

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?
 A. Science notes
 B. Changing state
 C. Masses
 D. Separating techniques

Key Words for this term:
 1. Matter 6. Condensation
 2. Particle 7. Expansion
 3. Diffusion 8. Solids
 4. Melting 9. Soluble
 5. Freezing 10. Solenoid

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

A. Describe the arrangement and movement of particles in the three states of matter.
 Solid: In a regular pattern. Particles can vibrate in a fixed position.
 Liquid: Particles are arranged randomly but are still touching each other. Particles can slide past each other and move about.
 Gas: Particles are far apart and are arranged randomly. Particles carry a lot of energy and they move in all directions at high speed.

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 made up of more than one type of particle.

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

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

Quizzable Knowledge Organisers

A. What is particle theory?

A. Describe the arrangement and movement of particles in the three states of matter.
 Solid
 Liquid
 Gas

A. What is the law of conservation of mass?

B. What are the different changes of state?
 Melting
 Freezing
 Evaporation
 Condensation

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

Diagram showing state changes: solid, liquid, gas with arrows for melting, freezing, evaporation, and condensation.

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 22nd May to 28th May 2020, with columns for Sun, Mon, Tue, Wed, Thu, Fri, and Sat. On the right is a 'Year 7 Science Knowledge Organisers' page with a grid of icons for different topics like 'What is particle theory?', 'What is the law of conservation of mass?', 'What are the different states of matter?', 'What are the differences between the three states of matter?', and 'What is the difference between a solid, liquid and gas?'. Each icon has a small diagram representing the topic.

Step 2

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

The image shows a Knowledge Organiser page for 'What is particle theory?'. The text describes the theory that all matter is made up of particles and details the arrangement and movement of particles in the three states of matter: Solid (regular pattern, vibrate in fixed position), Liquid (arranged randomly, not touching), and Gas (far apart, move in all directions). A diagram shows particles in solid, liquid, and gas states. To the right, a table lists changes of state: Melting (solid to liquid), Freezing (liquid to solid), Evaporation (liquid to gas), and Condensation (gas to liquid). A handwritten note says '29th May 2020' and 'Particle theory'. Below the table is a diagram showing energy changes: 'Gaining energy' leads to melting, evaporation, and boiling, while 'Losing energy' leads to freezing, condensation, and cooling.

Step 3

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

Handwritten notes on lined paper. The date is '29th May 2020'. The title is 'Properties of the states of matter'. The notes state: '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.'. '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.

Handwritten notes on lined paper repeating definitions: 'Solid = regular pattern particles vibrate in fixed position'. This is written three times.

Step 5

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

The image shows a quizzable Knowledge Organiser page. The questions are: 'What is the law of conservation of mass?' (Answer: Self quizzing), 'What are the different changes of state?' (Answer: Arrangement/movement of matter), 'What are the different states of matter?' (Answer: Solid = regular pattern, Liquid = pa), and 'What is the difference between a solid, liquid and gas?' (Answer: Liquid = Gas =). The diagram of energy changes is also visible.

Step 6

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

Handwritten notes on lined paper with corrections. The date is '29th May 2020'. The title is 'Particle theory = all matter is made of particles'. 'Solid = regular pattern particles vibrate in fixed position' (with a checkmark). 'Liquid = particles are arranged randomly but are still touching each other. Particles can slide past each other and move around' (with a checkmark). 'Gas = Particles are far apart and are arranged randomly. Particles carry a lot of energy' (with a checkmark).

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.

Key words – Animal Farm
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 .
declarative : describes something that makes information known. A statement
hierarchy : a system of organising people into different levels of importance
imperative : a command.

Review of the year: core knowledge
enlighten - To provide someone with information and understanding.
deduction - The process of reaching a decision by looking at the facts that are known.
effusive - Showing or expressing gratitude, pleasure, or approval in an enthusiastic and unrestrained or heartfelt manner.
narrative perspective – The narrative perspective is who is telling the story and from what viewpoint.
summary – When you summarise something, you briefly describe its main facts or ideas. A good summary is short, clear and contains all essential information.
fallible – Someone who is fallible makes mistakes. To be infallible means to make no mistakes.
Shakespearean eras – Shakespeare was alive in the Elizabethan and Jacobean eras.
Shakespearean comedy – It has a happy ending, usually including a marriage. There are no deaths in the play. There is at least one romantic plot. One plot involves characters who aren't royalty. They are servants and tradespeople. These characters get into ridiculous situations. There is confusion around who characters really are.
Shakespearean tragedy : It has a sad ending, usually including a death. There are deaths in the play. There is at least one murder plot. The play usually involves royal or noble characters. In tragedy, there can be confusion around who, or what, characters really are.
colonialism : Colonialism is when one country establishes itself in another country. When someone colonises a new country, they are called a coloniser. The original inhabitants of the land are called natives.
pathos : Pathos is when a situation makes us feel sympathy or sorrow.
soliloquy : A soliloquy is a speech in a play where the character speaks to himself or herself or to the people watching rather than to the other characters.

'Animal Farm': Knowledge Organiser

Chapter breakdown

1	The animals gather to listen to what?
2	Who do the animals overthrow? What do they write?
3	What do the pigs take from the first harvest?
4	How does Jones try to regain the farm?
5	Why does Snowball leave the farm? Who becomes leader?
6	What happens with the windmill?
7	What tyrannical acts is Napoleon responsible for?
8	What happens at the battle of the Windmill?
9	What happens to Boxer?
10	How does the novella end?

Key words – Animal Farm – add the definitions	
allegory –	
tyrant –	
rebellion –	
harvest –	
corrupt –	
propaganda –	
cult of personality –	
treacherous –	
declarative:	
hierarchy:	
imperative:	

Review of the year: core knowledge – provide definitions	
enlighten -.	
deduction -	
effusive -	
narrative perspective -	
summary –	
fallible –	
Shakespearean eras –	
Shakespearean comedy –	
Shakespearean tragedy:	
colonialism:	
pathos:	
soliloquy:	



Science Year 8 Term 6 Physics : Topic 9PS Sound

What we are learning this term:

- A. Compare Light and Sound waves
- B. Wave behaviour
- C. Sound waves
- D. Hearing ranges
- E. Uses of sound

3 Key Words for this term

1. Ultrasound
2. Frequency
3. Transverse

A. How do sound waves compare with Electromagnetic waves (e.g. Light)

Sound	EM waves, like light
Requires a medium (particles) to travel	Does not require a medium (particles)
Longitudinal waves	Transverse Waves
Travels faster in more dense media	Travels slower in more dense material

A. Types of Waves

Waves transfer energy without transferring matter.

A. What are the two types of waves?

Transverse	Longitudinal
<ul style="list-style-type: none"> • Transfer energy perpendicular to the direction of the wave 	<ul style="list-style-type: none"> • Transfer energy parallel to the direction of the wave

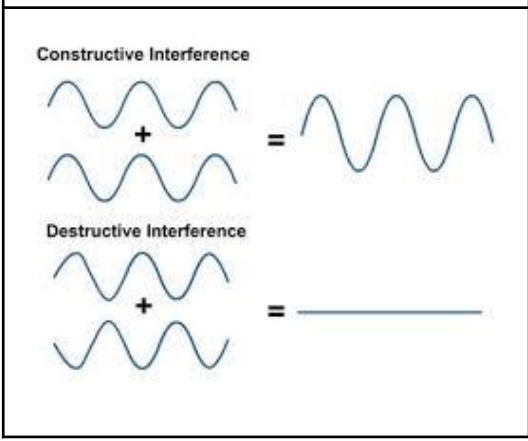
B. What different behaviours do waves show?

Waves can travel through all sorts of media, and different things can happen at the **boundary** between different media:

Transmission	The travelling of a wave. We say a wave is 'transmitted' through a medium
Reflection	When a wave bounces back from a boundary between media at the same angle as which it hit the boundary.
Refraction	When a wave changes direction at the boundary between media due to a change in speed.
Absorption	When the energy a wave transfers goes into heating a material.
Diffraction	The spreading out of a wave after it passes through a gap.

