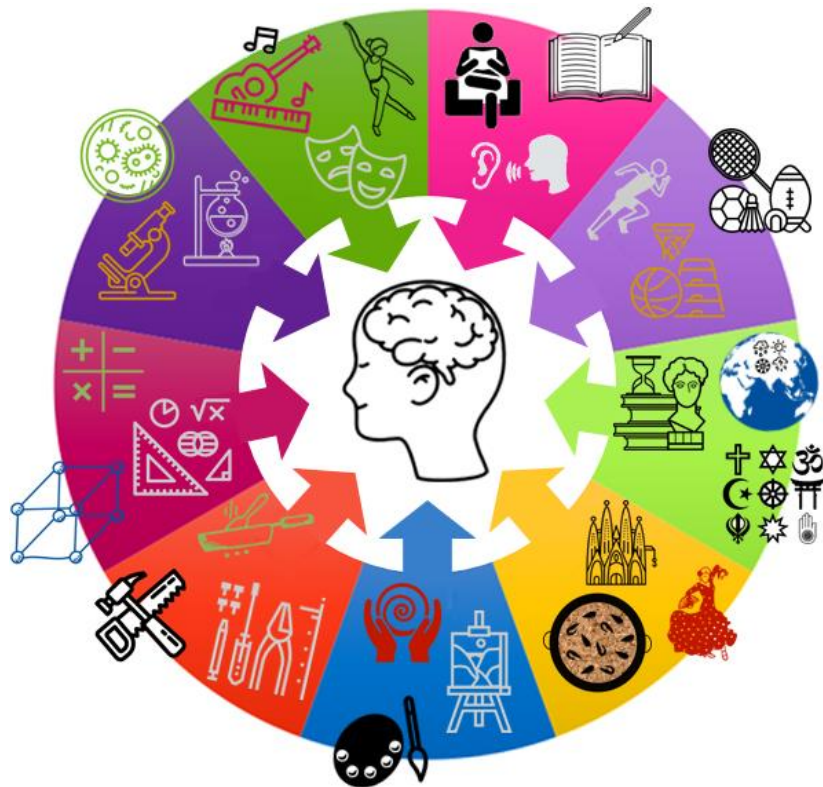


# 100% book - Year 8 Booster

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:**

- Particle model
- Changing state
- Mixtures
- Separating techniques

**Key Words for this term:**

- Matter
- Particles
- Diffusion
- Making
- Freezing
- Condensation
- Evaporation
- Solvent
- Solution

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

solid	liquid	gas
• Particles are packed closely together in a regular pattern.	• Particles are arranged randomly but are still touching each other.	• Particles are far apart and are arranged randomly.

**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?**

**Pure**: A material that is made up of only one type of particle.

**Impure**: A material that is made up of more than one type of particle.

## Quizzable Knowledge Organisers

**A. What is particle theory?**

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

Solid	
Liquid	
Gas	

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

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

Melting	
Freezing	
Evaporation	
Condensation	

**Diagram:** A cycle showing transitions between solid, liquid, and gas states with arrows indicating the direction of change.

## 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 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 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. The grid below contains the text from the knowledge organiser: '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 s to l. Freezing: Change of state from l to s. Evaporation: Change of state from l to g. Condensation: Change of state from g to l.', and '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.' Below the text are diagrams for solid, liquid, and gas states, and a phase change diagram.

## Step 3

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

The screenshot shows a student's prep book with the full text from the knowledge organiser written out in a grid. The text includes: '29th May 2020', 'Properties of the states of matter', 'Particle theory = all matter is made of particles', 'Solid = regular pattern particles vibrate in fixed position', 'Liquid = particles are arranged randomly but are still touching each other. Particles can slide past each other and move around.', and 'Gas = Particles are far apart and are arranged randomly. Particles carry a lot of energy.'

## Step 4

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

The screenshot shows a student's prep book with the keywords/definitions/facts from the knowledge organiser written out three times in a grid. The text is: 'Solid = regular pattern particles vibrate in fixed position', 'Solid = regular pattern particles vibrate in fixed position', and 'Solid = regular pattern particles vibrate in fixed position'.

## Step 5

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

The screenshot shows a student's prep book with the missing words from the quizzable Knowledge Organiser written in a grid. The text includes: 'A. What is the law of conservation of mass?', 'B. What are the different changes of state? Self quizzing', 'Arrangement/movement of matter', 'Solid = regular pattern particles vibrate in fixed position', 'Liquid =', and 'Gas ='. Below the text are diagrams for solid, liquid, and gas states, and a phase change diagram.

## 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 a student's prep book with the full text from the knowledge organiser written out in a grid. The text includes: '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.' There are some corrections and checkmarks in the original image.

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

# 'The Tempest' Foundation 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.

### Kind 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.

## 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**.

**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' Foundation Knowledge Organiser

## Plot Summary

### The Tempest Act 1, Scene 1

\_\_\_\_\_, the King of Naples, is on a ship with his son \_\_\_\_\_ and his companions \_\_\_\_\_. They are struck by a terrifying, howling \_\_\_\_\_. They abandon ship and swim to a nearby \_\_\_\_\_ but are washed ashore in \_\_\_\_\_. The island seems to be abandoned.

### 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. One night, Antonio ordered soldiers to take \_\_\_\_\_ and \_\_\_\_\_ and put them on a \_\_\_\_\_ to their \_\_\_\_\_. 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 \_\_\_\_\_ who controls the spirit \_\_\_\_\_ who completes tasks for him. Prospero has agreed to \_\_\_\_\_ Ariel after this last mission. \_\_\_\_\_ is a deformed savage \_\_\_\_\_ who is also under Prospero's \_\_\_\_\_. He is the son of an old witch, \_\_\_\_\_, and is a \_\_\_\_\_ of the island. Prospero taught Caliban how to \_\_\_\_\_ but Caliban \_\_\_\_\_ the control \_\_\_\_\_ has over him.

