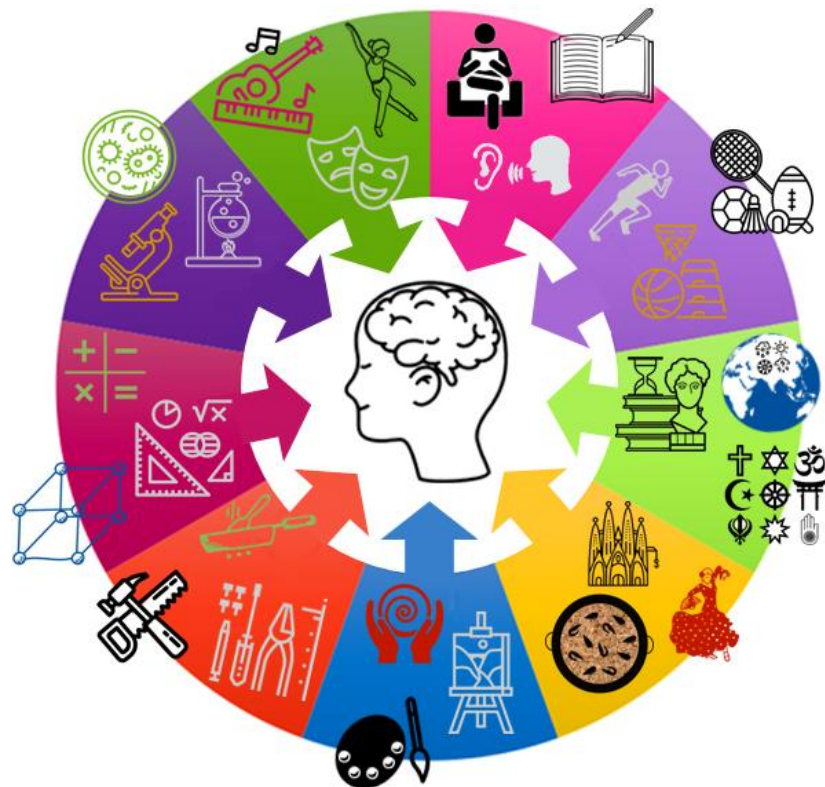


# 100% book - Year 8 Mainstream

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



## Term 4

### Swindon Academy 2022-23

Name:	
Tutor Group:	
Tutor & Room:	

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

If you are determined to learn, no one can stop you."

# Using your Knowledge Organiser and Quizzable Knowledge Organiser

## Knowledge Organisers

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

**What are we learning this term:**  
 1. Particle model  
 2. Changing from Solids  
 3. Mixing  
 4. Key Words for this term:  
 1. Matter  
 2. Particles  
 3. Gases  
 4. Making  
 5. Freezing  
 6. Condensation  
 7. Evaporation  
 8. Solids  
 9. Solvent  
 10. Solution

**A. Describe the properties of the three states of matter.**  
 Solid: Particles are packed closely together in a regular pattern. They can vibrate in a fixed position.  
 Liquid: Particles are arranged randomly but are still touching each other. They can slide past each other and move around.  
 Gas: Particles are far apart and are arranged randomly. They carry a lot of energy and they move in all directions in a high speed.

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

**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?**  
 A material that is made up of only one type of particle.  
 A material that made up of more than one type of particle.

## Quizzable Knowledge Organisers

**A. What is particle theory?**

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

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

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

**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.

Diagram showing states of matter: solid, liquid, gas with arrows indicating transitions.

## 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.

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

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

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

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

### Top Tip

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

# How do I complete Knowledge Organiser Prep?

## Step 1

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

The screenshot shows the epraise website interface. On the left is a 'Planner' for the week of 10th May to 16th May 2020, with a grid for subjects like Science, History, and English. On the right is a 'Knowledge Organiser' for 'What is particle theory?' with sections for 'What is particle theory?', 'Describe the arrangement and movement of particles in the three states of matter', and 'What is the law of conservation of mass?'.

## 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 of the knowledge organiser template. The template includes sections for 'What is particle theory?', 'Describe the arrangement and movement of particles in the three states of matter', and 'What is the law of conservation of mass?'.

## 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 include the date '29th May 2020', the title 'Properties of the states of matter', and full definitions for Solid, Liquid, and Gas. The definitions are: 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.

The screenshot shows handwritten notes in a student's prep book. The definitions and facts for Solid, Liquid, and Gas are repeated three times, as instructed in Step 4.

## Step 5

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

The screenshot shows a student's prep book with the quizzable Knowledge Organiser template. The missing words are filled in with handwritten answers: 'Self quizzing' for 'What are the different changes of state?', 'Arrangement/movement of matter' for 'Describe the arrangement and movement of particles in the three states of matter', and 'Solid = regular pattern particles vibrate in fixed position' for 'What is the law of conservation of mass?'.

## 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 definitions and facts for Solid, Liquid, and Gas are checked and corrected. The corrections are: 'far apart' for 'far apart and are arranged randomly' in the Gas definition, and 'X' for 'arranged randomly' in the Gas definition.

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

# 'The Tempest' T Knowledge Organiser

## Plot Summary

### The Tempest Act 1, Scene 1

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

### After the Storm Act 1, Scene 2

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

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

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

### King Alonso Act 2, Scene 1

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

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

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

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

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

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

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

### Epilogue

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

## Terminology: Keywords

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

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

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

## Characters

Alonso – King of Naples

Sebastian – Alonso's brother

Ferdinand – Alonso's son

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

Gonzalo – the old counsellor to the King of Naples

Trinculo – a jester

Stephano – a drunken butler

Prospero – the rightful Duke of Milan

Miranda – Prospero's daughter

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

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

## Vocabulary: Keywords

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

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

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

**tempest** – a violent storm.

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

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

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

**exploitation** – taking advantage of someone for your own benefit

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

**dual nature** – having two sides.

## Background Information

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

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

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

# 'The Tempest' T Knowledge Organiser

## The Tempest Plot Summary

### The Tempest Act 1, Scene 1

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### After the Storm Act 1, Scene 2

From a nearby \_\_\_\_\_, \_\_\_\_\_ watches the huge \_\_\_\_\_. She lives with her father \_\_\_\_\_ and has little \_\_\_\_\_ of her life before the \_\_\_\_\_. Prospero tells his daughter of their \_\_\_\_: he was the \_\_\_\_\_ twelve years ago, but he was so involved with his \_\_\_\_\_ and secret \_\_\_\_\_ that he did not realise his \_\_\_\_\_ was stealing power from him.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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

Prospero is a powerful \_\_\_\_\_ who controls the spirit \_\_\_\_\_ who completes tasks for him.