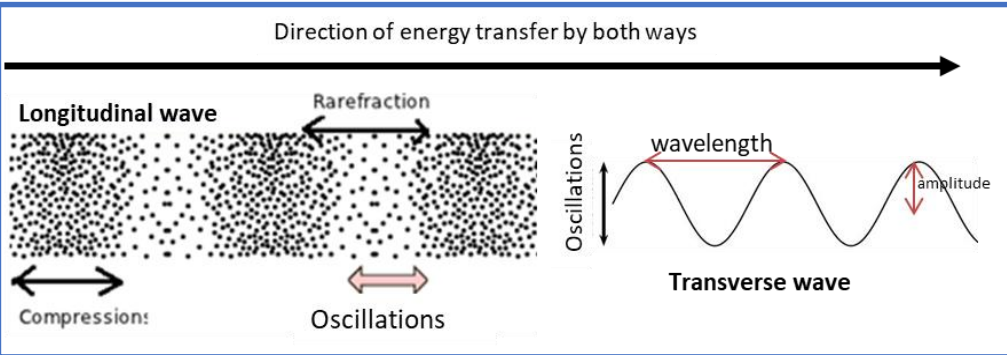
B. What is Superposition

Superposition occurs when two or more of the same kind of waves are travelling together. The waves can add up or cancel each other out depending on how they line up.



C. Changes in sounds

What is pitch?	The highness/lowness of a sound. Higher sounds have a higher frequency
What is frequency?	The number of oscillations in a wave per second. This is also the number of waves passing a point per second. It is measured in Hertz
What is volume?	The intensity of a sound – measured in decibels





Science Year 8 Term 6 Physics : Topic 9PS Sound

What we are learning this term:
<ul style="list-style-type: none"> A. Compare Light and Sound waves B. Wave behaviour C. Sound waves D. Hearing ranges E. Uses of sound

3 Key Words for this term
<ol style="list-style-type: none"> 1. 2. 3.

A. How do Sound waves compare to Electromagnetic waves (e.g. Light)?								
<table border="1" style="width: 100%;"> <tr> <th style="width: 50%;">Sound</th> <th style="width: 50%;">EM waves, like light</th> </tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> </table>	Sound	EM waves, like light						
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A. Types of Waves

Waves transfer energy without transferring matter.

A. What are the two types of waves?

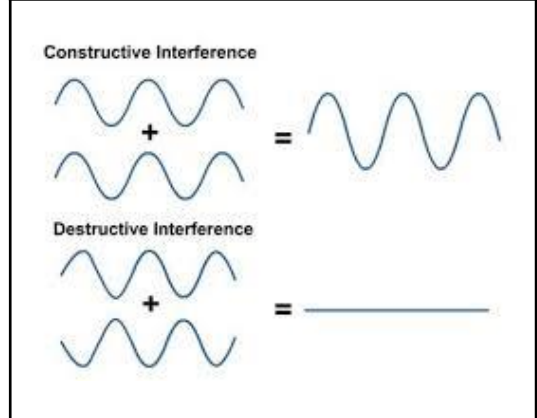
B. What different behaviours do Waves show?

Waves can travel through all sorts of media, and different things can happen at the **boundary** between different media:

Transmission	
Reflection	
Refraction	
Absorption	
Diffraction	

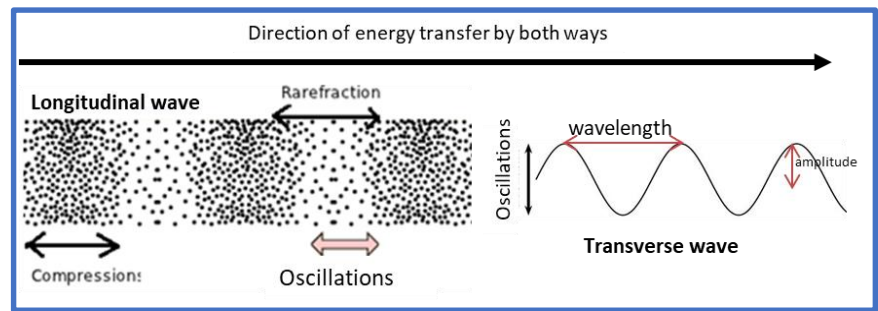
B. What is Superposition?

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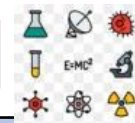


C. Changes in sounds

What is pitch?	
What is frequency?	
What is volume?	

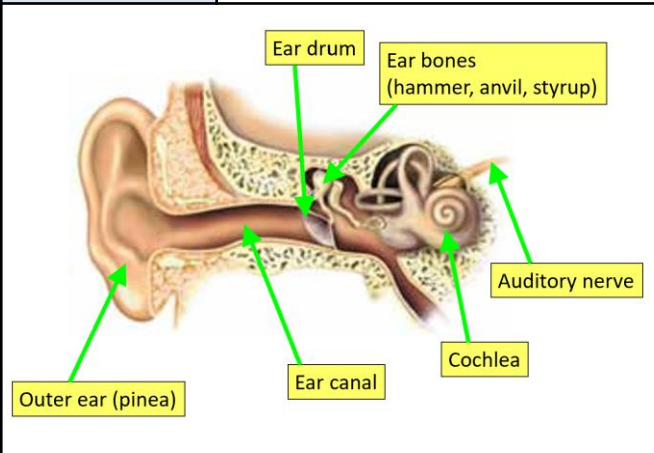


Science Year 8 Term 6 Physics : Topic 9PS Sound



C.	How is sound produced?
	Sound is produced by vibrations
	How does sound travel?
	Vibrations transfer energy through particles.
	Which media does sound travel fastest and why?
	Solids – the particles are closer together

C.	Part of the Ear	What is the Function?
1.	Outer ear (pinna)	Collects the sound like a funnel.
2.	Ear canal	Transmits sounds from the pinna to the ear drum
3.	Ear drum	Sound waves causes this to vibrate
4.	Ear bones (hammer, anvil, stirrup)	After the ear drum vibrates, it passes the vibrations on to these. They transfer the vibrations to the cochlea
5.	Cochlea	Receives vibrations and converts these to nerve impulses
6.	Auditory nerve	Carries nerve impulses (messages) to the brain



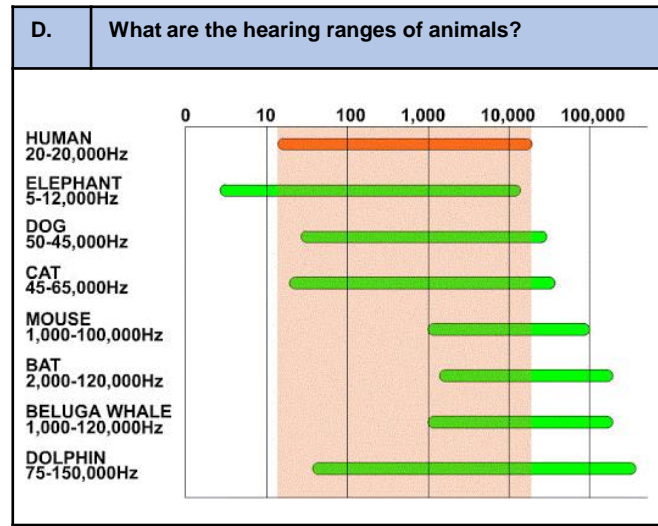
D.	Hearing ranges
What is the hearing range of humans?	Humans have a hearing range between 20 – 20000 Hz
What is Ultrasound?	Sounds with a frequency about 20000Hz
What is ultrasound used for?	Uses of ultrasound: <ul style="list-style-type: none"> • Prenatal scans of unborn children • Ultrasonic cleaning of fragile objects • Breaking up deposits called kidney stones to prevent harm.

E.	What is an echo?
	A reflected sound

E.	How do loudspeakers work?
	<ul style="list-style-type: none"> • Loudspeakers are vibrating cones. • The pattern and frequency of the vibrations (oscillations) determines the sound.

