

100% book - Year 8 booster

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



Term 1

Swindon Academy 2023-24

Name:

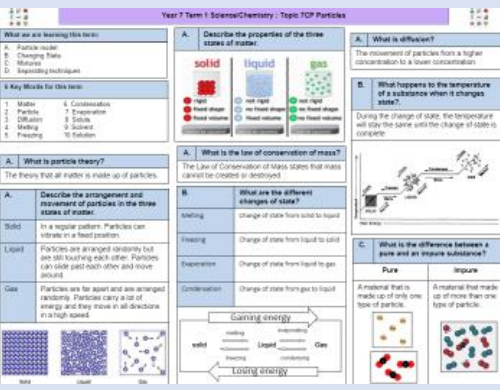
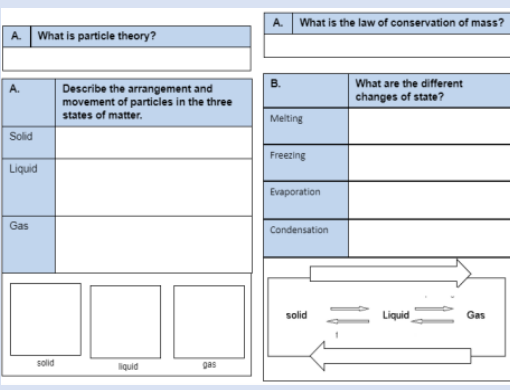
Tutor Group:

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."

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

Knowledge Organisers	Quizzable Knowledge Organisers
	
<p>Knowledge Organisers contain the essential knowledge that you MUST know in order to be successful this year and in all subsequent years.</p> <p>They will help you learn, revise and retain what you have learnt in lessons in order to move the knowledge from your short-term memory to long-term memory.</p>	<p>These are designed to help you quiz yourself on the essential Knowledge.</p> <p>Use them to test yourself or get someone else to test you, until you are confident you can recall the information from memory.</p>

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 screenshot shows the epraise website interface. On the left is a 'Planner' for the week of 10th May to 16th May 2020, with a grid for 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 is the law of conservation of mass?', 'Describe the arrangement and movement of particles in the three states of matter', and 'What are the different changes of state?'. Below the table are diagrams of particle arrangements for solid, liquid, and gas states, and a phase change diagram showing melting, freezing, evaporation, and condensation.

Step 2

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

The screenshot shows a student's prep book. The date '29th May 2020' and the title 'Particle theory' are written in the top right corner of the knowledge organiser template. The template includes sections for 'What is particle theory?', 'What is the law of conservation of mass?', 'Describe the arrangement and movement of particles in the three states of matter', and 'What are the different changes of state?'. Below these sections 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 screenshot shows handwritten notes in a student's prep book. The notes are written on lined paper and include the date '29th May 2020' and the title 'Properties of the states of matter'. The notes define particle theory as 'all matter is made of particles'. They describe the three states of matter: Solid (regular pattern, particles vibrate in fixed position), Liquid (particles are arranged randomly but are still touching each other, particles can slide past each other and move around), and Gas (particles are far apart and are arranged randomly, particles carry a lot of energy).

Step 4

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

The screenshot shows handwritten notes in a student's prep book. The notes are written on lined paper and show the definition of solid repeated three times: 'Solid = regular pattern particles vibrate in fixed position'.

Step 5

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

The screenshot shows a student's prep book. The missing words from the quizzable knowledge organiser are filled in. The words are: 'Self quizzing', 'Arrangement/movement of matter', 'Solid = regular pattern particles vibrate in fixed position', 'Liquid =', and 'Gas ='. The student has also written 'solid', 'liquid', and 'gas' in the boxes provided.

Step 6

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

The screenshot shows handwritten notes in a student's prep book. The notes are written on lined paper and show the final definitions of the states of matter with checkmarks indicating they are correct: 'Particle theory = all matter is made of particles', 'Solid = regular pattern particles vibrate in fixed position', 'Liquid = particles are arranged randomly but are still touching each other particles can slide past each other and move around', and 'Gas = Particles are far apart and are arranged randomly. Particles carry a lot of energy'.

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



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



Scandal in Bohemia – plot overview

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

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

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

Vocabulary: Key words

enlighten –

deduction –

scandal –

introspective –

dual nature –,

Terminology: Key words

detective fiction:

periodical/serial –

Background information

Sir Arthur Conan Doyle was the _____ of the Sherlock Holmes _____.

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

Sherlock Holmes is a _____ detective created by Sir Arthur Conan _____.

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

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

Before he became a writer, Doyle studied _____.

Characters in Sherlock Holmes Adventures

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

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

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

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

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

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

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



What we are learning this term:

- A. Particle model
- B. Changing State
- C. Mixtures
- D. Separating techniques

7 Key Words for this term

- 1. Distillation
- 2. Separation
- 3. Conservation
- 4. Solute
- 5. Solution
- 6. Chromatography
- 7. Properties

A. What is particle theory?

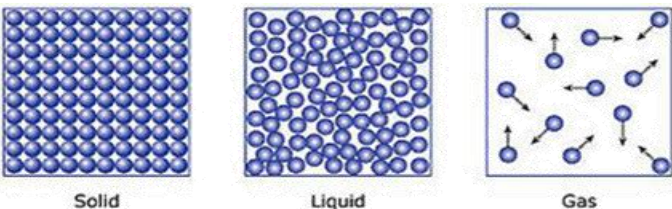
The theory that all matter is made up of particles.

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

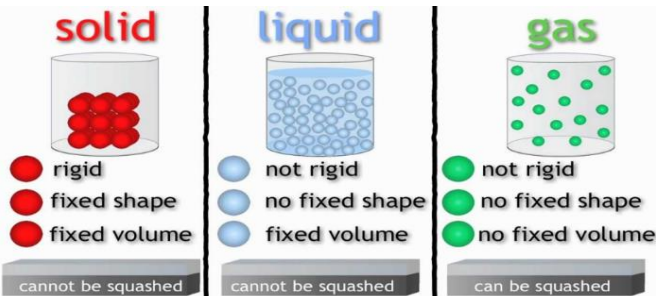
Solid In a regular pattern. Particles can vibrate in a fixed position.

