked for longer.</p>	

C.	Can you list 5 reasons for why we cook food and why it is important?	
<u>Rule</u>		<u>Why it is important</u>
<ul style="list-style-type: none"> <li>1 to get rid of bacteria on the food</li> <li>2 to make the food taste better</li> <li>3 to make food chewable</li> <li>4 to ensure that food is not raw</li> <li>5 to add colour to the food</li> </ul>		<ul style="list-style-type: none"> <li>1 to stop food poisoning</li> <li>2 to make the food more appealing</li> <li>3 it could be raw or a choking hazard</li> <li>4 to stop food poisoning</li> <li>5 to make it look more appetising or change its use</li> </ul>

E.	Keywords	
Hygiene		A method of keeping yourself and equipment clean
Research		Information that you find out to help you with a project
Nutritious		A meal that is healthy and contains vital nutrients.
Target Market		The age or type of person you are creating a product for.
Carbohydrates		Foods that give you energy
Protein		Food that grows and repairs your muscles
Fibre		Foods that keep your digestive system healthy and avoid constipation.
Calcium		Foods that make your teeth and bones strong
Design Idea		A sketch or plan of how you are hoping a project to turn out.
Organisation		Having everything ready for a lesson and following instructions
Time keeping		Using the time to remain organised.
Sensory analysis		Use your senses to taste and describe a product
Mood Board		A collage of photos and key words based on a project

A.	What are the three macronutrients in the diet?	
Carbohydrates		Foods that are eaten to give the body energy
Protein		Food that are eaten to build and repair muscles and cells
Fats		Food that are eaten to protect your vital organs and insulate your body.



**What we are learning this term:**

- A. Health, safety and hygiene in the kitchen
- B. The Eatwell guide and nutrients
- C. Design Ideas
- D. Weighing
- E. Practical skills
- F. Evaluation Work

**6 Key Words for this term**

- 1 Hygiene
- 2 Health
- 3 Food Poisoning
- 4 Balanced
- 5 Nutritional
- 6 Target Market

**Year 8 Term 1 : Topic = Planning a Healthy Meal**

**B. Can you give 5 reasons for why someone should eat healthily?**

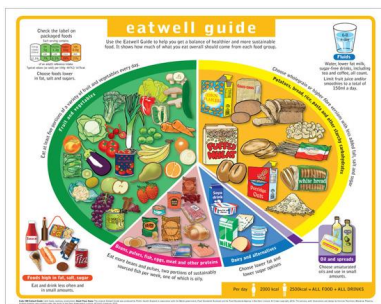
- 1
- 2
- 3
- 4
- 5

**A. What is cross contamination and how can it be prevented?**

**B. What is the image on the left showing and how is it used?**



**A. What are the three macronutrients in the diet?**

**C. Can you list 5 reasons for why we cook food and why it is important?**









Rule	Why it is important
• 1	• 1
• 2	• 2
• 3	• 3
• 4	• 4
• 5	• 5


**E. Keywords**

Hygiene	
Research	
Nutritious	
Target Market	
Carbohydrates	
Protein	
Fibre	
Calcium	
Design Idea	
Organisation	
Time keeping	
Sensory analysis	
Mood Board	





**What we are learning this term:**  
**A. Workshop Tools    B. Materials    C. CAD    D. CAM    E. Memphis Design Movement**


A. Workshop Tools 						
Steel Rule	Wooden Vice	Clamp	Bench Hook	Tenon Saw	Pillar Drill	Bandfacer
						


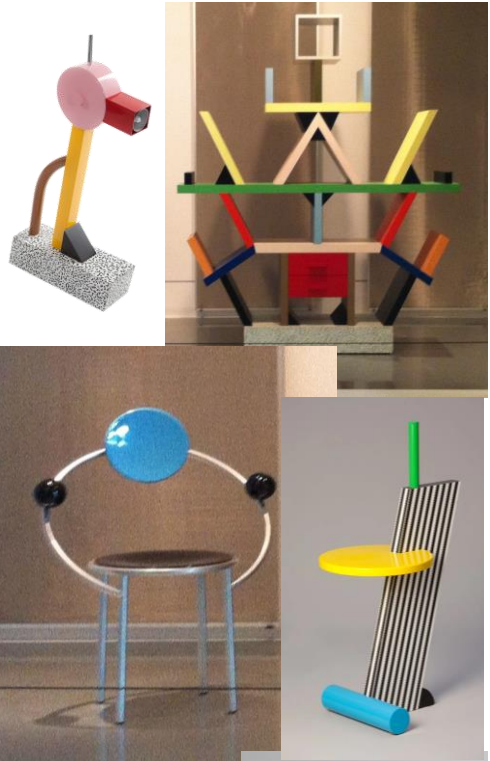

B. Materials	
<b>Timbers</b> come from <b>trees</b>	
	<p><b>Scots pine</b> – which you used for your clock base – is a <b>softwood</b></p> <p><b>Softwoods</b> come in planks and boards</p>

