

100% book – Year 8 Grammar

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



Term 2

Swindon Academy 2023-24

| | |
|---------------|--|
| Name: | |
| Tutor Group: | |
| Tutor & Room: | |

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

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

Using your Knowledge Organiser and Quizzable Knowledge Organiser

Knowledge Organisers

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

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

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

1. Matter
 2. Condensation
 3. Evaporation
 4. Solids
 5. Solvent
 6. Solution

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

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

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

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

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

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

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

Solid

Liquid

Gas

B. What are the different changes of state?

Melting

Freezing

Evaporation

Condensation

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

Pure

Impure

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 'Knowledge Organiser' for 'What is particle theory?'. It 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?'. There are also diagrams of particle arrangements for solid, liquid, and gas states.

Step 2

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

The screenshot shows a student's prep book. The date '29th May 2020' and the title 'Particle theory' are written in the top right corner of the knowledge organiser template. The template includes sections for 'What is particle theory?', 'Describe the arrangement and movement of particles in the three states of matter', and 'What is the law of conservation of mass?'. There are also diagrams of particle arrangements for solid, liquid, and gas states.

Step 3

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

The screenshot shows a student's prep book with the keywords/definitions/facts from the knowledge organiser written out in full. 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. The text includes: '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 the prep book. The text includes: 'Self quizzing', 'Arrangement/movement of matter', 'Solid = regular pattern particles vibrate in fixed position', 'Liquid =', and 'Gas ='. There are also diagrams of particle arrangements for solid, liquid, and gas states.

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 keywords/definitions/facts from the knowledge organiser written out in full, with some corrections. 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.'

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



| Keyword | Definition |
|---------------|---|
| deduction | To provide someone with information and understanding. |
| enlighten | The process of reaching a decision by looking at the facts that are known. |
| observation | Watching someone or looking at something very carefully so that you notice details. |
| effusive | Showing or expressing gratitude, pleasure, or approval in an enthusiastic and unrestrained or heartfelt manner. |
| distinction | A distinction is a difference between two similar things. |
| scandal | A scandal is something that shocks people because they think it is morally wrong. |
| compromise | Compromise means to accept something that is not exactly what you want. |
| introspection | Introspection is when you examine your own thoughts, ideas, and feelings. |
| dual-natured | Holmes has a dual nature: his quiet introspective side, and his manic detecting side. |
| fallible | Someone who is fallible makes mistakes. |
| infallible | Someone who is infallible is always right. |

| B. | Complete the quotation: |
|----|---|
| 1 | 'the most perfect reasoning and observing machine'. - Dr Watson about Holmes. |
| 2 | "You see, but you do not observe." – Holmes about Dr Watson. |
| 3 | "I have no data yet. It is a capital mistake to theorize before one has data." – Holmes on solving a case |

Scandal in Bohemia – plot overview
 The King of Bohemia plans to marry a Norwegian princess. However, he previously had a relationship with a woman called Irene Adler. Adler is threatening to ruin his engagement with a picture she has of herself and the king together. Holmes tricks Adler into revealing where she keeps the photograph, but she outsmarts Holmes and escapes with it. Adler decides not to use the picture against the king. She leaves a picture of herself in its place, which Holmes keeps as a reminder of her.

The Red-Headed League – plot overview
 Jabez Wilson gets a job with the mysterious 'Red-Headed League' because of his 'flame' coloured hair. One day, he is mysteriously told that he is no longer needed by the league so visits Holmes to ask him to investigate. Holmes discovers that his story reveals a plot to steal from a bank vault which is successfully prevented.

The Blue Carbuncle – plot overview
 A policeman named Peterson is left with a man's hat and Christmas goose. He takes the goose home to eat and discovers a blue carbuncle (a rare, and very valuable jewel) inside the goose! Holmes recognises the jewel as the one that was stolen from The Countess of Morcar. Using the hat as a clue, Holmes and Watson set off to discover how the blue carbuncle was stolen and how it ended up in a goose.

What is meant by the term narrative perspective?
 What is a summary?
 What are the features of a good summary?
 What are the three steps to writing a clear, brief summary?

