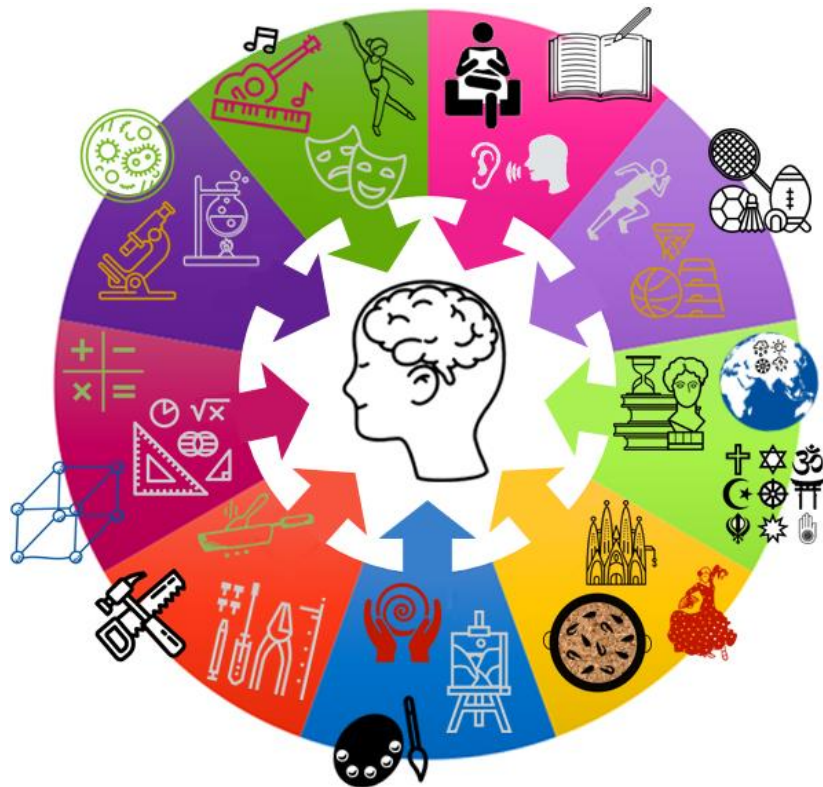


# 100% book - Year 8 Booster

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

## Term 4



### Swindon Academy 2023-24

Name:	
Tutor Group:	
Tutor & Room:	

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

# Using your Knowledge Organiser and Quizzable Knowledge Organiser

## Knowledge Organisers

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

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

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

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

**A. Describe the properties of the three states of matter.**

Solid	Liquid	Gas
<ul style="list-style-type: none"> <li>• Particles are packed closely together in a regular pattern.</li> <li>• Particles vibrate in fixed positions.</li> </ul>	<ul style="list-style-type: none"> <li>• Particles are packed closely together but are still touching each other.</li> <li>• Particles can slide past each other and move around.</li> </ul>	<ul style="list-style-type: none"> <li>• Particles are far apart and are arranged randomly.</li> <li>• Particles carry a lot of energy and they move in all directions in a high speed.</li> </ul>

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

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

Melting	change of state from solid to liquid
Freezing	change of state from liquid to solid
Evaporation	change of state from liquid to gas
Condensation	change of state from gas to liquid

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

**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.

## Quizzable Knowledge Organisers

**A. What is particle theory?**

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

Solid	
Liquid	
Gas	

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

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

Melting	
Freezing	
Evaporation	
Condensation	

**Diagram:** A cycle showing the states of matter: Solid, Liquid, and Gas. Arrows indicate transitions: Solid to Liquid (Melting), Liquid to Solid (Freezing), Liquid to Gas (Evaporation), Gas to Liquid (Condensation), and Gas to Solid (Deposition). A separate diagram shows a particle model for each state: solid (regular grid), liquid (loose packing), and gas (random, far apart).

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

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

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

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

### Top Tip

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

## 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.

# How do I complete Knowledge Organiser Prep?

## Step 1

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

The image shows the epraise website interface. On the left is a 'Planner' for the week of 10th May to 16th May 2020, with a grid for different subjects. On the right is a 'New Year's Homework/Revision: Topic TSP Pack' for 'What is particle theory?'. It includes a table with columns for 'What is particle theory?', 'What are the different changes of state?', and 'What is the law of conservation of mass?'. Below the table are diagrams of particle arrangements for solid, liquid, and gas states, and a phase change diagram.

## Step 2

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

The image shows a printed knowledge organiser page. The date '29th May 2020' is handwritten at the top. The title 'Particle theory' is also handwritten. The page contains sections for 'What is particle theory?', 'Describe the arrangement and movement of particles in the three states of matter', and 'What are the different changes of state?'. There are diagrams of particle arrangements and a phase change diagram.

## Step 3

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

The image shows handwritten notes in a prep book. The date '29th May 2020' is written at the top. The title 'Properties of the states of matter' is written. The notes define particle theory as 'all matter is made of particles'. It then describes the three states: '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 handwritten notes in a prep book. The date '29th May 2020' is written at the top. The title 'Particle theory' is written. The notes repeat the definitions of the three states: '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 5

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

The image shows a printed quizzable knowledge organiser page. The date '29th May 2020' is handwritten at the top. The title 'Particle theory' is written. The page contains sections for 'What is particle theory?', 'What are the different changes of state?', and 'What is the law of conservation of mass?'. There are diagrams of particle arrangements and a phase change diagram. Handwritten answers are provided for the quizzable sections: 'Self quizzing' for 'What are the different changes of state?', 'Arrangement/movement of matter' for 'What is the law of conservation of mass?', and 'Liquid = far apart' and 'Gas = arranged randomly' for the 'What are the different changes of state?' section.

## 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 handwritten notes in a prep book. The date '29th May 2020' is written at the top. The title 'Particle theory' is written. The notes define particle theory as 'all matter is made of particles'. It then describes the three states: 'Solid = regular pattern particles vibrate in fixed position', 'Liquid = particles are arranged randomly but are still touching each other. Particles can slide past each other and move around.', and 'Gas = Particles are far apart and are arranged randomly. Particles carry a lot of energy'. There are checkmarks and corrections in the notes.

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

# 'Animal Farm': Knowledge Organiser

## Chapter breakdown

1	The animals gather to listen to old Major. He gives them a vision of a life without man.
2	The animals rebel and overthrow Jones. The commandments are written.
3	The animals' first harvest is a success. The pigs keep the milk and apples to themselves.
4	The Battle of the Cowshed: Jones attempts to reclaim the farm.
5	Snowball and Napoleon debate the windmill. Napoleon uses dogs to chase Snowball from the farm. Napoleon makes himself leader.
6	Work begins on the windmill. The pigs move into the farmhouse. Winds destroy the windmill.
7	Work on the windmill starts again. Napoleon demands eggs from the hens. Napoleon slaughters animals at the show trials.
8	Napoleon betrays Mr. Pilkington and sells timber to Mr. Frederick. Frederick pays with counterfeit money. Frederick attacks the farm. The animals suffer losses in the Battle of the Windmill. The windmill is destroyed.
9	Boxer is sold to the knacker's yard.
10	The pigs are leaders on the farm. They start walking on two legs and carrying whips. There is no difference between the pigs and the humans they sought to overthrow at the start of the novel.

## The seven commandments

1	Whatever goes upon two legs is an enemy.
2	Whatever goes upon four legs, or has wings, is a friend.
3	No animal shall wear clothes.
4	No animal shall sleep in a bed.
5	No animal shall drink alcohol.
6	No animal shall kill any other animal.
7	All animals are equal.

## Characters

### Napoleon

'a large, rather fierce-looking Berkshire boar, the only Berkshire on the farm, not much of a talker, but with a reputation for getting his own way.'

### Snowball

'a more vivacious pig than Napoleon, quicker in speech and more inventive, but was not considered to have the same depth of character.'

### Squealer

'with very round cheeks, twinkling eyes, quick movements, and a shrill voice. He was a brilliant talker, and when he was arguing some difficult point he had a way of skipping from side to side and whisking his tail which was somehow very persuasive. The others said of Squealer that he could turn black into white.'

### Boxer

'an enormous beast, nearly eighteen hands high, and as strong as any two ordinary horses put together... in fact he was not of first-rate intelligence, but he was universally respected for his steadiness of character and tremendous powers of work.'

## Key words

**allegory** – A story with two meanings. It has a literal meaning, which is what actually happens in the story. But it also has a deeper meaning. The deeper meaning is often a moral. It teaches you a lesson about life.

**tyrant** – Someone who has total power and uses it in a cruel and unfair way. A **tyranny** is a situation in which a leader or government has too much power and uses that power in a cruel and unfair way.