How do Microphones work?

Microphones have a vibrating diaphragm inside, which transfers the sound wave into an electrical signal in a circuit.



D.	Seeing sounds – How can you see sounds?
You can use an instrument called an oscilloscope to see a sound wave	
Amplitude (volume) is shown by the height. The higher the waves, the louder the sound.	
The frequency is shown by how close the waves are to each other. The closer they are, the higher the pitch.	



Science Year 8 Term 6 Physics : Topic 9PS Sound

C.	How is sound produced?
How does sound travel?	
Which media does sound travel fastest and why?	

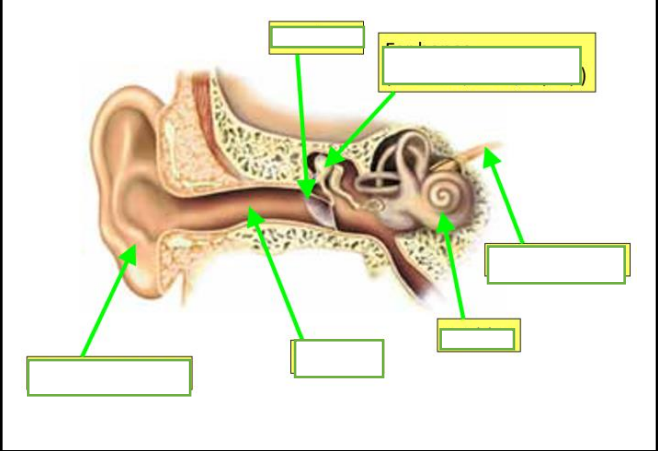
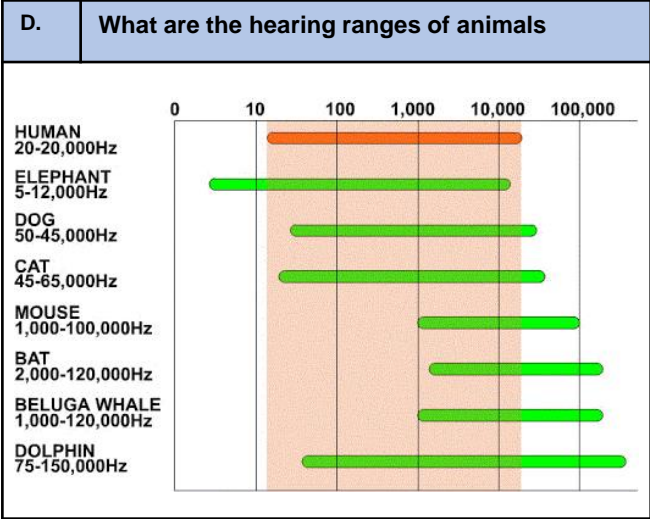
D.	Hearing ranges
What is the hearing range of humans?	
What is Ultrasound?	
What is ultrasound used for?	

C.	Part of the Ear	What is the Function?
1.	Outer ear (pinna)	
2.	Ear canal	
3.	Ear drum	
4.	Ear bones (hammer, anvil, stirrup)	
5.	Cochlea	
6.	Auditory nerve	

E.	What is an echo?

E.	How do loudspeakers work?

How do Microphones work?



D.	Seeing sounds – How can you see sounds?
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<p>Amplitude (volume) is shown by:</p>	
<p>The frequency is shown by:</p>	

Geography Knowledge Organiser: Year 8 Term 6 Population

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

A. Population distribution (4)	
Population density	The number of people who live within 1km ² .
Population distribution	How people are spread out over an area.
Densely populated	Places which contain many people per km ² .
Sparsely populated	Places which contain few people per km ² .

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

C. Population change (5)	
Birth rate	The number of births per 1000.
Death rate	The number of deaths per 1000.
Natural increase	The difference between birth and death rates.
Population explosion	A sudden rapid rise in the number of people.
Demographic transition model	A model which shows the changes a population is likely to go through over time.

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

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

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

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

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



Geography Knowledge Organiser: Year 8 Term 6 Population



Background:

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

A. Population distribution (4)	
Population density	
Population distribution	
Densely populated	
Sparsely populated	2.

B. Factors influencing population	
Physical (4)	
Human (3)	

C. Population change (5)	
Birth rate	
Death rate	
Natural increase	
Population explosion	
Demographic transition model	

E. Population structure differences	
Developed countries (2)	
Developing countries (2)	

F. An ageing population (4)	
Life expectancy	
Possible problems (3)	
Possible benefits (2)	
Solutions (3)	

D. Population structure (4)	
Population structure	
Population pyramid	
Economically active	
Dependent population	

G. Migration (5)	
Economic migrant	
Push factor	
Pull factor	
Host country	
Source country	

H. Impacts of migration	
Positives for the source (2)	
Negatives for the source (2)	
Positives for the host (2)	
Negatives for host (1)	



Geography Knowledge Organiser: Year 8 Term 6 Coasts



Background:	
1.	Coastlines are dynamic changing landscapes, which are affected by the action of the waves.
2.	Waves can have differing features; these features can influence the processes and landforms which may develop along our coastlines. (A)
3.	Destructive waves can erode the coastline. (B)
4.	Through erosion a number of distinctive coastal features can form. (D, E, F)
5.	Further processes act on the coastline, leading to material being transported along the coastline. (C)
6.	This material will eventually be deposited leading to the formation of landforms such as spits. (G)
7.	Coastal erosion can impact the landscape and the lives of people living in areas of coastal erosion.
8.	Different strategies are used to reduce erosion. (H)
9.	Often these strategies can be controversial. (I)

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

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

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

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

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

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

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

H.	Coastal management (2)
Hard engineering	Human-made structures that help to deal with coastal erosion, such as: 1. Sea walls , which reflect the waves energy back out to sea 2. Groynes , which trap longshore drift.
Soft engineering	Adaptations to work with nature, such as: Managed retreat , allowing the coast to erode and moving people away.

I.	Case study example: Holderness coast, Mablethorpe		
Where?	The fastest eroding coastline in Europe, in east Yorkshire.		
	Reasons to protect (2)	Management strategies (2)	Success (2)
	1. Rocks are made of soft rock (till), eroding at 2m per year. 2. The B1242 runs through Mablethorpe and would be expensive to re-route.	1. Rock groyne put in place to trap sediment being transported by longshore drift, creating a wider beach to absorb the power of the waves. 2. Rip-rap has been placed in front of the cliffs to absorb the wave energy.	1. Good – erosion in front of Mablethorpe has reduced, so the road has been saved. 2. Bad - beaches further south have been starved of sediment so erosion has increased e.g. at Great Cowden.



Geography Knowledge Organiser: Year 8 Term 6 Coasts



Background:

1. Coastlines are dynamic changing landscapes, which are affected by the action of the waves.
2. Waves can have differing features; these features can influence the processes and landforms which may develop along our coastlines. **(A)**
3. Destructive waves can erode the coastline. **(B)**
4. Through erosion a number of distinctive coastal features can form. **(D, E, F)**
5. Further processes act on the coastline, leading to material being transported along the coastline. **(C)**
6. This material will eventually be deposited leading to the formation of landforms such as spits. **(G)**
7. Coastal erosion can impact the landscape and the lives of people living in areas of coastal erosion.
8. Different strategies are used to reduce erosion. **(H)**
9. Often these strategies can be controversial. **(I)**

A. Wave features (5)

Swash	
Backwash	
Constructive wave	
Destructive wave	
Fetch	

B. Types of erosion (4)

Hydraulic action	
Abrasion	
Attrition	
Solution	

C. Other coastal processes (4)

Transportation	
Deposition	
Longshore drift	
Weathering	

D. Headlands and bays (3)

Geology	
Headland	
Bay	

E. Wave cut platforms (2)

Wave cut notch	
Wave cut platform	

F. Caves stacks and arches (3)

Crack	
Cave	
Arch	

G. Spits (3)

Change in coastline	
Hooked ends	
Salt marsh	

H. Coastal management (2)

Hard engineering	
Soft engineering	

I. Case study example: Holderness coast, Mappleton

Where?			
Reasons to protect (2)	Management strategies (2)	Success (2)	