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

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



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



A. What is the law of conservation of mass?

The Law of Conservation of Mass states that mass cannot be created or destroyed.

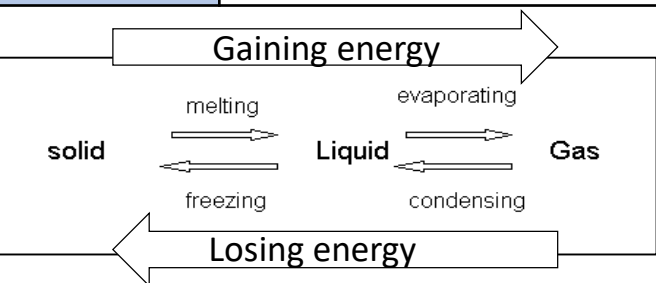
B. What are the different changes of state?

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

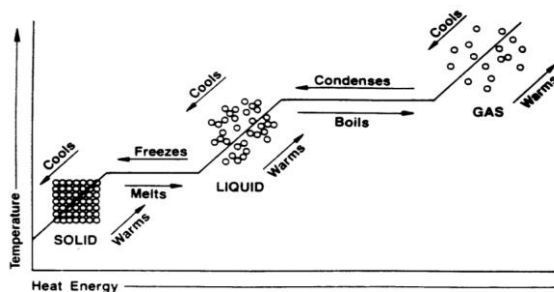


A. What is diffusion?

The movement of particles from a higher concentration to a lower concentration.

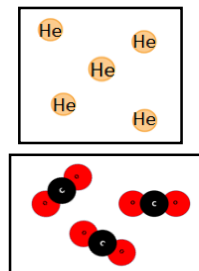
B. What happens to the temperature of a substance when it changes state?.

During the change of state, the temperature will stay the same until the change of state is complete

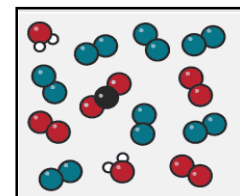


C. What is the difference between a pure and an impure substance?

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.





What we are learning this term:

- A. Particle model
- B. Changing State
- C. Mixtures
- D. Separating techniques

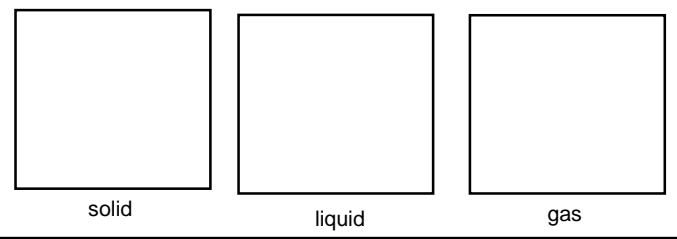
7 Key Words for this term

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

A. What is particle theory?

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

Solid	
Liquid	
Gas	



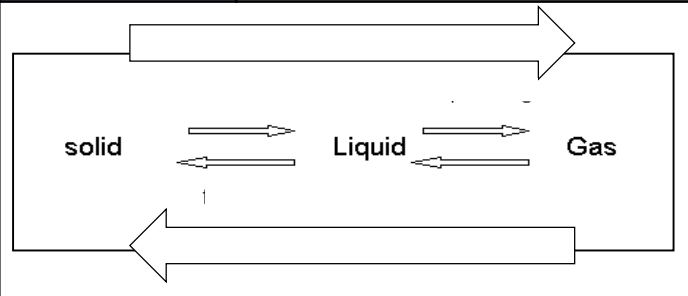
A. Describe the properties of the three states of matter.

Solid	Liquid	Gas
-------	--------	-----

A. What is the law of conservation of mass?

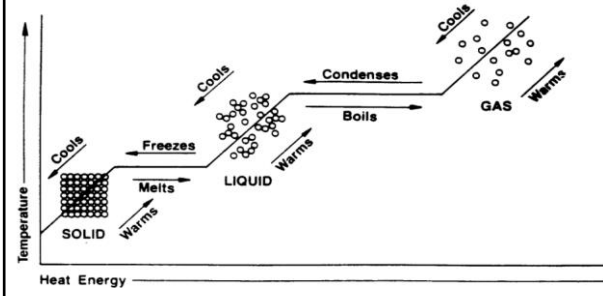
B. What are the different changes of state?

Melting	
Freezing	
Evaporation	
Condensation	

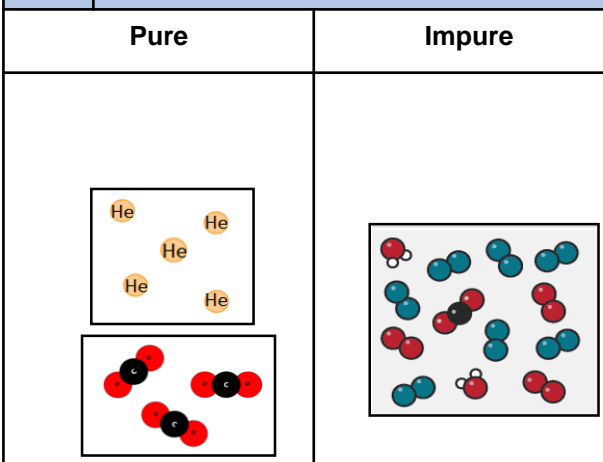


A. What is diffusion?

B. What happens to the temperature of a substance when it changes state?.



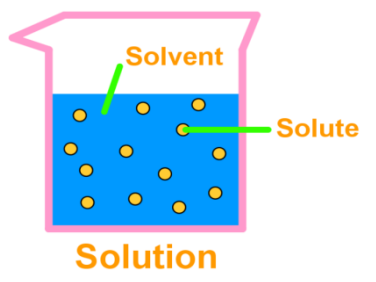
C. What is the difference between a pure and an impure substance?



D.	What is a mixture?
A mixture contains different elements or compounds that are not chemically joined to each other.	

D.	What happens when a substance dissolves?
During dissolving, the solvent particles surround the solute particles and move them away so they are spread out in the solvent.	