\_\_\_\_\_ is a deformed savage \_\_\_\_\_ who is also under Prospero's \_\_\_\_\_.

\_\_\_\_\_

\_\_\_\_\_

### Kind Alonso Act 2, Scene 1

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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

The monster \_\_\_\_\_ is found by Stephano and Trinculo.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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

\_\_\_\_\_ has \_\_\_\_\_ the storm. He is safely on the island and is found by \_\_\_\_\_.

\_\_\_\_\_

\_\_\_\_\_

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

A marriage \_\_\_\_\_ is arranged and celebrated with a masque attended by spirits. It is interrupted when Prospero recalls the threat from \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_.

\_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_ meet Prospero.

\_\_\_\_\_

\_\_\_\_\_

### Epilogue

Prospero declares that he will \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Terminology: Keywords

comedy –

soliloquy –

sibilance –

## Characters in *The Tempest*

Alonso –

Sebastian –

Ferdinand –

Antonio –

Gonzalo –

Trinculo –

Stephano –

Prospero –

Miranda –

Ariel –

Caliban –

## Vocabulary: Keywords

colonialism – \_\_\_\_\_

\_\_\_\_\_ The original inhabitants of the land are called \_\_\_\_\_.

usurp –

imperialism –

tempest –

treason –

callous –

pathos –

exploitation –

nurture –

dual nature –

## 'The Tempest' T Knowledge Organiser

### Historical Context of *The Tempest*

Shakespeare was born in the \_\_\_\_\_ era, named after Elizabeth I. \_\_\_\_\_

Italian city states - A \_\_\_\_\_ is an area that is \_\_\_\_\_ by a major \_\_\_\_\_.

Sea exploration was booming in the Elizabethan era as people 'discovered' new parts of the world. \_\_\_\_\_ Le

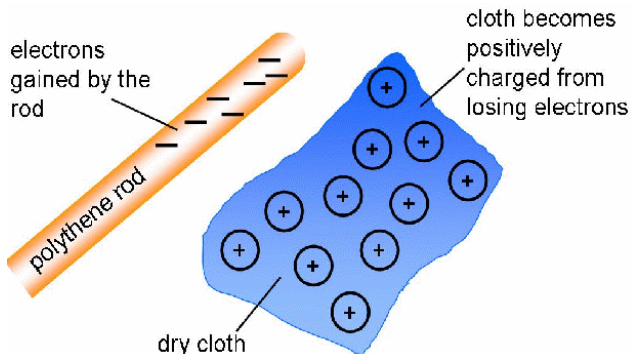
d by her example, the rest of the country were also fascinated by their stories and goods. \_\_\_\_\_ has had a lasting \_\_\_\_\_ on the \_\_\_\_\_. Many \_\_\_\_\_ were \_\_\_\_\_ and killed by the white European colonisers. Issues of \_\_\_\_\_; such as \_\_\_\_\_ and \_\_\_\_\_ are important to the play.



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

Negative electrons are transferred from one material to another.

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

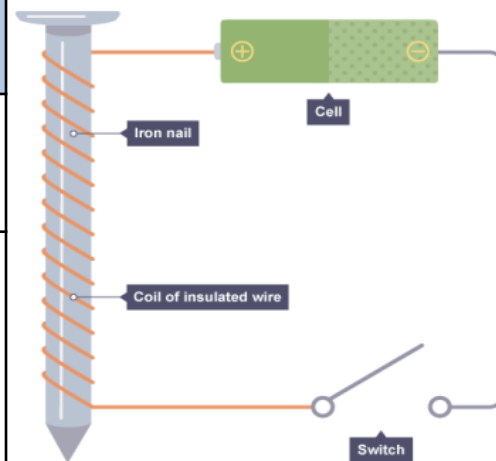


**C. What is an electromagnet?**

A magnet created by the flow of electric current.

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

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



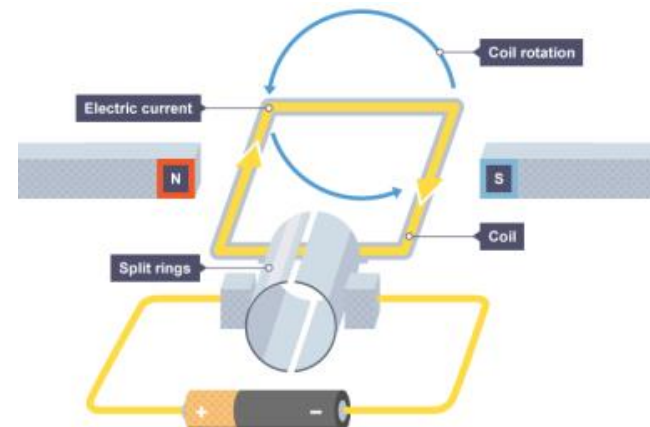
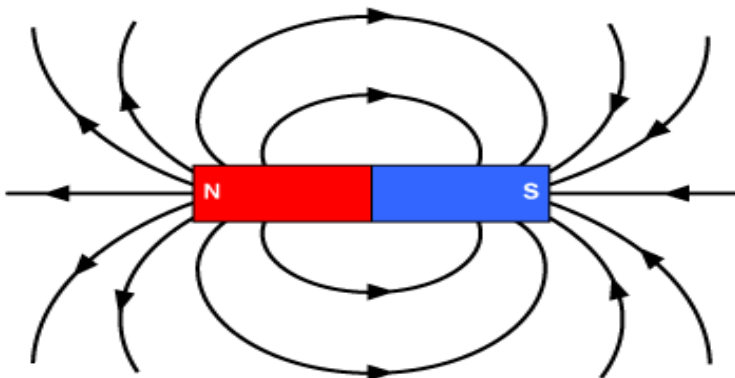
**C. What is a magnetic field?**