What we are covering: Causes of WWI

We will be looking at:

- The increase in Nationalism and Imperialism in Europe in the 19th and early 20th Centuries
- How alliances were formed in Europe to help balance the power
- The naval race between Britain and Germany in the 19th Century
- The assassination of Archduke Franz Ferdinand and the impact this had on Europe in the 20th Century

B. How did Nationalism, Imperialism and Militarism cause WWI?

Nationalism	Imperialism	Militarism
<ul style="list-style-type: none"> • In the 1900s, people in Britain, France and Germany thought that their country was better than any other • This was because they thought that they had more power, money and a stronger army • People thought that their country could do no wrong • Nationalists also thought that their countries were being threatened by others, which helped to lead to war • People in countries were very confident that if their country were to go to war, they would win! 	<ul style="list-style-type: none"> • In Europe in the early 1900s countries like Britain and France expanded their empires • This angered other European countries, such as Germany and Austria-Hungary • They did not like that France and Britain had taken over countries by force and therefore had more land and money than them • This argument over empires led to alliances being made between different European countries and helped start the path to World War I 	<ul style="list-style-type: none"> • Britain and Germany were having a race to see who could build the biggest navy and army • In the 1900s, Britain had the most powerful navy in the world. The Kaiser (leader) of Germany said that he wanted to build a navy bigger than Britain's - Britain felt very threatened by this • Germany's navy was much smaller than Britain's navy, but the British army was all over its empire so that it could be protected, leaving Britain's army weak • On the other hand, Germany didn't have a big Empire like Britain and they had the best trained and most powerful army • Overall, militarism led to war because tension was building up between Germany and Britain about who had the best armed forces to protect their country

A. Can you define these key words?

Nationalism	The idea that your country's government, economy and military is better than any other
Imperialism	A country expanding its empire by invading and conquering more countries
Alliances	A political agreement between countries to support each other if one is invaded or goes to war
Militarism	The building up of a country's military by producing more war ships, ammunition and soldiers
Assassination	The murder of someone important such as a head of state or government

C. Who had alliances in the 20th Century?

Triple Entente	Triple Alliance
<ul style="list-style-type: none"> • The alliance, between France, Britain and Russia, formed in 1907 and was called the Triple Entente. • This caused the most friction among nations • Germany felt that this alliance surrounding them was a threat to their power and existence • In Britain and France, the alliances were seen as keeping the balance of power 	<ul style="list-style-type: none"> • In response to the Triple Entente, Germany created an alliance with Austria-Hungary and Italy which was called the Triple Alliance. • Italy was a small and unreliable ally.
Tensions built between these two alliances and helped build up trouble before the war, as countries had to defend each other against the 'enemy'	



D. Assassination of Franz Ferdinand and the road to war

Serbian Nationalism	People in Serbia did not like that they were being ruled by the Austrian-Hungarian Empire and they wanted all Serbian people to be ruled by the Serbian government
Black Hand Gang	This was a group of young Serbians who used terrorist attacks to try to scare the Austrian government into giving them independence. In June 1914, six teenage assassins from the gang were in Sarajevo, Bosnia to try an assassinate the Archduke Franz Ferdinand
Sarajevo	The Archduke Franz Ferdinand was from Austria-Hungary and was a member of the ruling family. On the 28 June 1914 he was visiting Sarajevo, which was part of the empire. He was being driven through the streets in an open top car
Failed attempt	One of the assassins threw his bomb at this car as it passed him, but the Archduke saw it and threw it off his car. It exploded under the car behind, injuring people but he was safe. The assassins thought that they had failed
Gavrilo Princip	Princip was one of the assassins who wanted the Archduke dead. After the failed attempt he was stood outside a café when the Archduke's car went past him. It had gone the wrong way and was trying to turn around. Princip took this chance, pulled a pistol out and shot both the Archduke and his wife who both died
Blank Cheque	Austria-Hungary blamed Serbia for the murder and wanted revenge. Germany gave Austria-Hungary a 'blank cheque' meaning that it would support Austria-Hungary in any action it took against Serbia. Serbia would not agree to all its demands, so A-H declared war. This dragged Russia into the war as they had an alliance with Serbia, and Russia was in alliance with Britain and France

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<ul style="list-style-type: none"> • In the 1900s, people in B____, F____e and G____y thought that their country was _____r than any other • This was because they thought that they had more _____, m_____ and a _____ army • People thought that their country could do no _____ • Nationalists also thought that their countries were being _____d by others, which helped to lead to war • People in countries were very c_____t that if their country were to go to war, they would win! 	<ul style="list-style-type: none"> • In Europe in the early 1900s countries like Britain and France e_____ their _____This angered other European countries, such as Germany and Austria-Hungary • They did not like that France and Britain had taken over countries by_____and therefore had more land and money than them • This argument over empires led to alliances being made between different European countries and helped start the path to World War I 	<ul style="list-style-type: none"> • Britain and Germany were having a r_____ to see who could build the bi_____n_____and _____.In the 1900s, Britain had the most powerful navy in the world. The K_____ (leader) of Germany said that he wanted to build a navy bigger than Britain's - Britain felt very threatened by this • Germany's navy was much smaller than Britain's navy, but the British army was all over its empire so that it could be protected, leaving Britain's army _____ • On the other hand, Germany didn't have a big Empire like Britain and they had the best _____ and most _____ army • Overall, m_____ led to war because tension was building up between Germany and Britain about who had the best armed forces to protect their country

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	The idea that your country's government, economy and military is better than any other
	A country expanding its empire by invading and conquering more countries
	A political agreement between countries to support each other if one is invaded or goes to war
	The building up of a country's military by producing more war ships, ammunition and soldiers
	The murder of someone important such as a head of state or government

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What we are learning this term:	
A. Key words.	D. The nature of Goddess
B. Hindu understanding of God.	E. Hindu beliefs about the afterlife
C. The meaning of Trimurti	F. The principles of Ahimsa.

A. Can you define these key words?

Key word	Key definition
Polytheism	The belief in or worship of more than one God.
Trimurti	The triad of gods consisting of Brahma, Vishnu and Shiva.
Atman	Sanskrit name for soul. It is a deep self hidden in all beings.
Samsara	The cycle of birth, death and rebirth to which life in the material world is bound.
Pervading	Be present and apparent throughout, everywhere.
Eternal	Everlasting or existing forever; without end.
Immortal	living forever; never dying
Karma	The force produced by a person's actions in one life that influences what happens to them in future lives.
Moksha	The release from the cycle of rebirth, the perfect peace, happiness and bliss of union with Brahman
Ahimsa	Ahimsa means harmlessness or non-violence carried out in words, in thought and in action
Reincarnation	The rebirth of a soul in another body.

C.	What is the Trimurti?
Trimurti	The triad of Gods (meaning "three forms" of God) consisting of Brahma the creator, Vishnu the preserver, and Shiva the destroyer as the three highest manifestations of the one ultimate reality.
Representation of Brahma	The creator shown with 4 heads facing 4 directions- shows that it has created the whole universe. Holds rosary (mala) to symbolise that he meditates to recreate the universe after each era. Sits on a lotus flower to symbolise its purity.
Representation of Vishnu	Vishnu means pervading. It is the preserver, protector, guard. Its job is to maintain and preserve the order and harmony of the universe. Blue in colour to represent endless bliss, mind and infinity like the sky.
Representation of Shiva	The destroyer, re-creator, transformer. Represented dancing on a demon which shows his power of destruction of pride, ignorance and ego. Holding hourglass and fire which means that it controls the universe and has the power to destroy it.

D.	What is the nature of the Goddess in Hinduism?
Meaning	the Goddess is seen as the activating force that enables the male Gods to exert their power. The goddess has many forms.
Different forms of Goddess	Kali, she represents the ferocious nature of the goddess
	Parvati, she represents the kindness and gentleness of the goddess
	Saraswathi is worshipped as the goddess of learning, wisdom, speech, and music.
	Lakshmi is the goddess of good fortune, wealth, wellbeing.