The narrative perspective is who is telling the story and from what viewpoint.
 When you summarise something, you briefly describe its main facts or ideas
 A good summary is short, clear and contains all essential information.
 The part that names, the part that says when, the part that says why.

| A. | Context: Victorian London |
|---|---|
| Prior to 1829, how were crimes investigated? | If someone wanted to investigate a crime or find a criminal, they would have to do it themselves or pay someone to do it for them. If there was a big problem with crime, then the army could be called up to help. |
| Why was it decided that London needed a police force? | London was such a big place and so many crimes were being committed, that people realised there needed to be a proper way of investigating and preventing crime. |
| Why was there so much disease in Victorian London? | Because of the terrible conditions they lived in and because they drank water from the Thames, which also acted as a giant sewer for faeces. |
| What is cholera? | Cholera is a disease that can kill within hours if left untreated. It can spread rapidly when food or water is contaminated with infectious material, such as sewage. |
| What does it mean to investigate? | To examine or research something in a formal and systematic way. |
| What is a periodical? | Periodicals are books, magazines or other entertainment that are released on a regular basis. |
| Why was it decided that London needed a police force? | London was such a big place and so many crimes were being committed, that people realised there needed to be a proper way of investigating and preventing crime. |
| What was Christmas like for poor people in Victorian Britain? | Even poor people were able to enjoy Christmas, They were given the day off, and were able to afford small presents. |
| How did poor people in Victorian Britain afford Christmas dinner? | Poorer people paid a small amount of money into a Goose Club. By saving up over a few weeks, they were able to afford a nice Christmas meal. |

| F. | Writing Analytically |
|--|--|
| 1. What does 'annotating a quotation' mean? | Focusing on a quotation in great detail. Underlining, circling and writing notes next to key words. |
| 2. What is a quotation? | A sentence or phrase copied exactly from what someone has said or written. To quote means to copy exactly what someone has said or written. |
| 3. What three things must a topic sentence do? | Answer the question directly, focus on one thing, be accurate. |
| 4. What do you do once you have made a point and provided a quote? | Explore how the quote proves the point in as much detail as you can. Consider what the words suggest and the writer's message. Think of multiple ways of considering the quote if you can. |

Holmes: positive traits

He is good at observing details and collecting evidence. He makes skilful deductions. He is a master of disguise. He is not emotional. He is both creative and scientifically minded. He is thoughtful and introspective. He is highly intelligent.

Holmes: negative traits

Arrogant. Insular. Obsessive. Lacks emotional intelligence. Lacks empathy.



Year 8 Term 1-2 English Knowledge Organiser: Sherlock Holmes



| Keyword | Definition |
|---------------|------------|
| deduction | |
| enlighten | |
| observation | |
| effusive | |
| distinction | |
| scandal | |
| compromise | |
| introspection | |
| dual-natured | |
| fallible | |
| infallible | |

| B. | Complete the quotation: |
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| 3 | "I have no data yet. It is a capital mistake to _____". Holmes on solving a case. |

| Scandal in Bohemia – plot overview | The Red-Headed League – plot overview | The Blue Carbuncle – plot overview |
|------------------------------------|---------------------------------------|------------------------------------|
| | | |

| | |
|---|--|
| What is meant by the term narrative perspective? | |
| What is a summary? | |
| What are the features of a good summary? | |
| What are the three steps to writing a clear, brief summary? | |

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| Why was it decided that London needed a police force? | |
| Why was there so much disease in Victorian London? | |
| What is cholera? | |
| What does it mean to investigate? | |
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| Why was it decided that London needed a police force? | |
| What was Christmas like for poor people in Victorian Britain? | |
| How did poor people in Victorian Britain afford Christmas dinner? | |

| F. | Writing Analytically |
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| 1. What does 'annotating a quotation' mean? | |
| 2. What is a quotation? | |
| 3. What three things must a topic sentence do? | |
| 4. What do you do once you have made a point and provided a quote? | |

Holmes: positive traits

Holmes: negative traits



| | |
|--|--------------------------------|
| B. | What is a malnutrition? |
| | |
| <p>This can lead to people becoming overweight or underweight or having deficiency diseases.</p> | |

