

Using your Knowledge Organiser and Quizzable Knowledge Organiser

Knowledge Organisers

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

What we are learning this term:

1. Particle model
2. Changing state
3. Mixtures
4. Separating techniques

Key Words for this term:

1. Matter
2. Particle
3. Gas
4. Making
5. Freezing
6. Condensation
7. Evaporation
8. Solids
9. Solvent
10. Solution

What is particle theory?
The theory that all matter is made up of particles.

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

Solid: In a regular pattern. Particles can vibrate in a fixed position.

Liquid: Particles are arranged randomly but are still touching each other. Particles can slide past each other and move around.

Gas: Particles are far apart and are arranged randomly. Particles carry a lot of energy and they move in all directions in a high speed.

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

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

What is the difference between a pure and an impure substance?

Pure: A material that is made up of only one type of particle.

Impure: A material that is made up of more than one type of particle.

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.

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

What is the difference between a pure and an impure substance?

Pure

Impure

solid liquid gas

solid liquid gas

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.

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.

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 screenshot 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 subjects like Science, History, and Mathematics. On the right is a 'Knowledge Organiser' 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 screenshot shows a student's prep book. The date '29th May 2020' and the title 'Particle theory' are written in a notebook. The background shows the same knowledge organiser content as in Step 1, including the 'What is particle theory?' section and the 'Law of Conservation of Mass' section.

Step 3

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

The screenshot shows a student's prep book with handwritten definitions and facts about particle theory. The text includes: '29th May 2020', 'Properties of the states of matter', '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 screenshot shows a student's prep book with the definition 'Solid = regular pattern particles vibrate in fixed position' written three times in a notebook.

Step 5

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

The screenshot shows a student's prep book with the student's answers to a quizzable knowledge organiser. The questions are: 'What is the law of conservation of mass?' (answered 'Self quizzing'), 'What are the different changes of state?' (answered 'Arrangement/movement of matter'), and 'Describe the arrangement and movement of particles in the three states of matter.' (answered 'Solid = regular pattern particles vibrate in fixed position', 'Liquid =', 'Gas =').

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 screenshot shows a student's prep book with the student's answers to a quizzable knowledge organiser, with some corrections. The questions are: 'What is the law of conservation of mass?' (answered 'Particle theory = all matter is made of particles'), 'What are the different changes of state?' (answered '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.', 'Gas = Particles are far apart and are arranged randomly. Particles carry a lot of energy.').

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

'The Tempest' T Knowledge Organiser

Plot Summary

The Tempest Act 1, Scene 1

Alonso, the King of Naples, is on a ship with his son Ferdinand and his companions Sebastian, Antonio, Stephano and Trinculo. They are struck by a terrifying, howling storm. They abandon ship and swim to a nearby island but are washed ashore in different places. The island seems to be abandoned.

After the Storm Act 1, Scene 2

From a nearby island, Miranda watches the huge tempest. She lives with her father Prospero and has little memory of her life before the island. Prospero tells his daughter of their past: he was the Duke of Milan twelve years ago, but he was so involved with his books and secret studies that he did not realise his brother Antonio was stealing power from him. One night, Antonio ordered soldiers to take Prospero and Miranda and put them on a boat to their death. But they were washed ashore this island safely and have lived there ever since. Prospero has been ruler of the island. Prospero has created the storm to bring his brother to the island.

Ariel and Caliban Act 1, Scene 2 into Act 2, Scene 1

Prospero is a powerful magician who controls the spirit Ariel who completes tasks for him. Prospero has agreed to release Ariel after this last mission. Caliban is a deformed savage slave who is also under Prospero's control. He is the son of an old witch, Sycorax, and is a native of the island. Prospero taught Caliban how to speak but Caliban resents the control Prospero has over him.

King Alonso Act 2, Scene 1

King Alonso and his younger brother Sebastian, as well as Antonio (the usurping Duke of Milan), wander around the island. King Alonso weeps as he believes his son Ferdinand is dead. Sebastian and Antonio plot to kill Alonso so that Sebastian can be king. They are stopped by Ariel's magical intervention.

Caliban, Stephano and Trinculo Act 2, Scene 2 and Act 3, Scene 2

The monster Caliban is found by Stephano and Trinculo. They give him alcohol to drink and he gets drunk. Caliban offers to serve Stephano because he believes he is a god because of the heavenly drink! Caliban explains to them how Prospero has treated him and that he will be their guide on the island if they overthrow him. The three drunks go to find and kill Prospero.

Ferdinand and Miranda Act 1, Scene 2 and Act 3, Scene 1

Ferdinand has survived the storm. He is safely on the island and is found by Miranda. They fall instantly in love. Prospero wants to test that the love is real. Ferdinand has to endure hard labour to prove his intentions are honourable. Miranda pities Ferdinand and wants to marry him. Prospero blesses their marriage.

The End Act 4, Scene 1 and Act 5, Scene 1

A marriage for Ferdinand and Miranda is arranged and celebrated with a masque attended by spirits. It is interrupted when Prospero recalls the threat from Trinculo, Stephano and Caliban. Prospero and Ariel send spirit dogs to scare them away. King Alonso, Sebastian and Antonio meet Prospero. He explains what has been happening on the island. He shows them Ferdinand and Miranda who are now married. King Alonso is filled with regret and asks for forgiveness from Prospero which he grants.

Epilogue

Prospero declares that he will be giving up his magic. Ariel is released from his service. The party travel back to Milan. We do not know what has happened to Caliban.

Terminology: Keywords

comedy – a play that is funny. It has a happy ending.

soliloquy – when a character is speaking alone on stage to himself/herself or to the audience.

sibilance – figure of speech in which the letter 'S' is repeated. This often creates a hissing sound.

Characters

Alonso – King of Naples

Sebastian – Alonso's brother

Ferdinand – Alonso's son

Antonio – Prospero's brother.
Antonio stole Prospero's title as Duke of Milan.

Gonzalo – the old counsellor to the King of Naples

Trinculo – a jester

Stephano – a drunken butler

Prospero – the rightful Duke of Milan

Miranda – Prospero's daughter

Ariel – an airy spirit; a slave of Prospero's who earns his freedom

Caliban – a savage and deformed slave of Prospero's; a native of the island

Vocabulary: Keywords

colonialism – when one country establishes itself in another country. When someone **colonises** a new country, they are called a **coloniser**. The original inhabitants of the land are called **natives**.

imperialism - a policy of extending a country's power and influence through colonization, use of military force, or other means.

usurp – to take control of someone else's power when you do not have the right to. Someone who usurps is called a **usurper**.

tempest – a violent storm.

treason – a crime that harms your country or government. Someone who commits treason is a **traitor**.

callous – when someone is cruel and does not care about other people.

pathos – a situation that makes us feel sympathy or sorrow.

exploitation – taking advantage of someone for your own benefit

nurture – to encourage or support the development of someone or something.

dual nature – having two sides.

Background Information

Shakespeare was born in the Elizabethan era, named after Elizabeth I. After she died, James I became king. This period of history is called the **Jacobean** era, because Jacob is the Latin for James. Shakespeare lived and worked in both eras.

Italian city states - A city-state is an area that is ruled by a major city. During the Elizabethan and Jacobean era, Italy wasn't one unified country, but a number of small independent city-states.

Sea exploration was booming in the Elizabethan era as people 'discovered' new parts of the world. Queen Elizabeth I was obsessed with their discoveries and was happy to pay for their travels. Led by her example, the rest of the country were also fascinated by their stories and goods. Colonialism has had a lasting impact on the world. Many natives were exploited and killed by the white European colonisers. Issues of colonialism; such as racism and slavery are important to the play.

'The Tempest' T Knowledge Organiser

The Tempest Plot Summary		
The Tempest Act 1, Scene 1 <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	The End Act 4, Scene 1 and Act 5, Scene 1 A marriage _____ is arranged and celebrated with a masque attended by spirits. It is interrupted when Prospero recalls the threat from _____, _____ and _____. _____, _____ and _____ meet Prospero. <hr/> <hr/> <hr/> <hr/>	Vocabulary: Keywords colonialism – _____ _____ _____ The original inhabitants of the land are called _____. <hr/> usurp – _____ <hr/> imperialism – _____ <hr/> tempest – _____ <hr/> treason – _____ <hr/> callous – _____ <hr/> pathos – _____ <hr/> exploitation – _____ <hr/> nurture – _____ <hr/> dual nature – _____
After the Storm Act 1, Scene 2 From a nearby _____, _____ watches the huge _____. She lives with her father _____ and has little _____ of her life before the _____. Prospero tells his daughter of their ____: he was the _____ twelve years ago, but he was so involved with his _____ and secret _____ that he did not realise his _____ was stealing power from him. <hr/> <hr/> <hr/> <hr/>	Epilogue Prospero declares that he will _____ <hr/> <hr/> <hr/> <hr/>	
Ariel and Caliban Act 1, Scene 2 into Act 2, Scene 1 Prospero is a powerful _____ who controls the spirit _____ who completes tasks for him. _____ is a deformed savage _____ who is also under Prospero's _____. <hr/> <hr/> <hr/> <hr/>	Terminology: Keywords comedy – _____ <hr/> soliloquy – _____ <hr/> sibilance – _____ <hr/>	
Kind Alonso Act 2, Scene 1 <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	Characters in The Tempest Alonso – _____ <hr/> Sebastian – _____ <hr/> Ferdinand – _____ <hr/> Antonio – _____ <hr/> Gonzalo – _____ <hr/> Trinculo – _____ <hr/> Stephano – _____ <hr/> Prospero – _____ <hr/> Miranda – _____ <hr/> Ariel – _____ <hr/> Caliban – _____ <hr/>	'The Tempest' T Knowledge Organiser
Caliban, Stephano and Trinculo Act 2, Scene 2 and Act 3, Scene 2 The monster _____ is found by Stephano and Trinculo. <hr/> <hr/> <hr/> <hr/>		Historical Context of The Tempest Shakespeare was born in the _____ era, named after Elizabeth I. _____ <hr/> Italian city states - A _____ is an area that is _____ by a major _____. <hr/> Sea exploration was booming in the Elizabethan era as people 'discovered' new parts of the world. _____ Le d by her example, the rest of the country were also fascinated by their stories and goods. _____ has had a lasting _____ on the _____. Many _____ were _____ and killed by the white European colonisers. Issues of _____; such as _____ and _____ are important to the play.
Ferdinand and Miranda Act 1, Scene 2 and Act 3, Scene 1 _____ has _____ the storm. He is safely on the island and is found by _____. <hr/> <hr/> <hr/> <hr/>		