E.	What are the Hindu beliefs about the afterlife?
Atman (soul)	It is 'a deep self hidden in all beings'. This soul within all living things is part of the pervading spirit of Brahman.
Reincarnation	After death, the atman continues to exist and enters another body just 'as a man casts off old clothes and takes on other clothes'. This is because the atman is 'eternal' and 'indestructible'.
The cycle of Death and rebirth.	Hindus believe that the soul passes through a cycle of successive lives (samsara) and its next incarnation is always dependent on how the previous life was lived (karma). Moksha is the end of the death and rebirth cycle and is classed as the fourth and ultimate goal.
How these beliefs affect a Hindu everyday life	Karma literal meaning is 'action'. Hindus believe in a law that every action has an equal reaction either immediately or at some point in the future. Good or virtuous actions, will have good reactions or responses and bad actions, will have the opposite effect. So Hindus try to conduct good actions in their lives. They live good, ethical and moral lives, help people around them and follow the god's words. Follow the principles of Ahimsa.

B	How do Hindus understand God?
Hindus believe in Polytheistic	This is the belief in or worship of more than one God. However, Hindus believe in One God, Brahman- who can take many forms.
Concept of Brahman	Brahman is understood as the life-giving force that is the 'origin of all that comes into being'. This power dwells within all living beings but is also beyond the universe. Brahman is often described as 'it' showing there is no gender as God is not a physical being.
Understanding of God	They believe there is one supreme universal spirit, Brahman. This power dwells in all living beings. God is invisible, formless and pervading.

F.	What is meant by Ahimsa.
1	Meaning- Showing respect for all living things and avoidance of violence towards others
2	Why Hindus follow the principle of Ahimsa? Hindus believe Ahimsa is a universal vow that is required for self-realisation. It is a necessity for anyone who aims to control their mind.
3	How is the principle of Ahimsa shown in practice? By being a vegetarian, refusing to fight in war and being a pacifist, protecting the environment



What we are learning this term:		C.	What is the Trimurti?
A. Key words.	D. The nature of Goddess	Trimurti	
B. Hindu understanding of God.	E. Hindu beliefs about the afterlife	Representation of Brahma	
C. The meaning of Trimurti	F. The principles of Ahimsa.	Representation of Vishnu	
A.	Can you define these key words?		
Key word	Key definition		
Polytheism			
Trimurti			
Atman			
Samsara			
Pervading			
Eternal			
Immortal			
Karma			
Moksha			
Ahimsa			
Reincarnation			
	D.	What is the nature of the Goddess in Hinduism?	
	Meaning		
	Different forms of Goddess		
	E.	What are the Hindu beliefs about the afterlife?	
	Atman (soul)		
	Reincarnation		
	The cycle of Death and rebirth.		
	How these beliefs affect a Hindus everyday life		
B	How do Hindus understand God?		F.
Hindus believe is Polytheistic			1
Concept of Brahman			2
Understanding of God			3



Year 8 Term 6 SPANISH Knowledge organiser: Topic = la salud/los trabajos y el día de los muertos



What we are learning this term:	
A.	Vocabulary for job titles
B.	Describing jobs and personality
C.	Health and diet
D.	Modal verbs
E.	Day of the dead

A Los trabajos - jobs	
el/la actor/actriz el/la au-pair/niñera el/la camionero/a el/la cantante el/la carnicero/a el/la cartero/a el/la cocinero/a el/la comerciante el/la dentista el/la dependiente el/la deportista el/la diseñador(a) el/la electricista el/la granjero/a el/la mecánico/a el/la médico/a el/la obrero/a el/la peluquero/a el/la periodista el/la profesor(a) el/la policía el/la recepcionist el/la secretario/a una empresa una obra un garaje una oficina	actor, actress au pair, nanny lorry driver singer butcher postma(wo)man cook Businessman dentist shop assistant Sportsman designer electrician farmer mechanic doctor builder hairdresser journalist teacher policeman receptionist secretary a company a building site a garage an office

B ¿cómo eres ...?what are you like?	
Agradable agresivo/a alegre Amable Ambicioso antipático/a cariñoso/a celoso/a comprensivo/a Cruel Desagradable Egoísta estúpido/a extrovertido/a feo/a generoso/a gracioso/a guapo/a Inteligente hablador/a honesto/a leal maleducado/a nervioso/a perezoso/a Popular Responsable Sensible serio/a Simpático/a	Pleasant Aggressive Happy Nice Ambitious Unpleasant Affectionate Jealous Understanding Cruel Not nice Selfish Stupid Extrovert, outgoing Ugly Generous Funny Good-looking Intelligent Talkative Honest Loyal Rude Nervous Lazy Popular Responsible Sensitive Serious Nice

Key Opinions/Verbs across Topics	
to have - tener to be - ser to go - ir to do / make - hacer to play - jugar to see / watch - ver to listen - escuchar to buy - comprar to live - vivir to speak - hablar to have to - deber to want to - querer to visit - visitar to eat - comer to drink - beber to go out - salir to read - leer to work - trabajar to think - pensar to write - escribir	Me gusta - I like Me encanta - I love Odio - I hate Porque - because Divertido - fun Aburrido - boring Util - useful Inutil - useless Comodo - comfy Interesante- interesting Entretenido - entertaining Emocionante - exciting Guay - cool Genial - great Soso - dull Asqueroso - disgusting Malo- bad Bueno - good

Key Verbs			
Viajar To travel	Subir To upload	Ir To go	Esperar To wait / hope for
Viajo I travel	Subo I upload	Voy I go	Espero I wait / hope for
Viajas You travel	Subes You upload	Vas You go	Esperas You wait/hope for
Viaja s/he travels	Sube s/he uploads	Va s/he goes	Esperas s/he waits/hopes for
Viajam os We travel	Subimos We upload	Vamos We go	Esperamos We wait/hope for
Viajan They travel	Suben They upload	Van They go	Esperan They wait/hope for

D Key Conditional/modal Verbs	
Sería Tendría Tendría Se debe Tienes que Voy a Quiero	I would be it would have I would have you must you have to I'm going to I want to

C La Salud - Health	
(No) Hay que ... Desayunar (No)Tienes que ... comer cinco raciones de fruta y verduras lavarte los dientes después de comer (No) Debes ... practicar mucho llevar ropa cómoda entrenar muchas horas tener tiempo libre hacer deporte dormir ocho horas al día cenar muy tarde	You (don't) have to ... have breakfast You (don't) have to ... eat five portions of fruit and vegetables clean your teeth after eating You should(n't) ... practise a lot wear comfortable clothes train for hours have free time do sports sleep eight hours a day have dinner very late

E El día de los muertos - Day of the Dead	
dulces velas un vaso de agua copal pan flores calaveras papel picado una cruz Baile Trajes Bailes Desfiles Fuegos artificiales Tumbas Difuntos Muerto	Sweets Candles a glass of water Incense Bread Flowers Skulls cut paper a cross Dance costumes dances parades fire works tombs the deceased (dead) Dead

Year 8 Term 6 SPANISH Knowledge organiser: Topic = la salud/los trabajos y el día de los muertos



What we are learning this term:

A. Vocabulary for job titles
 B. Describing jobs and personality
 C. Health and diet
 D. Modal verbs
 E. Day of the dead

A Los trabajos - jobs	
el/la _____iz	actor, actress
el/la _____	au pair, nanny
el/la ca _____o/a	lorry driver
el/la ca _____	Singer
el/la ca _____ro/a	Butcher
el/la c _____o/a	postma(wo)man
el/la coc _____o/a	Cook
el/la com _____ante	businessman
el/la de _____ta	Dentist
el/la de _____iente	shop assistant
el/la de _____sta	Sportsman
el/la dise _____or(a)	designer
el/la ele _____cista	Electrician
el/la gr _____ro/a	farmer
el/la m _____ico/a	mechanic
el/la m _____o/a	Doctor
el/la ob _____ro/a	builder
el/la pe _____uero/a	hairdresser
el/la peri _____ta	journalist
el/la pr _____sor(a)	teacher
el/la p _____ía	Policeman
el/la re _____cionista	Receptionist
el/la sre _____rio/a	Secretary
una em _____esa	a company
una o _____a	a building site
un ga _____je	a garage
una o _____ina	an office