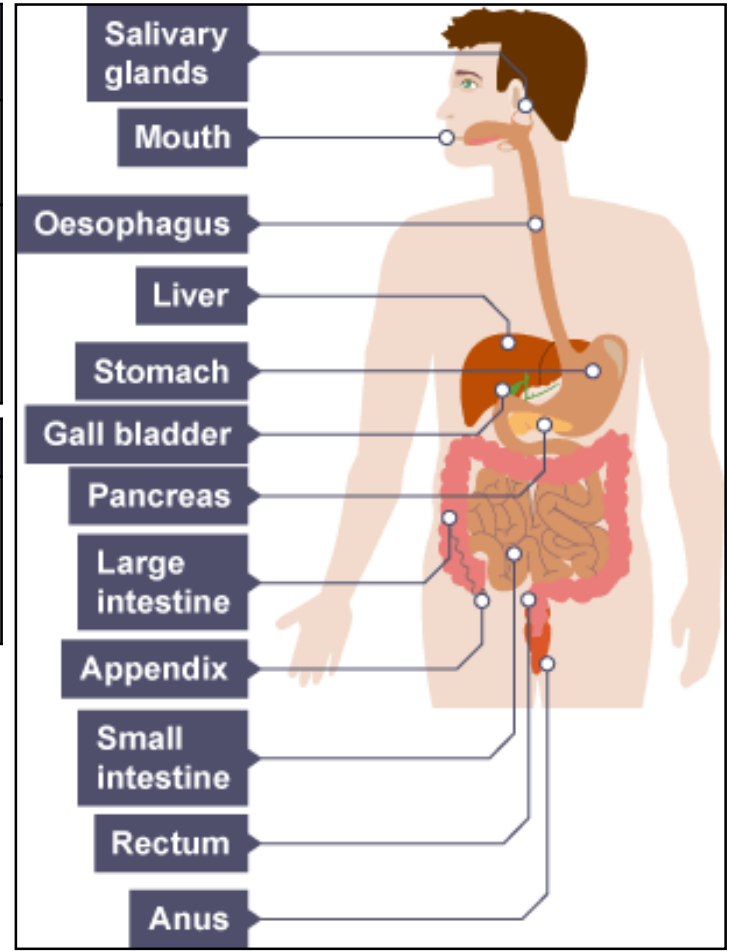
| | |
|-----------|-------------------------|
| B. | What is obesity? |
| | |

| | |
|--|--------------------------------------|
| B. | What is a deficiency disease? |
| | |
| <ul style="list-style-type: none"> • A lack of vitamin ____ can lead to scurvy which affects the gums. • A lack of vitamin ____ can lead to rickets which affects the bones. | |

| | |
|-----------|----------------------------|
| B. | What is starvation? |
| | |

| | |
|-----------|--|
| C. | Describe the function of enzymes in the digestive system. |
|-----------|--|

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



| | |
|-----------|---|
| C. | Describe the role of bacteria in the digestive system. |
|-----------|---|

- 1.
- 2.
- 3.



| |
|---|
| What we are learning this term: |
| <ul style="list-style-type: none"> A. Movement B. Breathing and Fitness C. Effect of drugs D. Aerobic and Anaerobic respiration E. Reproduction and Heredity |

| |
|---|
| 6 Key Words for this term |
| <ul style="list-style-type: none"> 1. Chromosomes 2. Exchange 3. Anaerobic 4. Respiration 5. Aerobically 6. Cilia |

| | |
|--|---|
| A. | What are the 4 functions of the Skeletal System? |
| Movement, support, protection and making red blood cells | |

| | |
|---|--|
| A | Support – what is the main function of the spine? |
| The spine supports the upper body and allows us to stand upright. | |

| | |
|--|------------------------------|
| Protection – what is the function of the following: | |
| Ribcage | Protects the heart and lungs |
| Cranium (skull) | Protects the brain |

| | |
|--|--|
| A | Making blood cells – what part of the bone makes blood cells? |
| Bone marrow produces: <ul style="list-style-type: none"> 1. Red blood cells (which transport O₂ and CO₂) 2. White blood cells (some of which fight disease) 3. Platelets (which cause blood clotting e.g. when we cut ourselves) | |
| Why are bones hollow? | |
| Long bones in the body are hollow – in the middle of the bone is a marrow cavity . The cavity contains bone marrow , from which blood is produced. | |