D.	What are the different parts of a solution?
Solute	The substance that dissolves into the solvent.
Solvent	The liquid that the solute dissolves into.



D.	What is the difference between a soluble substance and an insoluble substance?
Soluble	A substance that dissolves into a solvent.
Insoluble	A substance does not dissolve into a solvent.

D.	How are different mixtures separated?	
-----------	----------------------------------------------	--

Method	Used to separate:	Apparatus
Evaporation		
Filtration	An insoluble solid from a liquid	
Distillation	The parts of a liquid solution according to their boiling point.	
Chromatography	Mixtures of solutes according to their solubilities in a solvent.	



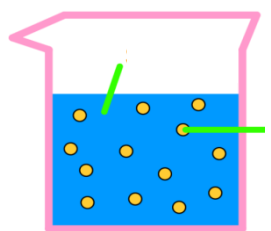
D. What is a mixture?

D. What happens when a substance dissolves?

D. What are the different parts of a solution?

Solute

Solvent



Solution

D. What is the difference between a soluble substance and an insoluble substance?

Soluble

Insoluble

D. How are different mixtures separated?

Method	Used to separate:	Apparatus
Evaporation		
Filtration		
Distillation		
Chromatography		



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

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

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

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

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

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

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

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

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

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



Background:

- The Earth's structure is made up of layers. **(A)**
- The characteristics of these layers fuels tectonic plate theory and the resulting hazards which occur along plate boundaries. **(B)**
- There are four different plate boundaries, each with their own characterises and resulting hazards. **(C)**
- Volcanoes can be found along constructive and destructive boundaries, although the volcanoes found at these boundaries are different. **(D)**
- Earthquakes take place along all of the boundaries, but are often most significant at conservative boundaries. Earthquakes have key features and are measured using the Richter scale. **(E)**
- People continue to live in tectonic areas for a number of reasons. **(F)**
- Some of these reasons relate to how we monitor, protect and plan for such hazards. **(G)**
- However, the impacts of these hazards can still be significant; although they can vary based upon a countries level of development. **(H, F)**

A.	The layers of the Earth (3)
Crust	
Mantle	
Core	

B.	Theory (4)
Plate boundaries	
Convection currents	
Oceanic crust	
Continental crust	

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

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

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

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

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

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

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

I.	Examples
Developing Haiti Port Au Prince	
Developed New Zealand Christchurch	



What we are learning this term:
A. Young Henry VIII B. The Protestant Reformation C. Henry VIII and his Great Matter D. England's Break with Rome E. The English Reformation F. Henry VIII – Later Years
6 Key Words for this term
1. Catholicism – One of the three major branches of Christianity, led from Rome by the Pope 2. Protestantism – A form of Christianity which emerged during the 1500s in protest against Catholicism 3. Tudors – The Royal family that ruled England from 1485 until 1603 4. Reformation – A movement to reform (change) the Christian church which began with Martin Luther in Germany 5. Transubstantiation – The change of bread and wine into the body and blood of Christ during communion 6. Mass – The central act of worship in the Catholic Church, when Holy Communion is taken

B.	What inferences can you make from sources about why the Protestant Reformation happened?
	1. Martin Luther, a German monk, wrote a list of the wealth and corruption of the Catholic Church 2. This event marked the start of the Reformation as people in Europe began to question the Catholic Church 3. Martin Luther started the Protestant Reformation and he believed that the Bible and church services should be translated into the common language of the country so that everyone could understand it. 4. Martin Luther managed to gain a large following which meant Protestant ideas easily spread throughout Catholic countries in Europe



C.	What was the importance of having a male heir for Henry VIII?
Succession	Henry VIII was desperate for a male heir to succeed him, but his wife Catherine had only had daughter and by 1524 was getting too old to have a successful pregnancy
Heir	Means the person who is next in line to the throne – sons were preferred over daughters
Strong	Henry VIII's throne was weak whilst he only had a daughter – a son would make him look strong
Catherine of Aragon	Henry VIII's first wife – she had many pregnancies but most of them ended in a miscarriage
Mary I	The only surviving child from Henry and Catherine's marriage
Anne Boleyn	Caught the eye of Henry in 1525 and promised that she could give him a son

D.	Why did Henry VIII Break away from Rome?
Annulment	Declares that a marriage was never valid and could only be granted by the Pope. Henry tried for 6 years to gain his annulment from the Pope, but he refused to grant it, which made Henry start to question the role of the Pope in the English Church
Thomas Wolsey	Henry's Chief Minister who promised the king that he would get him his annulment from Catherine, as he also held a high position in the Catholic Church and thought that he could persuade the Pope. However, Wolsey failed, and Henry no longer trusted him
Pope Clement II	Head of the Catholic Church in the 1530's – only he could give Henry his annulment and allow him to marry Anne Boleyn. However, he was under the power of Charles V who threatened to invade Rome
Charles V	Holy Roman Emperor and Catherine's nephew – he refused to let the Pope grant Henry's annulment as he did not want his aunt humiliated
Head of the Church	Henry realised that if he broke from Rome and became Head of the Church in England that he would have more power and could grant the divorce himself

A.	What was Henry VIII like when he was young?
Feature	Explanation
Intelligent	Henry VIII was taught by some of the greatest scholars of the age and could write poetry, compose music and speak French, Spanish and Latin fluently.
Athlete	Henry excelled in all things like archery and wrestling, but his greatest passion was jousting which he did regularly
Friendly	Henry knew how to have fun, entertaining visitors to court with his musical talents
Renaissance Prince	Henry VIII was a true Renaissance (means re-born) Prince – he ensured that his Royal Court contained magnificent art, architecture, dress and entertainment

