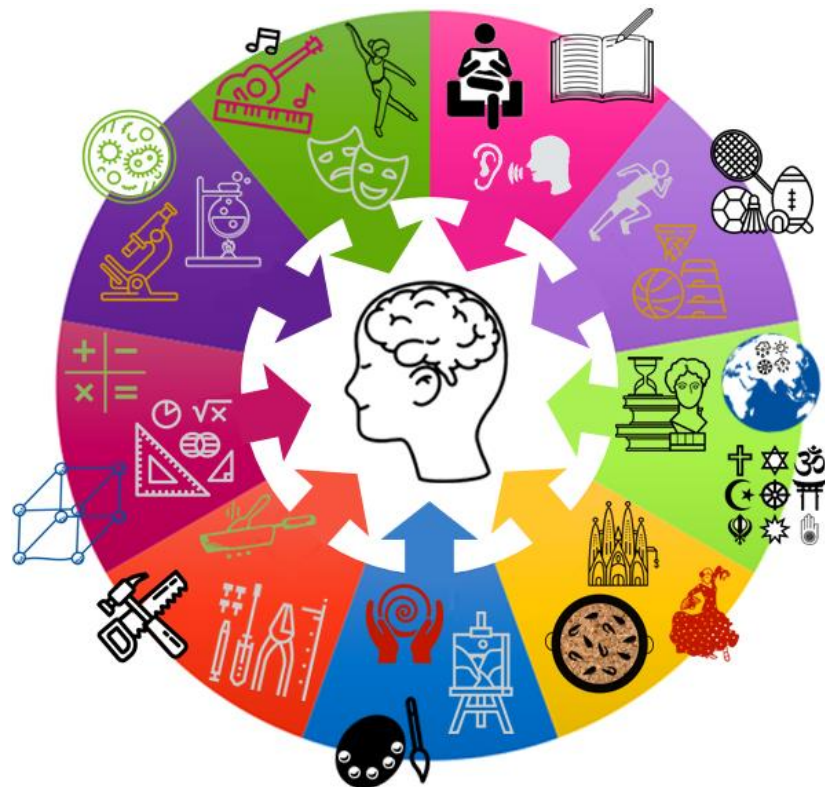


# 100% book - Year 8 Mainstream

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



## Term 1

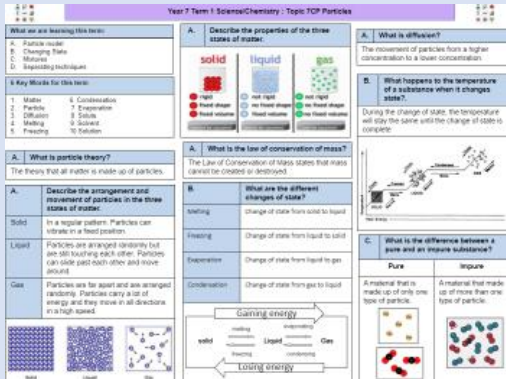
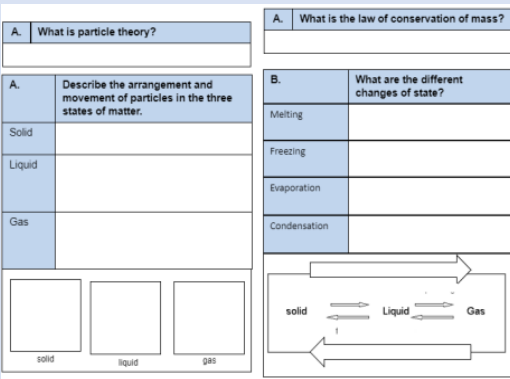
### Swindon Academy 2022-23

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."

# How to use your 100% book of Knowledge Organisers and Quizzable Organisers

Knowledge Organisers	Quizzable Knowledge Organisers						
 <p>Year 7 Term 1 Science (Chemistry) - Topic: TOP Particles</p> <p><b>What are the building blocks for:</b></p> <ol style="list-style-type: none"> <li>Particle model</li> <li>Changing State</li> <li>Mixtures</li> <li>Separating techniques</li> </ol> <p><b>9 Key Words for this topic:</b></p> <ol style="list-style-type: none"> <li>Matter</li> <li>Particle</li> <li>Diffusion</li> <li>Mixing</li> <li>Freezing</li> <li>Condensation</li> <li>Evaporation</li> <li>Solids</li> <li>Solvent</li> <li>Solution</li> </ol> <p><b>A. What is particle theory?</b> The theory that all matter is made up of particles.</p> <p><b>A. Describe the arrangement and movement of particles in the three states of matter.</b></p> <p><b>Solid:</b> In a regular pattern. Particles can vibrate in a fixed position.</p> <p><b>Liquid:</b> Particles are arranged randomly but are still touching each other. Particles can slide past each other and move around.</p> <p><b>Gas:</b> Particles are far apart and are arranged randomly. Particles carry a lot of energy and they move in all directions in a high speed.</p> <p><b>A. What is the law of conservation of mass?</b> The Law of Conservation of Mass states that mass cannot be created or destroyed.</p> <p><b>B. What are the different changes of state?</b></p> <p>Melting: Change of state from solid to liquid</p> <p>Freezing: Change of state from liquid to solid</p> <p>Evaporation: Change of state from liquid to gas</p> <p>Condensation: Change of state from gas to liquid</p> <p><b>C. What is the difference between a pure and an impure substance?</b></p> <p><b>Pure:</b> A material that is made up of only one type of particle.</p> <p><b>Impure:</b> A material that made up of more than one type of particle.</p>	 <p><b>A. What is particle theory?</b></p> <p><b>A. What is the law of conservation of mass?</b></p> <p><b>A. Describe the arrangement and movement of particles in the three states of matter.</b></p> <table border="1"> <tr> <td>Solid</td> <td></td> </tr> <tr> <td>Liquid</td> <td></td> </tr> <tr> <td>Gas</td> <td></td> </tr> </table> <p><b>B. What are the different changes of state?</b></p> <p>Melting</p> <p>Freezing</p> <p>Evaporation</p> <p>Condensation</p> <p><b>Flowchart:</b> solid → Liquid → Gas</p>	Solid		Liquid		Gas	
Solid							
Liquid							
Gas							
<p>Knowledge Organisers contain the essential knowledge that you <b>MUST</b> know in order to be successful this year and in all subsequent years.</p> <p>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.</p>	<p>These are designed to help you quiz yourself on the essential Knowledge.</p> <p>Use them to test yourself or get someone else to test you, until you are confident you can recall the information from memory.</p>						

## 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 image shows a screenshot of the Epraise website. On the left is a 'Planner' for the week of 20th May to 26th May 2020, with a grid for different subjects. On the right is a 'Knowledge Organiser' for 'What is particle theory?'. It contains sections for 'What is particle theory?', 'Describe the arrangement and movement of particles in the three states of matter.', 'What is the law of conservation of mass?', and 'What are the different changes of state?'. There are also diagrams of particle arrangements for solid, liquid, and gas.

## 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 filled out with the student's handwriting. The sections include: 'What is particle theory?', 'Describe the arrangement and movement of particles in the three states of matter.', 'What is the law of conservation of mass?', and 'What are the different changes of state?'. There are also diagrams of particle arrangements for solid, liquid, and gas.

## Step 3

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

The image shows a student's prep book with handwritten notes. The date '29th May 2020' is written at the top. Below it, the title 'Properties of the states of matter' is written. The notes 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 handwritten notes. The notes 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. The date '29th May 2020' and the title 'Particle theory' are written in the top right corner. The quizzable knowledge organiser template is filled out with the student's handwriting. The sections include: 'What is particle theory?', 'Describe the arrangement and movement of particles in the three states of matter.', 'What is the law of conservation of mass?', and 'What are the different changes of state?'. There are also diagrams of particle arrangements for solid, liquid, and 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 image shows a student's prep book with handwritten notes. The notes 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.'

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



Scandal in Bohemia – plot overview

- 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.
- 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.

- Jabez Wilson gets a job with the mysterious ‘Red-Headed League’ because of his ‘flame’ coloured hair.
- One day, he is mysteriously told that he is no longer needed by the league so visits Holmes to ask him to investigate.
- Holmes discovers that his story reveals a plot to steal from a bank vault which is successfully prevented.

- A policeman named Peterson is left with a man’s hat and Christmas goose.
- He takes the goose home to eat and discovers a blue carbuncle (a rare, and very valuable jewel) inside the goose!
- 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.

Vocabulary: Key words

**enlighten** – to provide someone with information and understanding. People come to Holmes so that they can be enlightened on a crime.