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

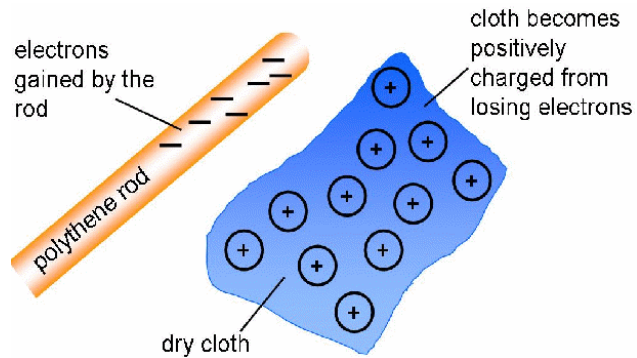
**C. What is the motor effect?**

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

**C. Show the magnetic field.**



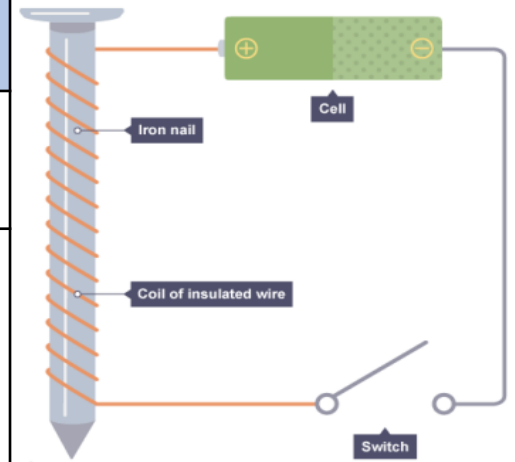
**B. Describe how static charge produced.**



**C. What is an electromagnet?**

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

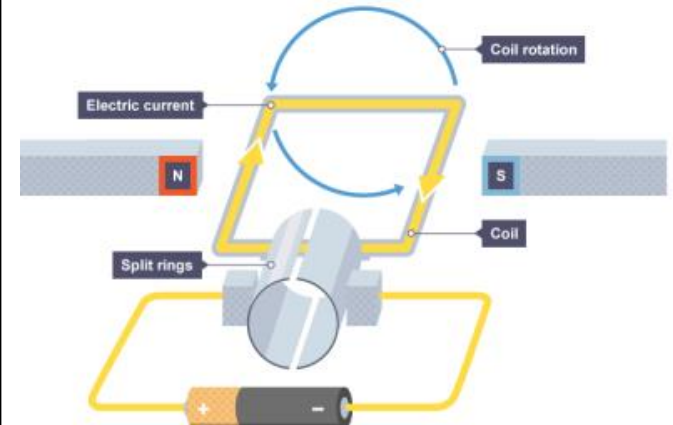
1. Increase the number of coils
2. Increase the current
3. Add an iron core



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

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

**C. Show the magnetic field.**



**What we are learning this term:**

- A. Composition of the Earth
- B. Composition of the Atmosphere
- C. The Rock Cycle
- D. The Carbon Cycle
- E. Human Activity and Carbon Dioxide

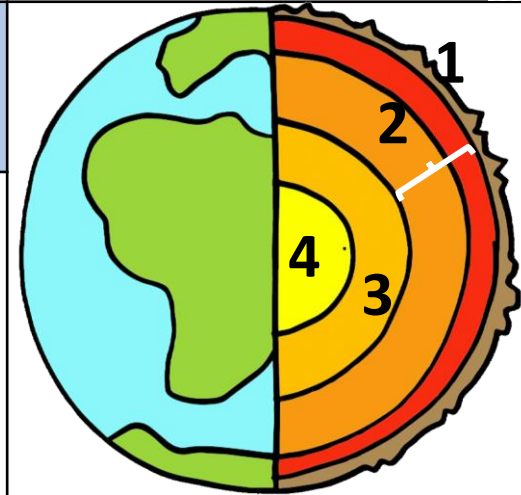
**2 Key Words for this term**

- 1. Material
- 2. Polymer

A.

**Label the four layers of the earth**

- 1. Crust
- 2. Mantle
- 3. Outer core
- 4. Inner core



**B. Define atmosphere.**

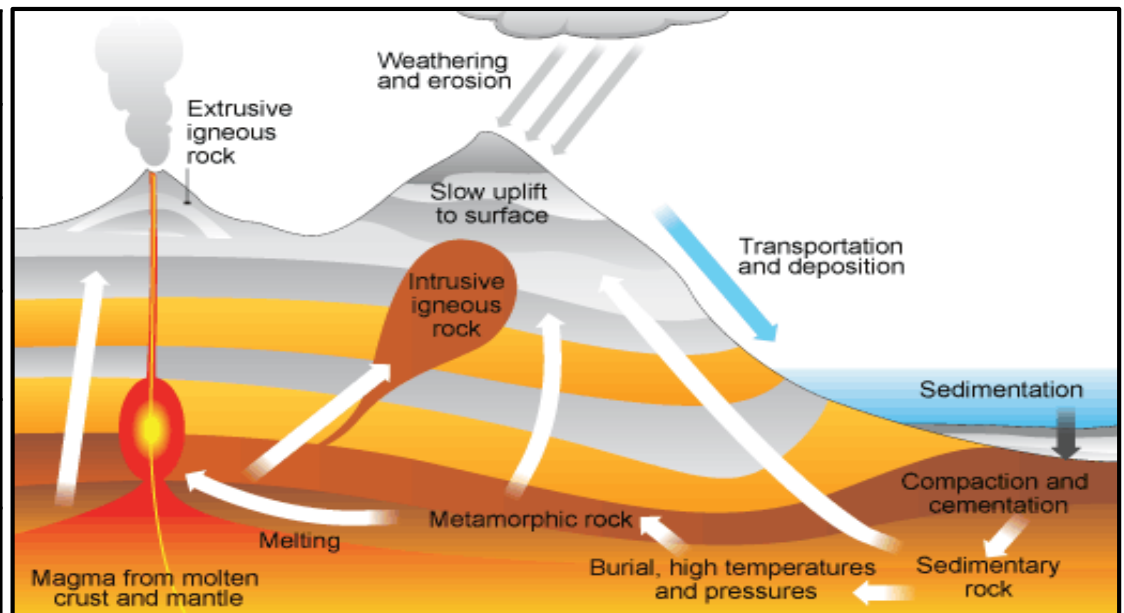
A layer of **gases** surrounding a planet

**C. Define the rock cycle.**

**Igneous, metamorphic and sedimentary** rocks can turn into one another through various processes, which are represented in the rock cycle.