E.	What inferences can be made from sources about the reasons for the English Reformation?	F.	'Thomas Cromwell was the main reason why Anne Boleyn was executed' How far do you agree?
	1. Monasteries had become dishonest and were not following the practices of the Catholic Church 2. Monks and Priests were taking money from the local people and had been spending it on themselves 3. The church in England had a lot of money 4. New Protestant ideas had made their way to England and influenced Henry VIII	Agree: <ul style="list-style-type: none"> Cromwell knew that Anne was responsible for Wolsey's fall He used spies in the court to gather information on Boleyn He tortured a musician accused of sleeping with Anne 	Other points <ul style="list-style-type: none"> Henry VIII was getting annoyed with Anne She was flirtatious with other men Anne was also trying to get involved with government matters She had also failed to give him a son and had instead had a daughter Henry had fallen in love with Jane Seymour



What we are learning this term:	
A. Young Henry VIII B. The Protestant Reformation C. Henry VIII and his Great Matter D. England's Break with Rome E. The English Reformation F. Henry VIII – Later Years	
6 Key Words for this term	
1. Catholicism –	
2. Protestantism –	
3. Tudors –	
4. Reformation –	
5. Transubstantiation –	
6. Mass –	

B.	What inferences can you make from sources about why the Protestant Reformation happened?
1.	Martin Luther, _____, wrote a _____ and _____ of the _____
2.	This event marked the start of the Reformation as people in E_____ began to question the Catholic Church
3.	Martin Luther started the _____ movement and he believed that the _____ and _____ should be translated into the common language of the country so that everyone could understand it.
4.	Martin Luther managed to _____ following which meant _____ easily spread throughout Catholic countries in Europe



C.	What was the importance of having a male heir for Henry VIII?
Succession	Henry VIII was desperate for a _____ to succeed him, but his wife Catherine had only had _____ and by 1524 was getting _____ to have a successful pregnancy
Heir	Means the person who _____ – sons were preferred over daughters
Strong	Henry VIII's throne was weak whilst he only _____ – a son would make him _____
Catherine of Aragon	Henry VIII's _____ – she had many pregnancies but most of them ended in a _____
Mary I	The only surviving child from Henry and _____
Anne Boleyn	Caught the eye of Henry in 1525 and promised that she _____

D.	Why did Henry VIII Break away from Rome?
Annulment	Declares that a marriage was _____ and could only be granted by the _____ e. Henry tried for _____ to gain his annulment from the Pope, but he _____ it, which made Henry start to question the _____ Church
Thomas Wolsey	_____ who promised the king that he would get him his _____, as he also held a high position in the _____ and thought that he could persuade the Pope. However, Wolsey failed, and Henry no longer trusted him
Pope Clement II	_____ in the 1530's – only he could give Henry his a _____ t and allow him to _____. However, he was under the power of Charles V who threatened to _____
Charles V	Holy Roman Emperor and _____ – he refused to let the _____ grant Henry's an _____ t as he did not want his aunt humiliated
Head of the Church	Henry realised that if he broke from Rome and became _____ in England that he would have _____ and could grant the divorce himself

A.	What was Henry VIII like when he was young?
Feature	Explanation
Intelligent	
Athlete	
Friendly	
Renaissance Prince	

E.	What inferences can be made from sources about the reasons for the English Reformation?	F.	'Thomas Cromwell was the main reason why Anne Boleyn was executed' How far do you agree?
1.	Monasteries had become dishonest and were not following the practices of the Catholic Church	Agree: <ul style="list-style-type: none"> Cromwell knew that Anne was _____ He used spies in the court to _____ He tortured _____ 	Other points <ul style="list-style-type: none"> Henry VIII was getting _____ She was fl_____s with other men Anne was also trying to g_____ She had also _____ Henry had fallen in _____ Seymour
2.	Monks and Priests were taking money from the local people and had been spending it on themselves		
3.	The church in England had a lot of money		
4.	New Protestant ideas had made their way to England and influenced Henry VIII		

Year 8 Religious Education: Islam

A.		Can you define these key words?			
Key word		Key definition			
Tawhid	The belief in the oneness of God	B	Pre-Islamic Arabia	C	Muhammad and the Qur'an
Polytheism	Belief in or worship of more than one God				
Qur'an	Holy book in Islam				
Ummah	The worldwide Muslim community				
Hijrah	The migration of Muhammad from Mecca to Medina	1	Religion was polytheistic	1	Muhammad received his first revelation of the Qur'an on the night of power
Hadith	The sayings of the Prophet Muhammad	2	There was violence between tribes to get resources like food and water	2	The Qur'an is important because it is the word of Allah and must not be changed. The Qur'an is still used by Muslims today.
Sunni/Shi'a split	A division in Islam which occurred after the death of the Prophet Muhammad on who should lead the Ummah	3	In Mecca, people could come to trade safely without violence		
Caliphate	An area ruled by a Muslim leader	D	The Hijrah and conquest of Mecca		
Hajj	Annual Islamic pilgrimage to Mecca, Saudi Arabia	Muhammad escaped from violence in Mecca to Medinah and grew the first Ummah. Returned to Mecca with 10,000 others and conquered Mecca, returned Ka'aba to the worship of one God			
Greater jihad	The spiritual struggle with oneself against sin	G	Caliphates		
Lesser jihad	Defending Islam from threat but must meet a range of strict conditions to be declared	<i>Rashidun</i>	<ul style="list-style-type: none"> - Created the first diwan to deal with taxes and gain money from the new territories - Completed the compilation of the Qur'an which is still used today – helped build the umma 		
F	The first Caliph: Abu Bakr	<i>Umayyad</i>	<ul style="list-style-type: none"> - Caused damage to the Kaaba and were very greedy and corrupt which made people angry 		
1	Abu Bakr was one of Muhammad's closest friends. Some wanted Muhammad's cousin Ali to be leader instead	<i>Abbasid</i>	<ul style="list-style-type: none"> - Islamic golden age – tried to translate and gather all the world's knowledge into Arabic 		
2	Muslims who believe Ali was the rightful successor to Muhammad are called Shi'a Muslims, and those who believe Abu Bakr was the rightful successor are called Sunni Muslims	E The final sermon			
		<i>The hadith: this is the writings about the life of Muhammad. It teaches Muslims how to live their lives</i>			
		<i>Before his death, Muhammad delivered a sermon during the Hajj. It contained many important teachings about equality of all people including between men and women</i>			
H	Jihad	G	Five pillars – what are they and why are they significant		
Lesser	Defending faith from enemies e.g. people not allowing others to practice Islam	<i>Shahada</i>	<ul style="list-style-type: none"> - Declaration of faith – “There is no God but Allah and Muhammad is His messenger”. - Shows a Muslim's belief in one God 		
Greater	Internal struggle to follow rules of faith e.g. Salah	<i>Salah</i>	<ul style="list-style-type: none"> - Prayer 5x a day - Strengthens relationship with God - Strengthens community because doing it at the same time - Jumma = Friday prayer in the mosque 		
Rules	Hard to declare because of strict conditions which must be followed	<i>Zakah</i>	<ul style="list-style-type: none"> - Giving 2.5% of money to charity - Helps people in need - Strengthens the community 		
		<i>Sawm</i>	<ul style="list-style-type: none"> - Fasting between sunrise and sunset during the month of Ramadan - Learn self-discipline - Learn compassion for people who are in need 		
		<i>Hajj</i>	<ul style="list-style-type: none"> - Pilgrimage to Mecca, Saudi Arabia - Strengthens community - Get closer to God - Remember Ibrahim's actions 		