**rebellion** – A rebellion is a situation in which people fight against those who are in charge of them.

**harvest** – The time when crops are cut and collected from fields.

**corrupt** – When people use their power in a dishonest way order to make life better for themselves.

**propaganda** – Information that is meant to make people think a certain way. The information may not be true.

**cult of personality** – A cult of personality is where a leader convinces people to worship him or her, and treat them like a god.

**treacherous** – If you betray someone who trusts you, you could be described as **treacherous**.

## Biographical information

1	'Animal Farm' was written in 1945.
2	It was written by George Orwell.
3	Orwell was born in 1903.
4	'Animal Farm' was influenced by the events of World War II.
5	Orwell wanted to write about the cruel leaders of Europe during World War II.
6	'Animal Farm' is an allegory for the events of the Russian Revolution.

# 'Animal Farm': Knowledge Organiser

## Chapter breakdown

1	The animals gather to ____ to old Major. He gives them a vision of a life ____ ____.
2	The animals ____ and overthrow Jones. The ____ are written.
3	The animals' first harvest is a success. The pigs keep the ____ and ____ to themselves.
4	The Battle of the ____: Jones attempts to reclaim the farm.
5	Snowball and Napoleon debate the _____. Napoleon uses _____ to chase Snowball from the farm. Napoleon makes himself _____.
6	Work begins on the _____. The pigs move into the _____. _____ destroy the windmill.
7	Work on the _____ starts again. Napoleon demands _____ from the hens. Napoleon _____ animals at the show trials.
8	Napoleon betrays Mr. Pilkington and sells timber to Mr. Frederick. Frederick pays with _____ money. Frederick attacks the farm. The animals suffer losses in the Battle of the _____. The windmill is _____.
9	Boxer is sold to the _____ yard.
10	The pigs are leaders on the farm. They start walking on _____ legs and carrying _____. There is _____ between the pigs and the humans they sought to overthrow at the start of the novel.

## The seven commandments

1	Whatever goes upon ____ legs is an _____.
2	Whatever goes upon ____ legs, or has wings, is a _____.
3	No animal shall wear _____.
4	No animal shall sleep in a _____.
5	No animal shall drink _____.
6	No animal shall ____ any other animal.
7	All animals are _____.

## Characters

### Napoleon

'a large, rather \_\_\_\_-looking Berkshire boar, the only Berkshire on the farm, not much of a talker, but with a reputation for getting his \_\_\_\_\_.'

### Snowball

'a more vivacious pig than Napoleon, quicker in \_\_\_\_\_ and more \_\_\_\_\_, but was not considered to have the same depth of character.'

### Squealer

'with very round cheeks, twinkling eyes, \_\_\_\_\_ movements, and a shrill \_\_\_\_\_.  
He was a brilliant \_\_\_\_\_, and when he was arguing some difficult point he had a way of \_\_\_\_\_ from side to side and whisking his \_\_\_\_\_ which was somehow very persuasive. The others said of Squealer that he could turn black into white.'

### Boxer

'an \_\_\_\_\_ beast, nearly eighteen hands high, and as \_\_\_\_\_ as any two ordinary horses put together... in fact he was \_\_\_\_\_ of first-rate \_\_\_\_\_, but he was universally respected for his steadiness of character and tremendous powers of \_\_\_\_\_.'

## Key words

**allegory** – A story with \_\_\_\_ meanings. It has a \_\_\_\_ meaning, which is what actually happens in the story. But it also has a \_\_\_\_ meaning. The deeper meaning is often a \_\_\_\_\_. It teaches you a lesson about life.

**tyrant** – Someone who has total \_\_\_\_\_ and uses it in a \_\_\_\_\_ and \_\_\_\_\_ way. A **tyranny** is a situation in which a \_\_\_\_\_ or government has too much \_\_\_\_\_ and uses that power in a cruel and unfair way.

**rebellion** – A rebellion is a situation in which people \_\_\_\_\_ against those who are in \_\_\_\_\_ of them.

**harvest** – The time when crops are \_\_\_\_\_ and \_\_\_\_\_ from fields.

**corrupt** – When people use their \_\_\_\_\_ in a dishonest way order to make life \_\_\_\_\_ for \_\_\_\_\_.

**propaganda** – \_\_\_\_\_ that is meant to make people \_\_\_\_\_ a certain way. The information may \_\_\_\_\_ be \_\_\_\_\_.

**cult of personality** – A cult of personality is where a leader convinces people to \_\_\_\_\_ him or her, and treat them like a \_\_\_\_\_.

**treacherous** – If you betray someone who trusts you, you could be described as **treacherous**.

## Biographical information

1	'Animal Farm' was written in _____.
2	It was written by George _____.
3	Orwell was born in _____.
4	'Animal Farm' was influenced by the events of _____.
5	Orwell wanted to write about the _____ of Europe during World War II.
6	'Animal Farm' is an _____ for the events of the _____.

**What we are learning this term:**

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

**4 Key Words for this term**

1. Current                      3. Component  
 2. Field                        4. Resistance

**A. Identify the circuit symbols.**

Switch      Cell      Battery

Lamp      Voltmeter      Ammeter

Resistor      Variable resistor      Motor

**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,  $\Omega$ )

<b>A.</b>	<b>Describe current, potential difference (voltage) and resistance</b>		
Current	The <b>rate</b> of flow of <b>charge</b> .	Amps <b>A</b>	Measured by an <b>ammeter</b>
Potential difference	The <b>energy provided by the cell</b> to the charges. This energy is then used by the charges in electrical components.	Volts <b>V</b>	Measured by a <b>voltmeter</b>
Resistance	<b>How difficult it is for current to flow</b> . Eg. with high current, low resistance.	Ohms <b><math>\Omega</math></b>	<b>Calculate</b> using the current and potential difference $R=V/I$

**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!)

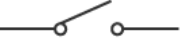
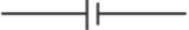







**What we are learning this term:**

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

**4 Key Words for this term**

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

**A. Identify the circuit symbols.**

		
		
		
_____	_____	_____

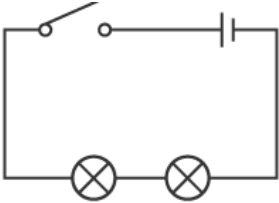
**A. What is the equation involving current, potential difference and resistance?**

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

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

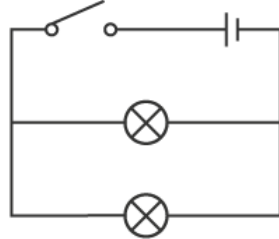
Current		Amps <b>A</b>	Measured by an <b>ammeter</b>
Potential difference		Volts <b>V</b>	Measured by a <b>voltmeter</b>
Resistance		Ohms <b>Ω</b>	<b>Calculate</b> using the current and potential difference

**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

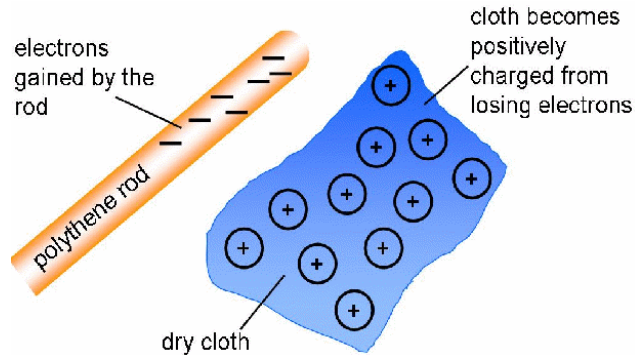
**A. What is a conductor?**

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.