What we are learning this term:	A.	Describe the food tests.
A. Healthy Diet B. Unbalanced Diet C. Digestion	Starch	If iodine is added to starch it will turn blue/black .
5 Key Words for this term	Sugar	If Benedict's solution is added to a sugar and heated it will form an orange precipitate .
	Fat	If a small amount of ethanol and distilled water is added to fat then a milky white emulsion appears.
	Protein	If Biuret solution is added to protein it will turn purple .
1. Carbohydrate 2. Protein 3. Glucose	4. Amino acid 5. Villi	

A.	What are the food groups?	
Protein	For growth and repair.	Fish, meat, dairy
Fat	For long term energy storage and insulation.	Butter, oils, nuts
Carbohydrate	To provide energy.	Bread, pasta, sugar
Fibre	To help move food through the gut.	Vegetables, bran
Minerals	Required in small amounts to remain healthy.	Dairy (calcium for healthy teeth and bones)
Vitamins	Required in small amounts to remain healthy.	Oranges (vitamin C), carrots (vitamin A)
Water	To form cytoplasm in cells and other fluids.	Water, fruit juice, milk

A.	How can you measure the energy content of food?
Set the food on fire, use it to heat up water and measure the temperature change.	
The temperature change shows how much energy was stored in the food.	



What we are learning this term: A. Healthy Diet B. Unbalanced Diet C. Digestion	A.	Describe the food tests.
	Starch	
	Sugar	
	Fat	
	Protein	
5 Key Words for this term		
1.	4.	
2.	5.	
3.		

A.	What are the food groups?	
	For growth and repair.	Fish, meat, dairy
	For long term energy storage and insulation.	Butter, oils, nuts
	To provide energy.	Bread, pasta, sugar
	To help move food through the gut.	Vegetables, bran
	Required in small amounts to remain healthy.	Dairy (calcium for healthy teeth and bones)
	Required in small amounts to remain healthy.	Oranges (vitamin C), carrots (vitamin A)
	To form cytoplasm in cells and other fluids.	Water, fruit juice, milk

A.	How can you measure the energy content of food?



B.	What is a malnutrition?
If a person has an unbalanced diet they are said to be malnourished.	
This can lead to people becoming overweight or underweight or having deficiency diseases.	

B.	What is obesity?
If a person eats too much food and does not do enough exercise they will gain weight. If someone becomes very overweight they are said to be obese.	

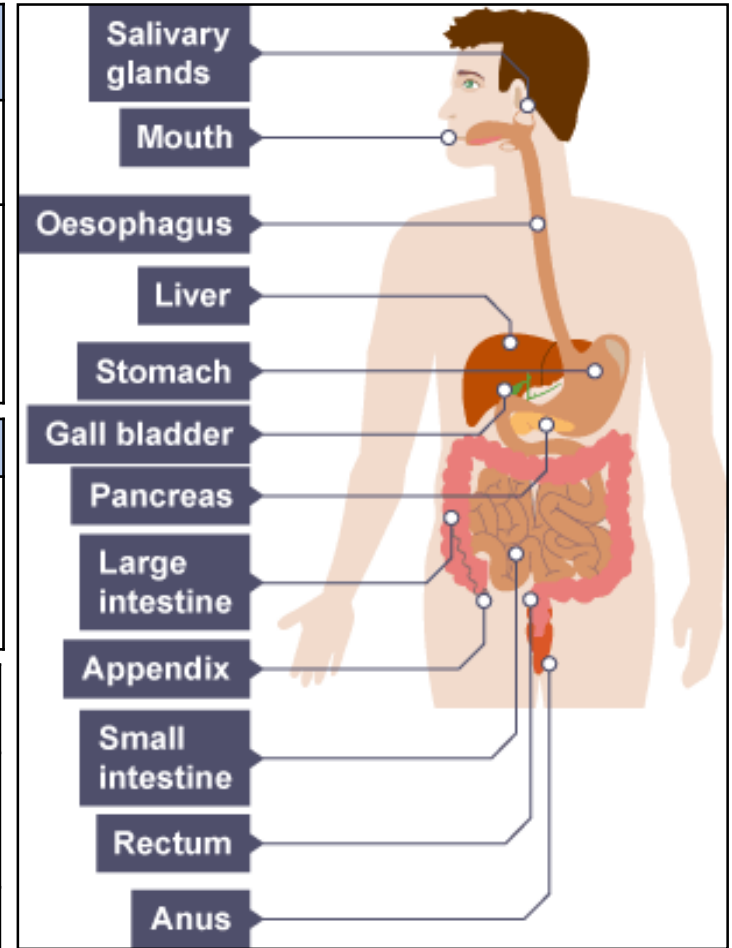
B.	What is a deficiency disease?
A disease caused by the lack of a specific nutrient .	
<ul style="list-style-type: none"> • A lack of vitamin C can lead to scurvy which affects the gums. • A lack of vitamin D can lead to rickets which affects the bones. 	

B.	What is starvation?
If a person does not eat enough food they will lose weight . In the extreme this can lead to starvation.	

C.	Describe the function of enzymes in the digestive system.
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Enzymes help to break down larger food molecules into smaller ones, so that they can be absorbed through the walls of our small intestines, into our blood stream.

Enzyme	Made in...	What it breaks down and where
Amylase	Salivary glands, pancreas, small intestine	Starch into sugars , in the mouth and small intestine
Protease	Stomach, pancreas, small intestine	Protein into amino acids , in the stomach and small intestine
Lipase	Pancreas and small intestine	Lipids into fatty acids and glycerol , in the small intestine



C.	Describe the role of bacteria in the digestive system.
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1. Digesting certain carbohydrates that our own enzymes cannot.
2. Reduce the chances of harmful bacteria multiplying and making us ill.
3. They produce some vitamins that we need that we cannot (e.g: vitamins K and B).



B.	What is a malnutrition?
<p>This can lead to people becoming overweight or underweight or having deficiency diseases.</p>	

B.	What is obesity?

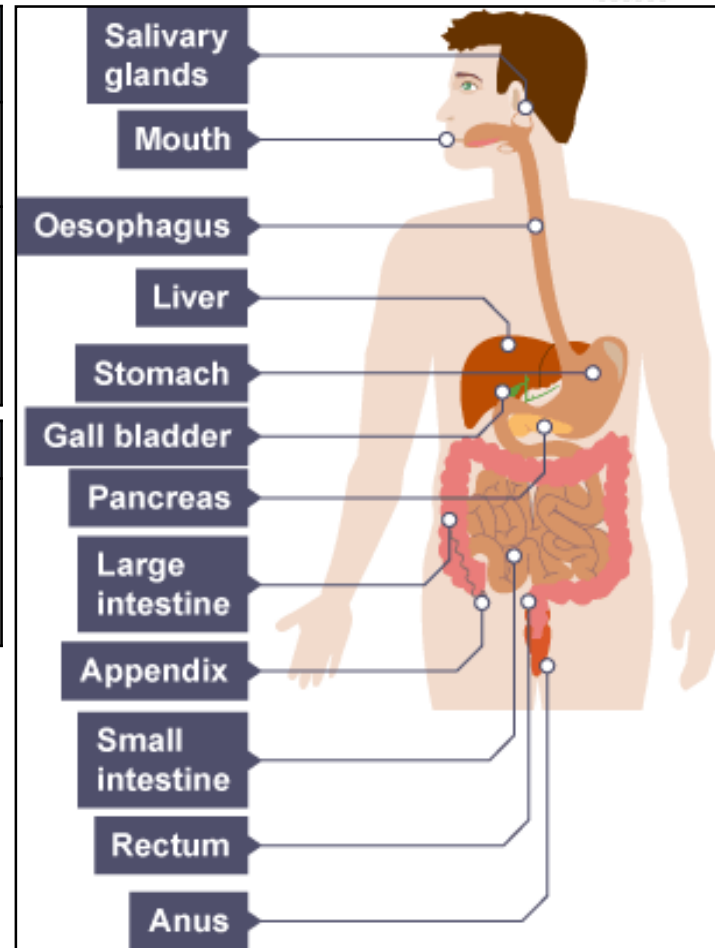
B.	What is a deficiency disease?
<ul style="list-style-type: none"> • A lack of vitamin ____ can lead to scurvy which affects the gums. • A lack of vitamin ____ can lead to rickets which affects the bones. 	