| | |
|--------------------------------|--|
| A. | Movement and muscles |
| What are the following: | |
| Ligaments | Bones are attached to each other by ligaments . |
| Muscles | A collection of tissues which can contract and relax, causing other body parts (including bones) to move. |
| Tendons | Muscles are attached to bones by tendons . They are a strong, flexible tissue attaching a muscle to a bone. |

| | |
|---|---|
| A. | How does the muscular system help us move? |
| This system allows us to move by contracting and relaxing our muscles | |

| | |
|---|---|
| A. | How do your muscles move your bones? |
| Muscles exert a force on bones to move them. | |

| | |
|--|------------------------------|
| A. | What is Biomechanics? |
| Biomechanics is the working together of the skeletal system and the muscular system to help us move. | |

| | |
|--|---------------------------------------|
| A | What are antagonistic muscles? |
| In order to move bones in two directions (e.g. bending then stretching your arm), muscles are paired antagonistically (one moves the bone in one direction, the other in the opposite direction). | |
| How do they work? | |
| <ul style="list-style-type: none"> 1. To raise the forearm, the biceps contracts and the triceps relaxes. 2. To lower the forearm again, the triceps contracts and the biceps relaxes. | |

| | |
|---|-----------------------------|
| A. | What is Osteoporosis |
| Osteoporosis is a condition in which someone loses bone density, making their bones fragile so they are more likely to break bones. | |
| What are rickets? | |
| Rickets can be caused by a deficiency of calcium or vitamin D . Rickets causes bone pain, and soft bones which can deform. | |

| | |
|---|--|
| A. | What happens if you overstretch a tendon? |
| Over-stretching a tendon can cause it to snap. Tendons will heal themselves but become shorter in the process because the two severed ends overlap to heal, reducing flexibility | |
| What is Tendonitis? | |
| As the body tries to heal a tendon, it will swell and become painful. This is called tendonitis , and includes tennis elbow . | |



| |
|---|
| What we are learning this term: |
| <ul style="list-style-type: none"> A. Movement B. Breathing and Fitness C. Effect of drugs D. Aerobic and Anaerobic respiration E. Reproduction and Heredity |

| | | | | | | |
|--|----|----|----|----|----|----|
| 6 Key Words for this term | | | | | | |
| <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">1.</td> <td style="width: 50%;">4.</td> </tr> <tr> <td>2.</td> <td>5.</td> </tr> <tr> <td>3.</td> <td>6.</td> </tr> </table> | 1. | 4. | 2. | 5. | 3. | 6. |
| 1. | 4. | | | | | |
| 2. | 5. | | | | | |
| 3. | 6. | | | | | |

| | |
|--------------------------------|-----------------------------|
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| | |
|----|---|
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| | |
|----|---|
| A. | How do your muscles move your bones? |
| | |

| | |
|----|---|
| A. | What are the 4 functions of the Skeletal System? |
| | |

| | |
|----|------------------------------|
| A. | What is Biomechanics? |
| | |

| | |
|---|--|
| A | Support – what is the main function of the spine? |
| | |

| | |
|---|---------------------------------------|
| A | What are antagonistic muscles? |
| | |

| | |
|--|--|
| Protection – what is the function of the following: | |
| Ribcage | |
| Cranium (skull) | |

| | | |
|--------------------------|--|--|
| How do they work? | | |
| | | |

| | |
|---|--|
| A | Making blood cells – what part of the bone makes blood cells? |
| | |

| | |
|----|-----------------------------|
| A. | What is Osteoporosis |
| | |

| | |
|----|--|
| A. | What happens if you overstretch a tendon? |
| | |

| |
|------------------------------|
| Why are bones hollow? |
| |

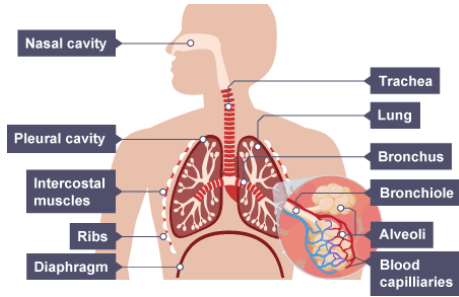
| |
|--------------------------|
| What are rickets? |
| |

| |
|----------------------------|
| What is Tendonitis? |
| |



B. What is the Respiratory System?

The organ system responsible for exchanging gases with the environment.



How does the respiratory system work?