### Kind Alonso Act 2, Scene 1

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

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

The monster \_\_\_\_\_ is found by Stephano and Trinculo. They give him alcohol to drink and he gets \_\_\_\_\_. Caliban offers to \_\_\_\_\_ 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 \_\_\_\_\_ go to find and kill \_\_\_\_\_.

### 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 \_\_\_\_\_. They fall instantly in \_\_\_\_\_. Prospero wants to \_\_\_\_\_ that the love is \_\_\_\_\_. Ferdinand has to endure hard \_\_\_\_\_ to \_\_\_\_\_ his intentions are \_\_\_\_\_. Miranda pities \_\_\_\_\_ and wants to \_\_\_\_\_ him. Prospero \_\_\_\_\_ their marriage.

## 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 \_\_\_\_\_. Prospero and \_\_\_\_\_ send \_\_\_\_\_ to scare them away. \_\_\_\_\_ and \_\_\_\_\_ 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 \_\_\_\_\_ and asks for \_\_\_\_\_ from \_\_\_\_\_ which he grants.

## Epilogue

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

## Terminology: Keywords

**comedy** – \_\_\_\_\_

**soliloquy** – \_\_\_\_\_

## Characters

Alonso – \_\_\_\_\_

Sebastian – \_\_\_\_\_

Ferdinand – \_\_\_\_\_

Antonio – \_\_\_\_\_

Gonzalo – \_\_\_\_\_

Trinculo – \_\_\_\_\_

Stephano – \_\_\_\_\_

Prospero – \_\_\_\_\_

Miranda – \_\_\_\_\_

Ariel – \_\_\_\_\_

Caliban – \_\_\_\_\_

## Vocabulary: Keywords

**colonialism** – \_\_\_\_\_

\_\_\_\_\_ Th  
e original inhabitants of the land are called \_\_\_\_\_.

**usurp** – \_\_\_\_\_

**tempest** – \_\_\_\_\_

**treason** – \_\_\_\_\_

**callous** – \_\_\_\_\_

**pathos** – \_\_\_\_\_

**exploitation** – \_\_\_\_\_

**nurture** – \_\_\_\_\_

**dual nature** – \_\_\_\_\_

## Background Information

Shakespeare was born in the \_\_\_\_\_ era, named after Elizabeth I. After she died, James I became king. This period of history is called the \_\_\_\_\_ era, because \_\_\_\_\_ is the Latin for \_\_\_\_\_. Shakespeare lived and worked in \_\_\_\_\_.

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

**What we are learning this term:**

A. Male & female reproductive system  
 B. Menstruation, fertilisation, gestation and birth  
 C. Plant reproductive systems  
 D. Variation and types of variation

**6 Key Words for this term**

1. Gamete                      4. Menstrual  
 2. Fertilisation              5. Pollination  
 3. Variation                    6. Reproduction

<b>A.</b>	<b>What are the parts of the female reproductive system?</b>
<b>Ovary</b>	The organ where eggs are produced and where they mature ready for release each month
<b>Oviduct</b>	The small tube leading from each ovary to the uterus – the egg travels along here and fertilisation happens here
<b>Uterus</b>	The organ where an embryo grows into a foetus and eventually a baby
<b>Uterus lining</b>	The wall of the uterus
<b>Cervix</b>	A ring of tissue between the uterus and vagina; this helps keep a foetus in place during pregnancy
<b>Vagina</b>	The organ that is entered by the penis during sexual intercourse and also part of the birth canal

<b>A.</b>	<b>What are the parts of the male reproductive system?</b>
<b>Testes</b>	The organ where sperm cells are made
<b>Scrotum</b>	The skin that holds the testes
<b>Sperm ducts</b>	The tubes that carry sperm from the testes to the urethra
<b>Glands</b>	These add liquids, including nutrients for the sperm, to the sperm cells from the testes to make semen
<b>Urethra</b>	The tube that carries either urine or semen out of the body through the penis
<b>Penis</b>	The organ that enters the vagina during sexual intercourse
<b>Foreskin</b>	The skin that protects the end of the penis

**A. What are the parts to the female reproductive system?**

Oviduct  
 Ovary  
 Uterus  
 Bladder  
 Cervix  
 Vagina  
 Urethra

**B. What is the menstrual cycle and what happens on each day?**

The menstrual cycle prepares the female body for pregnancy by causing eggs to mature and be released. It lasts for 28 days.

Days 1-5	• 'period' happens ( <b>menstruation</b> ), where uterus lining breaks down.
Days 6-13	• <b>Uterus lining</b> builds up (thickens) to prepare for pregnancy. The egg (ovum) matures in the <b>ovary</b>
Day 14	• Egg (ovum) released from the ovary and travels down the <b>oviduct</b>
Days 15-28	• Uterus lining stays thick, in case the egg is <b>fertilised</b>

**A. What are the parts to the male reproductive system?**

Bladder  
 Glands  
 Penis  
 Sperm duct  
 Urethra  
 Testis  
 Foreskin  
 Scrotum

**B. What is fertilisation?**

Fertilisation is when the **nuclei** of a sperm cell and an ovum (egg) fuse. Sperm cells are released into the female reproductive system. One sperm cell breaks through the **cell membrane** and enters the ovum. The **nuclei** fuse together.

**What are the parts to the egg and sperm cell?**

tail      membrane      cytoplasm      nucleus      head      nucleus      membrane

human sperm                      human ovum

**B. What is gestation?**

The time when the **embryo/foetus** develops inside the womb between conception and **birth**.