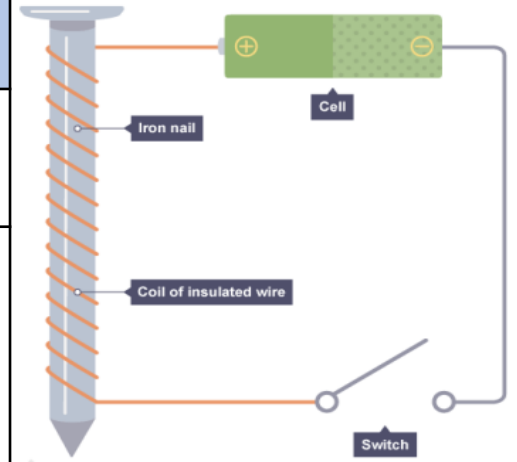


**C. What is an electromagnet?**

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



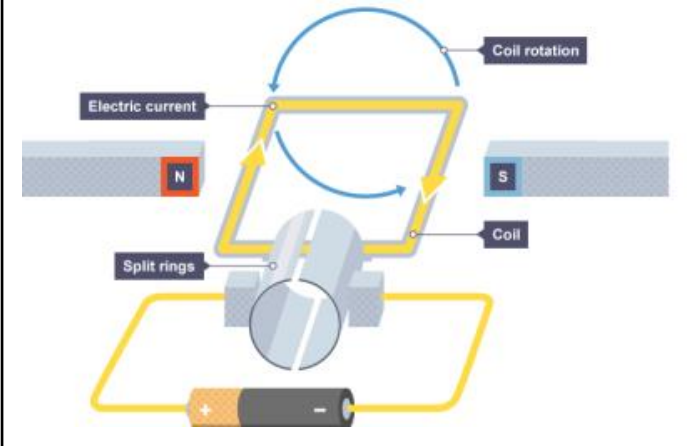
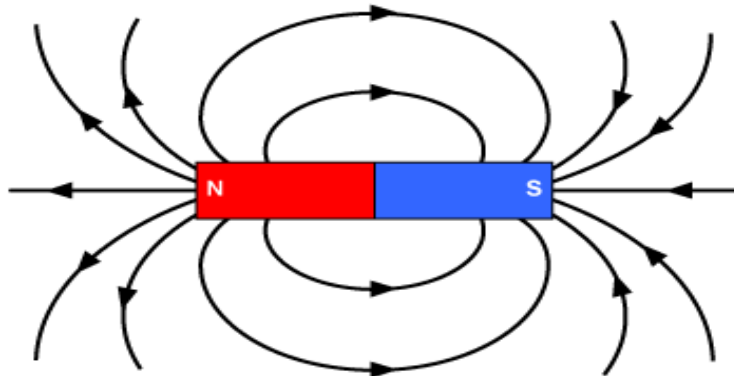
**C. What is a magnetic field?**

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.

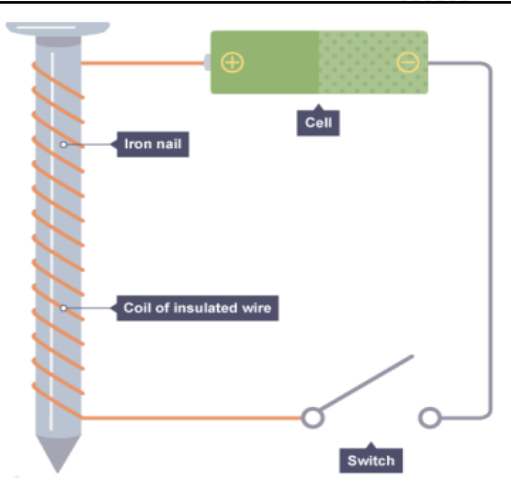
**C. Show the magnetic field.**





**B. Describe how static charge produced.**

**C. What is an electromagnet?**

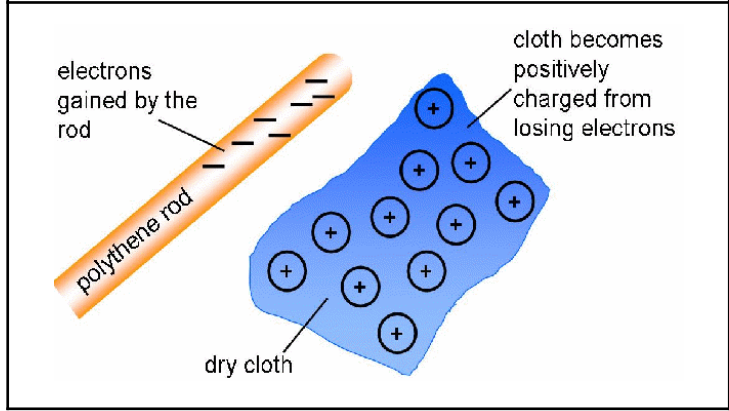


You can increase the strength of an electromagnet by doing three things:

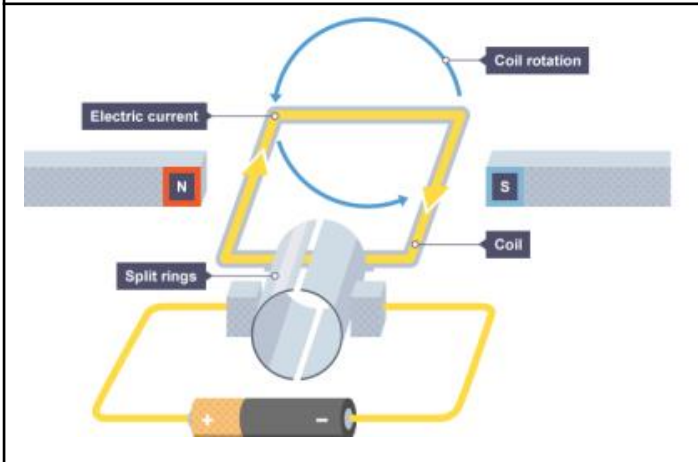
1. Increase the number of coils
2. Increase the current
3. Add an iron core

**C. What is a magnetic field?**

**C. What is the motor effect?**



**C. Show the magnetic field.**





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

<b>A.</b>	<b>What are the food groups?</b>	
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

<b>A.</b>	<b>How can you measure the energy content of food?</b>
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.	
<p>The diagram shows a laboratory setup for measuring the energy content of food. A small piece of food is held on a thin metal needle that is being heated by a flame. The needle is positioned so that the heat from the burning food is transferred to a test tube containing water. A thermometer is inserted into the test tube to measure the temperature change of the water. Labels indicate: 'Burning food held on mounted needle', 'Thermometer', and 'Water'.</p>	





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

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

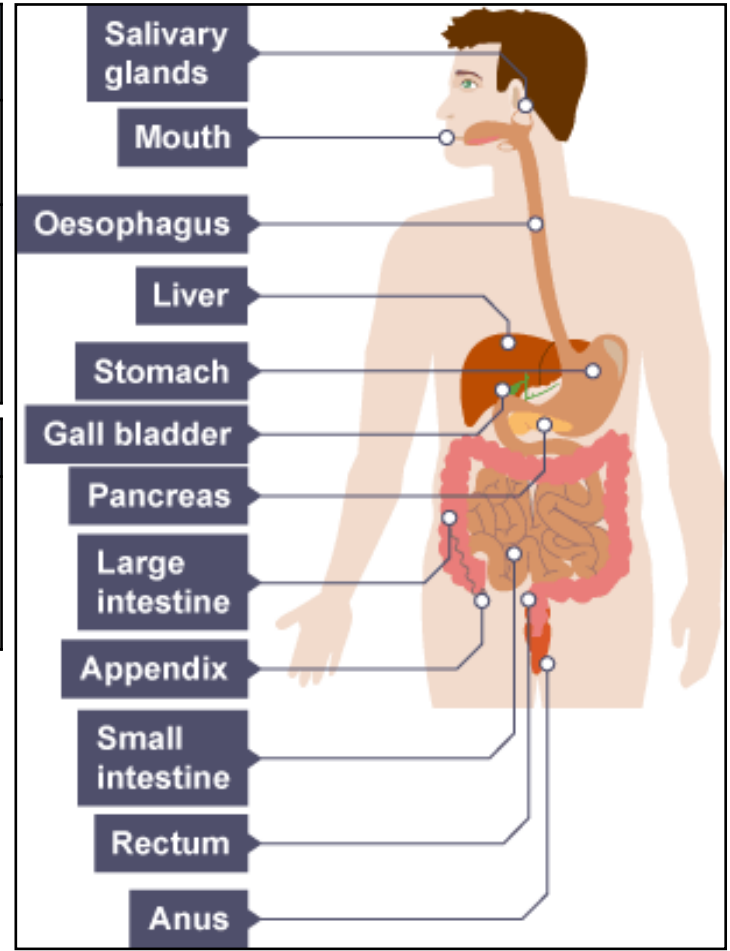
<b>B.</b>	<b>What is a deficiency disease?</b>
A disease caused by the <b>lack of a specific nutrient</b> .	
<ul style="list-style-type: none"> <li>• A lack of vitamin C can lead to scurvy which affects the gums.</li> <li>• A lack of vitamin D can lead to rickets which affects the bones.</li> </ul>	

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

<b>C.</b>	<b>Describe the function of enzymes in the digestive system.</b>
-----------	--

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	<b>Starch</b> into <b>sugars</b> , in the mouth and small intestine
Protease	Stomach, pancreas, small intestine	<b>Protein</b> into <b>amino acids</b> , in the stomach and small intestine
Lipase	Pancreas and small intestine	<b>Lipids</b> into <b>fatty acids</b> and <b>glycerol</b> , in the small intestine



<b>C.</b>	<b>Describe the role of bacteria in the digestive system.</b>
-----------	---

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?**

This can lead to people becoming overweight or underweight or having deficiency diseases.