**deduction** – 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.

**scandal** – 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.

**introspective** – when you examine your own thoughts, ideas, and feelings. Sherlock Holmes can be **introspective**. This makes him a better detective.

**dual nature** – Holmes has a dual nature: his quiet introspective side, and his manic detecting side.

**fallible** - capable of making mistakes or being wrong.

**infallible** - incapable of making mistakes or being wrong.

**zealous** - great energy or enthusiasm in pursuit of a cause or an objective

**tenacity** - quality or fact of being very determined

**enigmatic** – difficult to interpret or understand; mysterious

**obstinate** - quality or condition of being stubborn.

**multifaceted** - having many different aspects or features

Terminology: Key words

**detective fiction:** 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.

**periodical/serial** – books, magazines or other entertainment that are released on a regular basis. The Strand Magazine was a periodical that published the Sherlock Holmes stories.

Historical Context

Sir Arthur Conan Doyle was the author of the Sherlock Holmes stories.

Sir Arthur Conan Doyle lived and wrote during the Victorian era.

Sherlock Holmes is a fictional detective created by Sir Arthur Conan Doyle.

Sherlock Holmes’ fictional home was 221B Baker Street, which is now a museum of Doyle’s life and work.

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.

Before he became a writer, Doyle studied medicine.

Characters in Sherlock Holmes Adventures

**Sherlock Holmes** – 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.

**Dr Watson** – Holmes’ former flatmate, a doctor and his closest companion. The stories are told from his perspective, working as Holmes’ assistant.

**Irene Adler** – a famous American opera singer who had a relationship with the future King of Bohemia. To Holmes, she is ‘the woman’ who outsmarted him.

**King of Bohemia** – 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.

**James Ryder** – head attendant of the hotel where the Blue Carbuncle goes missing. He works with his accomplice **Catherine Cusack** (the countess’ maid) to steal the jewel and frame **John Horner** for the crime. He is racked with guilt and confesses when Holmes questions him.

**Jabez Wilson** – 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.

**Vincent Spaulding/John Clay** – 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.



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 _____ However, he previously had a _____ with a woman called _____. Adler is threatening to ruin his _____ with a picture she has of herself and the _____.</li> <li>Holmes tricks _____ into revealing where she keeps the photograph, but she outsmarts Holmes and _____ with it. _____ decides ___ to use the _____ against the _____. She leaves a picture of _____ in its place, which _____ keeps as a reminder of her.</li> </ul>	<p>.</p>	<p><b>Sherlock Holmes –</b></p> <p><b>Dr Watson –</b></p> <p><b>Irene Adler –</b></p>
<ul style="list-style-type: none"> <li>Jabez _____ gets a job with the _____ ‘Red-_____ League’ because of his ‘flame’ coloured _____.</li> <li>One day, he is mysteriously told that he is no longer needed by the _____ so visits _____ to ask him to _____.</li> <li>_____ that his story reveals a _____ to _____ from a _____ vault which is successfully _____.</li> </ul>	<p><b>Terminology: Key words</b></p> <p><b>detective fiction:.</b></p> <p><b>periodical/serial –</b></p>	<p><b>King of Bohemia –</b></p> <p><b>James Ryder –</b></p>
<ul style="list-style-type: none"> <li>A _____ named _____ is left with a man’s hat and _____.</li> <li>He takes the _____ home to _____ and discovers a _____ (a rare, and very valuable _____) inside the _____!</li> <li>Holmes recognises the _____ as the one that was stolen from The _____ of _____. Using the hat as a clue, Holmes and Watson set off to discover how the blue _____ was _____ and how it ended up in a _____.</li> </ul>	<p><b>Historical Context</b></p> <p>Sir Arthur Conan Doyle was</p> <p>Sir Arthur Conan Doyle lived</p> <p>Sherlock Holmes is a fictional</p> <p>Sherlock Holmes’ fictional home was</p> <p>Doyle’s short stories were published</p> <p>Before he became a writer,</p>	<p><b>Jabez Wilson –</b></p> <p><b>Vincent Spaulding/John Clay</b></p>

**What we are learning this term:**

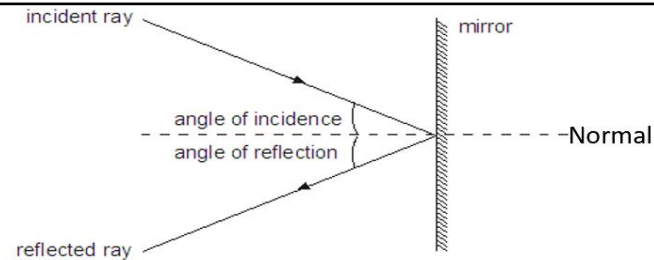
- A. Light and materials
- B. Ray model
- C. Colour
- D. Weight and mass
- E. Astronomical structures and distances
- F. Days, years and seasons

**6 Key Words for this term**

- 1. Vacuum
- 2. Reflection
- 3. Refraction
- 4. Absorption
- 5. Transmission
- 6. Wavelength

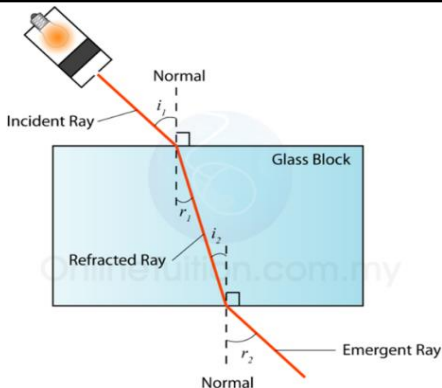
**B. What is reflection?**

When a ray of light (**incident ray**) reflects off a material and the reflected ray of light then goes into your eye, for you to see it.



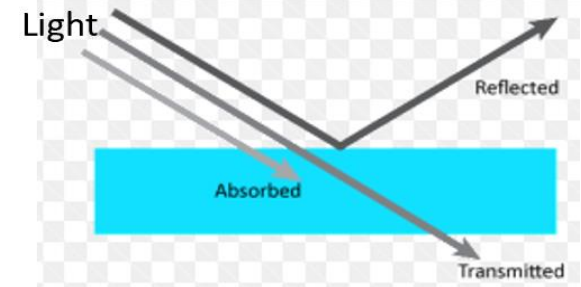
**B. What is refraction?**

When light **changes direction** as it enters or leaves a different medium (material).



**A. What are the three different ways light interacts with material?**

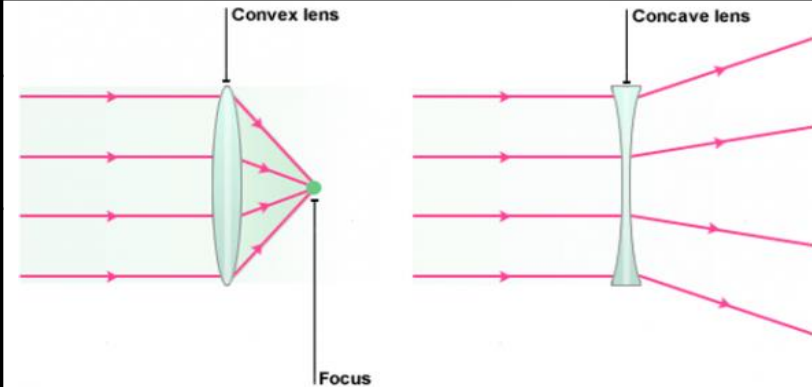
Light is <b>transmitted</b>	it passes straight through
Light is <b>absorbed</b>	it does not pass through
Light is <b>reflected</b>	light bounces off the surface of the material



**B. What are the two types of lenses?**

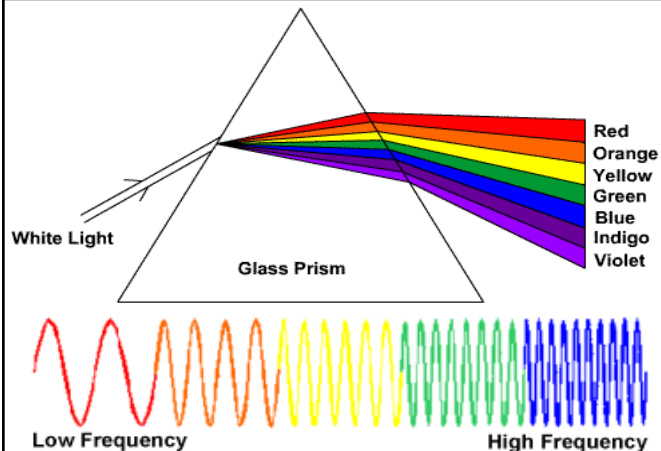
**Convex lens** – light rays are refracted then **converge** (meet up).