**B. What is the atmosphere made up of?**

Nitrogen	78%
Oxygen	21%
Argon	0.9%
Carbon dioxide	0.037%
Others	0.63%





**What we are learning this term:**

- A. Composition of the Earth
- B. Composition of the Atmosphere
- C. The Rock Cycle
- D. The Carbon Cycle
- E. Human Activity and Carbon Dioxide

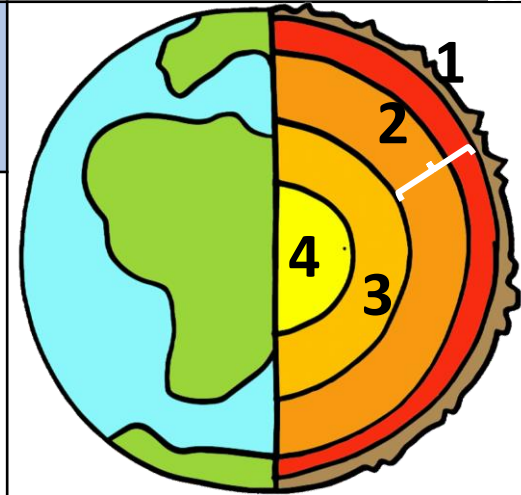
**2 Key Words for this term**

- 1.
- 2.

A.

**Label the four layers of the earth**

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



**B. Define atmosphere.**

**C. Define the rock cycle.**

**B. What is the atmosphere made up of?**

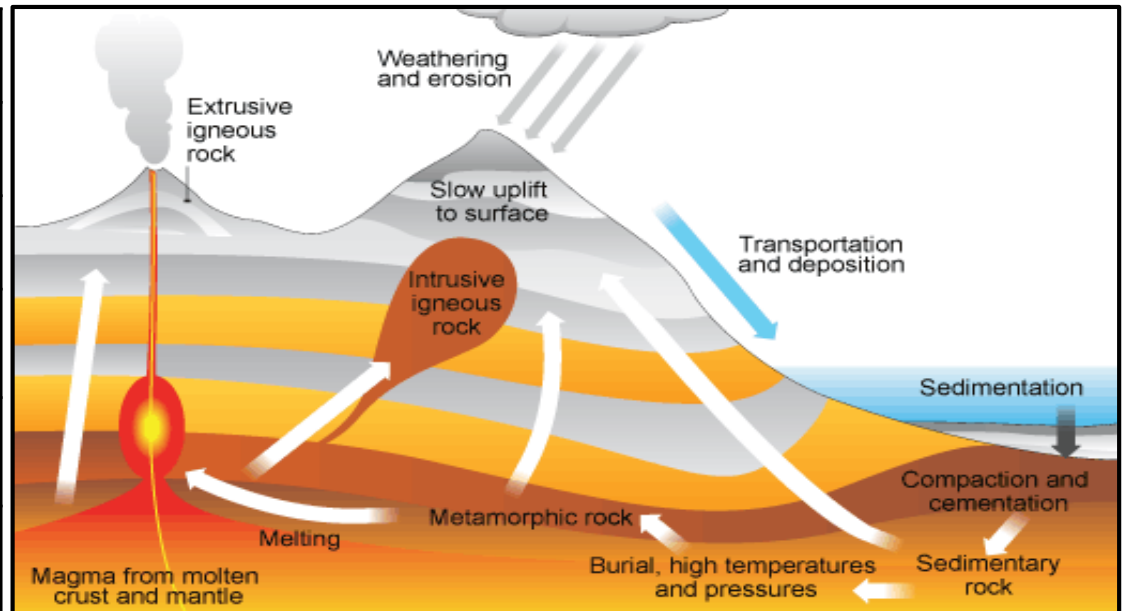
78%

21%

0.9%

0.037%

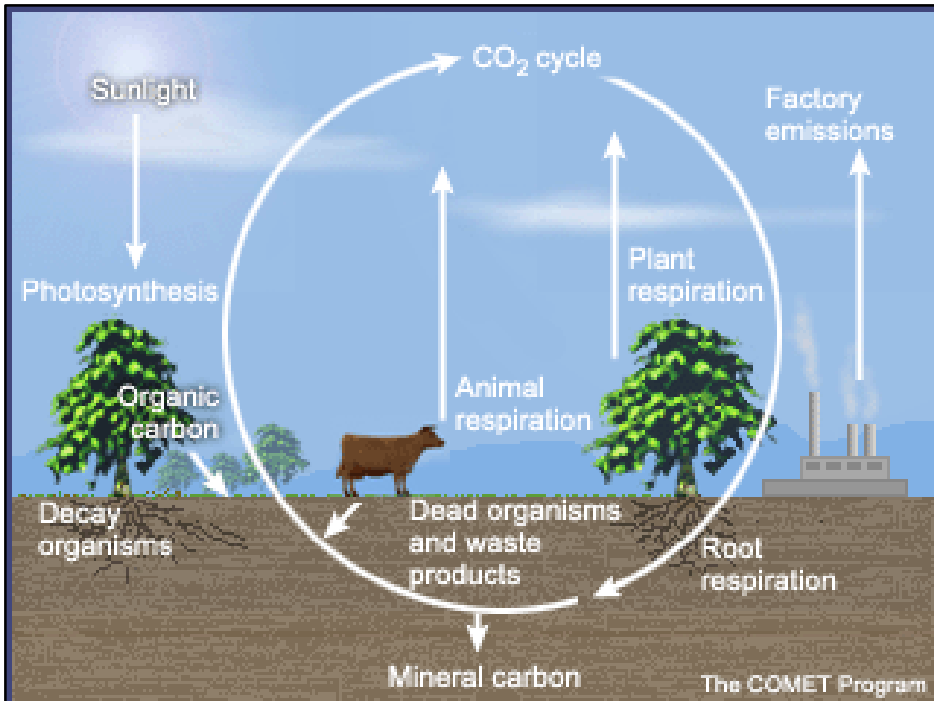
0.63%





<b>D.</b>	<b>What is the carbon cycle?</b>
A series of processes that <b>moves carbon</b> through organisms and the atmosphere.	