**B. What is obesity?**

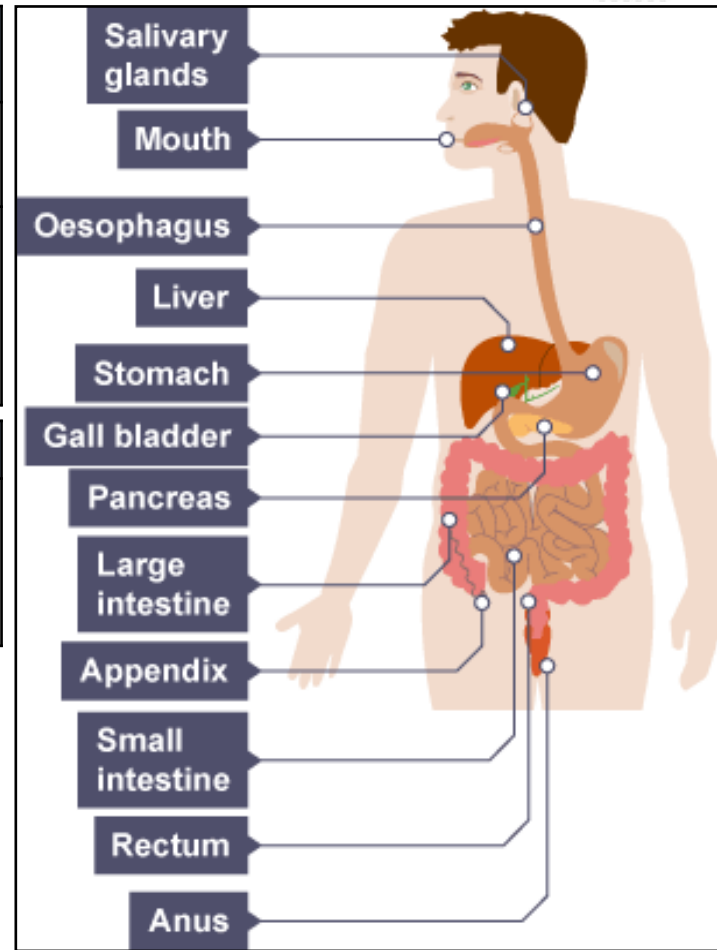
**B. What is a deficiency disease?**

- 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.**

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



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

- 1.
- 2.
- 3.



# Geography Knowledge Organiser: Year 8 Term 4 Weather and Climate



## Background:

- Weather and climate are different, however both are influenced, measured and described by a few factors. **(A)**
- The climatic conditions of an area are determined by several factors. **(B)**
- There are four distinct climatic zones in the UK, which are determined by the direction of the prevailing wind. **(C)**
- Precipitation is caused when warm air rises. There are three ways that this can happen. **(B, D)**
- High pressure air systems bring warm, settled weather conditions. **(E)**
- Low pressure air systems bring wet, changeable weather conditions. **(F)**
- Tropical storms (an example of a low pressure climatic hazard) need certain conditions to form. **(G)**
- Hurricane Katrina is a famous tropical storm that affected the USA in 2005. **(H)**

## A. Weather and climate (5)

Weather	The day-to-day conditions of the atmosphere which change quickly.
Climate	The average weather conditions over longer periods of time.
Precipitation	Any form of water falling from the sky.
Humidity	The amount of moisture in the air.
Air pressure	The force exerted onto the Earth's surface by the weight of the air.

## B. Factors affecting weather and climate (4)

Latitude	Higher latitudes are colder. Lower latitudes (nearer the equator) are hotter.
Winds	Wind can bring different weather conditions depending on where it comes from.
Altitude	Higher areas get more rainfall and are colder than low land.
Urban areas	Can be 2.2°C warmer than the surrounding rural areas.

## C. The UK's air masses (4)

Tropical maritime	Wind from the south west brings wet weather, with warm temperatures in the summer, but mild in the winter.
Tropical continental	Wind from the south east brings dry weather with hot temperatures in the summer, but mild in the winter.
Polar continental	Wind from the north east brings dry weather with cold temperatures in the summer, and often freezing conditions in the winter.
Polar maritime	Wind from the north west brings wet weather with cold temperatures.

## D. The types of precipitation (3)

Convictional	Produced when warm air rises, cools and condenses, forming clouds and then rainfall.
Frontal	Warm air meets cold air and rises because it is less dense. It cools, condenses forming clouds, then precipitation.
Relief	Warm air is forced to rise as it meets a hill or mountain. It cools at high altitude, condenses and forms clouds, then precipitation.

## E. High pressure systems

How is the air moving?	Areas where air is sinking, this air has little moisture.	
Conditions (3)	Positive impacts (2)	Negative impacts (2)
<ol style="list-style-type: none"> <li>Calm weather with a cloudless sky.</li> <li>Hot weather in summer, cold weather in winter.</li> <li>Morning frost is common.</li> </ol>	<ol style="list-style-type: none"> <li>Lots of sunlight means farmers can grow more crops.</li> <li>Increase in tourism, which boosts the local economy.</li> </ol>	<ol style="list-style-type: none"> <li>Places such as Spain and Portugal are at high risk of forest fires during prolonged dry periods.</li> <li>Can cause fog in the winter, which can lead to traffic accidents.</li> </ol>

## F. Low pressure systems

How is the air moving?	Air is rising, it cools and condenses causing high levels of precipitation.	
Conditions (3)	Positive impacts (2)	Negative impacts (3)
<ol style="list-style-type: none"> <li>Unsettled weather which can change quickly.</li> <li>High winds and high cloud cover.</li> <li>Precipitation occurs as rising air cools and condenses.</li> </ol>	<ol style="list-style-type: none"> <li>Rainfall refills stores of water, such as reservoirs.</li> <li>Wind farms will generate more energy.</li> </ol>	<ol style="list-style-type: none"> <li>Low pressure systems can cause large, destructive storms.</li> <li>Bad weather can harm the tourist industry as tourists are put off.</li> <li>Areas can be flooded.</li> </ol>

## G. Causes of tropical storms (3)

High temperatures	Oceans have to be 26.5°C or higher.
Weather system	A low pressure system means air rushes in and causes high winds.
Deep ocean	Warm water is the power source for a tropical storm and should be 60 metres deep or more.

## H. Case study example: Hurricane Katrina 2005

Where?	New Orleans, south coast of the USA.	
Effects (3)	Responses (2)	
<ol style="list-style-type: none"> <li>1,836 died.</li> <li>10,000 people homeless.</li> <li>Floods were up to 3 metres deep in places.</li> </ol>	<ol style="list-style-type: none"> <li>\$105 billion was spent on rebuilding.</li> <li>10,000 people evacuated to the Superdome for shelter.</li> </ol>	



# Geography Knowledge Organiser: Year 8 Term 4 Weather and Climate



## Background:

- Weather and climate are different, however both are influenced, measured and described by a few factors. **(A)**
- The climatic conditions of an area are determined by several factors. **(B)**
- There are four distinct climatic zones in the UK, which are determined by the direction of the prevailing wind. **(C)**
- Precipitation is caused when warm air rises. There are three ways that this can happen. **(B, D)**
- High pressure air systems bring warm, settled weather conditions. **(E)**
- Low pressure air systems bring wet, changeable weather conditions. **(F)**
- Tropical storms (an example of a low pressure climatic hazard) need certain conditions to form. **(G)**
- Hurricane Katrina is a famous tropical storm that affected the USA in 2005. **(H)**

## A. Weather and climate (5)

Weather	
Climate	
Precipitation	
Humidity	
Air pressure	

## B. Factors affecting weather and climate (4)

Latitude	
Winds	
Altitude	
Urban areas	

## C. The UK's air masses (4)

Tropical maritime	
Tropical continental	
Polar continental	
Polar maritime	

## D. The types of precipitation (3)

Convictional	
Frontal	
Relief	

## E. High pressure systems

How is the air moving?	Areas where air is sinking, this air has little moisture.	
Conditions (3)	Positive impacts (2)	Negative impacts (2)

## F. Low pressure systems

How is the air moving?		
Conditions (3)	Positive impacts (2)	Negative impacts (3)

## G. Causes of tropical storms (3)

High temperatures	
Weather system	
Deep ocean	

## H. Case study example: Hurricane Katrina 2005

Where?		
Effects (3)	Responses (2)	

# Year 8 T4 History : Year 8 Unit 4 Age of Exploration

## What we are covering whilst working from home: Age of Exploration

**We will be looking studying:** The exploration and expansion of the Spanish empire – Christopher Columbus and the actions of Spanish conquistadors. (A,B), How the expansion of the empire and its involvement in the slave trade led to developments in British industry and economy (C, D)

C.	Can you define these key words?
Transatlantic Slave Trade	The transportation by slave traders of enslaved African people, mainly to the Americas from the 16 <sup>th</sup> to the 19 <sup>th</sup> century.
Empire	a group of countries ruled over by a single monarch or ruling power
Plantation	A large area of farmland on which crops are grown by workers (typically slaves) who live on the farm.
Scavenger	Child labourer made to crawl below spinning machines and collect loose cotton
Conquistador	Spanish armed adventurers who conquered parts of North and South America
Abolition	The act of <u>officially</u> ending or stopping something, e.g. slavery.
Middle Passage	The sea journey undertaken by slave ships from West Africa across the Atlantic Ocean to The Americas.