**Concave lens** – light rays are refracted then **move apart**.



**C. What is light dispersion?**

The **separation of white light** into colours according to frequency.



• **Black** – all colors absorbed, nothing reflected

• **White** – all colors reflected, nothing absorbed

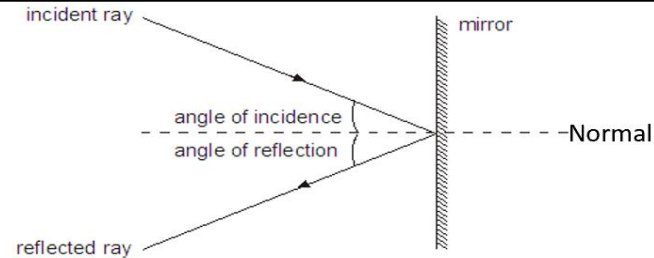
**What we are learning this term:**

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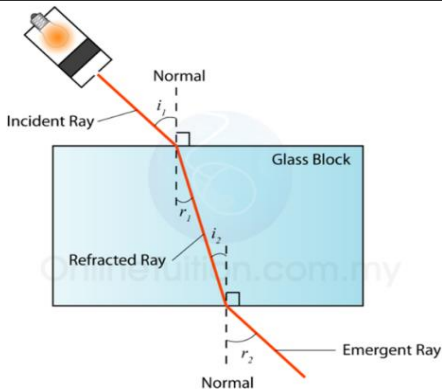
**6 Key Words for this term**

- |    |    |
|----|----|
| 1. | 4. |
| 2. | 5. |
| 3. | 6. |

**B. What is reflection?**

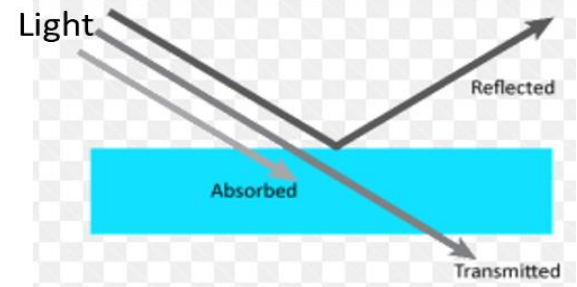


**B. What is refraction?**

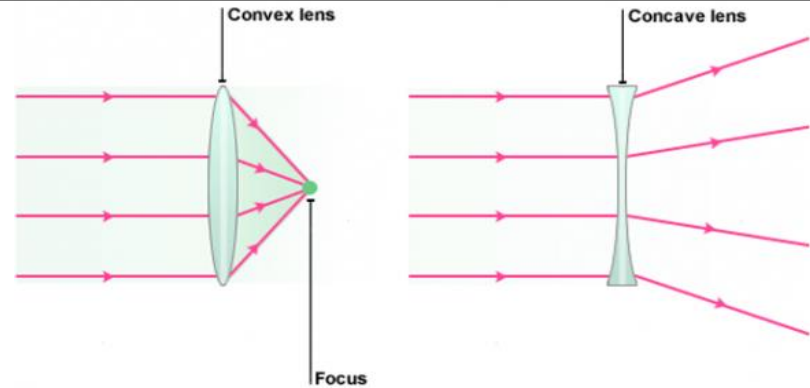


**A. What are the three different ways light interacts with material?**

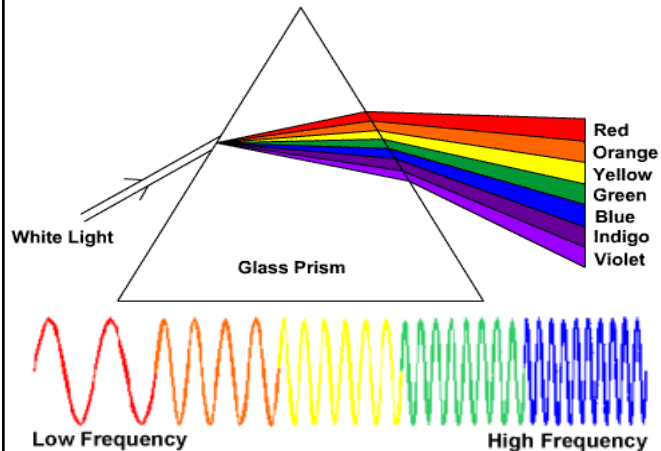
Light is _____	it passes straight through
Light is _____	it does not pass through
Light is _____	light bounces off the surface of the material



**B. What are the two types of lenses?**



**C. What is light dispersion?**



• Black – all colors absorbed, nothing reflected

• White – all colors reflected, nothing absorbed

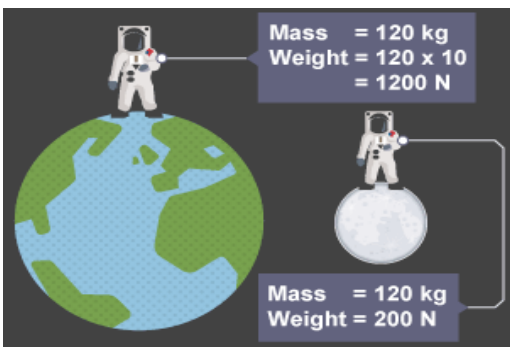
Full Spectrum Light  
Red Filter  
Red Light

white light coming in  
red light  
red surface



**D. What is mass?**

Mass measures the amount of material in an object and is measured in kilograms (kg).



**D. What is weight?**

Weight is a force, caused by gravity acting on a mass. Since it is a force, it is measured in Newtons.

**D. What is gravitational field strength?**

The measure of how strong the gravitational field of a large object is.

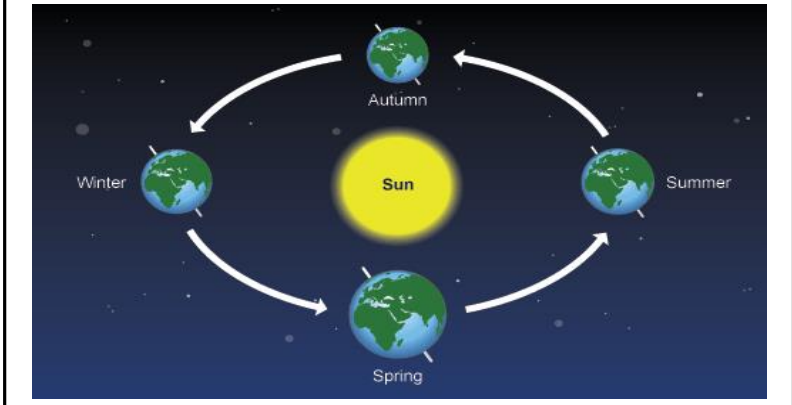
Planet	Weight of the 50 kg crate
Mercury	190 N
Venus	440 N
Earth	500 N
Mars	190 N
Jupiter	1245 N
Saturn	520 N
Uranus	520 N
Neptune	690 N
Pluto	14.5 N

For instance, the gravitational field strength on Earth is about 10 N/kg. This means that a weight of 10 N acts on each kg of mass on Earth.

**F. What causes the seasons?**

The tilt of the earth's axis.

When the northern hemisphere is tilted **towards** the sun we get **summer** in the UK.  
 When the northern hemisphere is tilted **away** from the sun we get **winter** in the UK



**D. What is the equation for gravitational field strength?**

$W = m g$

W = weight (Newtons, N)  
 m = mass (kilograms, kg)  
 g = gravitational field strength (Newtons per kilogram, N/kg) – on Earth, this is about 10 N/kg

**E. What is a lightyear?**

The distance travelled by light in one year.