<b>D.</b>	<b>What are the three stages of the carbon cycle?</b>
Step 1: <b>Removing carbon dioxide</b> from the atmosphere	
Step 2: <b>Returning carbon dioxide</b> to the atmosphere	
Step 3: Passing carbon from <b>one organism to the next</b>	



<b>C.</b>	<b>What are the 3 types of rocks?</b>
Sedimentary	A type of rock that is formed by the <b>compression</b> of many layers of sediment over time.
Igneous	A type of rock that is formed by the <b>cooling of magma</b> . They can be <b>intrusive</b> (magma cools slowly below the surface) or <b>extrusive</b> (magma cools rapidly above the surface.).
Metamorphic	A type of rock that is formed when immense <b>heat and pressure</b> change the chemical properties of the minerals in sedimentary rocks.

<b>E.</b>	<b>Define global warming.</b>
The gradual <b>increase</b> in <b>global temperatures</b>	

<b>E.</b>	<b>Describe the greenhouse effect.</b>
When <b>gases</b> in the Earth's atmosphere <b>trap radiation</b> from the sun and <b>heat up</b> the planet.	

- The gases involved are called greenhouse gases and include **carbon dioxide**, **methane** and **water vapour**.
- The extra greenhouse gases released by **human activity** lead to the enhanced greenhouse effect.
- More heat is trapped by the atmosphere, causing the planet to become warmer than it would be naturally.
- It causes changes to **animals' habitats**, **sea levels rising**, and **ice melting**

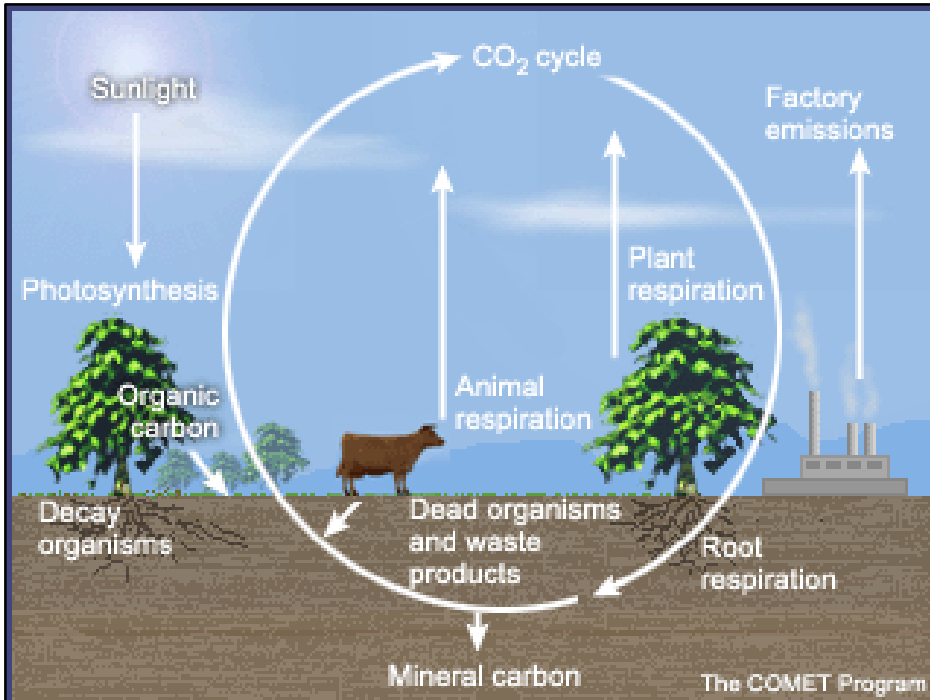
**D. What is the carbon cycle?**

**D. What are the three stages of the carbon cycle?**

Step 1:

Step 2:

Step 3:



**C. What are the 3 types of rocks?**

A type of rock that is formed by the **compression** of many layers of sediment over time.

A type of rock that is formed by the **cooling of magma**. They can be **intrusive** (magma cools slowly below the surface) or **extrusive** (magma cools rapidly above the surface.).

A type of rock that is formed when immense **heat and pressure** change the chemical properties of the minerals in sedimentary rocks.

**E. Define global warming.**

**E. Describe the greenhouse effect.**

- The gases involved are called greenhouse gases and include **carbon dioxide, methane** and **water vapour**.
- The extra greenhouse gases released by **human activity** lead to the enhanced greenhouse effect.
- More heat is trapped by the atmosphere, causing the planet to become warmer than it would be naturally.
- It causes changes to **animals' habitats, sea levels rising, and ice melting**



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



## Background:

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

## A. Weather and climate (5)

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

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

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

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

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

## D. The types of precipitation (3)

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

## E. High pressure systems

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

## F. Low pressure systems

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

## G. Causes of tropical storms (3)

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

## H. Case study example: Hurricane Katrina 2005

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



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



## Background:

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

## A. Weather and climate (5)

Weather	
Climate	
Precipitation	
Humidity	
Air pressure	

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

Latitude	
Winds	
Altitude	
Urban areas	

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

Tropical maritime	
Tropical continental	
Polar continental	
Polar maritime	

## D. The types of precipitation (3)

Convectional	
Frontal	
Relief	

## E. High pressure systems

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

## F. Low pressure systems

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

## G. Causes of tropical storms (3)

High temperatures	
Weather system	
Deep ocean	

## H. Case study example: Hurricane Katrina 2005

Where?		
Effects (3)	Responses (2)	