<b>Manufactured Boards</b> come from <b>wood pulp</b>	
	<p><b>Plywood</b> – which you used as your Memphis shapes – is a <b>manufactured board</b></p> <p><b>Manufactured Boards</b> come in sheets</p>

<b>Polymers</b> come from <b>crude oil</b>	
	<p><b>Acrylic</b> – which you used as your Memphis shapes – is a <b>polymer</b></p> <p><b>Polymers</b> come in sheets, graduals and filament</p>

C. CAD 	
<b>Computer-aided design (CAD)</b> is the process of using <b>computer software</b> to create <b>2D</b> or <b>3D</b> designs.	
Advantages of CAD	Disadvantages of CAD
Designs can be <b>created, saved</b> and <b>edited</b> quickly, saving time	CAD takes a <b>long time</b> to <b>learn</b>
Designs or parts of design can be easily viewed from <b>different angles, copied</b> or <b>repeated</b>	Software can be <b>very expensive</b>
CAD is <b>very accurate</b>	CAD files can become <b>corrupted</b> or <b>lost</b>

D. CAM 	
By using <b>computer aided manufacture (CAM)</b> , designs can be sent to <b>CAM machines</b> such as <b>laser cutters</b> and <b>3D printers</b>	
Advantages of CAM	Disadvantages of CAM
<b>Quick</b> – Speed of production can be <b>increased</b>	CAM takes a <b>long time</b> to <b>learn</b>
<b>Consistency</b> – All parts manufactured are all the <b>same</b>	High initial cost can be <b>very expensive</b>
<b>CAM</b> is <b>very accurate</b>	Production <b>stoppage</b> – If the machines break down, the production will <b>stop</b>

E. Memphis Design Movement 	
<p>The <b>Memphis Design</b> movement was a collection of designers and artists that wanted to create something to break the rules of <b>traditional design</b> and still function in the sense of traditional design.</p> <p>The idea was for the products to be <b>bright, colourful, playful</b>.</p>	
	<p><b>Key Designer</b>                  Ettore Sottsass </p> <p><b>Key Features:</b>                  Crazy patterns;                  animal print,                  geometric,                  pinstripes.                  Strange shapes                  thrown together.</p> <p><b>Contrast!</b></p> <p><b>Colours:</b>                  Bright, bold,                  Contrasting primary                  and secondary                  colours. Black                  patterns.</p> <p><b>Line Styles:</b>                  Very geometric;                  rectangles,                  triangles, squares,                  circles and arcs.</p>



**What we are learning this term:**  
**A. Workshop Tools    B. Materials    C. CAD    D. CAM    E. Memphis Design Movement**

**A. Workshop Tools**

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**B. Materials**

**Timbers** come from \_\_\_\_\_

	<p><b>Scots pine</b> – which you used for your clock base – is a <b>softwood</b></p> <p><b>Softwoods</b> come in _____ and _____</p>
--	--

**Manufactured Boards** come from \_\_\_\_\_

	<p><b>Plywood</b> – which you used as your Memphis shapes – is a <b>manufactured board</b></p> <p><b>Manufactured Boards</b> come in _____</p>
--	--

**Polymers** come from \_\_\_\_\_

	<p><b>Acrylic</b> – which you used as your Memphis shapes – is a <b>polymer</b></p> <p><b>Polymers</b> come in _____, _____ and _____</p>
--	---

**C. CAD**

**Computer-aided design (CAD)** is the process of using \_\_\_\_\_ to create **2D** or **3D** designs.

Advantages of CAD	Disadvantages of CAD
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

**D. CAM**

By using **computer aided manufacture (CAM)**, designs can be sent to \_\_\_\_\_ such as \_\_\_\_\_

Advantages of CAM	Disadvantages of CAM
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

**E. Memphis Design Movement**

The **Memphis Design** movement was a collection of designers and artists that wanted to create something \_\_\_\_\_ and still function in the sense of traditional design.