E El día de los muertos - Day of the Dead	
S _____es	dulces
a glass of water	velas
Incense	un _____ de agua
Bread	_____
Flowers	_____
Skulls	ca _____s
cut paper	p _____el pi _____o
a cross	una _____
Dance	Trajes
costumes	_____
dances	_____les
parades	wos artificiales
fire works	T _____bas
tombs	Dif _____os
the deceased (dead)	Mu _____to
dead	

B ¿cómo eres ...?what are you like?	
_____	Pleasant
_____	Aggressive
_____	Happy
_____	Ambitious
an _____o/	Unpleasant
ca _____/a	Affectionate
c _____o/aa	Jealous
co _____nsivo/a	Understanding
cr _____	Cruel
de _____dable	Not nice
eg _____ta	Selfish
est _____o/a	Stupid
ext _____rdido/a	Extrovert, outgoing
_____	Ugly
ge _____oso/a	Generous
gr _____so/a	Funny
gu _____o/a	Good-looking
int _____nte	Intelligent
ha _____or/a	Talkative
ho _____to/a	Honest
le _____	Loyal
ma _____cado/a	Rude
_____a	Nervous
pe _____o/a	Lazy
po _____r	Popular
re _____sable	Responsible
se _____ble	Sensitive
se _____/a	Serious
Sim _____ico/a	nice

D Key Conditional/modal Verbs	
S _____	I would be
T _____a	it would have
Te _____ía	I would have
_____	you must
T _____s que	you have to
V _____y a	I'm going to
Q _____	I want to

Key Verbs			
Viajar To travel	Subir To upload	Ir To go	Esperar To wait / hope for
_____I travel	_____I upload	_____I go	_____I wait / hope for
_____You travel	_____You upload	_____You go	_____You wait/hope for
_____s/he travels	_____s/he uploads	_____s/he goes	_____s/he waits/hopes for
_____We travel	_____We upload	_____We go	_____We wait/hope for
_____They travel	_____They upload	_____They go	_____They wait/hope for

Key Opinions/Verbs across Topics	
to have -	- I like
to be	- I love
to go -	- I hate
to do /	e - because
hacer	do - fun
to play -	ido - boring
to see /	l - useful
	I il - useless
to listen -	odo - comfy
	In stante-
to buy - co rar	in sting
to live -	E nido -
to speak - ha r	entertaining
to have to -	E ante - exciting
to want to -	- cool
q rer	Genial - great
to visit - vi ar	S o - dull
to eat - co r	A roso - disgusting
to drink - be r	M - bad
to go out -	B o - good
to read -	
to work - t ar	
to think - pe ar	
to write - e bir	

C La Salud - Health	
(No) _____...	You (don't) have to ...
de _____ar	have breakfast
(No) _____que ...	You (don't) have to ...
comer cinco raciones	eat five portions of fruit and
de fruta y verduras	vegetables
l _____ los _____	clean your teeth
d _____ de comer	after eating
(No) _____...	You should(n't) ...
_____mucho	practise a lot
llevar _____cómoda	wear comfortable clothes
e _____ muchas horas	train for hours
tener _____	have free time
hacer deporte	do sports
dormir ocho horas al día	sleep eight hours a day
cenar muy tarde	have dinner very late

G. Translation Practice	
I love eating chips because they're delicious	M e c p f p s d
Fruit is healthy and vegetables are healthy	L f e s y l v s s
I eat breakfast cereals	D c
For the evening dinner, I eat chicken and potatoes	P l c, c p y p
You must eat 5 portions of fruit and veg a day	D c c r d f y v c d
You must not smoke	N d f
You must drink lots of water	D b m a
You have to do lots of exercise	T q h m e
You have to sleep 8 hours	T q d o h
I am going to work as a lawyer	V a t c a
I want to work as a lorry driver	Q t c c
I would like to work as a teacher	M g t c p
I would love to work as a nurse	M e t c e
I would like to work as a flight attendant because I want to travel	M g t c a p q v
I would love to work as a teacher because I want to work with children	M e t c p p q t c n
I would like to work as a nurse because I want to help other people	M g t c e p q a a o g
I would like to work as a lawyer because it's well paid	M g t c a p e b p

H. Key Questions: Answer the following in your own words. Use these model answers	
¿Qué se debe hacer para llevar una vida sana? What must you do to lead a healthy lifestyle	Para llevar una vida sana, se debe comer muchas frutas y verduras. También, se debe desayunar y beber mucho agua. No se debe fumar, ni beber alcohol. También se debe hacer ejercicio una vez al día y dormir al menos ocho horas
¿Qué trabajo quieres hacer en el futuro? What job do you want to do in the future?	En el futuro, me gustaría trabajar como enfermero porque quiero ayudar a otras personas. También me gustaría trabajar como profesor en un colegio porque me encanta la geografía y el mundo. No me gustaría trabajar como cocinero porque en mi opinión sería demasiado difícil y aburrido

I. Key Questions: Translate these model answers using the KO	
¿Qué se debe hacer para llevar una vida sana? What must you do to lead a healthy lifestyle	In order to lead a healthy lifestyle, you must drink lots of water and eat at least 5 fruits and vegetables a day. Also, you must do lots of exercise, but you must not smoke nor drink alcohol
¿Qué trabajo quieres hacer en el futuro? What job do you want to do in the future?	In the future, I would like to work as a chef because I like to eat food and I like to cook food. Also, I'd like to work as a Teacher of PE because I love to do sports and I would love to work with children and other people. I would like to work as a lawyer because it's well paid and you must have responsibility.

J. Key Grammar	
Using reflexive verbs	Reflexive verbs reflect an action that is done to oneself. When you use reflexive verbs, you need to use the reflexive pronoun before each one (conjugations to the verb apply as normal) e.g. Me levanto (I get (myself) up) e.g. Mi madre se levanta (My mum gets (herself) up) The reflexive pronouns are: me, te, se, nos, os, se You can recognise a reflexive verb in the dictionary because it ends in -SE
Using direct object pronouns (DOPs)	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. Me gusta llevar la camiseta – I like to wear the T-shirt <u>OR</u> you can use DOP and say Me gusta llevarla . (la on the end refers to the noun which in this case is FEM. SINGULAR) e.g. La voy a comprar = I'm going to buy it (the DOP is LA so we know the noun is FEM. SINGULAR). e.g. Voy a comprar el jersey = I'm going to buy the jumper <u>OR</u> lo voy a comprar = I'm going to buy IT. (LO in this case refers to MASC. SINGULAR. noun which is 'el jersey')



Year 8 Art Term 5: Topic : Inner Self

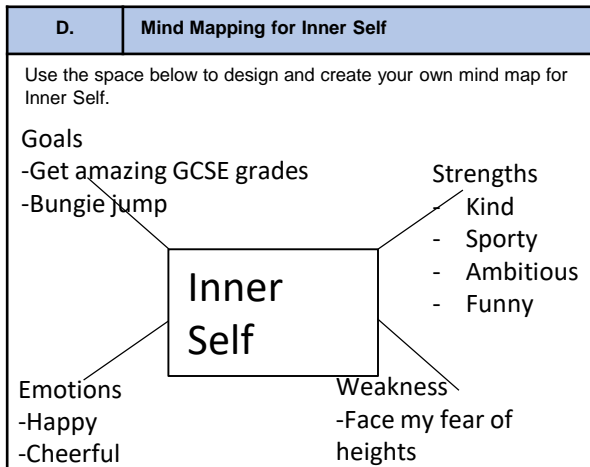


What we are learning this term:	
A.	Research and Key Words
B.	Drawing
C.	Mind Mapping
D.	Designing
E.	Making
F.	Decorating

B.	What equipment do you need to complete a successful grid method?	
	1. Sharp pencil 2. Ruler 3. Image you are drawing and plain paper.	
C.	Similarities and differences between Eva Funderberg and Anya Stasenko (Images on top banner)	
	<u>Similarities:</u> <ul style="list-style-type: none"> 1. Both made from ceramic 2. Both outcomes explore emotions 3. Both made using the pinch pot technique 	<u>Differences</u> <ul style="list-style-type: none"> 1. Anya hopes to make people smile with her work 2. Eva tried to portray a dark emotion 3. Eva creates her objects based on what humans feel on the inside.