**E. Order these from largest to smallest**

asteroid → moon → planet → star → solar system → galaxy

**F. What is the axis?**

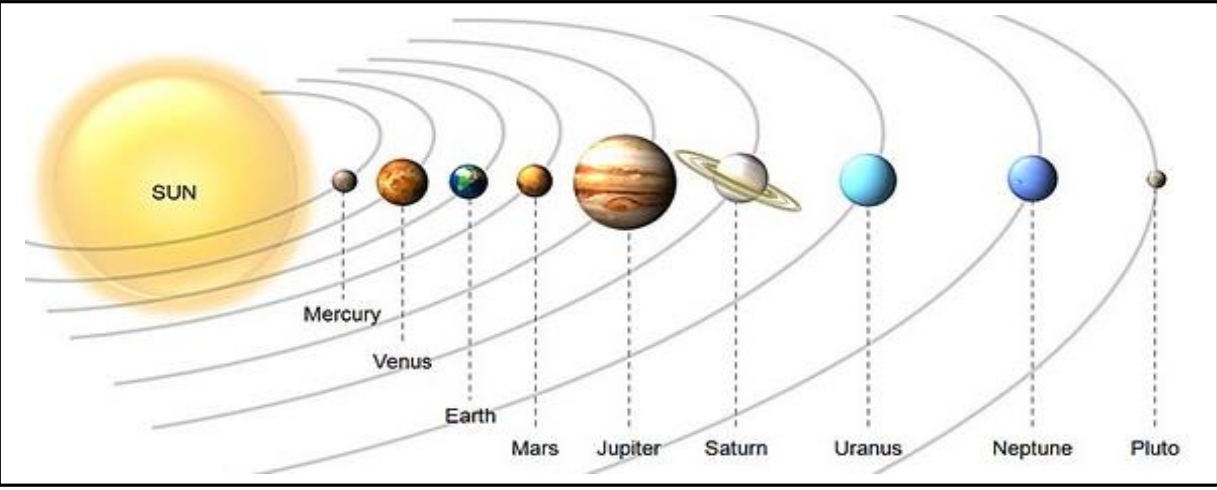
The imaginary line in the Earth between North and South pole

**F. What is a day?**

The time taken for a planet to rotate once on its axis. On Earth this is 24 hours.

**F. What is a year?**

The time taken for a planet to completely orbit the Sun. It takes Earth 365.25 days.





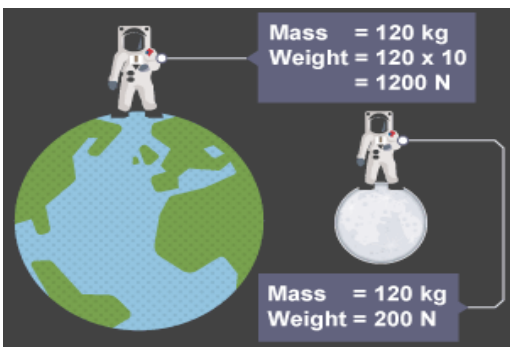


**D. What is mass?**

**D. What is weight?**

**D. What is gravitational field strength?**

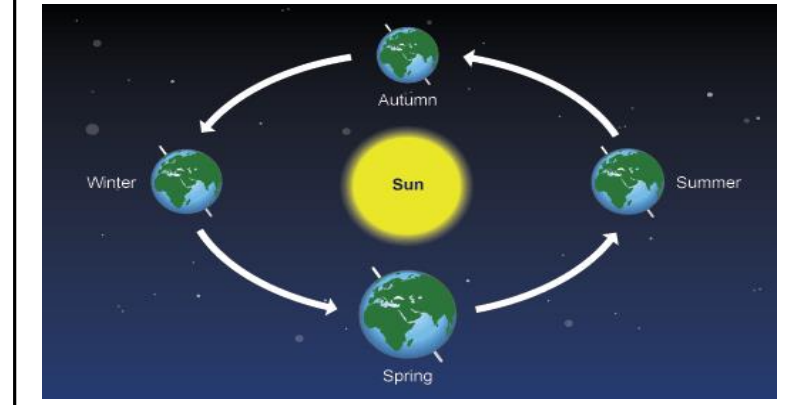
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Uranus	520 N
Neptune	690 N
Pluto	14.5 N

**F. What causes the seasons?**

When the northern hemisphere is tilted **towards** the sun we get \_\_\_\_\_ in the UK.  
 When the northern hemisphere is tilted **away** from the sun we get \_\_\_\_\_ in the UK



**D. What is the equation for gravitational field strength?**

\_\_\_ = \_\_\_ (Newtons, N)  
 \_\_\_ = \_\_\_ (kilograms, kg)  
 \_\_\_ = \_\_\_\_\_ (Newtons per kilogram, N/kg) – on Earth, this is about 10 N/kg)

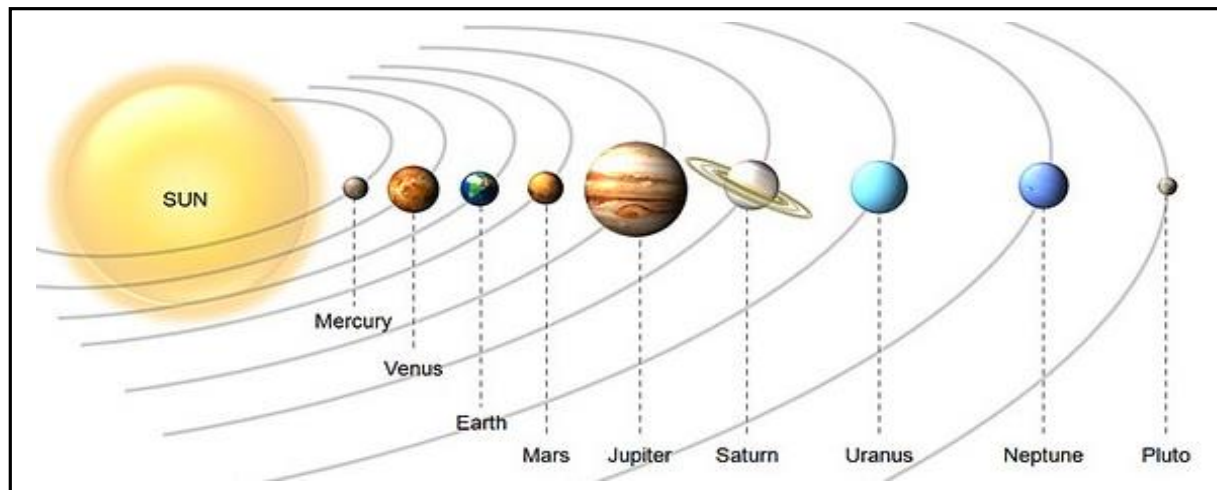
**E. What is a lightyear?**

**E. Order these from largest to smallest: Asteroid, Solar system, Star, Planet, Galaxy, Moon**

**F. What is the axis?**

**F. What is a day?**

**F. What is a year?**





Background:	
<ol style="list-style-type: none"> <li>The Earth's structure is made up of layers. <b>(A)</b></li> <li>The characteristics of these layers fuels tectonic plate theory and the resulting hazards which occur along plate boundaries. <b>(B)</b></li> <li>There are four different plate boundaries, each with their own characterises and resulting hazards. <b>(C)</b></li> <li>Volcanoes can be found along constructive and destructive boundaries, although the volcanoes found at these boundaries are different. <b>(D)</b></li> <li>Earthquakes take place along all of the boundaries, but are often most significant at conservative boundaries. Earthquakes have key features and are measured using the Richter scale. <b>(E)</b></li> <li>People continue to live in tectonic areas for a number of reasons. <b>(F)</b></li> <li>Some of these reasons relate to how we monitor, protect and plan for such hazards. <b>(G)</b></li> <li>However, the impacts of these hazards can still be significant; although they can vary based upon a countries level of development. <b>(H, F)</b></li> </ol>	

A.	The layers of the Earth (3)
Crust	The thin outer layer of the earth
Mantle	Middle layer of the earth, between the crust and the core, approx. 2900km thick.
Core	The centre and hottest layer of the earth, broken into the inner (solid) and outer core.

B.	Theory (4)
Plate boundaries	The place where plates meet.
Convection currents	Currents in the Earth's mantle which rise from the Earth's core and are strong enough to move tectonic plates.
Oceanic crust	The part of the Earth's crust under the oceans, usually 6-8km thick
Continental crust	The part of the Earth's crust which contains land and is 30-50km thick.

C.	Different plate boundaries (4)
Constructive	Where tectonic plates move apart and new land is created.
Destructive	Where two plates come together, and the oceanic plate is subducted, leading to violent volcanic eruptions.
Conservative	Where tectonic plates move alongside, or past each other.
Collision	Where continental plates move towards each other, forming mountains.

D.	Volcanoes (3)
Shield volcano	A gently sloping volcano formed by runny lava, usually at a constructive boundary.
Composite volcano	A steep volcano formed by alternating layers of lava and ash, on destructive boundaries.
Pyroclastic flow	Torrent of hot ash, rock, gas and steam from a volcano.