B.	What is starvation?

C.	Describe the function of enzymes in the digestive system.
-----------	--

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Enzyme	Made in...	What it breaks down and where
	Salivary glands, pancreas, small intestine	Starch into _____, in the mouth and small intestine
	Stomach, pancreas, small intestine	Protein into _____, in the stomach and small intestine
	Pancreas and small intestine	Lipids into _____ and _____, in the small intestine



C.	Describe the role of bacteria in the digestive system.
-----------	---

<ol style="list-style-type: none"> 1. 2. 3. 	
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What we are learning this term:
A. Circuits B. Charges and Static Electricity

4 Key Words for this term
1. Current 2. Component 3. Resistance 4. Field

A. Identify the circuit symbols.

A. What is the equation involving current, potential difference and resistance?
$V = I \times R$
$V =$ potential difference (volts, V) $I =$ current (amperes, A) $R =$ resistance (ohms, Ω)

A. Describe current, potential difference (voltage) and resistance			
Current	The rate of flow of charge .	Amps A	Measured by an ammeter
Potential difference	The measure of the difference in electrical potential energy between two points.	Volts V	Measured by a voltmeter
Resistance	The property of materials that determines how much current they will carry and how much work they do.	Ohms Ω	Calculate using the current and potential difference

A. Define a series circuit?	
Linking components one after another, making one loop .	These two lamps are in series with each other.

A. Define a parallel circuit?	
Linking components so they are in separate loops .	These two lamps are in parallel with each other.

A. What is an insulator?
A material that can be charged but does not let the charges flow .
Examples: almost any non-metal materials, like rubber, fabrics, paper, plastics, wood

A. What is a conductor?
A material that does let the charges flow .
Examples: all metals, and graphite (in your pencil!)

What we are learning this term:

A. Circuits
 B. Charges and Static Electricity
 C. Magnetism and Electromagnetism

4 Key Words for this term

- 1.
- 2.
- 3.
- 4.

A. Identify the circuit symbols.

A. What is the equation involving current, potential difference and resistance?

___ = **potential difference** (volts, V)
 ___ = **current** (amperes, A)
 ___ = **resistance** (ohms, Ω)

A. Describe current, potential difference (voltage) and resistance

Current		Amps A	Measured by an ammeter
Potential difference		Volts V	Measured by a voltmeter
Resistance		Ohms Ω	Calculate using the current and potential difference

A. Define a series circuit?

These two lamps are in **series** with each other.

A. Define a parallel circuit?

These two lamps are in **parallel** with each other.

A. What is an insulator?

Examples: almost any non-metal materials, like rubber, fabrics, paper, plastics, wood

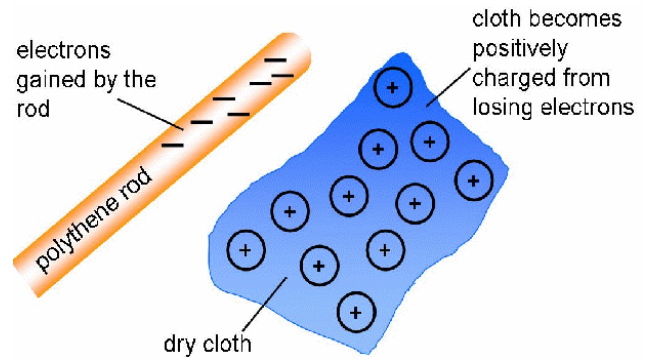
A. What is a conductor?

Examples: all metals, and graphite (in your pencil!)

B. Describe how static charge produced.

Negative electrons are transferred from one material to another.

The material that loses electrons becomes positively charged whereas the material that gains electrons becomes negatively charged.

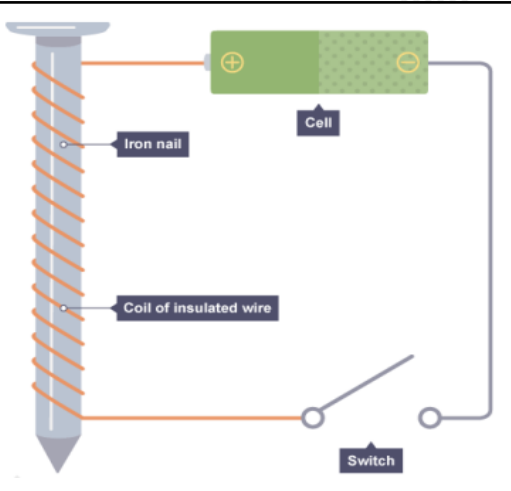


C. What is an electromagnet?

A magnet created by the flow of electric current.

You can increase the strength of an electromagnet by doing three things:

1. Increase the number of coils
2. Increase the current
3. Add an iron core



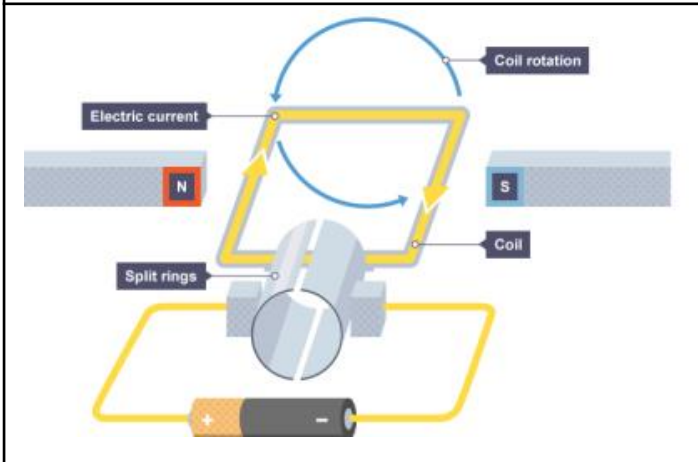
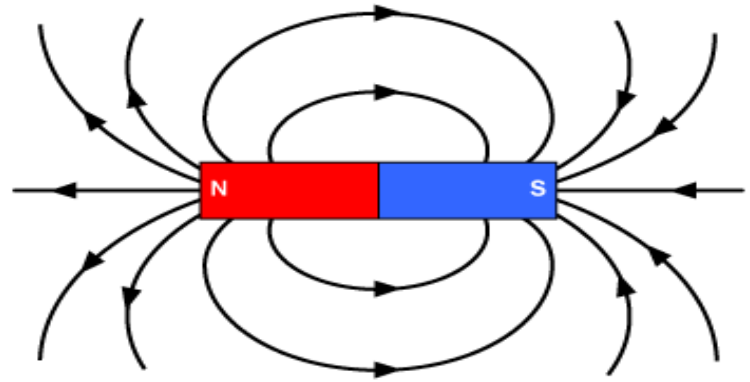
C. What is a magnetic field?

The area around a magnet where a force acts on other magnets or on magnetic materials. (3D, unlike diagrams usually show)

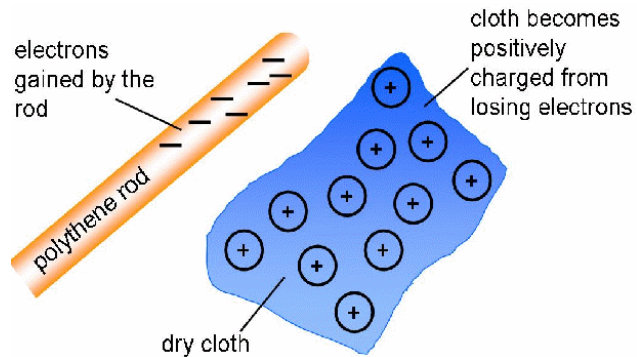
C. What is the motor effect?

When an electric current flows through a coil, the magnetic field around the coil and the magnetic field of the magnet cause forces of attraction and repulsion. This causes the coil of wire to spin around.

C. Show the magnetic field.



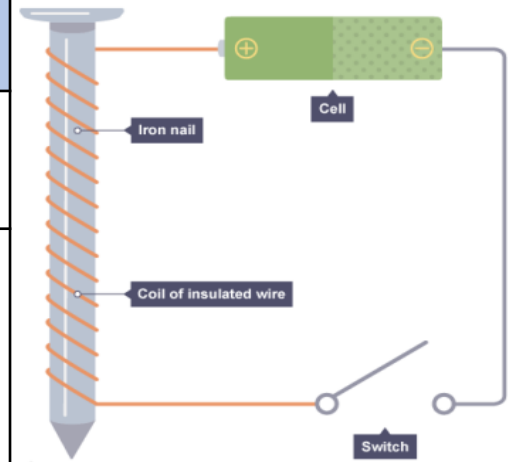
B. Describe how static charge produced.



C. What is an electromagnet?

You can increase the strength of an electromagnet by doing three things:

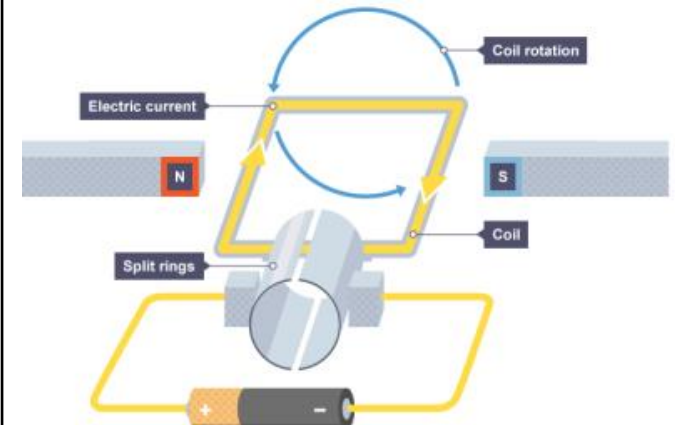
1. Increase the number of coils
2. Increase the current
3. Add an iron core



C. What is a magnetic field?

C. What is the motor effect?

C. Show the magnetic field.





Background:	
<ol style="list-style-type: none"> Coastlines are dynamic changing landscapes, which are affected by the action of the waves. Waves can have differing features; these features can influence the processes and landforms which may develop along our coastlines. (A) Destructive waves can erode the coastline. (B) Through erosion a number of distinctive coastal features can form. (D, E, F) Further processes act on the coastline, leading to material being transported along the coastline. (C) This material will eventually be deposited leading to the formation of landforms such as spits. (G) Coastal erosion can impact the landscape and the lives of people living in areas of coastal erosion. Different strategies are used to reduce erosion. (H) Often these strategies can be controversial. (I) 	

A. Wave features (5)	
Swash	Movement of a wave up the beach. The direction is dependent upon the wind direction.
Backwash	Movement of a wave back down the beach, this happens at 90°.
Constructive wave	Have a strong swash and weak backwash; they cause deposition.
Destructive wave	Have a weak swash and strong back wash; they cause erosion.
Fetch	The distance a wave has travelled.