A.	Key word for this term?	
	Key word	Key definition
1.	Sculpture	A 3D artwork
2.	Materials	What an artwork is made from
3.	Formal Elements	The building blocks for Art
4.	Mental Health	Psychological and emotions wellbeing
5.	Ceramic	Objects made from clay and the fired in a kiln.
6.	Artist study	Drawing a piece of artist work
7.	Tone	Lightness and darkness within art.
8.	Pinch Pot	Creating a small vessel with clay- like a small pot.

E.	Step by step to making a pinch pot and then score and slip:	
1.	Roll the clay in your hands, you are wanting to warm and smooth it through.	
2.	Next, with your thumb, press lightly to make an indentation.	
3.	Continue this process until the indentation become a small hole.	
4.	Be careful to not make the edges too thin. You want to have a sturdy bottom and strong edges.	
5.	To make the score and slip effective, take a clay tool. Carve into the top of the edges you would like to join together with the tool.	
6.	Next, add slip. Slip is like clay glue. It is watery paste clay.	
7.	Add the slip and join edges together, making sure to smooth any bumps or holes. This might prevent a good seal.	
8.	You have now, successfully created a pinch pot with score and slip.	



D.	Tools needed for working with clay:	
1	Clay	
2	Wooden board	
3	Rolling pin	
4	Slats	
5	Clay tools	
6	Plastic bags	
7	Sponges or wipes	
8	Spray water	



Year 8 Art Term 5: Topic : Inner Self



What we are learning this term:	
A.	Research and Key Words
B.	Drawing
C.	Mind Mapping
D.	Designing
E.	Making
F.	Decorating

A.	Key word for this term?
Key word	Key definition
1. Sculpture	
2. Materials	
3. Formal Elements	
4. Mental Health	
5. Ceramic	
6. Artist study	
7. Tone	
8. Pinch Pot	

D.	Mind Mapping for Inner Self
Use the space below to design and create your own mind map for Inner Self.	

B.	What equipment do you need to complete a successful grid method?				
1.					
2.					
3.					
C.	Similarities and differences between Eva Funderberg and Anya Stasenko (Images on top banner)				
<table border="1" style="width: 100%;"> <tr> <th>Similarities:</th> <th>Differences:</th> </tr> <tr> <td> <ul style="list-style-type: none"> • . • . • . • . </td> <td> <ul style="list-style-type: none"> • . • . • . • . </td> </tr> </table>		Similarities:	Differences:	<ul style="list-style-type: none"> • . • . • . • . 	<ul style="list-style-type: none"> • . • . • . • .
Similarities:	Differences:				
<ul style="list-style-type: none"> • . • . • . • . 	<ul style="list-style-type: none"> • . • . • . • . 				

E.	Step by step to making a pinch pot and then score and slip:
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	

Images of tools.

Use the images below to help with step by step to making a pinch pot

D.	Tools needed for working with clay:
1	
2	
3	
4	
5	
6	
7	
8	



Year 8 PRODUCT DESIGN Term 5 Knowledge Organiser



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

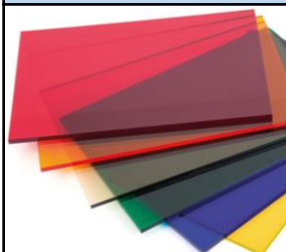
Manufactured Boards come from **wood pulp**



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	Disadvantages of CAD
Designs can be created, saved and edited quickly, saving time	CAD takes a long time to learn
Designs or parts of design can be easily viewed from different angles, copied or repeated	Software can be very expensive
CAD is very accurate	CAD files can become corrupted or lost

D. CAM

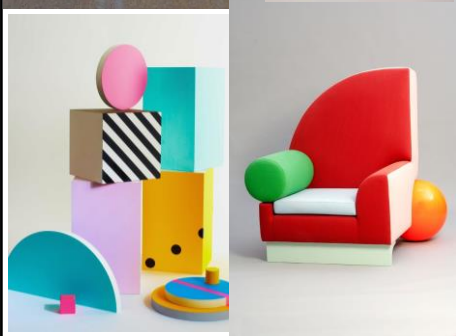
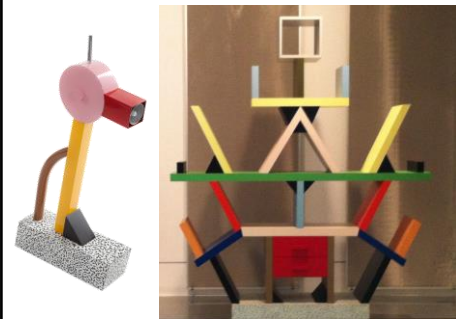
By using **computer aided manufacture (CAM)**, designs can be sent to **CAM machines** such as **laser cutters** and **3D printers**

Advantages of CAM	Disadvantages of CAM
Quick – Speed of production can be increased	CAM takes a long time to learn
Consistency – All parts manufactured are all the same	High initial cost can be very expensive
CAM is very accurate	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.










Year 8 PRODUCT DESIGN Term 5 Knowledge Organiser



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

A. Workshop Tools 

						
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B. Materials


Timbers come from trees


	Scots pine Softwoods
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Manufactured Boards come from wood pulp


	Plywood Manufactured Boards
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Polymers come from crude oil

	Acrylic – Polymers
--	---------------------------

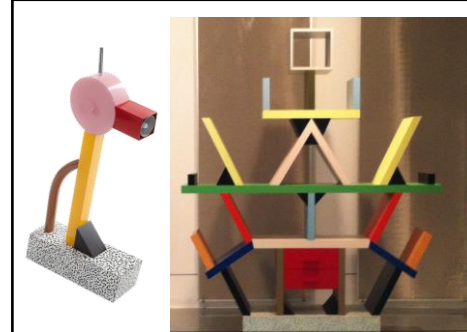
C. CAD 

Advantages of CAD	Disadvantages of CAD
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D. CAM 

Advantages of CAM	Disadvantages of CAM

E. Memphis Design Movement 



Key Designer



Key Features:



Colours:



Line Styles:

Year 8 Term 6: Topic = Planning a Healthy Meal

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.

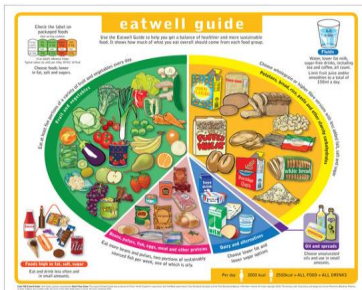
C. Can you list 5 reasons for why we cook food and why it is important?