G.	Volcanoes	Earthquakes
Monitoring (2)	<ol style="list-style-type: none"> <li>The shape may change.</li> <li>Increase in gases given off e.g. sulphur dioxide.</li> </ol>	<ol style="list-style-type: none"> <li>Irregular tremors measured.</li> <li>Radon gas levels increase as rocks crack.</li> </ol>
Protect	Lava diversion channels.	Earthquake proof buildings.
Planning (2)	<ol style="list-style-type: none"> <li>Evacuation.</li> <li>Emergency services trained.</li> </ol>	<ol style="list-style-type: none"> <li>Earthquake drills.</li> <li>Emergency services on-call.</li> </ol>

H.	Effects of tectonic hazards (2)
Primary effects	Direct impacts of an event e.g. people killed, injured, or buildings collapse.
Secondary effects	The indirect impacts of an event, usually occurring in the weeks, hours, months after the event e.g. the outbreak of disease from contaminated water.

E.	Earthquakes (4)
Epicentre	The point on the Earth's surface directly above the focus of an earthquake.
Focus	The source of an earthquake beneath the Earth's surface.
Seismic waves	Fast waves of energy generated from the focus of an earthquake.
Richter scale	A scale used to measure the strength of an earthquake.

F.	Living in the tectonic danger zone
Volcanoes (4)	<ol style="list-style-type: none"> <li>Jobs in tourism.</li> <li>Geothermal energy created.</li> <li>Ash makes the ground fertile, which is good for farming.</li> <li>Diamonds and gold from previous eruptions can be mined.</li> </ol>
Earthquakes (3)	<ol style="list-style-type: none"> <li>Friends and family live in the area.</li> <li>It has not happened in such a long time, so people take the risk.</li> <li>Employment in the area.</li> </ol>

I.	Examples
<b>Developing</b> Haiti Port Au Prince	<ol style="list-style-type: none"> <li>318,000 dead.</li> <li>1.5 million homeless.</li> <li>Cholera outbreak killed 8,000.</li> </ol>
<b>Developed</b> New Zealand Christchurch	<ol style="list-style-type: none"> <li>181 dead.</li> <li>80% of the city without electricity.</li> <li>The Rugby World Cup was cancelled.</li> <li>Schools closed for 2 weeks.</li> </ol>



Background:	
<p>1. The Earth's structure is made up of layers. <b>(A)</b></p> <p>2. The characteristics of these layers fuels tectonic plate theory and the resulting hazards which occur along plate boundaries. <b>(B)</b></p> <p>3. There are four different plate boundaries, each with their own characterises and resulting hazards. <b>(C)</b></p> <p>4. Volcanoes can be found along constructive and destructive boundaries, although the volcanoes found at these boundaries are different. <b>(D)</b></p> <p>5. Earthquakes take place along all of the boundaries, but are often most significant at conservative boundaries. Earthquakes have key features and are measured using the Richter scale. <b>(E)</b></p> <p>6. People continue to live in tectonic areas for a number of reasons. <b>(F)</b></p> <p>7. Some of these reasons relate to how we monitor, protect and plan for such hazards. <b>(G)</b></p> <p>8. However, the impacts of these hazards can still be significant; although they can vary based upon a countries level of development. <b>(H, F)</b></p>	
A.	The layers of the Earth (3)
Crust	
Mantle	
Core	
B.	Theory (4)
Plate boundaries	
Convection currents	
Oceanic crust	
Continental crust	

C.	Different plate boundaries (4)
Constructive	
Destructive	
Conservative	
Collision	

D.	Volcanoes (3)
Shield volcano	
Composite volcano	
Pyroclastic flow	

G.	Volcanoes	Earthquakes
Monitoring (2)		
Protect		
Planning (2)		

H.	Effects of tectonic hazards (2)
Primary effects	
Secondary effects	

E.	Earthquakes (4)
Epicentre	
Focus	
Seismic waves	
Richter scale	

F.	Living in the tectonic danger zone
Volcanoes (4)	
Earthquakes (3)	

I.	Examples
<b>Developing</b> Haiti Port Au Prince	
<b>Developed</b> New Zealand Christchurch	

# Year 8 History : Henry VIII and the Reformation



## What we are learning this term:

The factors that contributed to Henry VIII's Break with Rome and the Protestant Reformation in England.

A.	Can you define these key words?
Reformation	Means change to the church
Catholicism	The faith and practice of the Roman Catholic Church
Protestantism	People who protest against the Roman Catholic Church
Heretic	Someone whose actions or beliefs go against the accepted religion
Excommunicated	Means you are not allowed to be a member of the Church any more
Machiavellian	Cunning, scheming, dishonest and unfair especially in politics
Renaissance	A period of time from the 14th to the 17th century in Europe. It was a rebirth of education, science, art, literature, music, and a better life for people in general.
Monasteries	Buildings occupied by a community of monks or nuns living under religious vows
Dissolution	The action of formally ending or dismissing an assembly, partnership, or official body.

B.	How are the Catholic Church and Protestant Church different?
Catholic	<ol style="list-style-type: none"> <li>1. Pope was the head of the Roman Catholic Church</li> <li>2. There were 7 sacraments</li> <li>3. Transubstantiation (bread and wine turned into body and blood of Jesus)</li> <li>4. Church services and Bible in Latin</li> <li>5. Prayers were said for the dead, and indulgences could be sold to help people get into heaven</li> <li>6. Images and statues were worshipped in Churches</li> <li>7. Going on a pilgrimage was seen as a good Catholic duty and a way to get God's approval</li> <li>8. Priests had a special statue which was reflected in their ornate vestments (clothes)</li> </ol>
Protestant	<ol style="list-style-type: none"> <li>1. The monarch (king or queen) was head of the Church</li> <li>2. There were 3 sacraments</li> <li>3. Consubstantiation (bread and wine DID NOT turn into body and blood of Jesus)</li> <li>4. Church services and Bible in English (so everyone could read/understand it)</li> <li>5. Prayers for the dead were seen as a waste of time, and indulgences were seen as corrupt.</li> <li>6. Images and statues were seen as superstitious (not in Churches)</li> <li>7. Going on a pilgrimage was seen as a waste of time</li> <li>8. Priests were regarded as ordinary men and did not wear special clothing.</li> </ol>

## C. Why did Henry decide to Break with Rome?

1. The Succession	2. The state of the Church	3. Money
Catherine of Aragon was too old to bear any more children and had only provided Henry with a daughter, Mary I. Henry needed to divorce Catherine so he could remarry to produce a son.	The church was very corrupt – priests were gambling, drinking and getting married/having children. This went against their vows of poverty, chastity and obedience.	The church was a very powerful institution at the time. They owned over a third of the land in England – if Henry broke with Rome and became head of the Church he would have control over this land (could sell it, rent it, use it)
Henry thought Mary wouldn't have a strong enough hold on the throne and was determined to have a son so that the Tudor Dynasty would safely continue.	The church was selling indulgences as a way to get into heaven or reduce time in purgatory – using peoples fear of hell to exploit them.	
To try and secure his divorce, Henry argued that God was punishing him by not giving him a son as he had married his brothers widow. He even found an extract from the Bible that supported his argument.	Anti-clericalism - ordinary people especially merchants and lawyers who felt let down by the Catholic Church primarily due to the corruption of the church	All clergy paid a tax called Annates. If Henry broke with Rome he would be able to benefit financially - use this money to help to pay off his extensive war debts and to fund ongoing wars
Henry had fallen in love with Anne Boleyn who was much younger and able to bear children. He hoped that she would give him the son he desperately wanted.	Richard Hunne – His baby son died and he could not afford the funeral fees and so was arrested and charged with owning Protestant literature. Later found dead hanging in his cell - suspicious circumstances. People suspected the clergy were involved.	

## D. What opposition did Henry face to the changes he made?

Change	Opposition
Dissolution of the Monasteries (1536)	The Pilgrimage of Grace – 2 rebellions in the north of England (Lincolnshire and Yorkshire) led by Robert Aske. People were not happy with the dissolution of the monasteries as they now had no access to education/shelter/healthcare if they needed it. They also resented Cromwell for his influence in the dissolution and wanted to weaken his power at court. Ultimately, after negotiations with the king, the rebellion was unsuccessful as the rebels achieved none of their aims. However, it is still significant as it was the largest uprising of the Tudor period and they forced the king to negotiate.
Oath of Succession (1534)	Elizabeth Barton – A Nun who claimed to be visited by the Virgin Mary in a vision and cured by here. Then began to have her own visions which spoke against Henry's plans to divorce Catherine of Aragon and marry Anne Boleyn – problematic for Henry. Directly spoke out against the Royal Supremacy in her visions – got persecuted for treason and was executed.
Treason Act (1534)	John Fisher – Was very outspoken against the king's efforts to secure a divorce and opposed Henry's Break with Rome. He believed that by claiming the powers used by the pope as his own, Henry was committing a mortal sin. In 1533 he was charged for treason for his links with Elizabeth Barton but was only given a fine of £300. In April 1534, Henry demanded that he take the Oath of Succession but he refused to acknowledge Anne Boleyn as the true queen and was sentenced to death. Thomas More – More was a devout Catholic and he believed that Protestantism threatened the souls of the English people. His principles went against Henry's wish to divorce Catherine and marry Anne, however, he was a loyal subject and did not wish to oppose the king and so planned to retire from public life and remain silent about Henry's divorce and Break with Rome. Unfortunately, this was not good enough for Henry, if you weren't with him you were against him . Because More would not offer his public support by taking the Oath of succession he was imprisoned in the Tower of London. He was eventually put on trial for treason and executed 2 weeks after John Fisher.