Year 8 Religious Education: Islam

A.	Can you define these key words?				
Key word	Key definition	B	Pre-Islamic Arabia	C	Muhammad and the Qur'an
Tawhid	The belief in the _____ of God in Islam	1	Religion was _____	1	Muhammad received his first revelation of the Qur'an on the night _____
Polytheism	Belief in or worship of _____	2	There was _____ between tribes to get resources like food and water	2	The _____ is important because it is the word of _____ and must not be changed. The Qur'an is still used by Muslims today.
Qur'an		3	In _____, people could come to _____ safely without violence		
Ummah		D	The Hijrah and conquest of Mecca		
Hijrah	The migration of Muhammad from _____ to _____	Muhammad escaped from violence in _____ to _____ and grew the first _____. Returned to Mecca with 10,000 others and conquered Mecca, returned _____ to the worship of one God			
Hadith	The sayings of the _____	G	Caliphates		
Sunni/Shi'a split	A division in Islam which occurred after the death of the Prophet Muhammad on who should lead the _____	<i>Rashidun</i>	<ul style="list-style-type: none"> - Created the first _____ to deal with taxes and gain money from the new territories - Completed the compilation of the _____ which is still used today – helped build the _____ 		
Caliphate	An area ruled by a _____	<i>Umayyad</i>	<ul style="list-style-type: none"> - Caused damage to the _____ and were very greedy and corrupt which made people angry 		
Hajj	Annual Islamic pilgrimage to Mecca, Saudi Arabia	<i>Abbasid</i>	<ul style="list-style-type: none"> - _____ – tried to translate and gather all the world's knowledge into _____ 		
Greater jihad	The spiritual _____ with oneself against _____				
Lesser jihad	Defending Islam from _____ but must meet a range of strict conditions to be declared				
F	The first Caliph: Abu Bakr	E	The final sermon		
1	_____ was one of Muhammad's closest friends. Some wanted Muhammad's cousin _____ to be leader instead	<i>The hadith: this is the writings about the life of Muhammad. It teaches Muslims</i>			
2	Muslims who believe Ali was the rightful successor to Muhammad are called _____ Muslims, and those who believe Abu Bakr was the rightful successor are called _____ Muslims	<i>Before his death, Muhammad delivered a _____ during the Hajj. It contained many important teachings about _____ of all people including between men and women</i>			
H	Jihad				
<i>Lesser</i>	Defending _____ e.g. people not allowing others to practice Islam				
<i>Greater</i>	Internal struggle to _____ e.g. Salah				
<i>Rules</i>	Hard to declare because _____ which must be followed				
G	Five pillars – what are they and why are they significant				
<i>Shahadah</i>	<ul style="list-style-type: none"> - Declaration of _____ – “There is no _____ but Allah and Muhammad is His _____”. - Shows a Muslim's belief in one God 				
<i>Salah</i>	<ul style="list-style-type: none"> - _____ 5x a day - Strengthens relationship with _____ - Strengthens _____ because doing it at the same time - _____ = _____ prayer in the _____ 				
<i>Zakah</i>	<ul style="list-style-type: none"> - Giving _____ of money to _____ - Helps _____ - Strengthens the _____ 				
<i>Sawm</i>	<ul style="list-style-type: none"> - Fasting between _____ and _____ during the month of _____ - Learn _____ - Learn _____ for people who are in need 				
<i>Hajj</i>	<ul style="list-style-type: none"> - Pilgrimage to _____, Saudi Arabia - Strengthens _____ - Get closer to _____ - Remember _____ actions 				



What we are learning this term:	
<p>A. Talking about transport and holiday travel B. Describing holiday activities C. Extending holiday descriptions D. Describing a past holiday E. Describing future holiday plans F. Translation practice</p>	
6 Key Words for this term	
1. soler	4. viajar
2. las vacaciones	5. Mi aventura
3. ir	6. Voy a...

C. Más cosas de vacaciones – More holiday things	
recoger conchas en los charcos visitar el museo arqueológico arriesgado/a educativo/a estimulante peligroso/a relajante la aventura la tribú el tucán el valle el vuelo	to collect shells in the rockpools visit archeological museum risky educational stimulating dangerous relaxing adventure tribe toucan valley flight

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

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

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

D. ¡Allá voy! – Here I come!

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

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

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

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

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

Mi aventura – My adventure

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



What we are learning this term:	
A. Talking about transport and holiday travel B. Describing holiday activities C. Extending holiday descriptions D. Describing a past holiday E. Describing future holiday plans F. Translation practice	
6 Key Words for this term	
1. soler	4. viajar
2. las vacaciones	5. Mi aventura
3. ir	6. Voy a...