**B. What is the process of birth?**

- The muscles in the wall of the **uterus** contract, contractions get stronger and faster – '**labour**'
- The amniotic sac breaks, which releases some liquid
- **Contractions** push the baby headfirst through the cervix and out through the **vagina**

**What we are learning this term:**

A. Male & female reproductive system  
 B. Menstruation, fertilisation, gestation and birth  
 C. Plant reproductive systems  
 D. Variation and types of variation

**6 Key Words for this term**

1. Gamete                      4. Menstrual  
 2. Fertilisation              5. Pollination  
 3. Variation                    6. Reproduction

<b>A.</b>	<b>What are the parts of the female reproductive system?</b>
O_____	The organ where eggs are produced and where they mature ready for release each month
O_____	The small tube leading from each ovary to the uterus – the egg travels along here and fertilisation happens here
U_____	The organ where an embryo grows into a foetus and eventually a baby
U_____ lining	The wall of the uterus
C_____	A ring of tissue between the uterus and vagina; this helps keep a foetus in place during pregnancy
V_____	The organ that is entered by the penis during sexual intercourse and also part of the birth canal

<b>A.</b>	<b>What are the parts of the male reproductive system?</b>
T_____	The organ where sperm cells are made
S_____	The skin that holds the testes
S_____ ducts	The tubes that carry sperm from the testes to the urethra
G_____	These add liquids, including nutrients for the sperm, to the sperm cells from the testes to make semen
U_____	The tube that carries either urine or semen out of the body through the penis
P_____	The organ that enters the vagina during sexual intercourse
F_____	The skin that protects the end of the penis

**A. What are the parts to the female reproductive system?**

**B. What is the menstrual cycle and what happens on each day?**

The menstrual cycle prepares the female body for pregnancy by causing eggs to mature and be released. It lasts for \_\_\_\_\_ days.

- Days 1-5: 'period' happens (m \_\_\_\_\_), where uterus lining breaks down.
- Days 6-13: Ut\_\_\_\_\_ l\_\_\_\_\_ builds up (thickens) to prepare for pregnancy. The egg (ovum) matures in the o\_\_\_\_\_.
- Day 14: Egg (ovum) released from the ovary and travels down the o\_\_\_\_\_.
- Days 15-28: Uterus lining stays thick, in case the egg is f\_\_\_\_\_.

**A. What are the parts to the male reproductive system?**

**B. What is fertilisation?**

Fertilisation is when the n\_\_\_\_\_ of a sperm cell and an ovum (egg) fuse. Sperm cells are released into the female reproductive system. One sperm cell breaks through the c\_\_\_\_\_ m\_\_\_\_\_ and enters the ovum. The nu\_\_\_\_\_ fuse together.

**What are the parts to the egg and sperm cell?**

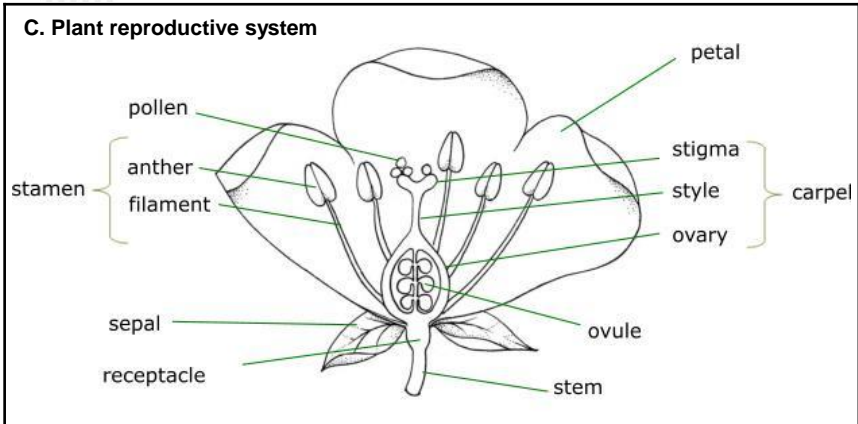
Human s\_\_\_\_\_                      Human o\_\_\_\_\_m

**B. What is gestation?**

The time when the e\_\_\_\_\_/f\_\_\_\_\_ develops inside the womb between conception and b\_\_\_\_\_.

**B. What is the process of birth?**

- The muscles in the wall of the u\_\_\_\_\_ contract, contractions get stronger and faster – 'l\_\_\_\_\_r'
- The amniotic sac breaks, which releases some liquid
- C\_\_\_\_\_ push the baby headfirst through the cervix and out through the v\_\_\_\_\_.



<b>C.</b>	<b>What are the main parts of the plant reproductive system?</b>
<b>Pollen</b>	The male gamete (sex cell)
<b>Stigma</b>	Structure that the pollen sticks to
<b>Style</b>	Connects the stigma to the ovary
<b>Ovary</b>	Produces and stores ovules
<b>Ovule</b>	The female gamete (sex cell)
<b>Anther</b>	Produces the pollen
<b>Filament</b>	Holds the anther to the edge of the flower

<b>C.</b>	<b>What is pollination &amp; what are the 2 types?</b>
Pollination is the transfer of <b>pollen</b> from the anthers of one flower to the <b>stigma</b> of another	
<ul style="list-style-type: none"> <li>In <b>wind pollination</b>, the wind carries the pollen</li> <li>In <b>insect pollination</b>, insects carry the pollen.</li> </ul>	
<b>C.</b>	<b>What is seed dispersal &amp; what are 3 types of seed dispersal?</b>
Plants spread their seeds out so their offspring don't compete with them for light/soil nutrients.	
<ul style="list-style-type: none"> <li>By <b>animals</b> – they eat the fruit and release the seeds in their waste</li> <li>By <b>wind</b> – for example sycamore seeds</li> <li>By <b>water</b> – for example coconuts</li> </ul>	

**C. How does fertilisation occur in plants?**

The **pollen** makes a pollen tube down the style into the **ovary**. The nucleus of the pollen cell travels down the tube to get to the ovum and the cells join (**fertilisation**). The cell made when the pollen and ovum fuse will become a seed, which can become a new plant.