The idea was for the products to be \_\_\_\_\_

**Key Designer**  
Ettore Sottsass

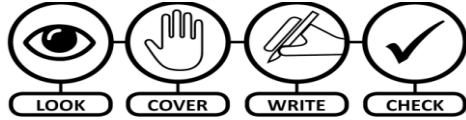
**Key Features:**  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Colours:**  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Line Styles:**  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



A	What we are learning about this term...
1	What is minimalism?
2	Features of Minimalism
3	Performing Minimalist Music
4	Composing using Minimalist styles



C	Keyboard Technique / Chords

E	Minimalism Composers
	Terry Riley
	Steve Reich

B	Keywords
CELL	small rhythm/melodic idea that can be alone, or can make up one part of a longer motif/piece of music
MOTIF	a short musical melody, that is recurring
OSTINATO	a motif or phrase that persistently repeats in the same musical voice, frequently at the same pitch
PHASING	Where two parts start the same, then one gradually goes out of sync.
METAMORPHIS (Gradual Change)	this is where tiny changes are made over time to a motif or rhythm
LAYERING	Adding new musical parts to thicken texture
ADDITION	Adding notes to a motif – in order to change it gradually
SUBTRACTION	Removing notes from a motif – in order to change it gradually

D	Analysing Minimalism Music
<p>Listen and watch this video... Which instruments are being used? Can you hear the <b>repeated rhythms and melodies</b>? These are called motifs in minimalism music!</p>	
<p>Listen for the <b>gradual build up in texture</b> as the music develops. In Minimalism this is sometimes called layering – where instruments keep being added to the texture. This example also includes lots of <b>ostinatos</b> (melodies repeating)</p>	
<p>Lemon Jelly Elements-&gt; </p>	

F	Basic Note Values / Treble Clef Notation
<p>TREBLE LINES: E G B D F      TREBLE SPACES: F A C E</p>	

QUESTION	ANSWER					
Where did MINIMALISTIC music come from?	Minimalism is a style of music which originated on the West coast of America in the 1960s					
Name some famous composers of MINIMALISTIC music	<table border="1"> <tr><td>John Adams</td></tr> <tr><td>Terry Riley</td></tr> <tr><td>Philip Glass</td></tr> <tr><td>La Monte Young</td></tr> <tr><td>Steve Reich</td></tr> </table>	John Adams	Terry Riley	Philip Glass	La Monte Young	Steve Reich
John Adams						
Terry Riley						
Philip Glass						
La Monte Young						
Steve Reich						
MINIMALISTIC music is sometimes referred to as "trance" music. What else is it known as?	Hypnotic music					

Basic Rhythm Values in 4/4 time				
	Beat 1	Beat 2	Beat 3	Beat 4
Technical name SEMI BREVE (4 beats)				
Remember it... Hold for 4 beats				
Technical name Minim (2 beats)				
Remember it... L - ong				
Technical name Crotchet (1 beat)				
Remember it... tea				
Technical name Quavers (1/2 beat)				
Remember it... Cof - fee				
Technical name Semi quaver (1/4 beat)				
Remember it... Ca - pu - cci - no				

G Describing music – MAD T SHIRT								
M	A	D	T	S	H	I	R	T
Melody	Articulation	Dynamics	Texture	Structure	Harmony/Tonality	Instruments	Rhythm	Tempo
The tune	How notes are played	Loud/quiet and any other volume changes	Layers of sound / how they fit together	The sections and organising	Chords used / the mood	Types of instruments heard	Pattern of notes	The speed





## BLOCKING

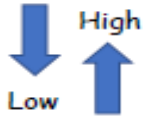
Planning your positioning and movement around the stage, including entrances and exits.

# Year 8 TEACHERS Term 2

## SET DESIGN

Deciding on the different elements that will be used to create a visual interpretation of the environment/setting of the scene.

## PERFORMANCE SKILLS



**Vocals - Pitch:** How high or low your voice is.

**Vocals - Pace:** The speed that you speak at.



'Teachers' is a play written by John Godber in 1985. It is a play within a play in which three students perform for their teachers. The three actors multirole throughout the performance providing an account of their time in secondary school.

**Key characters:**  
Lilian Hobson - "Hobby" - fed up with her friends.  
Gail Saunders - The flirty one.  
Ian Salt - "Salty" - The fired soul, doesn't know what he'll do with his life after leaving school.  
Mr. Nixon - the drama teacher.  
Mrs. Hudson - the headmistress, renamed Mrs. Nixon for the play, loud and large with a terrible dress sense.  
Bobby Moxon - (Daggy Moxon) - Bully of the school who scares teachers and students alike.  
Ms. Whitham - Hopeless English teacher, even the headmistress likes her.  
Mr. Basford - The deputy head and maths teacher. He scares children, typically nasty.  
Miss Jackie Prime - The sports teacher, young and bouncy.  
Doug - The caretaker, friendly and assertive.  
Mr. Dean - A teacher who thinks that all of the kids love him.