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

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

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

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

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

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

### B. Conquistadors

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

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

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

# Year 7 T4 History : Year 8 Unit 4 Age of Exploration

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

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

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

Sponsorship	Contact with Natives	Expedition

### B. Conquistadors

Balboa	Cortez - Mexico	Pizarro - Peru

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

Transatlantic Slave Trade	
Empire	
Plantation	
Scavenger	
Conquistador	
Abolition	
Middle Passage	

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

Employment (Workers)	Investment	Trade



What we are learning this term:		C.	What is the Trimurti?
A. Key words.	D. The nature of Goddess	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.
B. Hindu understanding of God.	E. Hindu beliefs about the afterlife	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 t recreate the universe after each era. Sits on a lotus flower to symbolise its purity.
C. The meaning of Trimurti	F. The principles of Ahimsa.	Representation of Vishnu	Vishnu means pervading. It is the preserver, protector, guard. Its job is to maintain and preserve the order and harmony od the universe. Blue in colour to represent endless bliss, mind and infinity like the sky.
<b>A.</b>	<b>Can you define these key words?</b>		
<b>Key word</b>	<b>Key definition</b>		
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.		
<b>B</b>		<b>How do Hindus understand God?</b>	
Hindus believe is 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.		
<b>D.</b>		<b>What is the nature of the Goddess in Hinduism?</b>	
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.	
<b>E.</b>		<b>What are the Hindu beliefs about the afterlife?</b>	
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 Hindus 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>F.</b>		<b>What is meant by Ahimsa.</b>	
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:	
<p>A. Describing what you wear                  B. Describing fashion in greater detail                  C. Talking about shopping on the high street                  D. Visiting a shopping centre                  E. Dealing with problems when shopping                  F. Fashion in the Hispanic world                  G. Translation practice</p>	
6 Key Words for this term	
1. la moda	4. rebajas
2. vestirse	5. lo/la/los/las
3. la ropa	6. la talla

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

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

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

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

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

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

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

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

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

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

**F. De tiendas – At the shops**

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



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

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

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

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

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

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

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

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

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

**F. De tiendas – At the shops**

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

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

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



### 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.

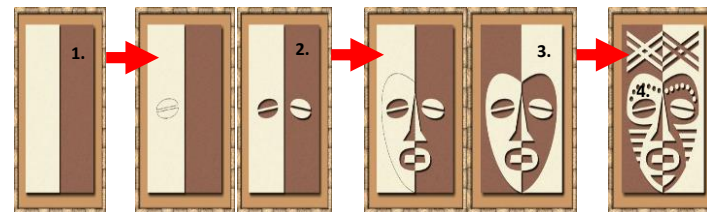
Collage is a form of art by cutting and ripping paper to create interesting artworks.

#### 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 <sup>st</sup> October to 2 <sup>nd</sup> November every year to remember the deceased.
Symmetry		Same on both sides, like a reflection.
Armature		A support and foundations (starting point) for a sculpture.
Papier Mâché		A technique using watered down PVA glue and paper.
Outcome		The final piece of art for a project, which shall be the DOTD papier mâché sugar skull sculptures.

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

- What?
- It is a Mexican Christian holiday.
  - It began as a day of thanks for the harvest.
  - The festival lasts 3 days. It Occurs 31<sup>st</sup> October – 2<sup>nd</sup> November every year.

Why? It is a festival that celebrates the lives of those who have died.

- How? Different things happen on each day....
- DAY 1:
- ❖ Relatives put flowers on graveyards or in vases.
  - ❖ They create an altar somewhere in the house with pictures of the dead, along with favourite objects. The rest of this day is spent making the favourite foods of the person(s).
- DAY 2:
- ❖ Families have big celebrations at their homes. They serve all the food they made the day before. They eat candies shaped like skeletons. Friends stop by and people dance and sing.
- DAY 3:
- ❖ The holiday expands to the town. There are parades and floats and characters in costume.

### C. DOTD artists: Thaneeya McArdle and Laura Barbosa.

#### Thaneeya McArdle



- Inspired by Indian Art.
- Works with a range of materials including acrylic. paint and various programmes on the computer.
- Her work shows a creative and personal. interpretation of Day of the Dead and has Indian like qualities.
- Designs are vibrant, symmetrical and include the use of intricate patterns.

#### Laura Barbosa



- Self-taught painter
- Produces artwork based on the theme Mexican day of the dead
- Uses fluorescent and vibrant colours that also have contrasting areas.
- Her brush strokes are dominant in her work and
- Her use of patterns are simplistic.

### 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:**

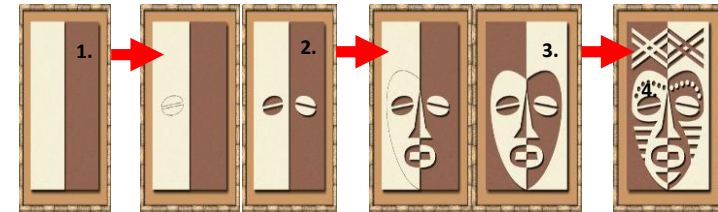
- 1
- 2
- 3
- 4

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 <sup>st</sup> October to 2 <sup>nd</sup> November every year to remember the deceased.
Symmetry		Same on both sides, like a reflection.
Armature		A support and foundations (starting point) for a sculpture.
Papier Mâché		A technique using watered down PVA glue and paper.
Outcome		The final piece of art for a project, which shall be the DOTD papier mâché sugar skull sculptures.


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

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



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

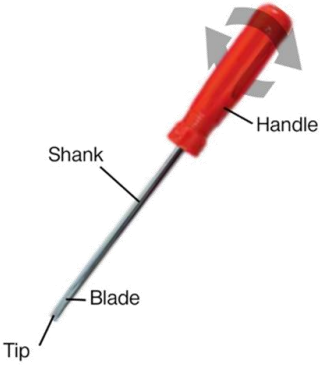
**A. Design brief**   
 The **instructions** the **client** gives the **designer** of what they **want** the **product** to be like.