**D. What are the two types of variation and what are examples of these?**

<b>Continuous variation</b>		<b>Discontinuous variation</b>	
<ul style="list-style-type: none"> <li>Variation which can have any value, within a range</li> <li>Due to a combination of <b>environmental</b> and <b>inherited</b> variation</li> </ul>		<ul style="list-style-type: none"> <li>Variation with discrete (separate) categories</li> <li>Physical, it is usually <b>inherited</b></li> </ul>	
<b>Plant examples</b>	<b>Animal examples</b>	<b>Plant examples</b>	<b>Animal examples</b>
Height Size of leaves	Height Skin/fur colour Size of horns	Flower colour e.g. pea plants have either white or red flowers	Eye colour Blood group Lobed/lobe-less ears

**D. What is variation?**

Differences between living things of the same **species** is called variation. It can be caused by **environmental** or **genetic** factors, or both.

	<b>Plant examples</b>	<b>Animal examples</b>
<b>Inherited variation</b>	Length of antlers	Eye colour
<b>Environmental variation</b>	Hydrangeas produce blue flowers in acidic soil and pink in alkaline soil	Muscle strength due to training
<b>Variation caused by a combination of genes and environment</b>	Height is the result of genes <b>and</b> nutrition	Skin colour is the result of genes <b>and</b> weather

**Draw the types of graph for continuous and discontinuous variation**

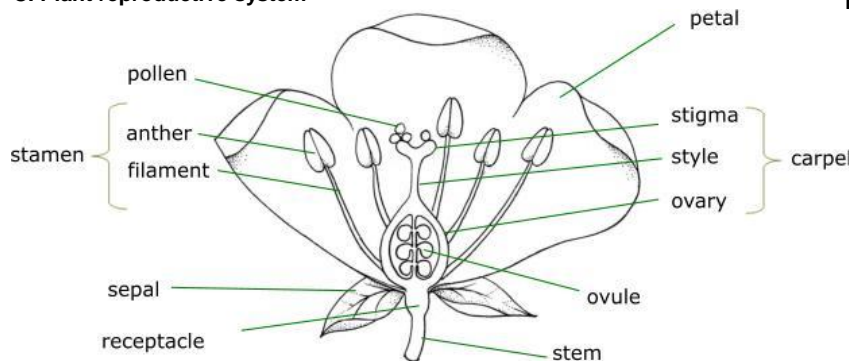
**Continuous variation: Line graphs**  
Because it falls on a continuous spectrum it is represented using line graphs.

**Discontinuous variation: Bar graphs**  
Because of its categories, it is represented using bar graphs, such as this one for blood group

A = 1  
B = 9  
AB = 4  
O = 47



**C. Plant reproductive system**

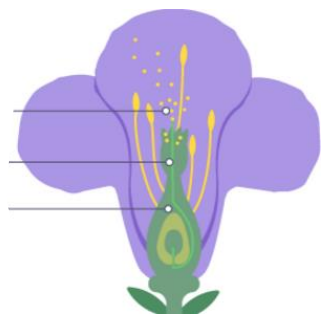


**C. How does fertilisation occur in plants?**

The p\_\_\_\_\_ makes a pollen tube down the style into the o\_\_\_\_\_.

The nucleus of the pollen cell travels down the tube to get to the ovum and the cells joins (f\_\_\_\_\_).

The cell made when the pollen and ovum fuse will become a seed, which can become a new plant.



**D. What is variation?**

Differences between living things of the same s\_\_\_\_\_ is called variation. It can be caused by e\_\_\_\_\_ or g\_\_\_\_\_ factors, or both.

	Plant examples	Animal examples
<b>I_____ variation</b>	Length of antlers	Eye colour
<b>E_____ variation</b>	Hydrangeas produce blue flowers in acidic soil and pink in alkaline soil	Muscle strength due to training
<b>Variation caused by a combination of g_____ and e_____</b>	Height is the result of genes <b>and</b> nutrition	Skin colour is the result of genes <b>and</b> weather

<b>C.</b>	<b>What are the main parts of the plant reproductive system?</b>
P_____	The male gamete (sex cell)
S_____	Structure that the pollen sticks to
S_____	Connects the stigma to the ovary
O_____	Produces and stores ovules
O_____	The female gamete (sex cell)
A_____	Produces the pollen
F_____	Holds the anther to the edge of the flower

**C What is pollination & what are the 2 types?**

Pollination is the transfer of p\_\_\_\_\_ from the anthers of one flower to the s\_\_\_\_\_ of another

- In **w\_\_\_\_\_ pollination**, the w\_\_\_\_\_ carries the pollen
- In **i\_\_\_\_\_ pollination**, i\_\_\_\_\_ carry the pollen.

**C. What is seed dispersal & what are 3 types of seed dispersal?**

Plants spread their seeds out so their offspring don't compete with them for light/soil nutrients.