C. Más cosas de vacaciones – More holiday things	
_____	to collect shells in the rockpools
_____	visit archeological museum
_____	_____
arriesgado/a	_____
educativo/a	_____
estimulante	_____
_____	dangerous
_____	relaxing
la aventura	_____
la tribú	_____
el tucán	_____
_____	valley
el vuelo	_____

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

A. Tengo mucho que hacer – I have a lot to do	
_____	to stay in a hotel
_____	to eat in typical restaurants
típicos	to go shopping to the markets
i_____	to play beach volleyball
_____	_____
nadar en el mar	_____
pasear por la playa	_____
sacar fotos	_____
tomar el sol	_____
visitar los monumentos históricos	_____
_____	sand
_____	star
el plato	_____
el puerto	_____
_____	to be on holiday
_____	to go on holiday

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

E. Te cuento que pasó – I'll tell you what happened...		Mi aventura – My adventure	
_____	last year	el río amazonas	_____
_____	last month	la selva tropical	_____
_____	on my last holidays	el año que viene	_____
_____	_____	el miércoles que viene	_____
el verano pasado	_____	_____	next week
al aire libre	_____	_____	_____
la barbacoa	_____	el verano que viene	_____
el camping	_____	Voy a ...	_____
la isla	_____	dar de comer a las llamas	_____
bailar en una discoteca	_____	_____	feed the llamas
_____	to buy souvenirs	_____	sleep a lot
_____	to go cycling	_____	not do anything
_____	to swim in the pool	_____	go on a cruise
probar la gastronomía local	_____	_____	_____
_____	to take selfies	_____	_____
_____	go out with friends	_____	_____
_____	to watch a match	_____	_____
_____	to do a guided tour	_____	to win the lottery
_____	_____	_____	_____
observar la naturaleza	_____	_____	_____
_____	to plan	_____	_____
_____	to climb a mountain	_____	_____
_____	large rodent	_____	_____
_____	deforestation	_____	_____
_____	_____	_____	_____
el delfín	_____	_____	_____
la experiencia	_____	_____	_____
el hostel	_____	_____	_____
la rana venenosa	poisonous frog	_____	_____

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



G. Translation Practice	
There is a beach	H u p
There is a theme park	H u p t
I go on holiday by car and by plane	V e v e c y e a
How do you travel on holiday?	C v e l v ?
We go on holiday by plane and boat	V d v e a y b
On holiday I go to discos	e l v v a l d
I like to relax and I love to sunbathe	M g d y m e t e s
On holiday we went to France	E l v f a f
I visited the beach	V l p
I went to the park	F a p
I went to Spain but he went to Italy	F a E p f a l
Next year I'm going to visit the tropical rainforest	E a q v v a v l s t
Where do you go on holiday?	A d v d v ?
I played beach volleyball	J a v
I like to visit historic monuments	M g v m h
My Mum likes to take selfies	A m m l g s s
I like to go on holiday with my friends	M g i d v c m a
I normally go on holiday by plane or sometimes by car.	N v d v e a o a v e c

H . Key Questions: Answer the following in your own words. Use these model answers	
¿Qué haces normalmente en vacaciones?	Normalmente en las vacaciones hago muchas cosas. Por ejemplo; visito monumentos históricos y lugares de interés. Saco selfis enfrente de los monumentos y mando las selfis a mis amigos. Me gusta también tomar el sol y probar la gastronomía local.
¿Qué hiciste el año pasado en vacaciones?	El año pasado en mis vacaciones hice senderismo con mi padre en las montañas. Fuimos a los mercados para comprar regalos y bailamos en la discoteca. Comí mucha comida típica de España.
¿A dónde vas de vacaciones normalmente?	Normalmente voy de vacaciones a Italia con mi familia porque es un país muy bonito con mucha cultura.
¿A dónde te gustaría ir de vacaciones y por qué?	Me encantaría ir de vacaciones a Chipre porque allí hace mucho sol y hace mucho calor. Me encantaría bañarme en el mar en Chipre sería muy lujoso.
I. Key Questions: Translate these model answers using the KO	
¿Qué haces normalmente en vacaciones? – What do you normally do on holiday?	Normally on holiday I like to take selfies and send them to my friends. I usually sunbathe, take photos, read and swim in the sea. I love to try the local cuisine and eat in the restaurants with my family. I like to buy souvenirs for my friends in England.
¿Qué hiciste el año pasado en vacaciones? – What did you do last year on holiday?	Last year I played football on the beach with my brother. I sunbathed, went to museums and I travelled to Madrid by train. We went for a walk along the beach every night. I didn't read my book because I didn't have time.
¿A dónde vas de vacaciones normalmente? – Where do you normally go on holiday?	Normally I go to Spain on holiday because it's cheap and the journey there is quick.
¿A dónde te gustaría ir de vacaciones y por qué? – Where would you like to go on hol and why?	I would really like to go to Greece on holiday because it looks really pretty in photos. I would also like to travel to the Carribean because I can experience the culture.
J. Key Grammar	
Forming the preterite (past tense) with irregular verb too.	Remember the preterite (past) tense endings for –AR, -ER, -IR verbs. They are: -AR: -é, -aste,-ó, -amos, -astéis, -aron -ER: -í, -iste, -ió, -imos, -istéis, -ieron -IR : -í, -iste, -ió, -imos, -istéis, -ieron Some verbs have irregular preterites be sure to note these down and try to learn them.
Using the verb SOLER (to usually)	This verb is irregular meaning it doesn't follow any strict rules. In present tense: suelo = I usually... e.g. Suelo tomar el sol (I usually sunbathe) suele = he/she usually...
Using the immediate future tense IR + A + INFINITIVE	Voy a tomar el sol = I'm going to sunbathe Va a viajar a Francia = He / She is going to travel to France



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

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

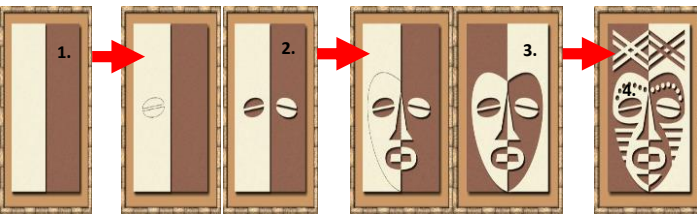


B.	How to use the Grid Method for accurate drawing.
1.	Use a ruler to draw an equally spaced grid onto your image.
2.	Draw an identical grid LIGHTLY onto paper.
3.	Draw in the main outlines of your image, focusing on one square at a time Use a ruler to help you measure the positioning of lines if needed.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