## E. Was Henry VIII a Renaissance Prince or a Machiavellian King?

Renaissance Prince	Henry made England a strong and powerful country.	Henry used England's money to create the English Navy and help keep England safe.	Henry forged a union with Wales.	Henry was a clever scholar.		
Machiavellian King	Henry shut down the monasteries and took all their riches for himself and his friends.	Henry quarrelled with the Pope and made himself Head of the Church of England.	Henry stopped foreign interference with England's business	Henry beheaded Anne Boleyn and Katherine Howard.	Henry executed men who opposed him, such as Sir Thomas More.	Henry dealt savagely with an uprising in the north called the Pilgrimage of Grace.



**What we are learning this term:**  
The factors that contributed to Henry VIII's Break with Rome and the Protestant Reformation in England.

A.	Can you define these key words?
Reformation	
Catholicism	
Protestantism	
Heretic	
Excommunicated	
Machiavellian	
Renaissance	
Monasteries	
Dissolution	

B.	How are the Catholic Church and Protestant Church different?
Catholic	1
	2
	3
	4
	5
	6
	7
	8
Protestant	1
	2
	3
	4
	5
	6
	7
	8

C. Why did Henry decide to Break with Rome?		
1. The Succession	2. The state of the Church	3. Money

D. What opposition did Henry face to the changes he made?	
Change	Opposition
Dissolution of the Monasteries (1536)	<b>The Pilgrimage of Grace</b> -
Oath of Succession (1534)	<b>Elizabeth Barton</b> -
Treason Act (1534)	<b>John Fisher</b> -
	<b>Thomas More</b> -

E.	Was Henry VIII a Renaissance Prince or a Machiavellian King?					
Renaissance Prince						
Machiavellian King						

## Year 8 Religious Education: Islam

A.	Can you define these key words?		
<b>Key word</b>	<b>Key definition</b>	<b>B</b>	<b>Pre-Islamic Arabia</b>
Tawhid	The belief in the oneness of God in Islam	1	Religion included polytheism, Christianity, Judaism and other religions but the dominant religion was Arabian polytheism.
Polytheism	Belief in or worship of more than one God	2	There were many tribes who lived a nomadic lifestyle looking for food and water and lots of tight knit communities and there was violence due to lack of resources to survive
Qur'an	Holy book in Islam	3	In Mecca, the Quraysh tribe made sure people could come to Mecca to trade safely without the violence they usually faced
Ummah	The worldwide Muslim community	<b>C.</b>	<b>Muhammad and the Qur'an</b>
Hijrah	The migration of Muhammad from Mecca to Medina	1	Muhammad felt troubled by what was happening in Mecca and went to meditate. He received his first revelation of the Qur'an on the night of power
Hadith	The sayings of the Prophet Muhammad	2	The Qur'an is important because it is the word of Allah and must not be changed. Messages include only worshipping one God, rules on how to live in order to get to Heaven, etc.
Sunni/Shi'a split	A division in Islam which occurred after the death of the Prophet Muhammad on who should lead the Ummah	<b>D</b>	<b>The Hijrah and conquest of Mecca</b>
Caliphate	An area ruled by a Muslim leader	Muhammad escaped from violence in Mecca to Medina and grew the first Ummah. Returned to Mecca with 10,000 others and conquered Mecca, returned Ka'aba to the worship of one God	
Hajj	Annual Islamic pilgrimage to Mecca, Saudi Arabia	<b>G</b>	<b>Caliphates</b>
Greater jihad	The spiritual struggle with oneself against sin	<i>Rashidun</i>	<ul style="list-style-type: none"> <li>- Expanded the influence of Islam to the North</li> <li>- Created the first <b>diwan</b> to deal with taxes and gain money from the new territories</li> <li>- Completed the compilation of the Qur'an which is still used today – helped build the <b>umma</b></li> </ul>
Lesser jihad	Defending Islam from threat but must meet a range of strict conditions to be declared	<i>Umayyad</i>	<ul style="list-style-type: none"> <li>- Caused damage to the Kaaba and were very greedy and corrupt which made people angry</li> </ul>
<b>E</b>	<b>The final sermon</b>	<i>Abbasid</i>	<ul style="list-style-type: none"> <li>- Gained support from many people because the Umayyad represented greed and hypocrisy</li> <li>- <b>Islamic golden age</b> – tried to translate and gather all the world's knowledge into Arabic</li> </ul>
<i>The hadith: this is the writings about the life of Muhammad. It teaches Muslims how to live their lives</i>		<b>G</b>	<b>Five pillars – what are they and why are they significant</b>
<i>Before his death, Muhammad delivered a sermon during the Hajj. It contained many important teachings about equality of all people including between men and women</i>		<i>Shahadah</i>	<ul style="list-style-type: none"> <li>- Declaration of faith – “There is no God but Allah and Muhammad is His messenger”.</li> <li>- Provides the foundation for the other pillars because it shows belief in one God. Said many times in the day/life</li> </ul>
<b>F</b>	<b>The first Caliph: Abu Bakr</b>	<i>Salah</i>	<ul style="list-style-type: none"> <li>- Prayer 5x a day, reciting from the Qur'an/washing before to cleanse body/mind before communicating with God</li> <li>- Strengthens relationship with God, strengthens Ummah, earn a place in Heaven, fulfil a duty</li> <li>- Jummah = congregational Friday prayer, reward 27x greater, strengthens the Ummah, in the mosque</li> </ul>
1	Abu Bakr was one of Muhammad's closest friends. Some wanted Muhammad's cousin Ali to be leader instead	<i>Zakah</i>	<ul style="list-style-type: none"> <li>- Giving 2.5% of money to charity 1x per year to help the Muslim community/people in need</li> <li>- Seen as a duty, given in private, distributed by Islamic government or by Mosque // Sadakah = voluntary charity</li> </ul>
2	Muslims who believe Ali was the rightful successor to Muhammad are called <b>Shi'a</b> Muslims, and those who believe <b>Abu Bakr</b> was the rightful successor are called <b>Sunni</b> Muslims	<i>Sawm</i>	<ul style="list-style-type: none"> <li>- Fasting between sunrise and sunset during the month of Ramadan</li> <li>- Learn self-discipline and compassion for those who are more disadvantaged, duty in the Qur'an, strengthen community, renew faith for the year ahead</li> </ul>
<b>H</b>	<b>Jihad</b>	<i>Hajj</i>	<ul style="list-style-type: none"> <li>- Pilgrimage to Mecca, Saudi Arabia to strengthen community, re-enact actions of important figures e.g. Ibrahim</li> <li>- E.g. circle Ka'aba, throw stones at Jamarat, pray at Mt Arafat, run between Safa and Marwa, Zam Zam well</li> <li>- Receive forgiveness, strengthen ummah, recognise equality of all Muslims, pray, duty in the Qur'an, renew or strengthen faith</li> </ul>
<i>Lesser</i>	Defending faith from enemies e.g. people not allowing others to practice Islam		
<i>Greater</i>	Internal struggle to follow rules of faith e.g. Salah		
<i>Rules</i>	Hard to declare because of strict conditions which must be followed		

## Year 8 Religious Education: Islam

A.	Can you define these key words?		
<b>Key word</b>	<b>Key definition</b>	<b>B</b>	<b>Pre-Islamic Arabia</b>
Tawhid		1	
Polytheism		2	
Qur'an		3	
Ummah			
Hijrah		<b>C.</b>	<b>Muhammad and the Qur'an</b>
Hadith		1	
Sunni/Shi'a split		2	
Caliphate		<b>D</b>	<b>The Hijrah and conquest of Mecca</b>
Hajj			
Greater jihad		<b>G</b>	<b>Caliphates</b>
Lesser jihad		<i>Rashidun</i>	
<b>E</b>	<b>The final sermon</b>	<i>Umayyad</i>	
		<i>Abbasid</i>	
		<b>G</b>	<b>Five pillars – what are they and why are they significant</b>
<b>F</b>	<b>The first Caliph: Abu Bakr</b>	<i>Shahadah</i>	
1		<i>Salah</i>	
2		<i>Zakah</i>	
<b>H</b>	<b>Jihad</b>	<i>Sawm</i>	
<i>Lesser</i>			
<i>Greater</i>		<i>Hajj</i>	
<i>Rules</i>			