- By a\_\_\_\_\_ – they eat the fruit and release the seeds in their waste
- By w\_\_\_\_\_ – for example sycamore seeds
- By w\_\_\_\_\_ – for example coconuts

**D. What are the two types of variation and what are examples of these?**

<p><b>C_____ variation</b></p> <ul style="list-style-type: none"> <li>Variation which can have any value, within a range</li> <li>Due to a combination of e_____ and i_____ variation</li> </ul>	<p><b>D_____ variation</b></p> <ul style="list-style-type: none"> <li>Variation with discrete (separate) categories</li> <li>Physical, it is usually i_____</li> </ul>
--	--

Plant examples	Animal examples	Plant examples	Animal examples
Height Size of leaves	Height Skin/fur colour Size of horns	Flower colour e.g. pea plants have either white or red flowers	Eye colour Blood group Lobed/lobe-less ears

**Draw the types of graph for continuous and discontinuous variation**

<p><b>C_____ variation: Line graphs</b> Because it falls on a continuous spectrum it is represented using line graphs.</p>	<p><b>D_____ variation: Bar graphs</b> Because of its categories, it is represented using bar graphs, such as this one for blood group</p> <p>A = 1 B = 9 AB = 4 O = 47</p>
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## Y8WB T4 BACKGROUND

- A. Mountains and their characteristics
- B. Earth Structure
- C. Type and how mountains are formed
- D. Weathering
- E. Uses for the Himalayas
- F. Where are mountains found

**A**  
A mountain is a **landform** made of **rock** that rises **above** the surrounding land. They must be over **1000** metres tall.











**Characteristics**  
- **Steep** sides - **Hard** Rock  
The two highest Mountains are found in the **Himalayas**, they are call Mt **Everest** and **K2**

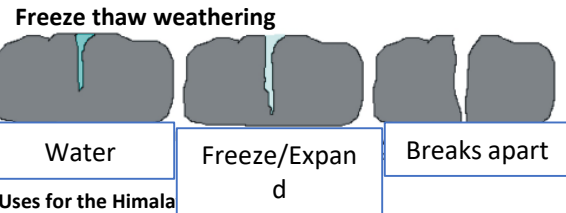
A Mountain range is a **series** of mountains that are **connected** together



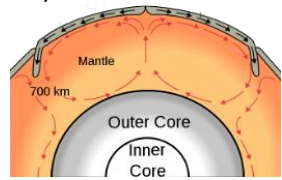
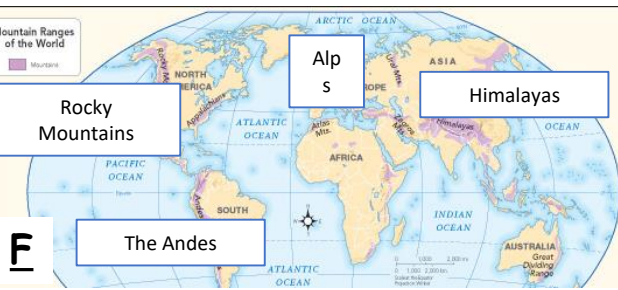
**Weathering** is "the wearing away of rock in place caused by the wind and rain"  
**Which weathering process do you think has taken place here?**

**D**

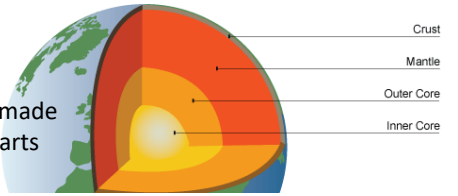
A: Onion skin 	D. Freeze thaw 	F. Freeze Thaw 
B. Chemical 	E. Onion Skin 	G. Biological 
C. Chemical 	H. Chemical 	



Tourism	Farming	Electricity
Visit the <b>highest</b> mountain in the world	<b>Fertile</b> soil from rivers.	Almost all of <b>India's</b> Rivers are here



**B**  
The earths structure is made up of **four** parts

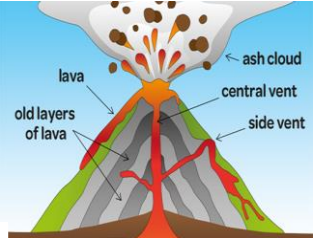


**Convection** currents create a cycle of **movement** inside the **mantle** causing the tectonic plates on the surface to move.



There are three different mountain types:

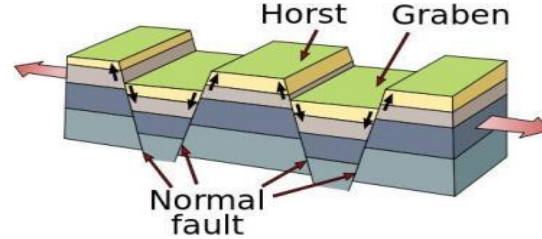
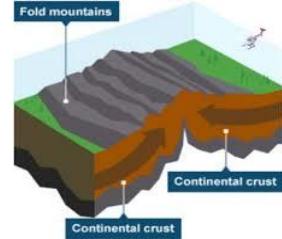
- Fold mountains
- Fault-block mountains
- Volcanic mountains



" Formed how something was created or shaped."

Fault-block mountains are formed along **faults** where some large blocks of rock are **forced** upwards while others are forced down.

Volcanic mountains are formed when **magma** erupts from the earths **mantle**, over time this builds up forming **layer** upon layer forming a mountain.





Y8WB T4 BACKGROUND

- A. Mountains and their characteristics
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**A**  
A mountain is a \_\_\_\_\_ made of \_\_\_\_\_ that rises \_\_\_\_\_ the surrounding land. They must be over \_\_\_\_\_ metres tall.



**Characteristics**  
- \_\_\_\_\_ sides - \_\_\_\_\_ Rock  
The two highest Mountains are found in the \_\_\_\_\_, they are call Mt \_\_\_\_\_ and \_\_\_\_\_  
A Mountain range is a \_\_\_\_\_ of mountains that are \_\_\_\_\_ together



**Weathering** is “the wearing away of rock in place caused by the wind and rain”  
**Which weathering process do you think has taken place here?**

**D**

A = D = F =

B = E = G =

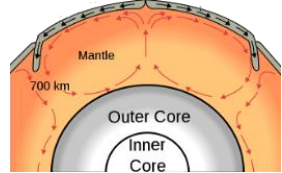
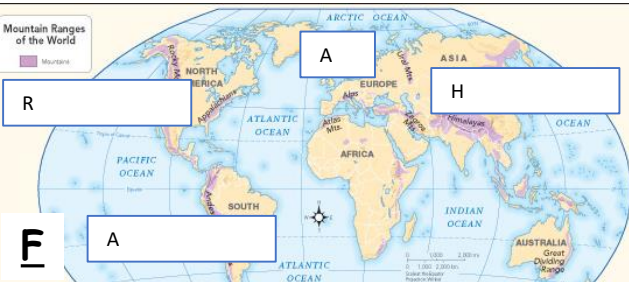
C = H =