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

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



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

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



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





What we are learning during these term:

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

6 Key Words for this project

- 1. Sugar Skull
- 2. Mexican Day of the Dead
- 3. Symmetry
- 4. Armature
- 5. Papier Mâché
- 6. Outcome



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

- 1
- 2
- 3
- 4
- 5



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

Collage is:

Steps for making your collage:

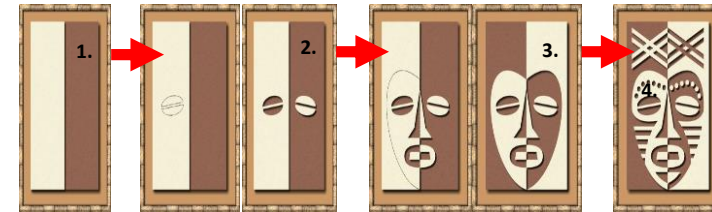
- 1
- 2
- 3
- 4

What each tool is used for:

Cutting mat

Craft knife

Glue stick



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







Papier mâché is:

Steps for making your sugar skull:



- 1
- 2
- 3
- 4
- 5



Keywords for this project in detail:

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

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

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

Year 8 Term 1 : 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 4 Balanced
2 Health 5 Nutritional
3 Food Poisoning 6 Target Market

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

A.	What 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.



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?
<u>Rule</u>	<u>Why it is important</u>
<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 re 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

Year 8 Term 1 : 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

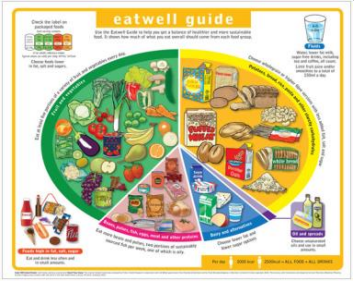
- 6 Key Words for this term**
- | | |
|------------------|-----------------|
| 1 Hygiene | 4 Balanced |
| 2 Health | 5 Nutritional |
| 3 Food Poisoning | 6 Target Market |

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

1
2
3
4
5

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

A. What are the three macronutrients in the diet?



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?


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. 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
						


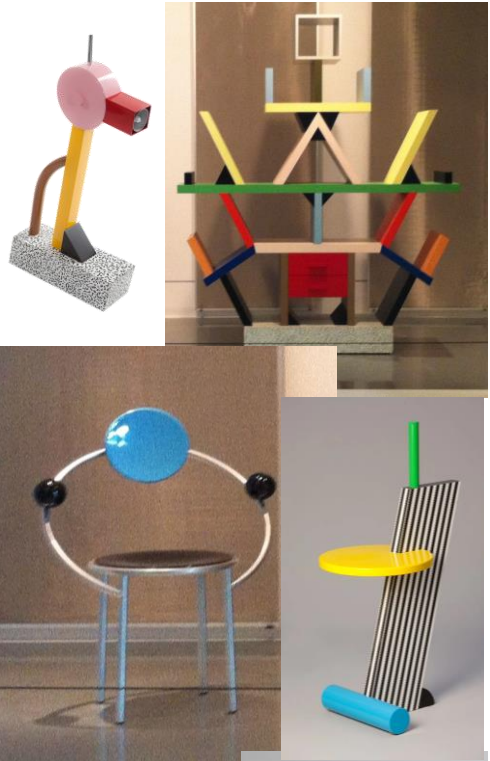

B. Materials	
Timbers come from trees	
	<p>Scots pine – which you used for your clock base – is a softwood</p> <p>Softwoods come in planks and boards</p>

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

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

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

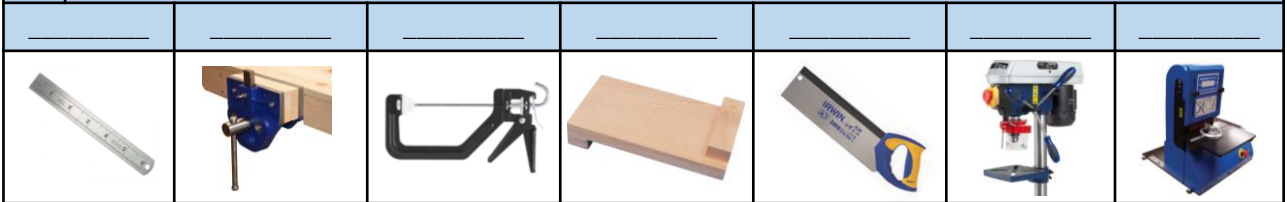
D. CAM 	
By using computer aided manufacture (CAM) , designs can be sent to CAM machines such as laser cutters and 3D printers	
Advantages of CAM	Disadvantages of CAM
Quick – Speed of production can be increased	CAM takes a long time to learn
Consistency – All parts manufactured are all the same	High 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 	
<p>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.</p> <p>The idea was for the products to be bright, colourful, playful.</p>	
	<p>Key Designer Ettore Sottsass </p> <p>Key Features: Crazy patterns; animal print, geometric, pinstripes. Strange shapes thrown together.</p> <p>Contrast!</p> <p>Colours: Bright, bold, Contrasting primary and secondary colours. Black patterns.</p> <p>Line Styles: Very geometric; rectangles, triangles, squares, circles and arcs.</p>




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


A. Workshop Tools



B. Materials


Timbers come from _____

Scots pine – which you used for your clock base – is a **softwood**
Softwoods come in _____ and _____

Manufactured Boards come from _____



Plywood – which you used as your Memphis shapes – is a **manufactured board**
Manufactured Boards come in _____

Polymers come from _____



Acrylic – which you used as your Memphis shapes – is a **polymer**
Polymers come in _____, _____ and _____