Rule

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

Why it is important

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



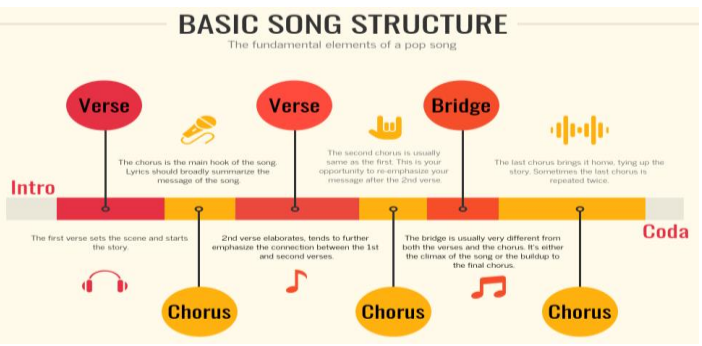
E.	Keywords
Hygiene	A method of keeping yourself and equipment clean
Research	Information that you find out to help you with a project
Nutritious	A meal that is healthy and contains vital nutrients.
Target Market	The age or type of person you are creating a product for.
Carbohydrates	Foods that give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



- What we are learning this term:**
- A. Basic Song Structure
 - B. How to write a perfect Evaluation
 - C. Playing the Keyboard / Chords
 - D. What are the musical elements?
 - E. What are the music symbols – Note Values
 - F. Keywords
 - G. How to read music – treble clef and bass clef

- 6 Key Words for this term**
- 1 Instrumental Break
 - 2 Song Structure
 - 3 Verse
 - 4 Chorus
 - 5 Bridge/Middle 8
 - 6 Outro/Coda

A Basic Song Structure – POP songs



B How to write a perfect Evaluation?

1	Write a full sentence explaining what your musical performance or music composition was about
2	Explain what you were trying to communicate to an audience and how you did it
3	Pick out at least two moments that worked really well, using specific examples and say what you did that made them successful
4	Pick out one moment that you could make better. Explain why it needed improving and how you would make it better if you did your performance again
5	Sum up your evaluation and discuss one thin that you will take forward into your next work

C Playing the Keyboard / Chords

LEFT HAND **RIGHT HAND**

C **G**
Am **F**

D What are the musical elements?

Timbre	Sound quality
Pitch	High or low sounds
Texture	How many sounds
Tempo	Fast or slow
Duration	Long or short
Structure	The musical plan
Dynamics	Loud or quiet
Silence	No sound / rests in the music
Attack/Decay	How notes start and stop

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	

F Keywords

Instrumental Break	An instrument section during a song – no singing
Lyrics	The words of a song
Song Structure	The different sections of a song
Verse	A section of a song telling the story , followed by a chorus
Chorus	Repeated idea within a song, lyrics and music usually remain the same
Bridge/Middle 8	Passage of music that contrasts the verse and chorus
Outro/Coda	Passage of music that brings the song to an end
Album	A collection of audio recordings
Arrangement	A rework of a musical composition so that it can be played by different combinations of instruments
Genre	a style or category of art, music, or literature
Cover Song	A performance of a song by someone other than the original artist/band

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**



What we are learning this term:

- A. Basic Song Structure
- B. How to write a perfect Evaluation
- C. Playing the Keyboard / Chords
- D. What are the musical elements?
- E. What are the music symbols – Note Values
- F. Keywords
- G. How to read music – treble clef and bass clef

6 Key Words for this term

1		
2		
3		

C Playing the Keyboard / Chords

Diagram illustrating hand positions for playing the keyboard, showing finger numbering (1-5) and chord diagrams for I, V, VI, and IV.

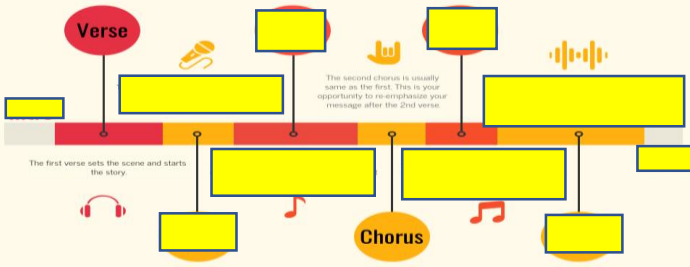
F Keywords

Instrumental Break	
Lyrics	
Song Structure	
Verse	
Chorus	
Bridge/Middle 8	
Outro/Coda	
Album	
Arrangement	
Genre	
Cover Song	

A Basic Song Structure – POP songs

BASIC SONG STRUCTURE

The fundamental elements of a pop song



D What are the musical elements?

Sound quality
High or low sounds
How many sounds
Fast or slow
Long or short
The musical plan
Loud or quiet
No sound / rests in the music
How notes start and stop

B How to write a perfect Evaluation?

1	
2	Explain what you were trying to communicate to an audience and how you did it
3	
4	Pick out one moment that you could make better. Explain why it needed improving and how you would make it better if you did your performance again
5	

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Note	Name	Beats	Rest	Note	Name	Beats	Rest
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		2 beats		Dotted Minim, Dotted Half Note			
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				Dotted Quaver, Dotted Eighth Note			

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



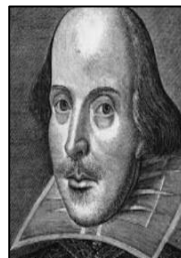
Year 8 Shakespeare

What we are learning this term:

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

Top Ten Facts:

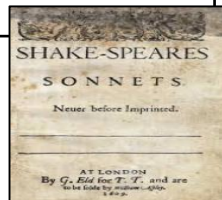
1	Shakespeare's three children were called Susanna, Hamnet and Judith.
2	In total, Shakespeare wrote 154 sonnets and around 40 plays.
3	He was sometimes called 'The Bard of Avon.' A bard is another word for a poet.
4	The Globe Theatre was shaped like an octagon, with eight sides.
5	Not many people could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



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

The History of:

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



William Shakespeare Timeline

1564: Shakespeare is born in Stratford-upon-Avon	1582: Shakespeare married Anne Hathaway.	1592: The earliest records of Shakespeare in London.	1593: Shakespeare's first poems were published.	1594: Shakespeare's first plays were performed by Lord Chamberlain's men.	1594: Shakespeare's first plays were performed by Lord Chamberlain's men.	1611: He retired back to Stratford-upon-Avon.	1616: William Shakespeare died.
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Year 8 Shakespeare

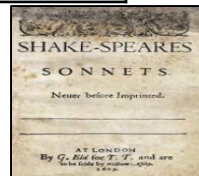


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- A. How to speak using iambic pentameter.
- B. The difference between a tragedy and a comedy.
- C. How to perform a Shakespeare play using Elizabethan style performance techniques.

Top Ten Facts:

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



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

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William Shakespeare Timeline

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SWINDON ACADEMY READING CANON

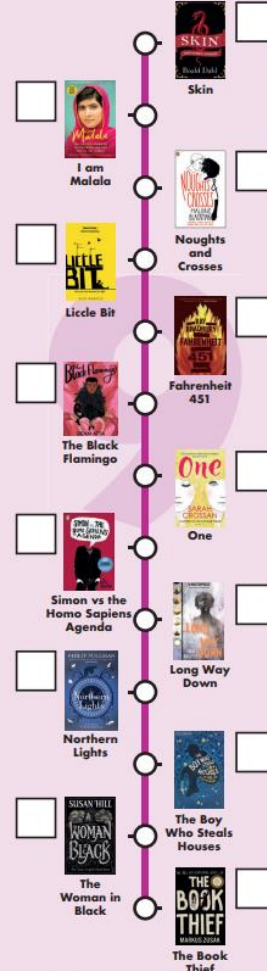
Year 7



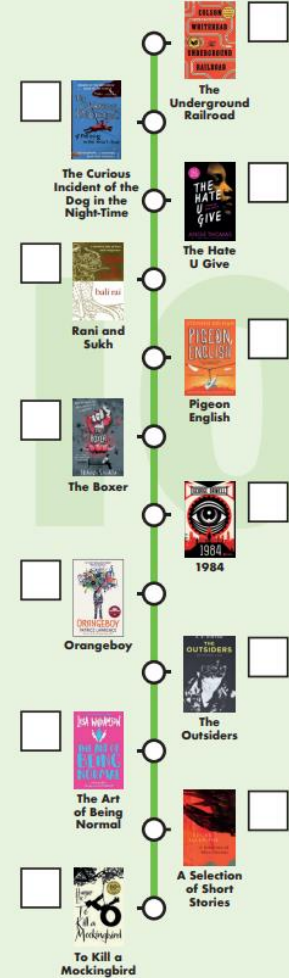
Year 8



Year 9



Year 10



#ReadingisPower