### A. Key Events that led to Columbus sighting land in the New World

Sponsorship	Contact with Natives	Expedition
<ul style="list-style-type: none"> <li>- King Ferdinand and Queen Isabella of Spain agreed to sponsor Columbus voyage.</li> <li>- This was because they wanted to spread Christianity to newly discovered lands and to give Spain international status.</li> <li>- This meant Columbus was able to hire a crew, 3 ships and a translator.</li> </ul>	<ul style="list-style-type: none"> <li>- Columbus came into contact with peaceful natives and found that they were wearing small items of gold jewellery.</li> <li>- They did not tell him where they got the gold from, however seeing these gold items spurred him on to continue exploring in the hopes of finding their gold reserves.</li> <li>- Columbus took precious metals, exotic food and animals back to Spain – led to further exploration.</li> </ul>	<ul style="list-style-type: none"> <li>- Four weeks without sighting land – men losing moral</li> <li>- Running out of food and water – men wanted to turn back</li> <li>- Columbus convinced them to stay for 4 more days, if they didn't sight land within those days then they would turn back</li> <li>- On the second day a sailor sighted land</li> </ul>

### B. Conquistadors

Balboa	Cortez - Mexico	Pizarro - Peru
<ul style="list-style-type: none"> <li>- Established the first European settlement on the American mainland (Darian)</li> <li>- Tortured the natives in his position as governor of Darian.</li> <li>- Explored and took back pearls for Spain.</li> </ul>	<ul style="list-style-type: none"> <li>- Found stockpiles of gold at Tenochtitlan the Aztec capital city</li> <li>- Got into a disagreement with their leader (Montezuma) and decided to invade the city.</li> <li>- Aztecs were a stone age civilisation so stood no chance</li> <li>- Tenochtitlan destroyed and built over.</li> </ul>	<ul style="list-style-type: none"> <li>- Landed in Peru and brought with him European diseases - ravaged the population.</li> <li>- Defeated an Inca force of 80,000 with 168 men due to the panic and confusion of his cannons and horses.</li> <li>- Inca bought him off with rooms of gold and silver.</li> </ul>

### D. How did Britain benefit from the Slave Trade?

Employment (Workers)	Investment	Trade
<ul style="list-style-type: none"> <li>• The slave trade provided thousands of job e.g. in Liverpool by 1774 there were eight sugar refineries and fifteen rope factories all of which provided plenty of new jobs</li> <li>• These factories made chains, anchors, rope and iron, copper and brass goods for the slave ships</li> </ul>	<ul style="list-style-type: none"> <li>• Money poured into Britain from the slave trade</li> <li>• Banks did well by lending money to traders, but slave merchants also used their profits to set up important banks</li> <li>• The trade was so profitable that it was not just the rich who wanted to be part of it - many tradespeople bought a share in a slave ship.</li> <li>• This money was used to improve and invest in things like education which impacted everyone in Britain.</li> </ul>	<ul style="list-style-type: none"> <li>• In a period that <b>saw Britain industrialise</b>, profits could be made by exporting manufactured British goods to Africa and then further profits made from imported slave products such as sugar, which became very fashionable with the British people.</li> <li>• The slave trade was <b>important in the development of the wider economy</b></li> <li>• The slave trade played an important role in <b>providing British industry with access to raw materials</b> (cotton). This contributed to the increased production of manufactured goods (leading to the Industrial Revolution)</li> </ul>



# Year 8 T4 History : Year 8 Unit 4 Age of Exploration

## What we are covering whilst working from home: Age of Exploration

**We will be looking studying:** The exploration and expansion of the Spanish empire – Christopher Columbus and the actions of Spanish conquistadors. (A,B), How the expansion of the empire and its involvement in the slave trade led to developments in British industry and economy (C, D).

### A. Key Events that led to Columbus sighting land in the New World

Sponsorship	Contact with Natives	Expedition

### B. Conquistadors

Balboa	Cortez - Mexico	Pizarro - Peru

### C. *Can you define these key words?*

Transatlantic Slave Trade	
Empire	
Plantation	
Scavenger	
Conquistador	
Abolition	
Middle Passage	

### D. How did Britain benefit from the Slave Trade?

Employment (Workers)	Investment	Trade

# Year 8 Religious Education: The Philosophy of Religion

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

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

# Year 8 Religious Education: The Philosophy of Religion

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

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



What we are learning this term:	
<p>A. Describing what you wear                  B. Describing fashion in greater detail                  C. Talking about shopping on the high street                  D. Visiting a shopping centre                  E. Dealing with problems when shopping                  F. Fashion in the Hispanic world                  G. Translation practice</p>	
6 Key Words for this term	
1. la moda	4. rebajas
2. vestirse	5. lo/la/los/las
3. la ropa	6. la talla

**A. ¡Es imposible comprar así! – It's impossible to buy like that!**

tiene un agujero	It has a hole
está roto/a	It's broken
cambiar	to (ex)change
el cambio	exchange
funcionar	to work / function
pedir	to ask for
probar	to try (on)
quedar bien	to suit / fit
el reembolso	refund
¿en serio?	really?
lo siento	I'm sorry
el tique de compra	receipt
vale	right/Good//ok
vender	to sell
otros/as	other
pocos/as	few
todos/as	all
varios/as	several

**B. Estrellas con estilo – Stars with style**

los estampados	patterns
amplio/a	baggy
corto/a	short
de cuadros	checked
estampado/a	patterned
estrecho/a	tight
de flores	floral
hortera	tacky
largo/a	long
liso/a	plain
de lunares	spotted
de rayas	striped
apropiado/a	appropriate
distinto/a	different

C. Si ganara la lotería – If I won the lottery	
Si fuera millonario/a	If I were a millionaire
Si fuera posible...	If it were possible...
Si ganara la lotería..	If I won the lottery...
cambiaría de peinado	I would change my hairstyle
compraría...	I would buy
un montón de ropa de marca	lots of designer clothes
unas gafas de sol de marca	designer sunglasses
iría a la peluquería	I would go to the hairdresser
tendría un asistente personal	I would have a personal assistant
tendría un teléfono móvil de lujo	I would have an expensive mobile

**D. Esto es lo que llevo – This is what I wear**

la ropa	clothing
llevar	to wear
¿Qué llevas?	What do you wear?
Llevo...	I wear...
los calcetines	socks
la camisa	shirt
la chaqueta	jacket
la corbata	tie
la falda	skirt
la gorra	cap
el jersey	jumper
los pantalones	trousers
el uniforme	uniform
los vaqueros	jeans
el vestido	dress
las zapatillas (de deporte)	trainers
los zapatos	shoes
bonito/a	pretty
cómodo/a	comfortable
elegante	smart / stylish
guay	cool
tradicional	traditional
este/este	this
estos/estas	these
ese/esa	that
esos/esas	those
aquel/aquella	that (further away)
aquellos/aquellas	those (further away)
la blusa	blouse
la cinta para el pelo	headband
el cinturón	belt
el estilo	style

Key Verbs				
Vestirse To get dressed	Comprar To buy	Probar To try on	Devolver To return (item)	Cambiar To (ex)change
Me visto I get dressed	Compro I buy	Pruebo I try on	Devuelvo I return	Cambio I (ex)change
Te vistes You get dressed	Compras You buy	Pruebas You try on	Devuelves You return	Cambias You (ex)change
Se viste s/he gets dressed	Compra s/he buys	Prueba s/he tries on	Devuelve s/he returns	Cambia s/he (ex)changes
Nos vestimos We get dressed	Compramos We buy	Probamos We try on	Devolvemos We return	Cambiamos We (ex)change
Se visten They get dressed	Compran They buy	Prueban They try on	Devuelven They return	Cambian They (ex)change