C. CAD

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

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

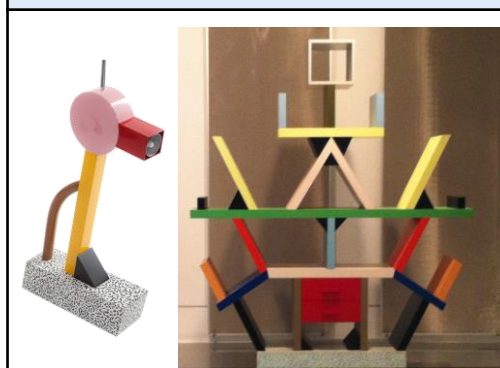
D. CAM

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

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

E. Memphis Design Movement

The **Memphis Design** movement was a collection of designers and artists that wanted to create something _____ and still function in the sense of traditional design.
 The idea was for the products to be _____



Key Designer
 Ettore Sottsass

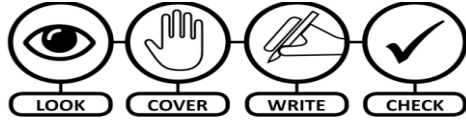

Key Features:

Colours:

Line Styles:



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



C African Drumming Techniques



Bass

Tone

Slap

D Analysing music from West Africa (Listening)

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

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



Mamady Kouyate: Kuku ->



Bolokada Conde



Ladysmith Black Mambazo

E African Drums and Melody Instruments



Djembe



dununba
sangban
kenkeni



BALAFON MBIRA FLUTE GOURD MARACAS KORA

F Basic Note Values

Basic Rhythm Values in 4/4 time				
	Beat 1	Beat 2	Beat 3	Beat 4
Technical name SEMI BREVE (4 beats)				
Remember it... Hold for 4 beats				
Technical name MINIM (2 beats)				
Remember it... L - ong				
Technical name CROTCHET (1 beat)				
Remember it... tea				
Technical name QUAVERS (1/2 beat)				
Remember it... Cof - fee				
Technical name SEMI QUAVER (1/4 beat)				
Remember it... Ca - pu - cci - no				

B	Keywords
PULSE	The steady beat
RHYTHM	A combination of long and short sounds and silence
POLYRHYTHM	Two or more rhythms played at the same time
MASTER DRUMMER	The leader of the ensemble , gives musical cues to the performers
CALL AND RESPONSE	Where a pattern is played by the leader, and then repeated or responded to by the rest of the performers.
MUSICAL CYCLE	Melodic or rhythmic patterns that repeat but can develop slowly.
ORAL TRADITION	Songs and tunes passed down by EAR , not by writing them down
A CAPELLA	Singing that is not accompanied by instruments
IMPROVISATION	Music made up on the spot, without preparation

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



A.	Creating Strong Passwords
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).

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	F2
Copy	Ctrl+C
Paste	Ctrl+V
Cut	Ctrl+X
New folder	Ctrl+Shift+N

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

D.	Powerpoint
Slide	A single screen of a presentation
Theme	A predefined set of colours, fonts, and visual effects that you apply to your slides for a unified, professional look
Animation	The movement of slide objects, which can include text, pictures, charts, SmartArt graphics, shapes, and movie clips
Transition	A visual effect that occurs when moving from one slide to another during a presentation
Hyperlink	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 this term:

A. Creating strong passwords B. File Handling C. Word D. Powerpoint

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

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

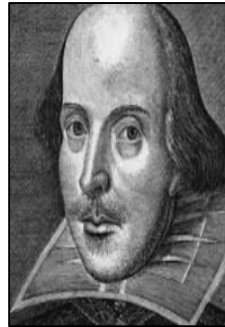


What we are learning this term:	
A.	How to speak using iambic pentameter.
B.	The difference between a tragedy and a comedy.
C.	How to perform a Shakespeare play using Elizabethan style performance techniques.

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.

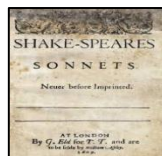


"ROMEO & JULIET."



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

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



William Shakespeare Timeline

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

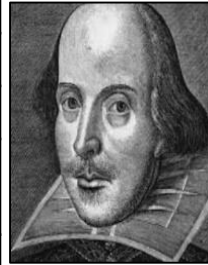


What we are learning this term:

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

Top Ten Facts:

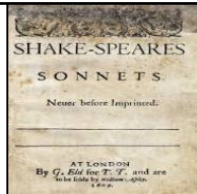
1	Shakespeare's three children were called S.....H.....and J.....
2	In total, Shakespeare wrote 154 sonnets and around plays.
3	He was sometimes called 'The Bard of Avon.' A bard is another word for a poet.
4	The Globe Theatre was shaped like an, with eight sides.
5	Not many people could read at the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



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

The History of:

.....(1564-1616) was a British(he wrote plays and poems).He is often considered to be the mostof 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



William Shakespeare Timeline




1564: Shakespeare is born in Stratford-upon-Avon	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.	1616: William Shakespeare died.
--------------------------------------------------	------------------------------------------------------	-------------------------------------------------	---------------------------------------------------------------------------	---------------------------------



#AIMHIGH CHALLENGE TASKS Y8

Hard Work... Kindness... Responsibility



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

SWINDON ACADEMY READING CANON














Year 7

-  War Horse
-  The Canterbury Tales
-  Adventures of a Young Naturalist
-  A Monster Calls
-  The Pearl
-  Number the Stars
-  The Hunger Games
-  Chinese Cinderella
-  Sir Gawain and the Green Knight












Year 8

-  The Dark Lady
-  Trash
-  The Diary of a Young Girl
-  Ghost Boys
-  The Amazing Maurice
-  The Bone Sparrow
-  Salt to the Sea
-  The Giver
-  Witch Child

Year 9

-  Skin
-  I am Malala
-  Naughts and Crosses
-  Licke Bit
-  Fahrenheit 451
-  The Black Flamingo
-  One
-  Simon vs the Homo Sapiens Agenda
-  Long Way Down
-  Northern Lights
-  The Boy Who Steals Houses
-  The Woman in Black
-  The Book Thief

Year 10

-  The Underground Railroad
-  The Hate U Give
-  Rani and Sukh
-  Pigeon English
-  The Boxer
-  1984
-  Orangeboy
-  The Outsiders
-  The Art of Being Normal
-  A Selection of Short Stories
-  To Kill a Mockingbird

#ReadingisPower