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

**C. Workshop Tools**

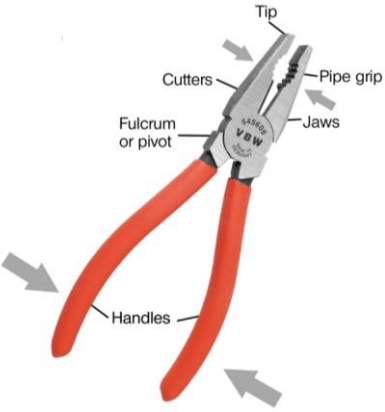
**Screwdriver**


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




**Combination Pliers**


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








**Wire Strippers** 


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





**D. Different Screws** 

**Slot**   
**Phillips**   
**Pozidriv**   
**Hex** 

**E. Forces** 

**Compression**  When a squeezing force applied

**Torsion**  When a twisting force applied

**F. Types of Lever** 

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

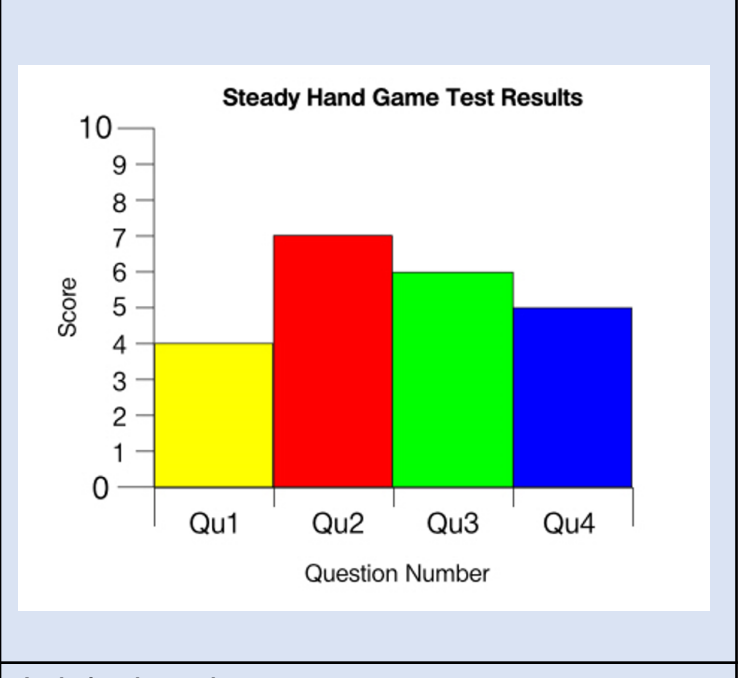
**G. Data analysis** 

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

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

**Exemplar Bar Graph:**

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



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

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

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



**What we are learning this term:**

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

**A. Define design brief**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**B. Define specification**

\_\_\_\_\_

\_\_\_\_\_

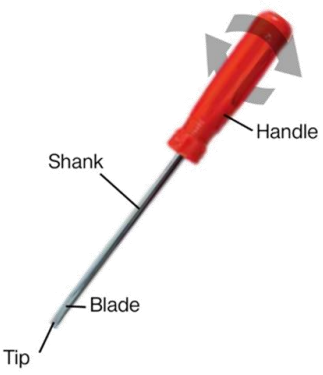
\_\_\_\_\_

**C. Workshop Tools**

**Screwdriver**

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

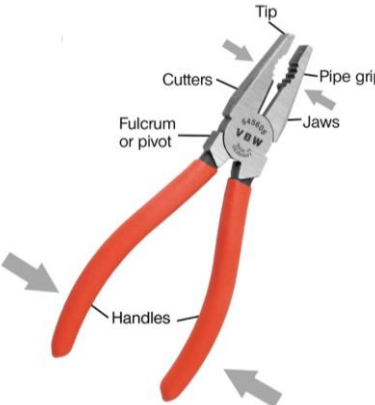
Screwdrivers can have different types of \_\_\_\_\_ and \_\_\_\_\_ for use with different types of \_\_\_\_\_.



**Combination Pliers**


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

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



**Wire Strippers**

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




**D. Different Screws**

\_\_\_\_\_

\_\_\_\_\_


\_\_\_\_\_

\_\_\_\_\_



**E. Forces**


**Compression**



\_\_\_\_\_

\_\_\_\_\_

**Torsion**



\_\_\_\_\_

\_\_\_\_\_

**F. Types of Lever**

**First class lever**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**G. Define data analysis**

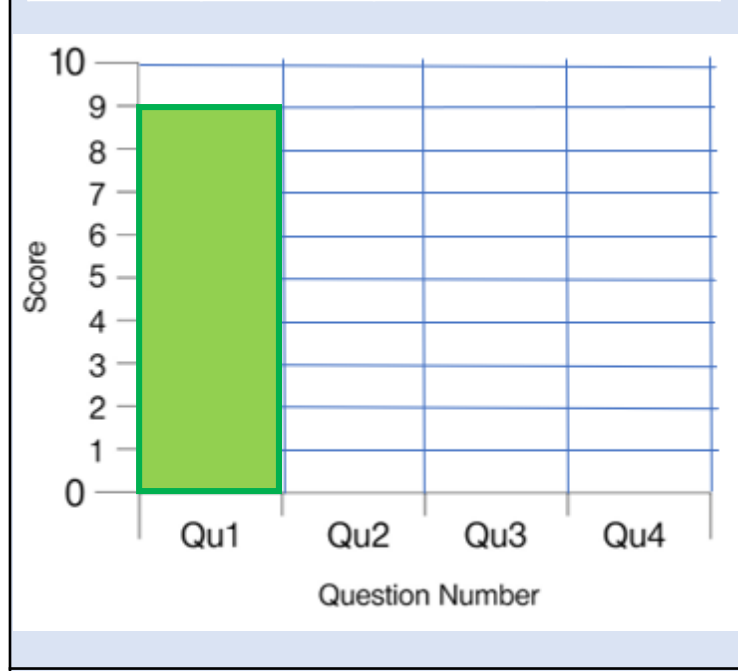
\_\_\_\_\_

\_\_\_\_\_

Draw out the results provided into the graph below:

The first one has been done for you.

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



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

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# FOOD: Year 8: 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 |

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

Carbohydrates	Foods that are eaten to give the body energy
Protein	Food that are eaten to build and repair muscles and cells
Fats	Food that are eaten to protect your vital organs and insulate your body.