Freeze thaw weathering

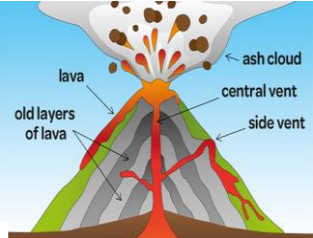


Uses for the Himalayas

Tourism	Farming	Electricity
Visit the _____ mountain in the world	_____ soil from _____ rivers.	Almost all of _____ Rivers are here

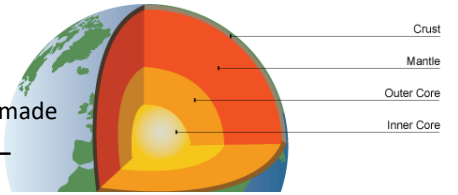


\_\_\_\_\_ mountains are formed when \_\_\_\_\_ plates \_\_\_\_\_.  
The force of the two plates \_\_\_\_\_ into each other causes the Earth's crust to \_\_\_\_\_ and fold.



**E**  
Almost all of \_\_\_\_\_ Rivers are here

**B**  
The earths structure is made up of \_\_\_\_\_ parts  
\_\_\_\_\_ currents create a cycle of \_\_\_\_\_ inside the \_\_\_\_\_ causing the tectonic plates on the surface to move.

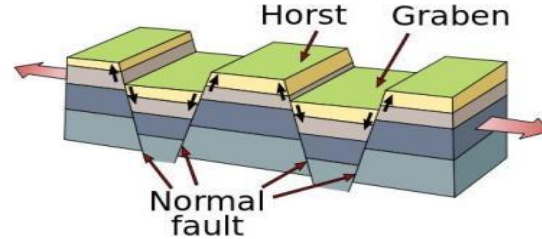
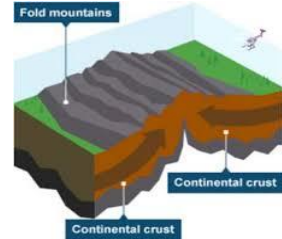


There are three different mountain types:

- \_\_\_\_\_ mountains
- \_\_\_\_\_-block mountains
- \_\_\_\_\_ mountains



“ Formed how something was created or shaped.”  
Fault-block mountains are formed along \_\_\_\_\_ where some large blocks of rock are \_\_\_\_\_ upwards while others are forced down.  
Volcanic mountains are formed when **magma** erupts from the earths **mantle**, over time this builds up forming **layer** upon layer forming a mountain.



# 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	
B. Hindu understanding of God.	E. Hindu beliefs about the afterlife	Brahma	The creator shown with 4 heads facing 4 directions- Sits on a lotus flower to symbolise its purity.	
C. The meaning of Trimurti	F. The principles of Ahimsa.	Vishnu	Vishnu is pervading. It is the preserver, protector, guard. Preserves universe.	
<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.			
		D.	What is the nature of the Goddess in Hinduism?	
		Meaning	the Goddess is a consort of the trimurti which gives them energy to use their power	
		Different forms of Goddess	Parvati, she represents fertility People pray to her if they want to have a baby	
			Lakshmi is the goddess of good fortune, wealth, wellbeing. She wears gold jewellery to show wealth	
		E.	What are the Hindu beliefs about the afterlife?	
		Atman (soul)	It is 'a deep self hidden in all beings'.	
		Reincarnation	The soul is born into another body after death	
		The cycle of Death and rebirth.	Moksha = escaping rebirth Samsara = cycle of rebirth Karma = good/bad outcomes depending on actions	
		How these beliefs affect a Hindus everyday life	Live a good life to get good karma	
B	How do Hindus understand God?		F.	What is meant by Ahimsa.
Hindus believe is Polytheistic	Belief in or worship of more than one God.		1	No harm to living things
Concept of Brahman	Brahman is the creator, eternal and all-pervading		2	Includes humans, animals and even plants
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.		3	No fighting in war, no working as a butcher, no eating meat



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

<b>B</b>	<b>How do Hindus understand God?</b>	<b>F.</b>	<b>What is meant by Ahimsa.</b>
Hindus believe is Polytheistic		1	
Concept of Brahman		2	
Understanding of God		3	



### 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.

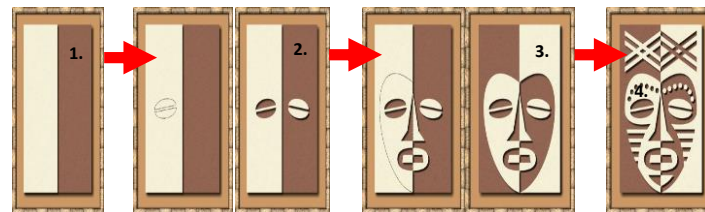
Collage is a form of art by cutting and ripping paper to create interesting artworks.