B. Types of erosion (4)	
Hydraulic action	Waves compress pockets of air in cracks in a cliff, causing the crack to widen, breaking off rock.
Abrasion	Eroded material is hurled or scrapes against the cliff, breaking off rock.
Attrition	Eroded material in the sea, hit into each other breaking down into smaller pieces.
Solution	Cliffs e.g. chalk dissolve in seawater.

C. Other coastal processes (4)	
Transportation	The movement of sediment.
Deposition	When waves drop the sediment they are transporting, either due to a loss of energy or change in direction of coastline.
Longshore drift	The movement of sediment along the coastline in a zig-zag motion, due to the wind & swash occurring at an angle to the beach.
Weathering	Breaking down of rocks by physical and chemical processes.

D. Headlands and bays (3)	
Geology	Different rock types e.g. resistant rock such as granite, and less resistant rock such as clay.
Headland	Resistant rock which is not easily eroded so sticks out to sea.
Bay	Soft rock which is easily eroded so retreats to form a bay.

E. Wave cut platforms (2)	
Wave cut notch	These form at the foot of a cliff due to erosion. This undercuts the cliff above leaving it unsupported.
Wave cut platform	When the unsupported cliff collapses, the process repeats and the cliff retreats leaving a sloping wave cut platform.

F. Caves stacks and arches (3)	
Crack	A weakness in the headland is eroded by hydraulic pressure, forming a cave.
Cave	This is eroded further, until the cave erodes all the way through the headland forming an arch.
Arch	The roof of the arch has no support, so collapses to form a stack.

G. Spits (3)	
Change in coastline	Leads to material transported by longshore drift being deposited into the sea, forming a spit.
Hooked ends	Form on a spit due to a change in the direction of the prevailing wind.
Salt marsh	An area of salty marshland found behind a spit, which has dried out as the sea can no longer reach this area.

H. Coastal management (2)	
Hard engineering	Human-made structures that help to deal with coastal erosion, such as: <ol style="list-style-type: none"> Sea walls, which reflect the waves energy back out to sea Groynes, which trap longshore drift.
Soft engineering	Adaptations to work with nature, such as: <p>Managed retreat, allowing the coast to erode and moving people away.</p>

I. Case study example: Holderness coast, Mablethorpe		
Where?	The fastest eroding coastline in Europe, in east Yorkshire.	
Reasons to protect (2)	Management strategies (2)	Success (2)
<ol style="list-style-type: none"> Rocks are made of soft rock (till), eroding at 2m per year. The B1242 runs through Mablethorpe and would be expensive to re-route. 	<ol style="list-style-type: none"> Rock groyne put in place to trap sediment being transported by longshore drift, creating a wider beach to absorb the power of the waves. Rip-rap has been placed in front of the cliffs to absorb the wave energy. 	<ol style="list-style-type: none"> Good – erosion in front of Mablethorpe has reduced, so the road has been saved. Bad - beaches further south have been starved of sediment so erosion has increased e.g. at Great Cowden.



Background:
<ol style="list-style-type: none"> Coastlines are dynamic changing landscapes, which are affected by the action of the waves. Waves can have differing features; these features can influence the processes and landforms which may develop along our coastlines. (A) Destructive waves can erode the coastline. (B) Through erosion a number of distinctive coastal features can form. (D, E, F) Further processes act on the coastline, leading to material being transported along the coastline. (C) This material will eventually be deposited leading to the formation of landforms such as spits. (G) Coastal erosion can impact the landscape and the lives of people living in areas of coastal erosion. Different strategies are used to reduce erosion. (H) Often these strategies can be controversial. (I)

A.	Wave features (5)
Swash	
Backwash	
Constructive wave	
Destructive wave	
Fetch	

B.	Types of erosion (4)
Hydraulic action	
Abrasion	
Attrition	
Solution	

C.	Other coastal processes (4)
Transportation	
Deposition	
Longshore drift	
Weathering	

D.	Headlands and bays (3)
Geology	
Headland	
Bay	

E.	Wave cut platforms (2)
Wave cut notch	
Wave cut platform	

F.	Caves stacks and arches (3)
Crack	
Cave	
Arch	

G.	Spits (3)
Change in coastline	
Hooked ends	
Salt marsh	

H.	Coastal management (2)
Hard engineering	
Soft engineering	

I.	Case study example: Holderness coast, Mablethorpe		
Where?			
Reasons to protect (2)	Management strategies (2)	Success (2)	

Year 8 History : English Civil War



What we are learning this term:

We will explore the reign of Charles I, the role of Parliament in 17th century England and Laud's religious reforms. We will then look at how these factors contributed to the outbreak of the English Civil War.

Key people

Charles I The second Stuart king of England, executed by Parliament in 1648 following the Civil War.

Archbishop Laud Famously introduced new prayer books along with other religious changes that brought back some Catholic practices.

John Pym Puritan member of Parliament, and a major opponent of Charles I before the Civil War.

Oliver Cromwell Parliamentary general, who became Lord Protector of the Commonwealth in 1653

General Monck A general who had worked with Charles I and Cromwell who dismissed Parliament and called for elections after almost 20 years.

Charles II The king of England following the Restoration.

A.	Can you define these key words?
Divine Right	The right of a sovereign to rule directly from God and not from the people.
Personal Rule	The period from 1629 to 1640, when King Charles I of England ruled without Parliament
Parliament	A collection of people representing all parts of England, who approve or reject laws
Restoration	The return of the monarch to England with Charles II's coronation in May 1660
Tyranny	Cruel and oppressive government or rule
Commonwealth	The period when England ceased to be a monarchy, and was at first ruled by Parliament
Absolutist	A ruler who as supreme authority or power
Parliamentarians	A supporter of Parliament in the English Civil War; a Roundhead
Royalists	A supported of the monarch in the English Civil War; a Cavalier
Civil War	War between citizens of the same country

B. How did Charles I's belief in the Divine Right of Kings lead him to make mistakes?

1. Personal Rule	2. Marriage to Henrietta Maria	3. Appointment of Laud
<p>- Charles's belief in the Divine Right of Kings meant that he thought anyone who challenged his power was challenging the power of God. This meant he did not respond well to being controlled.</p> <p>- Many Puritans were in Parliament during Charles's rule – they repeatedly questioned and tried to limit his power</p> <p>- As a result, Charles dissolved parliament in 1629 and ruled without them for 11 years until 1640.</p>	<p>- An attempt to make peace with France and create an alliance – this was a failure as war continued</p> <p>- She was Catholic which the people of England did not like – they saw this as Charles being a Catholic sympathiser and some even suspected a secret Catholic</p> <p>- She became involve in the running of court – this caused problems as she was not a Protestant and was a foreigner so many thought that she was meddling in the affairs of the nation</p>	<p>- Suspicions that Charles was a secret catholic were strengthened after the appointment of Archbishop Laud.</p> <p>- Laud brought back many aspects of Catholic services e.g. stain glass windows and stone altars.</p> <p>- Laud punished those who defied him e.g. in 1637 he cut off the ears of 3 Puritans that were writing pamphlets that criticised his beliefs.</p> <p>- These changes and punishments disturbed the Protestant people of England as Charles was allowing Catholic changes to be made</p>

E. What key events occurred between 1649 and 1660 that led to England having a monarch again?

1. English Civil War	2. Commonwealth	3. Restoration	D. Why was Charles disgraced after the Battle of Naseby 1645?	C.	Consequences of Charles's 11 Year Tyranny
<p>- 1642-1649</p> <p>- Battle of Naseby</p> <p>Charles I lost and was found guilty of treason (private letters) and beheaded (Jan 1649)</p> <p>- Cromwell then took over and became Lord Protector – introduced the commonwealth and military dictatorship to England.</p>	<p>- England was made a commonwealth (1649) as there was no longer a monarch - it was now being ruled in the best interests of the people</p> <p>- Banned theatre, pubs, dancing, Christmas, sports and shops on Sundays.</p> <p>- After Cromwell's death (1658) his son Richard took over.</p> <p>- He was a weak leader and stepped down after a year (1659).</p> <p>- This left the door open for Charles II to return as king</p>	<p>- Charles II was accepted back as king but only on the condition that he not punish those involved in the ECW, he ruled alongside parliament and was tolerant of religion. (Declaration of Breda)</p> <p>- He was welcomed into London in May 1660 with excited crowds glad to have their king back.</p>	<p>1. The New Model Army (NMA) – This was the first major battle fought by the NMA. Royalist troops were outnumbered. By the end of the battle the Royalists had 6000 casualties and the Parliamentarians only had 400.</p> <p>2. Loss of Support – After the battle, evidence was found amongst items that Parliamentarians had seized that Charles was sending letters asking the Irish and French armies to invade England and reinstate him as king. Charles has promised to abolish the anti-Catholic laws in England. This was used as evidence to show that the King was committing treason against his people.</p> <p>3. Strategic Advantage – During the battle the NMA moved to a weaker starting position. To begin with, Sir Thomas Fairfax decided to start on the steep slopes of Naseby ridge. However, Cromwell believed that the Royalists would not attack such a strong position and persuaded Fairfax to move the troops back.</p>	<p>Ship Money</p> <p>Bishops' War</p> <p>Long Parliament</p>	<ul style="list-style-type: none"> An old tax only meant to be applied to coastal towns when England was at war. Charles applied this to every town in order to raise new money without the assistance of parliament. As a result, people lost faith and trust in Charles and began to turn against him. Presbyterians in Scotland rebelled to the Catholic elements of Laud's prayer book. This resulted in 2 conflicts between England and Scotland in 1639 and 1640. Despite fighting back both times, the king was defeated and as a result needed to pay Scotland Charles needed to raise money and called parliament for the first time in 11 years. This became known as the Long Parliament as they remained in session on and off for 20 years. The conditions given by the MP's were that they would meet every 3 years, ship money would be stop and they no longer wanted the king to have the power to dissolve parliament.