**What we are learning this term:**

- A. Talking about transport and holiday travel
- B. Describing holiday activities
- C. Extending holiday descriptions
- D. Describing a past holiday
- E. Describing future holiday plans
- F. Translation practice

**6 Key Words for this term**

- |                   |                |
|-------------------|----------------|
| 1. soler          | 4. viajar      |
| 2. las vacaciones | 5. Mi aventura |
| 3. ir             | 6. Voy a...    |

**C. Más cosas de vacaciones – More holiday things**

recoger conchas en los charcos visitar el museo arqueológico arriesgado/a educativo/a estimulante peligroso/a relajante la aventura la tribú el tucán el valle el vuelo	to collect shells in the rockpools visit archeological museum risky educational stimulating dangerous relaxing adventure tribe toucan valley flight
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**Key Verbs**

<b>Viajar</b> To travel	<b>Ir</b> To go	<b>Alojarse</b> To stay	<b>Hacer – to do/make</b>	<b>Probar</b> To try (food etc)
<b>Viajo</b> I travel	<b>Voy</b> I go	<b>Me alojo</b> I stay	<b>Hago</b> I do	<b>Pruebo</b> I try
<b>Viajas</b> You travel	<b>Vas</b> You go	<b>Te alojas</b> You stay	<b>Haces</b> You do	<b>Pruebas</b> You try
<b>Viaja</b> s/he travels	<b>Va</b> s/he goes	<b>Se aloja</b> s/he stays	<b>Hace</b> s/he does	<b>Prueba</b> s/he tries
<b>Viajamos</b> We travel	<b>Vamos</b> They go	<b>Nos alojamos</b> We stay	<b>Hacemos</b> We do	<b>Probamos</b> We try
<b>Viajan</b> They travel	<b>Van</b> They go	<b>Se alojan</b> They stay	<b>Hacen</b> They do	<b>Prueban</b> They try

**A. Tengo mucho que hacer – I have a lot to do**

alojarme en un hotel comer en restaurantes típicos ir de compras a mercados jugar al vóley – playa nadar en el mar pasear por la playa sacar fotos tomar el sol visitar los monumentos históricos la arena la estrella el plato el puerto estar de vacaciones ir de vacaciones	to stay in a hotel to eat in typical restaurants to go shopping to the markets to play beach volleyball to swim in the sea to walk by the beach to take photos to sunbathe to visit historic monuments sand star dish the port to be on holiday to go on holiday
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**D. ¡Allá voy! – Here I come!**

el autocar el avión el barco la Bicicleta el coche la motocicleta el tren Voy a ... a pie en autocar en avión en barco en Bicicleta en coche en motocicleta en tren Alemania Egipto Escocia Estados Unidos Francia Gales Grecia Inglaterra Irlanda Italia Turquía ir de visita una escapada a la ciudad unas vacaciones en la playa un viaje cultural	coach plane boat bike car motorbike train I go to... by foot by coach by plane by boat by bike by car by motorbike by train Germany Egypt Scotland USA France Wales Greece England Ireland Italy Turkey to go on a visit an escape to the city a beach holiday  a cultural trip
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**E. Te cuento que pasó – I'll tell you what happened...**

el año pasado el mes pasado en mis últimas vacaciones el verano pasado al aire libre la barbacoa el camping la isla bailar en una discoteca comprar recuerdos hacer ciclismo nadar en la piscina probar la gastronomía local sacar selfis salir con los amigos ver un partido hacer una visita guiada observar la naturaleza planear subir una montana el capibara la deforestación el delfin la experiencia el hostel la rana venenosa	last year last month on my last holidays  last summer in the open air barbeque camping island to dance at a disco  to buy souvenirs to go cycling to swim in the pool to try the local cuisine to take selfies go out with friends to watch a match to do a guided tour  to observe nature  to plan to climb a mountain large rodent deforestation dolphin experience hostel poisonous frog
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**Mi aventura – My adventure**

el río amazonas la selva tropical el año que viene el miércoles que viene la semana que viene el verano que viene Voy a ... dar de comer a las llamas dormir mucho no hacer nada hacer un crucero pescar en el río planear mis vacaciones en internet trabajar de voluntario/a ganar la lotería ver muchos animales salvajes viajar alrededor del mundo volar en un avión privado el comedor social incluido/a el mar mediterráneo	The Amazon river tropical rainforest next year next Wednesday  next week  next summer  I'm going to... feed the llamas sleep a lot not do anything go on a cruise fish in the river plan my hols on the internet  work as a volunteer  to win the lottery to see a lot of wild animals to travel around the world to fly in a private plane soup kitchen included The Mediterranean Sea
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**B. ¡Esto es la pera! – This is amazing!**

¡Es flipante! ¡Es la pera! ¡Es muy guay! ¡Es un rollo! ¡Mola mucho! ¡Qué aburrimiento! ¡Qué chulo! ¡Qué fastidio! hacer un picnic hacer senderismo montar en globo montar en moto acuática aproximado/a	It's amazing! It's incredible! It's very cool! It's a pain! It's out of this world! What a bore! How awesome! How annoying! to make a picnic to go hiking go in a hot air balloon to go on a jet ski approximate
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**What we are learning this term:**

- A. Talking about transport and holiday travel
- B. Describing holiday activities
- C. Extending holiday descriptions
- D. Describing a past holiday
- E. Describing future holiday plans
- F. Translation practice

**6 Key Words for this term**

- |                   |                |
|-------------------|----------------|
| 1. soler          | 4. viajar      |
| 2. las vacaciones | 5. Mi aventura |
| 3. ir             | 6. Voy a...    |

**C. Más cosas de vacaciones – More holiday things**

_____	to collect shells in the rockpools
_____	visit archeological museum
arriesgado/a	_____
educativo/a	_____
estimulante	_____
_____	dangerous
_____	relaxing
la aventura	_____
la tribú	_____
el tucán	_____
_____	valley
el vuelo	_____

**Key Verbs**

<b>Viajar</b> To _____	<b>Ir</b> _____	<b>Alojarse</b> To stay	<b>Hacer –</b> _____	<b>Probar</b> To try (food etc)
<b>Viajo</b> I travel	<b>Voy</b> I go	<b>Me alojo</b> _____	<b>Hago</b> I do	_____ I try
<b>Viajas</b> _____	<b>You go</b>	<b>Te alojas</b> You stay	<b>You do</b>	<b>Pruebas</b> _____
<b>Viaja</b> s/he travels	<b>Va</b> _____	<b>s/he stays</b>	<b>Hace</b> s/he does	<b>s/he tries</b>
<b>Viajamos</b> We travel	<b>Vamos</b> They go	<b>Nos alojamos</b> We stay	<b>Hacemos</b> _____	<b>We try</b>
<b>Viajan</b> They travel	<b>They go</b>	<b>Se alojan</b> They stay	<b>Hacen</b> They do	<b>Prueban</b> They try

**A. Tengo mucho que hacer – I have a lot to do**

_____ típicos	to stay in a hotel
i _____	to eat in typical restaurants
_____	to go shopping to the markets
nadar en el mar	to play beach volleyball
pasear por la playa	_____
sacar fotos	_____
tomar el sol	_____
visitar los monumentos históricos	_____
_____	_____
_____	sand
el plato	star
el puerto	_____
_____	_____
_____	to be on holiday
_____	to go on holiday

**D. ¡Allá voy! – Here I come!**

_____	coach
_____	plane
el barco	_____
la Bicicleta	_____
el coche	_____
_____	motorbike
_____	train
_____	I go to...
_____	by foot
en autocar	_____
en avión	_____
en barco	_____
en Bicicleta	_____
_____	by car
_____	by motorbike
_____	by train
Alemania	_____
Egipto	_____
Escocia	_____
Estados Unidos	_____
_____	France
_____	Wales
Grecia	_____
Inglaterra	_____
_____	Ireland
_____	Italy
_____	Turkey
ir de visita	_____
_____	an escape to the city
_____	a beach holiday
_____	_____
un viaje cultural	_____