**E. En el centro comercial – In the shopping centre**

los centros comerciales	shopping centres
por internet	online
las tiendas pequeñas	small shops
la agencia de viajes	travel agency
las alfombras	rugs
la alimentación	food
la azotea	rooftop
el juguete	toy
la juguetería	toy shop
el hogar	homewares/home
la moda deportiva	sportswear
los muebles	furniture
la planta baja	ground floor
la relojería	watch shop
el anuncio	advert
devolver	to return
en línea	online
hacer clic	to click (mouse)
la oferta	offer
el ratón	mouse (computer)
la variedad	variety
primero	first
segundo	second
tercero	third
cuarto	fourth
quinto	fifth
sexto	sixth
séptimo	seventh

**F. De tiendas – At the shops**

la carnicería	butchers
la chocolatería	chocolate shop
la joyería	jewellers
la panadería	bakery
la papelería	stationery shop
la perfumería	perfume shop
la pescadería	fishmongers
la tienda de disfraces	fancy dress shop
la tienda de ropa	clothes shop
la zapatería	shoe shop
el abrigo	coat
abrir	to open
alquilar	to rent / hire
cerrar	to close
los complementos	accessories
loco/a	crazy
nuevo/a	new
algunos/as	some
ciertos/as	certain
muchos/as	many
la camiseta	T – shirt
el coche cuatro por cuatro	4 x 4 vehicle
el equipamiento propio/a	equipment own (possessive)
la ropa de marca	designer clothes
salir de fiesta	to go out partying



What we are learning this term:	
<p>A. Describing what you wear                  B. Describing fashion in greater detail                  C. Talking about shopping on the high street                  D. Visiting a shopping centre                  E. Dealing with problems when shopping                  F. Fashion in the Hispanic world                  G. Translation practice</p>	
6 Key Words for this term	
1. la moda	4. rebajas
2. vestirse	5. lo/la/los/las
3. la ropa	6. la talla

C. Si ganara la lotería – If I won the lottery	
_____	If I were a millionaire
_____	If it were possible...
_____	If I won the lottery...
_____	I would change my hairstyle
compraría... un montón de ropa de marca	_____
_____	designer sunglasses
iría a la peluquería	I would go to the hairdresser
_____	I would have a personal assistant
tendría un teléfono móvil de lujo	_____

Key Verbs				
Vestirse	Comprar To _____	Probar	Devolver To return (item)	_____ To (ex)change
Me visto I get dressed	Compro I _____	Pruebo I _____	Devuelvo	Cambio
You get dressed	You buy	Pruebas You try on	Devuelves	You (ex)change
Se viste s/he gets dressed	Compra	_____ s/he tries on	_____ s/he returns	_____ s/he (ex)changes
Nos vestimos	Compramos	Probamos We try on	_____ We return	Cambiamos
Se visten They get dressed	_____ They buy	_____ They try on	Devuelven They return	Cambian They (ex)change

**A. ¡Es imposible comprar así! – It's impossible to buy like that!**

_____	It has a hole
_____	It's broken
_____	to (ex)change
el cambio funcionar	_____
_____	to ask for
probar	_____
quedar bien	_____
el reembolso	_____
_____	really?
_____	I'm sorry
_____	receipt
_____	right/Good//ok
vender	_____
otros/as	_____
pocos/as	_____
todos/as	_____
varios/as	_____

**D. Esto es lo que llevo – This is what I wear**

_____	clothing
_____	to wear
_____	What do you wear?
_____	I wear...
los calcetines	_____
la camisa	_____
la chaqueta	_____
la corbata	_____
_____	skirt
_____	cap
el jersey	trousers
_____	uniform
_____	jeans
el vestido	_____
las zapatillas (de deporte)	_____
los zapatos	_____
_____	pretty
_____	comfortable
_____	smart / stylish
_____	cool
tradicional	this
_____	_____
estos/estas	_____
ese/esa	_____
esos/esas	_____
_____	that (further away)
_____	those (further away)
la blusa	_____
la cinta para el pelo	_____
el cinturón	_____
_____	style

**E. En el centro comercial – In the shopping centre**

_____	shopping centres
_____	_____
por internet	_____
las tiendas pequeñas	_____
la agencia de viajes	_____
_____	rugs
_____	food
la azotea	_____
el juguete	_____
la juguetería	_____
_____	homewares/home sportswear
_____	furniture
la planta baja	_____
la relojería	advert
_____	_____
devolver en línea	_____
_____	to click (mouse)
_____	offer
el ratón	variety
_____	_____
primero	_____
segundo	_____
tercero	_____
_____	fourth
_____	fifth
sexto	seventh
_____	_____

**F. De tiendas – At the shops**

_____	butchers
la chocolatería	_____
_____	jewellers
la panadería	_____
_____	stationery shop
la perfumería	_____
_____	fishmongers
la tienda de disfraces	_____
la tienda de ropa	_____
la zapatería	_____
_____	coat
_____	to open
cerrar	to rent / hire
_____	_____
_____	accessories
_____	crazy
_____	new
algunos/as	_____
ciertos/as	_____
muchos/as	_____
_____	T – shirt
el coche cuatro por cuatro	_____
_____	equipment
_____	own (possessive)
la ropa de marca	_____
_____	to go out partying

**B. Estrellas con estilo – Stars with style**

_____	patterns
_____	baggy
_____	short
de cuadros	_____
estampado/a	_____
estrecho/a	_____
_____	floral
_____	tacky
_____	long
liso/a	_____
de lunares	_____
de rayas	_____
apropiado/a	_____
_____	different



G. Translation Practice	
The shoes and the T – shirt	L z y l c
The trousers and a jumper	L p y u j b
I wear some white trainers	L u z b
The black jumper is more expensive than the shoes	E j n e m c q l z
The white socks are less expensive than the trainers	L c b s m c q l z
I like the green shoes more than the white shoes	M g l z v m q l z b
I don't like the red shirt but I like red dresses	N m g l c r p m g e v r
I wear socks but he wears trainers	L c p l z
The jeans are more comfortable than the trousers	L v s m c q l p
To go to the party, I'm going to wear a black suit	P i a l f v a l u t n
I would like to wear blue jeans to school	M g l v a a c
I would like to wear white Nike trainers to school	M g l z d N a c
I love those boots	M e e b
I want that T-shirt	Q e c
Can I try it on?	¿M l p p?
It suits me well.	M q b

H . Key Questions: Answer the following in your own words. Use these model answers	
¿Qué llevas normalmente? What do you normally wear?	Normalmente, llevo una camiseta y unos vaqueros. A veces llevo un vestido.
¿Cómo es tu uniforme? What is your uniform like?	Para ir al colegio, llevo una camisa azul, unos pantalones negros, una corbata y una chaqueta granate. De vez en cuando llevo una falda negra con medias, y unos zapatos negros.
¿Qué piensas de tu uniforme? What do you think of your uniform?	No me gusta mi uniforme porque en mi opinión es muy incómodo y no es elegante. Sin embargo, pienso que llevar uniforme es una buena idea porque todos los estudiantes son iguales.
¿Cómo sería el uniforme de tus sueños? What would your ideal uniform be like?	El uniforme de mis sueños sería más cómodo y de moda. Me gustaría llevar unos vaqueros y una camiseta. También me gustaría llevar unas zapatillas de deporte.

I. Key Questions: Translate these model answers using the KO	
¿Qué llevas normalmente? What do you normally wear?	Normally, I like to wear blue jeans with a black jumper. I think that it is very comfortable. Sometimes I wear a white T – shirt.
¿Cómo es tu uniforme? What is your uniform like?	My uniform is very Smart. I wear a white shirt with a black tie. I wear a black jacket and black trousers. I wear black shoes too. Sometimes I wear my blue jeans.
¿Qué piensas de tu uniforme? What do you think of your uniform?	I love my uniform because it's very smart; it's not ugly! I think that my uniform is very comfortable but expensive to buy.
¿Cómo sería el uniforme de tus sueños? What would your ideal uniform be like?	The uniform of my dreams would be less smart and cheaper. I would like to wear black jeans everyday with trainers. I would also love to wear a black jumper.