Year 8 History : English Civil War

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A.	Can you define these key words?
Divine Right	
Personal Rule	
Parliament	
Restoration	
Tyranny	
Commonwealth	
Absolutist	
Parliamentarians	
Royalists	
Civil War	

Key people	
Charles I	Archbishop Laud
John Pym	Oliver Cromwell
General Monck	Charles II

B. How did Charles I's belief in the Divine Right of Kings lead him to make mistakes?		
1. Personal Rule	2. Marriage to Henrietta Maria	3. Appointment of Laud

E. What key events occurred between 1649 and 1660 that led to England having a monarch again?

1. English Civil War	2. Commonwealth	3. Restoration

D. Why was Charles disgraced after the Battle of Naseby 1645?

1.	<u>The New Model Army (NMA)</u> –
2.	<u>Loss of Support</u> –
3.	<u>Strategic Advantage</u> –

C. Consequences of Charles's 11 Year Tyranny

Ship Money	
Bishops' War	
Long Parliament	

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"> This is the argument for the existence of God based on evidence of design in the world. 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 	<ul style="list-style-type: none"> This is the argument for the existence of God which argues that God is the cause of the universe. 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. 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.
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.	D. The Problem of Evil <ul style="list-style-type: none"> This is the argument that the existence of evil undermines belief in an omnipotent and omnibenevolent God. If God is meant to be omnibenevolent, omnipotent and omniscient, then the existence of evil cancels out one of these attributes of God. The problem of evil is frequently known as the inconsistent triad. 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. 	E. Religious Experience <ul style="list-style-type: none"> This is an experience which has a religious meaning for the person who experienced it. 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 Bernadette at Lourdes had religious experiences where the Virgin Mary spoke to her.
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"> 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 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 	<ul style="list-style-type: none"> 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. 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. 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'? 	<ul style="list-style-type: none"> Many religions explain the origin of evil in the world – such as in Christianity with Adam and Eve and the original sin. God gave humans free will, and through free will humans can choose evil. Some people argue that experiencing the bad in the world allows humans to grow and develop. 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? 	<ul style="list-style-type: none"> There is no evidence that people who claim to have had religious experiences are telling the truth. Factors such as certain foods, drugs and alcohol make people have strange feelings. There have been times when there seems to be an increase in reported religious experiences. 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? 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?

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"> This is the argument for the existence of God based on evidence of _____ in the world. 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 	<ul style="list-style-type: none"> This is the argument for the existence of God which argues that God is the _____. 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 _____. _____ cannot come from _____, therefore something must have caused the world into existence. Without a first cause there could be no _____ cause etc.
Omnipotent			
Omniscient			
Omnibenevolent			
Theism			
Atheism			
Agnosticism			
Empirical evidence			
Analogy			
Theodicy			
Fallacy			
		D. The Problem of Evil	E. Religious Experience
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What we are learning this term:	
A. Discussing the internet and social media B. Discussing TV programmes C. Watching films at the cinema and at home D. Discussing music tastes E. Creating an online profile F. Discussing jobs and careers G. Translation practice	
6 Key Words for this term	
1. las redes sociales	4. etiquetar
2. acabar de...	5. en directo
3. en línea	6. chatear

C. Las Películas – Films	
el dispositivo la experiencia hacer un maratón la programación la variedad una película cómica de aventuras de ciencia ficción de dibujos animados de miedo de misterio del oeste	device experience to binge watch TV schedule variety a film comedy adventure science fiction animated/cartoon horror mystery western

Key Verbs				
Ver To watch/ to see	Acabar de To just finish	Subir To upload	Descargar To download	Etiquetar To tag
Veo I watch	Acabo de I just finish	Subo I upload	Descargo I download	Etiqueto I tag
Ves You watch	Acabas de You just finish	Subes You upload	Descargas You download	Etiquetas You tag
Ve s/he watches	Acaba de s/he just finishes	Sube s/he uploads	Descarga s/he downloads	Etiqueta s/he tags
Vemos We watch	Acabamos de We just finish	Subimos We upload	Descargamos We download	Etiquetamos We tag
Ven They see	Acaban de They just finish	Suben They upload	Descargan They download	Etiquetan They tag

A. Generación Digital – Digital Generation	
descargar música gastar batería hacer la compra por internet jugar a videojuegos llamar por videollamada sacar fotos subir fotos ver videos la aplicación / la app las compras la conexión wifi la cuenta el navegador la radio digital el supermercado virtual la tableta	to download music to waste battery to do shopping online to play videogames to call by videocalling to take photos to upload photos to watch videos app shopping wifi connection account sat-nav digital radio virtual supermarket tablet

D. ¿Qué piensas? – What do you think?	
musical romántica cautivador(a) complejo/a decepcionante entretenido/a espeluznante impactante mejor memorable nuevo/a peor predecible profundo/a sangriento/a triste me da miedo me hace pensar me hace reír me recuerda a lo/la recomiendo porque emocionante maravilloso/a grave largo/a corto/a el cortometraje grabar ver el Actor la Actriz la trama	musical romantic captivating complex disappointing entertaining terrifying striking better memorable new worse predictable deep / insightful bloody sad it scares me it makes me think it makes me laugh it reminds me of I recommend it because exciting amazing serious long short a short film to record to watch / see actor actress the plot line

E. Quiero ser – I want to be...	
el / la actor/actriz el / la arquitecto/a el / la bibliotecario/a el / la bloguero/a el / la carnicero/a el / la científico/a el / la cocinero/a el / la dentista el / la electricista el / la enfermero/a el / la escritor(a) el / la fontanero/a el / la fotógrafo/a el / la granjero/a el / la jugador(a) de fútbol el / la mecánico/a el / la médico el / la pescadero/a el / la piloto de avión el / la policía el / la profesor(a) el / la recepcionista el / la secretario/a el / la jefe/jefa la libertad el sueldo agradable estimulante exigente gratificante	actor/actress architect librarian blogger butcher scientist chef dentist electrician nurse writer plumber photographer farmer football player mechanic doctor fishmonger airline pilot police officer teacher receptionist secretary boss freedom salary pleasant stimulating demanding satisfying

F. Somos melóman@s – We are music lovers	
los instrumentos la música tocar la batería la flauta la gaita la guitarra la pandereta el piano la trompeta el violín el / la artista la banda el / la cantante el concierto el / la melónamo/a la pasión los datos personales el estado la obsesión el perfil de internet la tendencia el tuit dar 'me gusta' estar de moda estar bien informado/a poner filtros poner efectos subir selfis	instruments music to play (instrument) the drums the flute the bagpipes the guitar the tambourine the piano the trumpet the violin the artist the band / group the singer concert music lover passion personal details status obsession internet profile trend the tweet to 'like' something to be in fashion to be well informed to add filters to add effects to upload selfies

B. ¿Qué ponen en la television? –What do they put on TV?	
el concurso los dibujos animados el documental la película el programa de deportes el programa de humor el programa musical la serie el telediario la telenovela a la carta el canal el capítulo	game show cartoons documentary film sports programme comedy programme music programme series the news soap opera on demand channel episode/chapter



G. Translation Practice	
I like to go online and upload selfies	M g i e l y s s
I download music	D m
I like to watch horror films because they are terrifying	M g v l p d m p s e
I prefer to watch films at home because it's cheaper	P v l p e c p e m b
What film do you want to watch?	¿Q p q v
I play the trumpet	T l t
I can't play the tambourine	N p t l t
I like the tweets	M g l t
I like to tag my friends in photos on Facebook	M g e a m a e f e F
I like to use Instagram because it's fun	M g u l p e d
Do you have a Wifi connection?	¿T u c d w?
I don't have Wifi	N t w
I use my phone to listen to music	U m m p e m
My favourite app is Spotify because I love music	M a f e S p m e l m
I want to be a dentist	Q s d
My brother is a plumber	M h e f
My sister is a police officer	M h e p
I want to be a teacher	Q s p