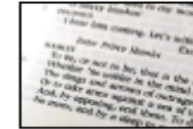
If using a high level of articulation, you will pronounce every letter in every word.

**Eye Contact:** Choosing to look at a specific performer, object, audience member or direction. The position you face or move in.

**Stage Direction:** The position you face or move in.

## DRAMA TERMS

**Script:** The entire play written down. Scripts include all the dialogue that the characters speak, stage directions and a brief overview of the setting.



**Proxemics:** The use of space/distance to communicate relationship.

**Given Circumstances:** Everything that the script tells you. The 'world' of the play - the things that make the play that play and not a different play.

• **Environmental** - Geographic location (inc. climate), date, year, season, time of day. Also includes the economic environment: the character's relationship to wealth or poverty, and the class of the character in relationship to the society in which they live.



• **Previous Action** - Any action mentioned in the play's dialogue that reveals any incident or action that took place before the current action of the play/scene began. Often called, 'exposition'.

• **Polar Opposition/Attitude** - Beliefs held by a character that are in direct opposition to the world in which the character lives. This opposition creates conflict. Conflict creates dramatic action.



## DIG DEEPER QUESTIONS

How could you use vocal skills to communicate subtle changes to a character's emotions?  
How might environmental given circumstances influence a set designer?  
How might you as an actor use given circumstances to craft your character?  
What do you think is the most important part of the 'page to stage' process?

Why is blocking an important part of the 'page to stage' process?  
Why are proxemics so important when creating meaning?  
How can eye contact change the meaning of a line of dialogue?  
What makes a successful, scripted performance?

**BLOCKING**

**Year 8 TEECHERS  
Term 2**

Deciding on the different elements that will be used to create a visual interpretation of the environment/setting of the scene.

**PERFORMANCE SKILLS**

**Vocals - Pitch:** How high or low your voice is.

**Vocals - Emphasis: 'Highlighting'** a specific word or phrase, by changing at least one aspect of your vocals.

**Vocals - Power:** The amount of tension in your voice. This is not the same as volume - you can have large vocal power at a low volume.

The ability to see yourself, (in relation to other actors/set), in the stage space to create a specific effect.

**Vocals - Pace:**

'Teachers' is a play written by John Godber in which it is a play within a play in which students perform for their teachers. The three actors provide an account of their time in secondary school.

**Key Characters:**

- "Hobby" - fed up with her friends. - The flirty one

**Eye Contact:** Choosing to look at a member of the audience.

"The fired soul doesn't know what he'll do with his life after leaving school."

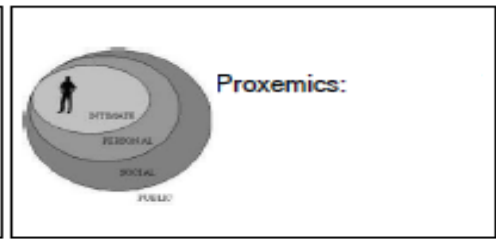
- Mr. - the drama teacher
- the headmistress, renamed as Parry in the play, loud and large with a terrible dress sense.
- (Oggy Maxon) - ally of the school who scares teachers and students alike.
- Hopeless English teacher, eager to lead.
- Mr. - The deputy head and maths teacher, children, typically nasty.

How can you see your face or move in the stage space?

- Miss - The sports teacher, young and bouncy.
- The caretaker, Grubby and assertive.
- Mr. - A teacher who thinks that all of the kids love him.

**DRAMA TERMS**

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- 

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# SWINDON ACADEMY READING CANON

## Year 7



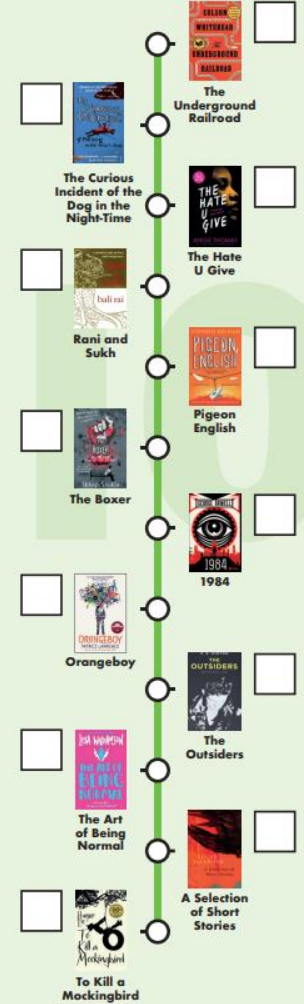
## Year 8



## Year 9



## Year 10



#ReadingisPower