J. Key Grammar	
Using demonstrative adjectives	este/esta – this      estos/estas – these      ese/esa – that aquel/aquella - that (further away)      aquellos/as – those (further away) <b>Demonstrative adjectives need to agree with the noun they are referring to.</b> e.g. <i>Me gustan estas botas</i> – I like these boots e.g. <i>No me gustan nada estos jerseys</i> – I don't like these jumpers at all
Using DOP (direct object pronouns)	lo/la/los / las Basically, a DOP means 'it/them' it saves you from having to keep repeating the noun all the time. DOPs must agree with the noun you are replacing / referring to. e.g. <i>Me gusta llevar la camiseta</i> – I like to wear the T-shirt <u>OR</u> you can use DOP and say <i>Me gusta llevarla</i> . (la on the end refers to the noun which in this case is FEM. SINGULAR) e.g. <i>La voy a comprar</i> = I'm going to buy it (the DOP is LA so we know the noun is FEM. SINGULAR). e.g. <i>Voy a comprar el jersey</i> = I'm going to buy the jumper <u>OR</u> <i>lo voy a comprar</i> = I'm going to buy IT. (LO in this case refers to MASC. SINGULAR. noun which is 'el jersey')



A.	<b>Creating Strong Passwords</b>
A strong password should:	
A	Use a mixture of 10-15 characters.
B	Use symbols and numbers.
C	Use upper and lower case letters.
D	Avoid sequences.
E	Not contain personal information
A weak password	
A	Is short (less than 10 characters long)
B	Uses popular terms.
C	Uses common phrases.
D	Uses sequences of letters or numbers.
E	Uses personal information (individual's name, date of birth).

<b>What we are learning this term:</b>
A. Creating strong passwords    B. File Handling    C. Word    D. Powerpoint

B.	<b>File Handling</b>
Keyboard shortcuts	
Renaming a file	<b>F2</b>
Copy	<b>Ctrl+C</b>
Paste	<b>Ctrl+V</b>
Cut	<b>Ctrl+X</b>
New folder	<b>Ctrl+Shift+N</b>

C.	<b>Word</b>
<b>Ribbon</b>	The bar at the top of a word document which has all the tools and tabs
<b>Tab</b>	The sections along the top row. Each one has its own set of tools and options.
<b>Font</b>	A graphical representation of text in many different designs
<b>Bold</b>	Makes text appear darker making the letters thicker
<b>Italics</b>	A style of font that slants the letters evenly to the right.
<b>Bullet Points</b>	An asterisk, black dot, circle, or another mark found before the text. Usually used to make lists.
<b>Layout</b>	Formatting options that affects how content appears on the page.

D.	<b>Powerpoint</b>
<b>Slide</b>	A single screen of a presentation
<b>Theme</b>	A predefined set of colours, fonts, and visual effects that you apply to your slides for a unified, professional look
<b>Animation</b>	The movement of slide objects, which can include text, pictures, charts, SmartArt graphics, shapes, and movie clips
<b>Transition</b>	A visual effect that occurs when moving from one slide to another during a presentation
<b>Hyperlink</b>	A link added to a text or image that leads to a new document or a new section within the document when clicked on



A. Creating Strong Passwords	
A strong password should:	
A	
B	
C	
D	
E	
A weak password	
A	
B	
C	
D	
E	

What we are learning this term:
A. Creating strong passwords    B. File Handling    C. Word    D. Powerpoint

B. File Handling	
Keyboard shortcuts	
Renaming a file	
Copy	
Paste	
Cut	
New folder	

C. Word	
	The bar at the top of a word document which has all the tools and tabs
	The sections along the top row. Each one has its own set of tools and options.
	A graphical representation of text in many different designs
	Makes text appear darker making the letters thicker
	A style of font that slants the letters evenly to the right.
	An asterisk, black dot, circle, or another mark found before the text. Usually used to make lists.
	Formatting options that affects how content appears on the page.

D. Powerpoint	
	A single screen of a presentation
	A predefined set of colours, fonts, and visual effects that you apply to your slides for a unified, professional look
	The movement of slide objects, which can include text, pictures, charts, SmartArt graphics, shapes, and movie clips
	A visual effect that occurs when moving from one slide to another during a presentation
	A link added to a text or image that leads to a new document or a new section within the document when clicked on





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

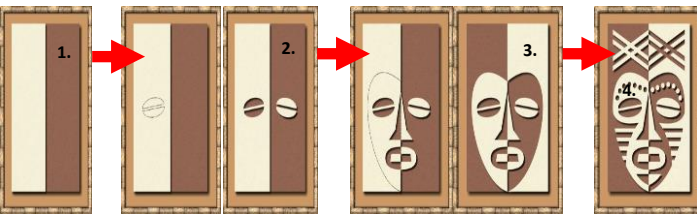


B.	How to use the Grid Method for accurate drawing.
1.	Use a ruler to draw an equally spaced grid onto your image.
2.	Draw an identical grid <b>LIGHTLY</b> onto paper.
3.	Draw in the main <b>outlines</b> of your image, focusing on one square at a time Use a ruler to help you <b>measure</b> the positioning 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.
Thaneeya McArdle	<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>
Laura Barbosa	<ul style="list-style-type: none"> <li>Self-taught painter</li> <li>Produces artwork based on the theme Mexican day of the dead</li> <li>Uses fluorescent and vibrant colours that also have contrasting areas.</li> <li>Her brush strokes are dominant in her work and</li> <li>Her use of patterns are simplistic.</li> </ul>



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







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

**6 Key Words for this project**

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



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

1	
2	
3	
4	
5	

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

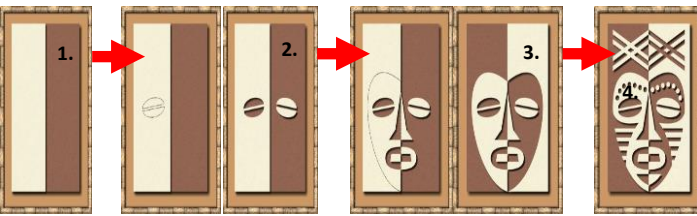
Collage is:

Steps for making your collage:







- 
- 
- 
- 

What each tool is used for:

Cutting mat	
Craft knife	
Glue stick	



**Keywords for this project in detail:**


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

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

Papier mâché is:

Steps for making your sugar skull:



- 
- 
- 
- 
- 



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

What?	<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?	<p>Different things happen on each day....</p> <p>DAY 1:</p> <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> <p>DAY 2:</p> <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> <p>DAY 3:</p> <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.**








<p><b>Thaneeya McArdle</b></p> 	<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>
<p><b>Laura Barbosa</b></p> 	<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>



What we are learning this term:

A. Workshop Tools    B. Materials    C. CAD    D. CAM    E. Memphis Design Movement

A. Workshop Tools

Steel Rule	Wooden Vice	Clamp	Bench Hook	Tenon Saw	Pillar Drill	Bandfacer
						

B. Materials

Timbers come from trees



**Scots pine** – which you used for your clock base – is a **softwood**

**Softwoods** come in planks and boards

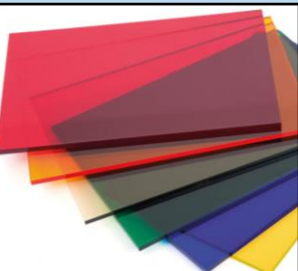
Manufactured Boards come from wood pulp



**Plywood** – which you used as your Memphis shapes – is a **manufactured board**

**Manufactured Boards** come in sheets

Polymers come from crude oil



**Acrylic** – which you used as your Memphis shapes – is a **polymer**

**Polymers** come in sheets, graduals and filament

C. CAD

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

Advantages of CAD

Designs can be **created**, **saved** and **edited** quickly, saving time

Designs or parts of design can be easily viewed from **different angles**, **copied** or **repeated**

CAD is **very accurate**

Disadvantages of CAD

CAD takes a **long time** to **learn**

Software can be **very expensive**

CAD files can become **corrupted** or **lost**

D. CAM

By using **computer aided manufacture (CAM)**, designs can be sent to **CAM machines** such as **laser cutters** and **3D printers**

Advantages of CAM

**Quick** – Speed of production can be **increased**

**Consistency** – All parts manufactured are all the **same**

**CAM** is **very accurate**

Disadvantages of CAM

CAM takes a **long time** to **learn**

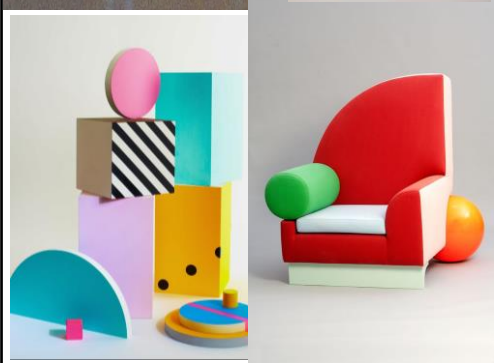
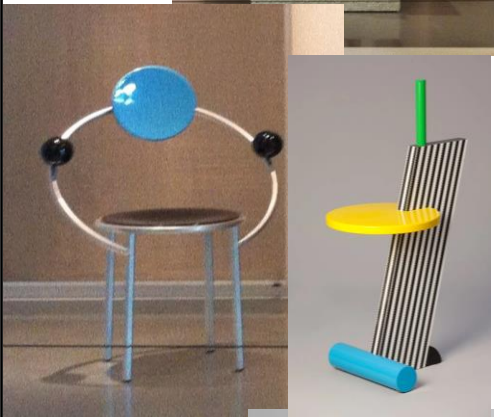
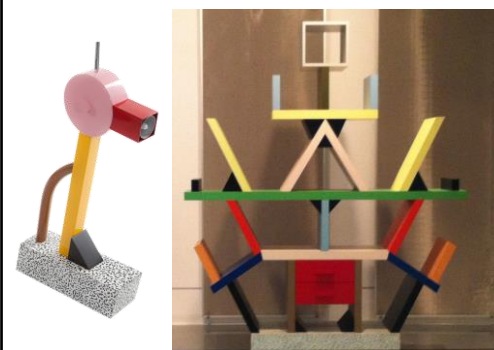
High initial cost can be **very expensive**

Production **stoppage** – If the machines break down, the production will **stop**

E. Memphis Design Movement

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

The idea was for the products to be **bright, colourful, playful**.