H . Key Questions: Answer the following in your own words. Use these model answers	
¿Qué tipo de película te gusta y por qué?	Me gustan mucho las películas de ciencia ficción porque me fascinan los caracteres en las películas y pienso que son muy interesantes. Creo que las películas de ciencia ficción son una escapada de la realidad. Me gusta ver también los documentales porque son importantes.
¿Qué tipo de música te gusta y por qué?	Prefiero la música rock porque me da mucha energía y me banda favorita es una banda de rock se llama The Eagles. Me gusta el ritmo de sus canciones y su pasión por música.
¿Para qué usas tu móvil?	Uso mi móvil para sacar selfis en Instagram y grabo videos en TikTok con mis amigos. Es muy divertido porque nos encanta reír. También descargo música en mi móvil.
¿Qué quieres hacer en el futuro?	En el futuro me gustaría ser profesora de historia porque me interesa mucho el pasado.
I. Key Questions: Translate these model answers using the KO	
¿Qué tipo de película te gusta y por qué?- What type of film do you like and why?	My favourite type of film is a romantic film because I think they are exciting and interesting but my friend hates romantic films because she says that they are boring. I also like to watch action films because they are very entertaining.
¿Qué tipo de música te gusta y por qué? – What type of music do you like and why?	I love pop music because it makes me feel very happy and I love to dance in my bedroom when I listen to pop music. My favourite band is One Direction because they are very good. I hate rock music because it's too loud.
¿Para qué usas tu móvil? – What do you use your mobile for?	I use my mobile to send messages to my family and I use whatsapp to speak to my friends. I love to take photos and upload them onto Instagram. I add filters to my photos and special effects.
¿Qué quieres hacer en el futuro? - What do you want to do in the future?	In the future I would like to be a dentist. I think that teeth are very important. My dad is a dentist and he really likes his work. I would not like to be a policía officer because the work is very dangerous. My mum works in the supermarket in the town centre.
J. Key Grammar	
Use the personal 'a' when using the verb etiquetar (to tag)	e.g. <i>Me gusta etiquetar A mis amigos en Instagram porque es divertido.- I like to tag my friends on Instagram because it's fun.</i> <i>¿Me puedes etiquetar en esta foto? – Can you tag me in this photo?</i>
Using ACABAR DE... to just finish something or to have just finished something:	e.g. <i>Acabo de ver esta película – I have just finished watching this film</i> <i>Acabamos de estudiar para hoy – We have just finished studying for today</i>
Making comparisons with más que and menos que / mejor and peor	e.g. <i>Esta película es mejor que la otra – This film is better than the other one</i> <i>Esta película es peor que la otra – This film is worse than the other one</i> <i>Esta película es más divertida que la otra – This film is more fun than the other one</i> <i>Esta película es menos interesante que la otra – this film is less interesting than the other</i>
SER AND ESTAR both mean TO BE	SER is for PERMANENT things. E.g. <i>Soy español – I am Spanish</i> ESTAR is for TEMPORARY things: e.g. <i>Está enfadado contigo – He is angry with you</i>



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C. Las Películas – Films	
el dispositivo	_____
_____	experience
_____	to binge watch
la programación	_____
_____	variety
una película	_____
_____	comedy
de aventuras	_____
de ciencia ficción	_____
de dibujos animados	_____
de miedo	_____
_____	mystery
_____	western

Key Verbs				
Ver To watch/ to see	Acabar de _____	_____ To upload	Descargar To download	Etiquetar To tag
Veo _____	Acabo de I just finish	Subo I upload	Descargo I _____	_____ I tag
_____ You watch	_____ You just finish	_____ You upload	Descargas You _____	Etiquetas _____
Ve s/he watches	Acaba de s/he just finishes	_____ s/he uploads	_____ s/he downloads	Etiqueta s/he tags
Vemos _____	Acabamos de _____	Subimos We upload	Descargamos _____	_____ We tag
Ven They see	Acaban de They just finish	_____ They upload	_____ They download	Etiquetan They tag

A. Generación Digital – Digital Generation

_____	to download music
_____	to waste battery
hacer la compra por internet	_____
jugar a videojuegos	_____
llamar por videollamada	_____
sacar fotos	_____
subir fotos	_____
ver videos	_____
_____	app
_____	shopping
la conexión wifi	_____
la cuenta	_____
el navegador	_____
_____	digital radio
el supermercado virtual	_____
_____	tablet

D. ¿Qué piensas? – What do you think?

_____	musical
_____	romantic
cautivador(a)	_____
complejo/a	_____
_____	disappointing
_____	entertaining
_____	_____
espeluznante	_____
impactante	_____
mejor	_____
memorable	_____
_____	new
_____	worse
_____	_____
predicible	deep / insightful
_____	_____
sangriento/a	_____
triste	_____
_____	it scares me
_____	it makes me think
_____	it makes me laugh
me recuerda a	_____
_____	_____
_____	I recommend it
_____	because
emocionante	_____
maravilloso/a	_____
grave	_____
_____	long
_____	short
el cortometraje	_____
_____	to record
ver	_____
_____	actor
la Actriz	_____
la trama	_____

E. Quiero ser – I want to be...

_____	actor/actress
_____	_____
el / la arquitecto/a	_____
el / la bibliotecario/a	_____
el / la bloguero/a	_____
_____	butcher
_____	scientist
_____	_____
el / la cocinero/a	_____
el / la dentista	_____
el / la electricista	nurse
_____	writer
_____	_____
el / la fontanero/a	_____
el / la fotógrafo/a	farmer
_____	_____
el / la jugador(a) de fútbol	_____
el / la mecánico/a	doctor
_____	fishmonger
_____	_____
el / la piloto de avión	_____
el / la policía	teacher
_____	_____
el / la recepcionista	_____
el / la secretario/a	freedom
el / la jefe/jefa	salary
_____	_____
agradable	_____
estimulante	demanding
_____	_____
gratificante	_____

F. Somos melóman@s – We are music lovers

los instrumentos	_____
la música	_____
_____	to play (instrument)
_____	the drums
_____	the flute
_____	_____
la gaita	_____
la guitarra	_____
la pandereta	_____
el piano	_____
_____	the trumpet
_____	the violin
_____	the artist
_____	_____
la banda	_____
el / la cantante	concert
_____	_____
el / la melónamo/a	passion
_____	_____
los datos personales	_____
el estado	_____
_____	obsession
_____	internet profile
_____	_____
la tendencia	_____
el tuit	to 'like' something
_____	to be in fashion
_____	_____
estar bien informado	_____
poner filtros	_____
poner efectos	_____
_____	to upload selfies

B. ¿Qué ponen en la television? –What do they put on TV?

_____	game show
los dibujos animados	_____
_____	documentary
la película	_____
el programa de deportes	_____
el programa de humor	_____
_____	music programme
la serie	_____
_____	the news
la telenovela	_____
_____	on demand
el canal	_____
el capítulo	_____



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

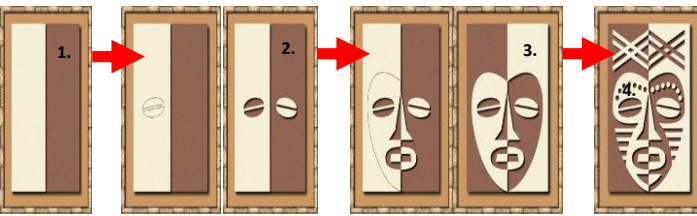


B.	How to use the Grid Method for accurate drawing.
1.	Use a ruler to draw an equally spaced grid onto your image.
2.	Draw an identical grid LIGHTLY onto paper.
3.	Draw in the main outlines of your image, focusing on one square at a time Use a ruler to help you measure the positioning of lines if needed.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



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. 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.
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 st October to 2 nd 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"> It is a Mexican Christian holiday. It began as a day of thanks for the harvest. The festival lasts 3 days. It Occurs 31st October – 2nd 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: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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.



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:

- 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. 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:

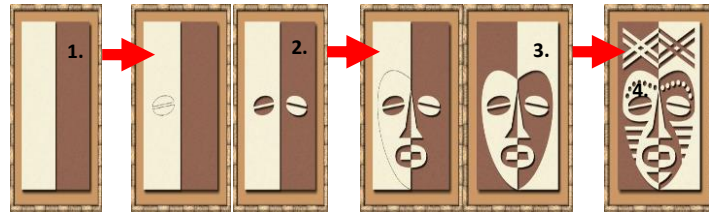
- 1
- 2
- 3
- 4

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 st October to 2 nd November every year to remember the deceased.
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A.	About Day of the Dead, Mexican Holiday.
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Why?	It is a festival that celebrates the lives of those who have died.
How?	<p>Different things happen on each day....</p> <p>DAY 1:</p> <ul style="list-style-type: none"> ❖ 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). <p>DAY 2:</p> <ul style="list-style-type: none"> ❖ 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. <p>DAY 3:</p> <ul style="list-style-type: none"> ❖ The holiday expands to the town. There are parades and floats and characters in costume.

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

Papier mâché is:


Steps for making your sugar skull:


- 1
- 2
- 3
- 4
- 5





What we are learning this term:
A. Design Brief B. Specification C. Workshop Tools D. Different Screws
E. Forces F. Types of Lever G. Data Analysis & Evaluation

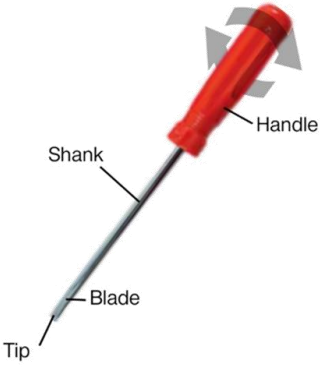
A. Design brief 
 The **instructions** the **client** gives the **designer** of what they **want** the **product** to be like.

B. Specification 
 A **design specification** is a list of **specific things** your product needs to **be** or **do**.

C. Workshop Tools

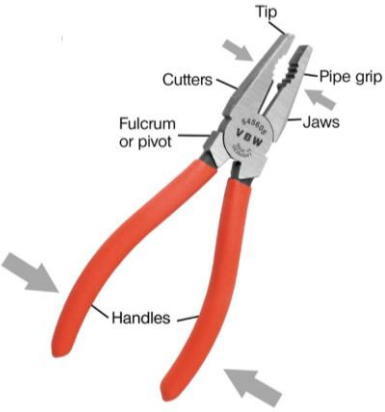
Screwdriver


A **screwdriver** is a type of **tool** that is, quite literally, used to **drive** screws into the surface of materials such as woods, metals or plastics (polymers) Screwdrivers can have different types of blade and tip for use with different types of screws.




Combination Pliers


Pliers are a tool used for grip, bend and compress (squeeze). They are a type of first-class lever. There are different types of pliers that are used for different jobs such as combination, side cutters and long nose pliers.





Wire Strippers 


Wire strippers are a type of tool used to remove the plastic insulation from electrical wires. They cut through the insulation but not through the wire. This is so that the wire can be soldered or put into a connector to allow electricity to flow through it





D. Different Screws 


Slot 


Phillips 


Pozidriv 

Hex 

E. Forces 

Compression  When a squeezing force applied

Torsion  When a twisting force applied

F. Types of Lever 

First class lever With a Class 1 Lever the fulcrum or pivot is in the middle, like on pliers. The effort is on one side and the load is on the other.