#### 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.
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- 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:**

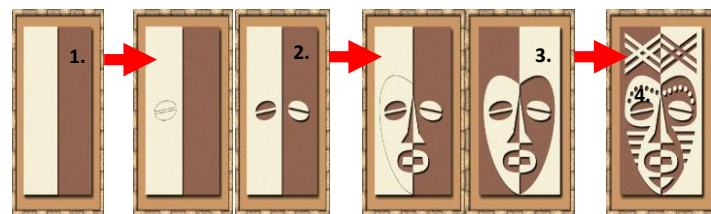
- 1
- 2
- 3
- 4

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:**

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

**Thaneeya McArdle**



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

**Laura Barbosa**



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



**What we are learning this term:**

**A. 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**.

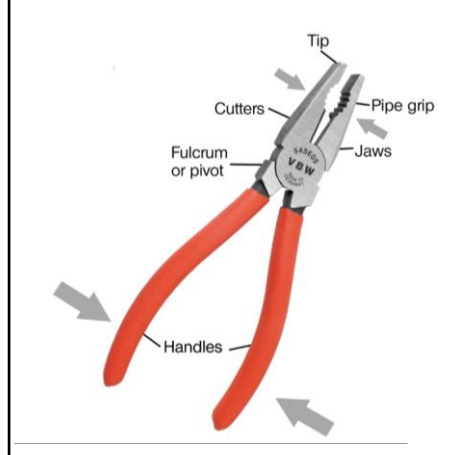
**C. Workshop Tools**

**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.

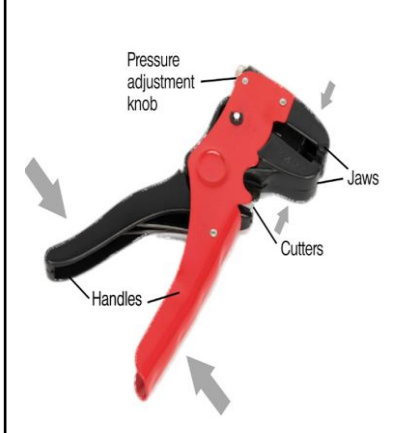
**Combination Pliers**

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**

<b>Slot</b>	
<b>Phillips</b>	
<b>Pozidriv</b>	
<b>Hex</b>	

**E. Forces**

<b>Compression</b>	When a squeezing force applied
<b>Torsion</b>	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.

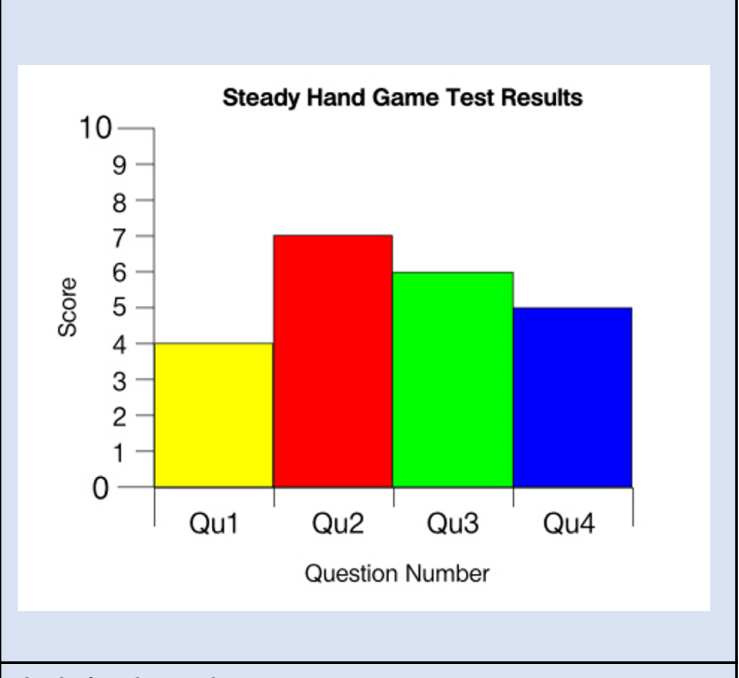
**G. Data analysis**

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**

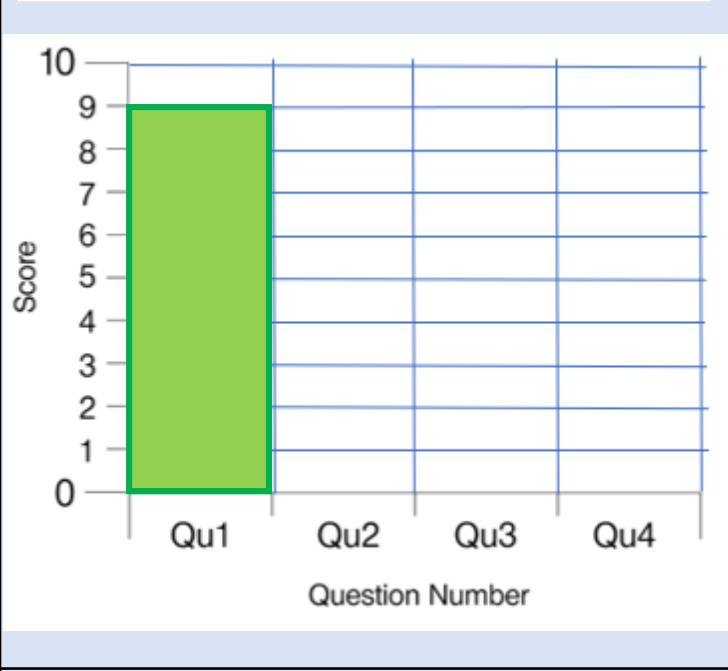
\_\_\_\_\_

\_\_\_\_\_

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

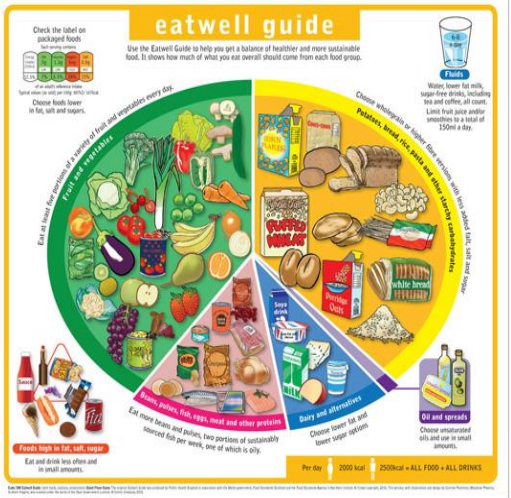
6 Key Words for this term	
1 Hygiene	4 Balanced
2 Health	5 Nutritional
3 Food Poisoning	6 Target Market