Key Designer

Ettore Sottsass



Key Features:

Crazy patterns; animal print, geometric, pinstripes. Strange shapes thrown together.

Contrast!

Colours:

Bright, bold, Contrasting primary and secondary colours. Black patterns.

Line Styles:

Very geometric; rectangles, triangles, squares, circles and arcs.



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

**A. Workshop Tools**

--	--	--	--	--	--	--

**B. Materials**

**Timbers** come from **trees**

**Manufactured Boards** come from **wood pulp**

**Polymers** come from **crude oil**

**C. CAD**

<b>Advantages of CAD</b>	<b>Disadvantages of CAD</b>

**D. CAM**

<b>Advantages of CAM</b>	<b>Disadvantages of CAM</b>

**E. Memphis Design Movement**

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

The idea was for the products to be **bright, colourful, playful**.

**Key Designer**  
 Ettore Sottsass

**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**



**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.

**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

**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

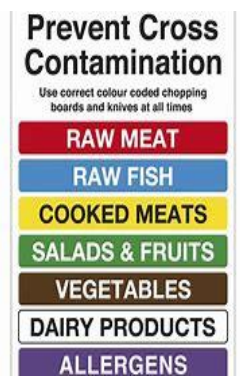
**6 Key Words for this term**

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

**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	
Organisation	
Time keeping	
Sensory analysis	
Mood Board	



**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



**What we are learning this term:**

- A. 12 Bar Blues Structure (Chords)
- B. Playing the Keyboard – left hand / right hand
- C. History of Blues Music – Check out this youtube video here!



**C** Playing the Keyboard

- Remember to use your right hand when playing notes in the treble clef

**Chords:**  
**C = CEG**  
**F = FAC**  
**G = GBD**

**C** 12 bar blues Structure

**12 Bar Blues Chord Progression in C**

1	C	2	C	3	C	4	C
5	F	6	F	7	C	8	C
9	G	10	F	11	C	12	G



F	Keywords
<b>Chord</b>	A group of <b>notes played together</b> .
<b>Accompaniment</b>	A musical line that <b>supports the melody</b>
<b>12 Bar Blues</b>	A <b>chord progression</b> used in Blues music using chords 1,4,and 5.
<b>Improvisation</b>	<b>Music that is created spontaneously</b> , or without preparation
<b>Walking Bass</b>	Bass line that <b>moves up and down</b> the scale note by note.
<b>Riff</b>	<b>Similar to ostinato</b> . A repeating chord progression, pattern or melody.
<b>Syncopation</b>	A placement of rhythmic stresses/accents where they wouldn't normally occur. <b>Off-beat sounding</b> .
<b>Blues Music</b>	A <b>musical style originating in the US</b> at the end of the 19 <sup>th</sup> century, mostly performed by Black Americans.
<b>Blues Scale</b>	A <b>six-note scale</b> based on the major/minor pentatonic

**E** What are the music symbols?

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** How to read music – treble clef and Bass Clef

**TREBLE LINES: E G B D F**      **TREBLE SPACES: F A C E**

**BASS LINES: G B D F A**      **BASS SPACES: A C E G**

**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







What we are learning this term:	
A.	How to create short improvisations and perform Lazzis in the style of Commedia Dell'arte
B.	How to perform the key characters from Commedia Dell'arte.
C.	How to respond to performances, analysing and evaluating how people have used Commedia Dell'arte techniques.

**Commedia Dell'arte Techniques- this term's key words**

Lazzi	Rehearsed 'gags' or stock jokes which could be added into a performance
Mask	Most important characters have distinctive masks that represent their personalities
Stock-characters	stereotypical fictional characters who audiences recognise from their frequent recurrences.
Comedy	A genre in drama.
Marking the moment	Using a range of techniques such as a still image, slow motion, thoughts aloud or lighting and sound to highlight a key moment in a scene.
Exaggeration	Over the top gestures or facial expressions
Gesture	An expressive movement of the body, or something that is said or done to show a feeling, i.e. a wave.
Still image	This is a frozen picture which communicates meaning.
Mime	Using gesture and bodily movement without the use of words

C.	Who are the key characters?
Pantalone	Venetian Merchant, rich and mean
Il Dottore	The Doctor, a fat windbag.
Columbina	Only female servant, clever.
Arlecchino	The best-known of the zanni or comic servant characters

**The History of: Commedia Dell'arte**

Mask work and movement are key in Commedia dell'arte, an Italian comedy tradition that was popular in the Renaissance period. There were several stock characters, eg Pantalone and his servant Arlecchino from the play, *The Servant of Two Masters*.

The relationship between Basil Fawlty and Manuel in the BBC sitcom, *Fawlty Towers*, is reminiscent of the master-servant relationship in the Commedia dell'arte. The plots were arguably vehicles for several comic routines known as Lazzi. These were either based on an individual's habits or on interactions between characters that the audience would come to expect. The lazzi were hugely, if not entirely dependent on movement, such as Arlecchino catching and eating a fly in an exaggerated way, pretending to be a statue as a way of hiding or getting beaten round the head by his master.





What we are learning this term:	
A. How to create short improvisations and perform Lazzis in the style of Commedia Dell'arte B. How to perform the key characters from Commedia Dell'arte. C. How to respond to performances, analysing and evaluating how people have used Commedia Dell'arte techniques.	
Commedia Dell'arte Techniques- this term's key words	
Lazzi	
Mask	
Stock Character	
Comedy	
Marking the Moment	
Exaggeration	
Gesture	
Still image	
Mime	

C.	Who are the key characters?
Pantalone	
Il Dottore	
Columbina	
Arlecchino	

The History of:	Commedia Dell'arte
<p>Mask work and _____ are key in Commedia dell'arte, an comedy tradition that was popular in the Renaissance period. There were several stock characters, eg _____ and his servant Arlecchino from the play, <i>The Servant of Two Masters</i>.</p> <p>The relationship between Basil Fawlty and Manuel in the BBC sitcom, _____, is reminiscent of the _____ relationship in the Commedia dell'arte. The plots were arguably vehicles for several comic routines known as _____. These were either based on an individual's habits or on interactions between characters that the audience would come to expect. The lazzi were hugely, if not entirely dependent on movement, such as Arlecchino catching and eating a fly in a _____ way, pretending to be a statue as a way of hiding, or getting beaten round the head by his master.</p>	



# SWINDON ACADEMY READING CANON

## Year 7



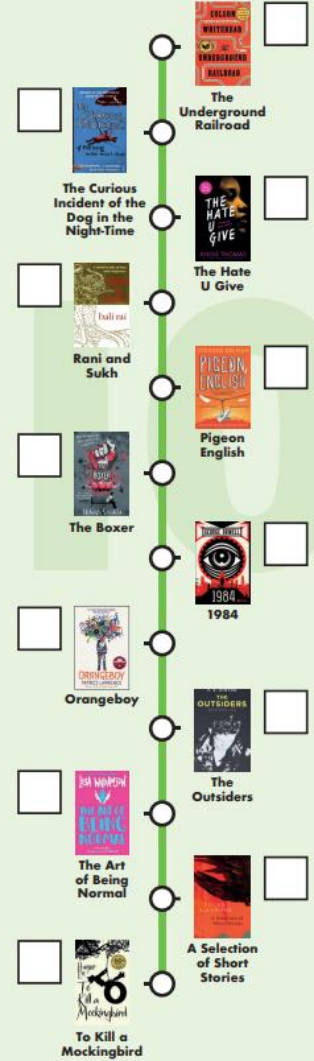
## Year 8



## Year 9



## Year 10



#ReadingisPower