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

- 1 to avoid obesity
- 2 it can be less expensive
- 3 to keep a healthy heart
- 4 to keep your body fit
- 5 it can make a positive impact on your family

### Prevent Cross Contamination

Use correct colour coded chopping boards and knives at all times



## A. What is cross contamination and how can it be prevented?

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

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

In the photo you can see a food temperature probe. You use it to check that food is cooked. First you need to make sure that the probe is clean, then you insert it into the thickest part of the food and then check the temperature. If the food is cooked it can be served, if the food is not the correct temperature it needs to be cooked for longer.

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

### Rule

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

### Why it is important

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

## E. Keywords

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





**What we are learning this term:**

- A. Health, safety and hygiene in the kitchen
- B. The Eatwell guide and nutrients
- C. Design Ideas
- D. Weighing
- E. Practical skills
- F. Evaluation Work

**6 Key Words for this term**

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

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


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

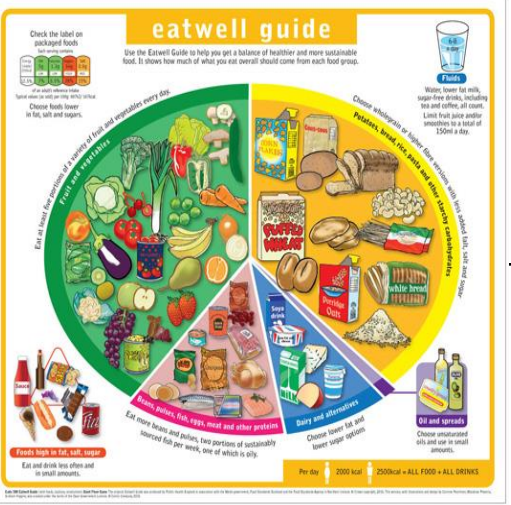
1
2
3
4
5



**A. What is cross contamination and how can it be prevented?**

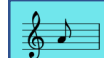
**B. What is the image on the left showing and how is it used?**

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



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

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



What we are learning this term:

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



C Playing the Keyboard

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



Chords:

- C = CEG
- F = FAC
- G = GBD



C 12 bar blues Structure

12 Bar Blues Chord Progression in C

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

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

E What are the music symbols?

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

G How to read music – treble clef and Bass Clef

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

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

G Describing music – MAD T SHIRT

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



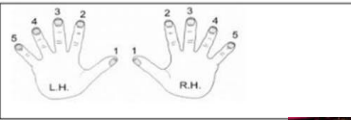
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- B. Playing the Keyboard – left hand / right hand
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C Playing the Keyboard

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



Chords:

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C 12 bar blues Structure

12 Bar Blues Chord Progression in C

1  | 2  | 3  | 4  |

5  | 6  | 7  | 8  |

9  | 10  | 11  | 12  |

F	Keywords

E What are the music symbols?

Note	Name	Beats	Rest	Note	Name	Beats	Rest
					Dotted		

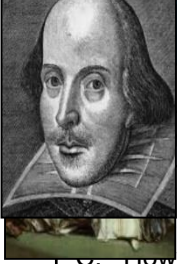
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BASS LINES: G B D F A      BASS SPACES: A C E G

G Describing music – MAD T SHIRT

M	A	D	T	S	H	I	R	T



**What we are learning this term:**

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

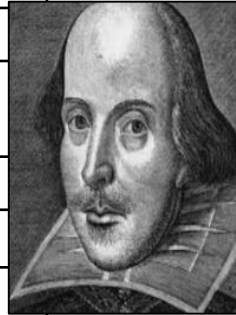


Shakespeare's theatre, originally built of wood until the fire on London when it was burnt down and then re-built.

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.

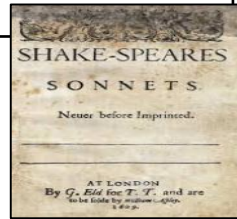
**Top Ten Facts:**

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.



**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 **16<sup>th</sup> and 17<sup>th</sup> 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.

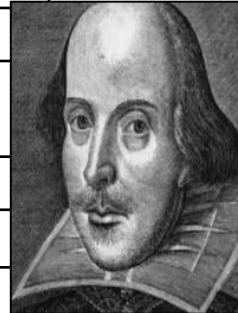


**What we are learning this term:**

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:**

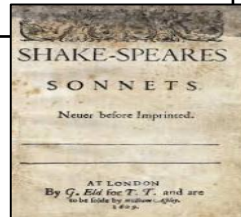
- 1 Shakespeare's three children were called S.....H.....and J.....
- 2 In total, Shakespeare wrote 154 sonnets and around .... plays.
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- 4 The Globe Theatre was shaped like an ....., with eight sides.
- 5 Not many people could read at the time, so 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 most .....of all time. His plays and poems are still studied and performed 400 years later. Shakespeare lived in the **16<sup>th</sup> and 17<sup>th</sup> 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.
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# SWINDON ACADEMY READING CANON

## Year 7



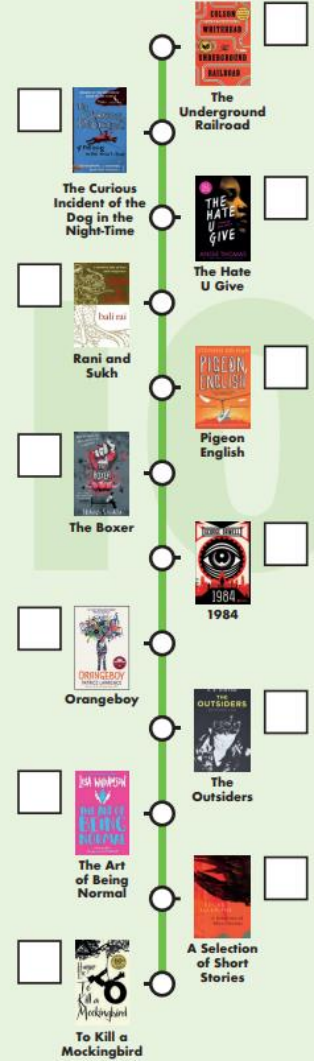
## Year 8



## Year 9



## Year 10



#ReadingisPower