**E. Te cuento que pasó – I'll tell you what happened...**

_____	last year
_____	last month
_____	on my last holidays
_____	_____
el verano pasado	_____
al aire libre	_____
la barbacoa	_____
el camping	_____
la isla	_____
bailar en una discoteca	_____
_____	to buy souvenirs
_____	to go cycling
_____	to swim in the pool
probar la gastronomía local	_____
_____	to take selfies
_____	go out with friends
_____	to watch a match
_____	to do a guided tour
_____	_____
observar la naturaleza	_____
_____	to plan
_____	to climb a mountain
_____	large rodent
_____	deforestation
el delfin	_____
la experiencia	_____
el hostel	_____
la rana venenosa	poisonous frog

**Mi aventura – My adventure**

el río amazonas	_____
la selva tropical	_____
el año que viene	_____
el miércoles que viene	_____
_____	next week
_____	_____
el verano que viene	_____
Voy a ...	_____
dar de comer a las llamas	feed the llamas
_____	sleep a lot
_____	not do anything
_____	go on a cruise
pescar en el río	_____
planear mis vacaciones en internet	_____
trabajar de voluntario/a	_____
_____	to win the lottery
ver muchos animales salvajes	_____
_____	to travel around the world
_____	_____
volar en un avión privado	_____
el comedor social incluido/a	soup kitchen included
el mar mediterráneo	_____
_____	_____

**B. ¡Esto es la pera! – This is amazing!**

¡Es flipante!	_____
¡Es la pera!	_____
_____	It's very cool!
_____	It's a pain!
_____	It's out of this world!
¡Qué aburramiento!	_____
¡Qué chulo!	_____
¡Qué fastidio!	_____
_____	to make a picnic
_____	to go hiking
montar en globo	_____
_____	to go on a jet ski
_____	_____
_____	approximate
aproximado/a	_____



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

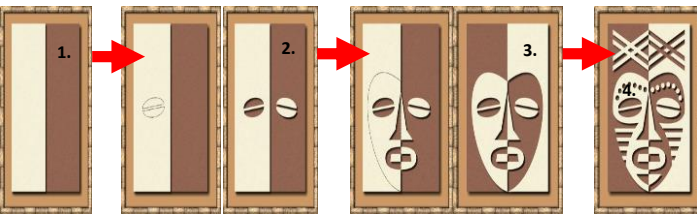


B.	How to use the Grid Method for accurate drawing.
1.	Use a ruler to draw an equally spaced grid onto your image.
2.	Draw an identical grid <b>LIGHTLY</b> onto paper.
3.	Draw in the main <b>outlines</b> of your image, focusing on one square at a time Use a ruler to help you <b>measure</b> the positioning 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:**

- 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:**

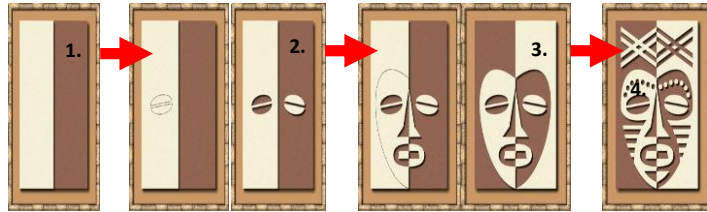
- 1
- 2
- 3
- 4

What each tool is used for:

Cutting mat

Craft knife

Glue stick



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







Papier mâché is:

**Steps for making your sugar skull:**

- 1
- 2
- 3
- 4
- 5



**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.
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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?**

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

**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.

**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

**Prevent Cross Contamination**

Use correct colour coded chopping boards and knives at all times



**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.



**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



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

Rule	Why it is important
• 1 to get rid of bacteria on the food	• 1 to stop food poisoning
• 2 to make the food taste better	• 2 to make the food more appealing
• 3 to make food chewable	• 3 it could be raw or a choking hazard
• 4 to ensure that food is not raw	• 4 to stop food poisoning
• 5 to add colour to the food	• 5 to make it look more appetising or change its use

**What we are learning this term:**

- A. Health, safety and hygiene in the kitchen
- B. The Eatwell guide and nutrients
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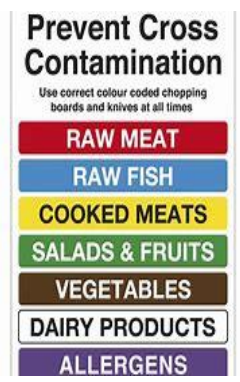
**6 Key Words for this term**

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

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


**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?**



E.	Keywords
Hygiene	
Research	
Nutritious	
Target Market	
Carbohydrates	
Protein	
Fibre	
Calcium	
Design Idea	
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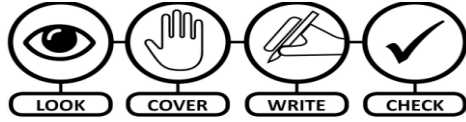


**C. Can you list 5 reasons for why we cook food and why it is important?**

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



A	What we are learning about this term...
1	Pulse and Rhythm, including triplets and 6/8
2	Polyrhythms
3	Music in West Africa
4	Call and Response



C African Drumming Techniques



Bass                      Tone                      Slap

D Analysing music from West Africa (Listening)

Listen and watch this video... Which West African instruments are being used? Can you hear the **call and response** being played by the **master drummer** and the rest of the performers?

Listen for the **fast tempo (allegro)**, as the music is designed for dancing and social gatherings. Because of gatherings being outside the dynamics are usually loud = **forte (f) or fortissimo (ff)** however, the master drummer can indicate changes in both dynamics and tempo if they want!



Mamady  
Kéïta: Kuku ->



Bolokada Conde



Ladysmith Black Mambazo

E African Drums and Melody Instruments



Djembe



BALAFON      MBIRA      FLUTE      GOURD      MARACAS      KORA

F Basic Note Values

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








# #AIMHIGH CHALLENGE TASKS Y8

Hard Work... Kindness... Responsibility



Subject	Reading	Watching	Other Opportunities
<b>English</b>	Read: <a href="https://www.theguardian.com/childrens-books-site/2014/jan/06/book-doctor-sherlock-detective-novels-teens">https://www.theguardian.com/childrens-books-site/2014/jan/06/book-doctor-sherlock-detective-novels-teens</a>	Watch: <a href="https://www.bbc.co.uk/iplayer/episodes/b018ttws/sherlock">https://www.bbc.co.uk/iplayer/episodes/b018ttws/sherlock</a>	<a href="https://co-decode.co.uk/">https://co-decode.co.uk/</a>
<b>Maths</b>	Read: What do Runway Numbers Mean. 	Listen: The Golden Ratio 	Try the N-Rich Activity below: 
<b>Science</b>	Read The Astronomy Book- big ideas simply explained	Watch The reason for seasons <a href="https://www.youtube.com/watch?v=tX3Y5bzNDiU">https://www.youtube.com/watch?v=tX3Y5bzNDiU</a>	Look at the different constellations you can spot <a href="https://www.twinkl.co.uk/teaching-wiki/constellations">https://www.twinkl.co.uk/teaching-wiki/constellations</a> And see if you can see them
<b>Geography</b>	Read Rainforest Rough Guide: Age 10-11, average readers - White Wolves Non Fiction	Watch: <a href="#">BBC One - Planet Earth II - Available now</a>	Coate water. Write down all the ways this area is different to your home street. This shows the comparison between urban and rural areas.
<b>History</b>	Read <a href="#">Y8 Term 1 Reading.pdf</a>	Watch: <a href="https://www.youtube.com/watch?v=3ozlZXGBW2E">https://www.youtube.com/watch?v=3ozlZXGBW2E</a>	Visit: Steam museum of the Great Western Railway. SN25 2DA
<b>Spanish</b>	Read: the Spanish and English whilst watching this video of a tour of Barcelona: <a href="https://www.youtube.com/watch?v=I7bHX9Wkr0E">https://www.youtube.com/watch?v=I7bHX9Wkr0E</a>	Watch this clip: about Spanish people and their holidays: <a href="https://www.youtube.com/watch?v=n1MRm83KDWY">https://www.youtube.com/watch?v=n1MRm83KDWY</a>	Check out how many Spanish destinations EasyJet Fly to. Find out a little bit about each destination: <a href="https://www.easyjet.com/en">https://www.easyjet.com/en</a>
<b>Art</b>	Read: Using shape in art <a href="https://www.bbc.co.uk/bitesize/guides/z3ssgdm/revision/1">https://www.bbc.co.uk/bitesize/guides/z3ssgdm/revision/1</a>	Watch: Recognizing shapes in art <a href="https://www.youtube.com/watch?v=sb-U6U2V87Q">https://www.youtube.com/watch?v=sb-U6U2V87Q</a>	Try visiting an art gallery to see how an artist has created artwork in real life. The Tate website is an amazing tool to find 100's of established artists <a href="https://www.tate.org.uk/art">https://www.tate.org.uk/art</a>