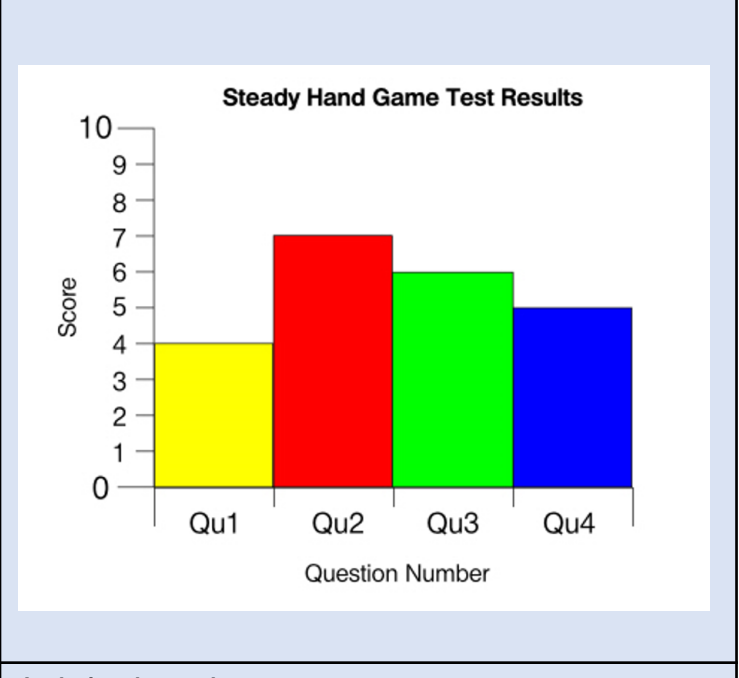
G. Data analysis 

Designers test their products or models and record data to see what works and what doesn't.

One way to record the data from the tests is by turning it into a graph. See example bar graph below.

Exemplar Bar Graph:

Question 1	Question 2	Question 3	Question 4
4	7	6	5



Analysing the results: Looking at the results from the graph, you should be able to identify what is positive about your product and what can be improved.

When writing the positives remember to make a point and then explain it. For improvements, point out what hasn't worked and how you could fix it.

For example: My steady hand game looks really nice as the wire frame has been bent carefully into an interesting shape. However, when tested the frame was too difficult to complete so one improvement I could make it by doing a simpler design.



What we are learning this term:

- A. Design Brief
- B. Specification
- C. Workshop Tools
- D. Different Screws
- E. Forces
- F. Types of Lever
- G. Data Analysis & Evaluation

A. Define design brief

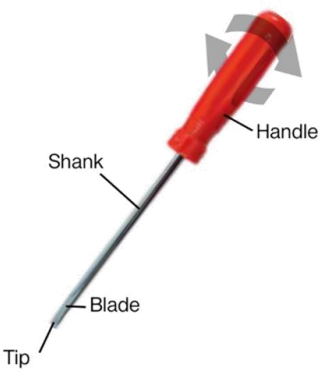
B. Define specification

C. Workshop Tools

Screwdriver

A _____ is a type of **tool** that is, quite literally, used to _____ screws into the surface of materials such as _____

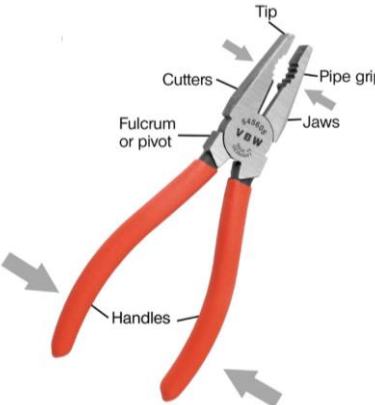
Screwdrivers can have different types of _____ and _____ for use with different types of _____.



Combination Pliers


_____ are a tool used for _____, _____ and _____ (squeeze). They are a type of _____ lever.

There are different types of pliers that are used for different jobs such as _____, side _____ and _____ pliers.




Wire Strippers

_____ are a type of tool used to remove the plastic _____ from electrical wires. They cut through the insulation but not through the _____. This is so that the wire can be soldered or put into a _____ to allow electricity to _____ through it




D. Different Screws




E. Forces

Compression



Torsion



F. Types of Lever

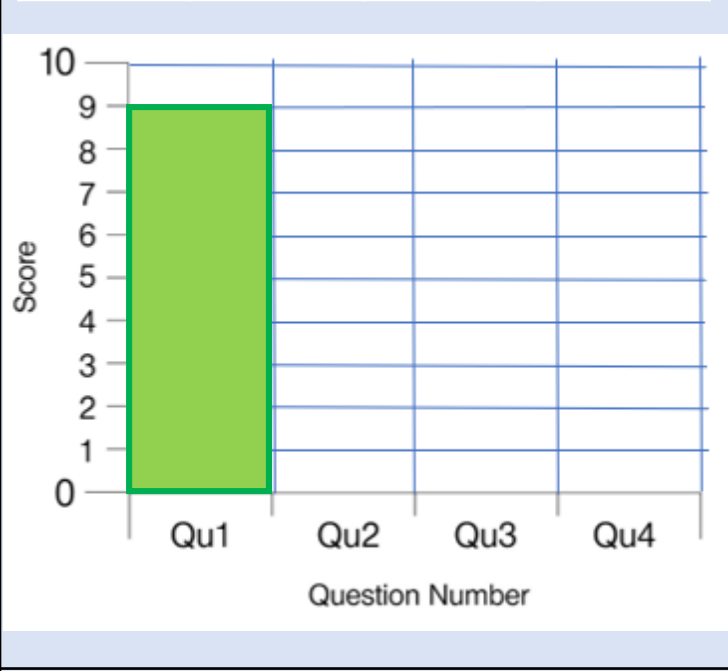
First class lever

G. Define data analysis

Draw out the results provided into the graph below:

The first one has been done for you.

Question 1	Question 2	Question 3	Question 4
9	6	4	2



Think back to your completed steady hand game. Evaluate one positive aspect of it and an improvement you would like to have made if you had time.

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

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?

Cross contamination happens when you use the wrong chopping board or equipment to prepare food which can therefore result in food poisoning.

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

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.



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.

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

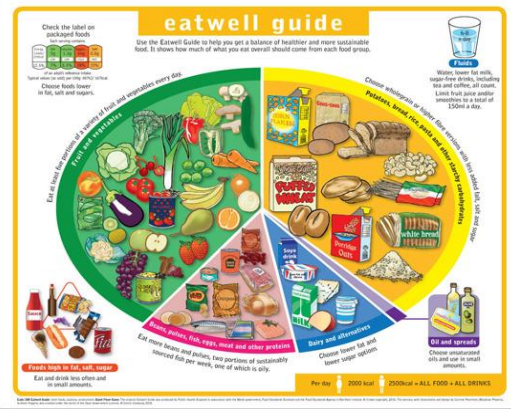
Rule

- 1 to get rid of bacteria on the food
- 2 to make the food taste better
- 3 to make food chewable
- 4 to ensure that food is not raw
- 5 to add colour to the food

Why it is important

- 1 to stop food poisoning
- 2 to make the food more appealing
- 3 it could be raw or a choking hazard
- 4 to stop food poisoning
- 5 to make it look more appetising or change its use

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 grow and repair 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



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

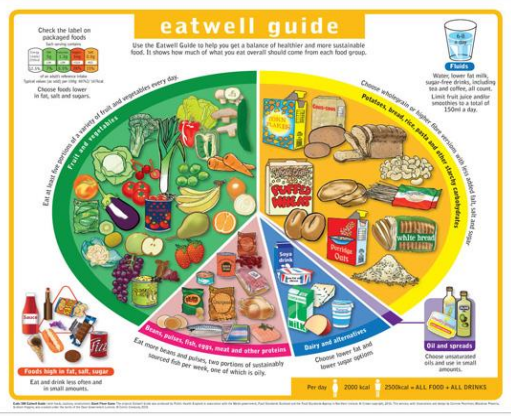
Year 8 Term 3: Topic = Planning a Healthy Meal

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?

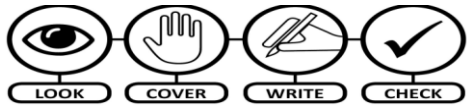


C.	Can you list 5 reasons for why we cook food and why it is important?	
<u>Rule</u>		<u>Why it is important</u>
• 1		• 1
• 2		• 2
• 3		• 3
• 4		• 4
• 5		• 5

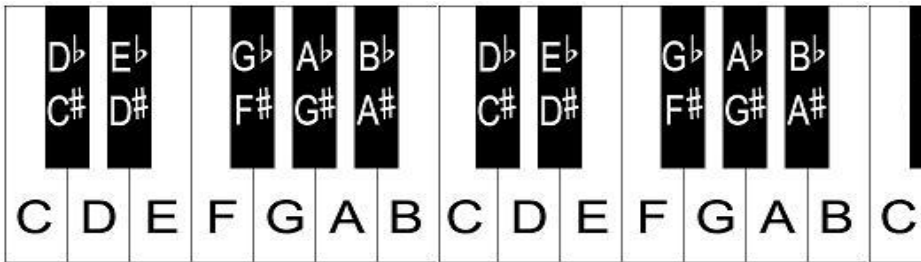
E.	Keywords
Hygiene	
Research	
Nutritious	
Target Market	
Carbohydrates	
Protein	
Fibre	
Calcium	
Design Idea	
Organisation	
Time keeping	
Sensory analysis	
Mood Board	



A	What we are learning about this term...
1	Develop music reading skills
2	Treble / Bass clef notation
3	Sharp, Flats and Natural notes
4	Structure and Tonality



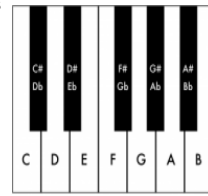
C	Layout of a Keyboard
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A piano or keyboard is laid out with **WHITE KEYS** and **BLACK KEYS** (as above). **C** is to the left of the two **BLACK KEYS** and the notes continue to **G** when they go back to **A** again. Notes with the same letter name/pitch are said to be an **OCTAVE** apart. **MIDDLE C** is normally in the centre of a piano keyboard.