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?
	<ol style="list-style-type: none"> <li>1 to avoid obesity</li> <li>2 it can be less expensive</li> <li>3 to keep a healthy heart</li> <li>4 to keep your body fit</li> <li>5 it can make a positive impact on your family</li> </ol>



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"> <li>• 1 to get rid of bacteria on the food</li> <li>• 2 to make the food taste better</li> <li>• 3 to make food chewable</li> <li>• 4 to ensure that food is not raw</li> <li>• 5 to add colour to the food</li> </ul>	<ul style="list-style-type: none"> <li>• 1 to stop food poisoning</li> <li>• 2 to make the food more appealing</li> <li>• 3 it could be raw or a choking hazard</li> <li>• 4 to stop food poisoning</li> <li>• 5 to make it look more appetising or change its use</li> </ul>

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

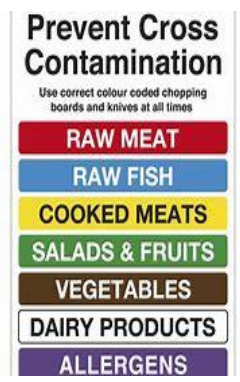
**6 Key Words for this term**

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?**

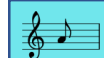
**B. What is the image on the left showing and how is it used?**

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



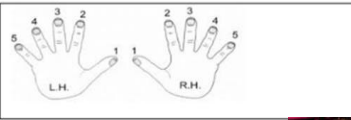
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- Remember to use your right hand when playing notes in the treble clef



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C 12 bar blues Structure

12 Bar Blues Chord Progression in C

1  | 2  | 3  | 4  |

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F	Keywords

E What are the music symbols?

Note	Name	Beats	Rest	Note	Name	Beats	Rest
					Dotted		

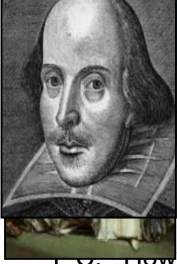
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G Describing music – MAD T SHIRT

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.

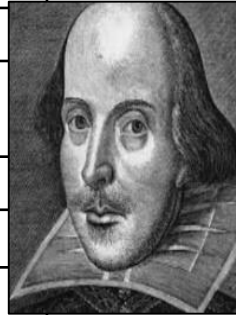


Shakespeare's theatre, originally built of wood until the fire on London when it was burnt down and then re-built.

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.



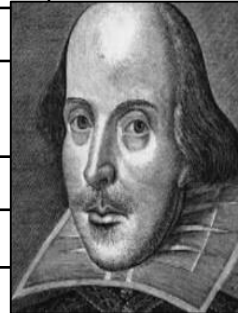


**What we are learning this term:**

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:**

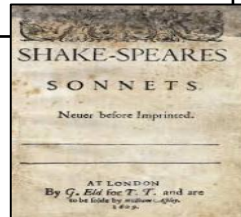
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- 7
- 8 Some of Shakespeare's phrases that are still used today include 'wild goose chase', 'green-eyed monster', and neither here nor there.'
- 9
- 10 Some believe that Shakespeare never existed, and was a different writer using a pen name.



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

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# SWINDON ACADEMY READING CANON

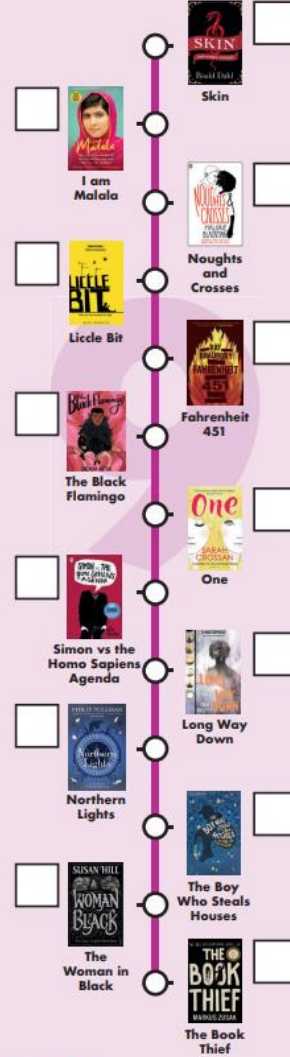
## Year 7



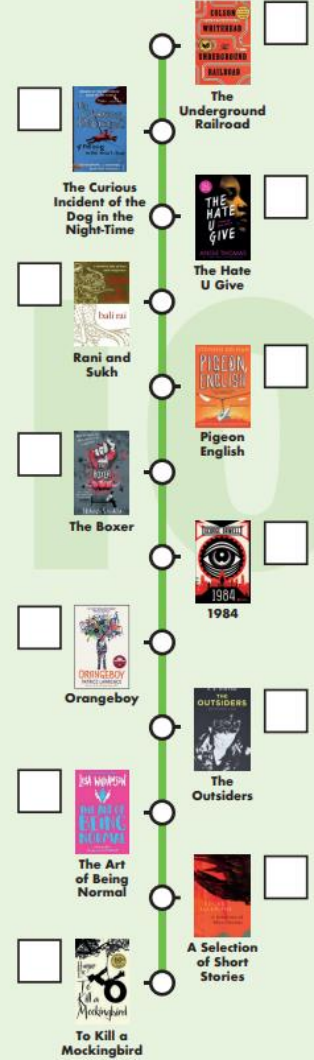
## Year 8



## Year 9



## Year 10



#ReadingisPower