E	Black Keys and Sharps and Flats
---	---------------------------------

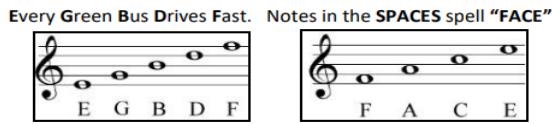
There are five different black notes or keys on a piano or keyboard. They occur in groups of two and three right up the keyboard in different pitches. Each one can be a **SHARP** or a **FLAT**. The # symbol means a **SHARP** which raises the pitch by a semitone (e.g. C# is higher in pitch (to the right) than C). The *b* symbol means a **FLAT** which lowers the pitch by a semitone (e.g. Bb is lower in pitch (to the left) than B). Each black key has two names – C# is the same as Db – there's just two different ways of looking at it! Remember, black notes or keys that are to the **RIGHT** of a white note are called **SHARPS** and black notes to the **LEFT** of a white note are called **FLATS**.



B	Keywords
Binary	A piece of music divided into 2 sections
Ternary	A piece of music divided into 3 sections
Chromatic	The full 12 notes of a scale, including sharps and flats
Pentatonic	A set of 5 musical notes that are being played as a scale
Atonal	Music that is neither major or minor, sounding clashing
Structure	The way the Music is put together – overall plan of the music

D	Treble Clef & Treble Clef Notation
---	------------------------------------

A **STAVE** or **STAFF** is the name given to the five lines where musical notes are written. The position of notes on the staff shows their **PITCH** (how high or low a note is). The **TREBLE CLEF** is a symbol used to show high-pitched notes on the staff and is usually used for the right hand on a piano or keyboard to play the **MELODY** and used by high pitched instruments such as the flute and violin. The staff or staff is made up of 5 **LINES** and 4 **SPACES**.



Notes from **MIDDLE C** going up in pitch (all of the white notes) are called a **SCALE**.



F	Note Values and Dotted Note Values
---	------------------------------------

Note	Name	Beats	Rest	Note	Name	Beats	Rest
	Semibreve, Whole Note	4 beats			Dotted Semibreve, Dotted Whole Note	6 beats	
	Minim, Half Note	2 beats			Dotted Minim, Dotted Half Note	3 beats	
	Crotchet, Quarter Note	1 beat			Dotted Crotchet, Dotted Quarter Note	1 1/2 beats	
	Quaver, Eighth Note	1/2 beat			Dotted Quaver, Dotted Eighth Note	3/4 beat	

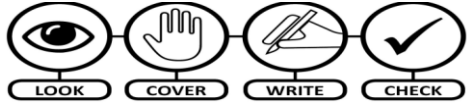


G	Describing music – MAD T SHIRT							
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M	A	D	T	S	H	I	R	T
Melody	Articulation	Dynamics	Texture	Structure	Harmony/Tonality	Instruments	Rhythm	Tempo
The tune	How notes are played	Loud/quiet and any other volume changes	Layers of sound / how they fit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



A	What we are learning about this term...
1	Develop music reading skills
2	Treble / Bass clef notation
3	Sharp, Flats and Natural notes
4	Structure and Tonality



B	Keywords
Binary	
Ternary	
Chromatic	
Pentatonic	
Atonal	
Structure	



C Layout of a Keyboard

E Black Keys and Sharps and Flats

D Treble Clef & Treble Clef Notation

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Every Green Bus Drives Fast. Notes in the **SPACES** spell "FACE"

Notes from **MIDDLE C** going up in pitch (all of the white notes) are called a **SCALE**.

F Note Values and Dotted Note Values

Note	Name	Beats	Rest	Note	Name	Beats	Rest
					Dotted		

G Describing music – MAD T SHIRT

M	A	D	T	S	H	I	R	T
M_____	A_____	D_____	T_____	S_____	H_____/T_____	I_____	R_____	T_____

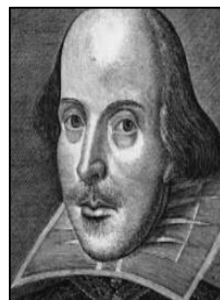


What we are learning this term:

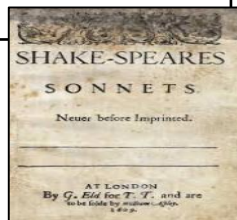
- A. How to speak using iambic pentameter.
- B. The difference between a tragedy and a comedy.
- C. How to perform a Shakespeare play using Elizabethan style performance techniques.

Top Ten Facts:

1	Shakespeare's three children were called Susanna, Hamnet and Judith.
2	In total, Shakespeare wrote 154 sonnets and around 40 plays.
3	He was sometimes called 'The Bard of Avon.' A bard is another word for a poet.
4	The Globe Theatre was shaped like an octagon, with eight sides.
5	Not many people could read at the time, so Shakespeare hung up coloured flags to let people know the type of play to be performed.
6	Shakespeare's first play was called Henry VI.
7	Another theatre that Shakespeare's plays were performed in was Blackfriars Theatre.
8	Some of Shakespeare's phrases that are still used today include 'wild goose chase', 'green-eyed monster', and neither here nor there.'
9	A Midsummer Night's Dream is Shakespeare's most performed play.
10	Some believe that Shakespeare never existed, and was a different writer using a pen name.



C.	
The Globe	Shakespeare's theatre, originally built of wood until the fire on London when it was burnt down and then re-built.
iambic pentameter	A rhythm structure, used most commonly in poetry, that combines unstressed syllables and stressed syllables in groups of five.
Tragedy	A play dealing with tragic events and having an unhappy ending, especially one concerning the downfall of the main character:
Comedy	Are generally identifiable as plays full of fun, irony and dazzling wordplay.
Lord Chamberlain's Men	The UK's first all male theatre company – with direct links to the history of William Shakespeare – presenting Shakespeare's work as he first saw it; all male, in the open air and with Elizabethan costume, music and dance.
Sonnet	A 14 line poem.
Rhyming Couplet	A rhyming couplet is made up of two lines of verse which rhyme with one another. The two lines of a rhyming couplet usually come together to form one complete thought or idea.
Bard	A professional storyteller.
Antagonist	The villain of a play. Shakespeare's villains include: Lay Macbeth and Richard III.

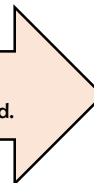


The History of:

William Shakespeare (1564-1616) was a British **playwright and poet** (he wrote plays and poems). He is often considered to be the most **talented writer** of all time. His plays and poems are still studied and performed 400 years later. Shakespeare lived in the **16th and 17th centuries**, throughout the reigns of Queen Elizabeth I and King James I. They are both known to have watched his plays. Some of his most famous plays include **Romeo and Juliet, Macbeth, Hamlet and Much Ado About Nothing.**

William Shakespeare Timeline

1564: Shakespeare is born in Stratford-upon-Avon 1582: Shakespeare married Anne Hathaway. 1592: The earliest records of Shakespeare in London. 1593: Shakespeare's first poems were published. 1594: Shakespeare's first plays were performed by Lord Chamberlain's men. 1594: Shakespeare's first plays were performed by Lord Chamberlain's men. 1611: He retired back to Stratford-upon-Avon. 1616: William Shakespeare died.



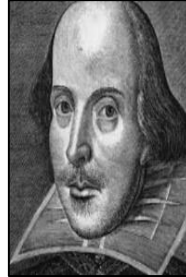


What we are learning this term:

- A. How to speak using iambic pentameter.
- B. The difference between a tragedy and a comedy.
- C. How to perform a Shakespeare play using Elizabethan style performance techniques.

Top Ten Facts:

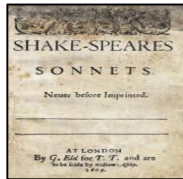
1	Shakespeare's three children were called S.....H.....and J.....
2	In total, Shakespeare wrote 154 sonnets and around plays.
3	He was sometimes called 'The Bard of Avon.' A bard is another word for a poet.
4	The Globe Theatre was shaped like an, with eight sides.
5	Not many people could read at the time, so Shakespeare hung up coloured flags to let people know the type of play to be performed.
6	Shakespeare's first play was called
7	
8	Some of Shakespeare's phrases that are still used today include 'wild goose chase', 'green-eyed monster', and neither here nor there.'
9	
10	Some believe that Shakespeare never existed, and was a different writer using a pen name.



C.	
	Shakespeare's theatre, originally built of wood until the fire on London when it was burnt down and then re-built.
	A rhythm structure, used most commonly in poetry, that combines unstressed syllables and stressed syllables in groups of five.
	A play dealing with tragic events and having an unhappy ending, especially one concerning the downfall of the main character:
	Are generally identifiable as plays full of fun, irony and dazzling wordplay.
	The UK's first all male theatre company – with direct links to the history of William Shakespeare – presenting Shakespeare's work as he first saw it; all male, in the open air and with Elizabethan costume, music and dance.
	A 14 line poem.
	A rhyming couplet is made up of two lines of verse which rhyme with one another. The two lines of a rhyming couplet usually come together to form one complete thought or idea.
	A professional storyteller.
	The villain of a play. Shakespeare's villains include: Lay Macbeth and Richard III.

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