- Air enters the body through the nasal cavity.
- Travels down the trachea, then one of two bronchi,
- Travels to one of many bronchioles and ends up in the alveoli.
- Oxygen diffuses into the blood stream.
- Carbon dioxide diffuses in the opposite direction,
- It then follows the reverse of the above journey, to leave the body.

B. Measuring lung capacity: what do the following terms mean?

| | |
|------------------------|--|
| Vital capacity | The volume of air you can breathe out after breathing in as much as you can. |
| Residual volume | Volume of air left in the lungs after breathing out as much as you can. |
| Tidal volume | Volume of air in a normal breath (in or out). |

What can you use to measure Lung Capacity?

A spirometer

What is the equation for lung capacity?

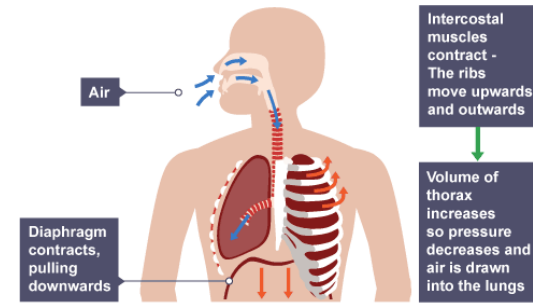
$$\text{Lung capacity} = \text{vital capacity} + \text{residual volume}$$

B. What is Ventilation?

Ventilation is the process of bringing gas in and expelling gas from the body.

Why are ventilation and Respiration different?

Respiration is a chemical reaction which happens in the body's cells and releases energy.
Ventilation is the process of bringing gas in and expelling gas from the body.



B. What is Asthma?

Asthma is a disease where airways become inflamed. The muscles around the bronchioles **contract**, constricting the airways and making breathing difficult.

What triggers Asthma?

Asthma is **non-communicable** but can be **triggered** by environmental factors such as infections, allergies and exercise

How can it be treated?

Asthma is treated using **steroids**.

B. What effects can smoking have on the gas exchange system?

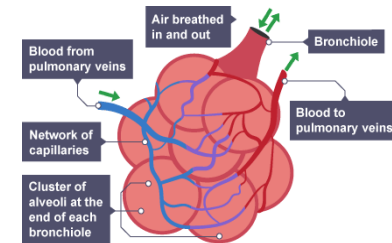
1. Destroys **cilia** in the airways so they are less able to sweep **mucus** containing pathogens out of the lungs, leading to **smoker's cough**
2. Irritates the **bronchi**, causing **bronchitis**
3. Destroys alveoli, reducing the surface area for gas exchange and causing **emphysema**
4. Cigarette smoke contains **carbon monoxide** (CO) which binds to red blood cells, so they can carry less oxygen to cells and the **heart has to work harder**
5. Increases the risk of lung, throat, mouth and oesophagus cancers

B. Where does gas exchange happen?

The lungs are the site of gas exchange between the body and the environment.
 Oxygen for respiration diffuses into the bloodstream and waste carbon dioxide diffuses out of the blood into the alveoli, from where it is expelled in ventilation.

What are Alveoli?

Balloon-like structures which are responsible for exchanging oxygen and carbon dioxide between the blood and the lung cavity



The alveoli

What adaptations do the alveoli have?

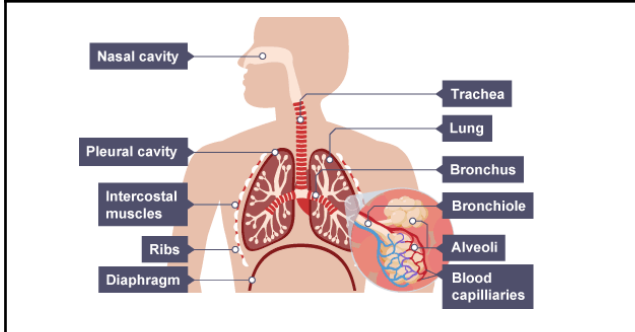
1. **High surface area** thanks to their balloon-like shape
2. Many **capillaries** give a **good blood supply** for gas exchange
3. Walls only **one cell thick**
4. **Moist** walls pick up gases (gases dissolve in water)

What is Diffusion?

Diffusion is the net movement of anything (for example, atom, ions, molecules) from a region of higher concentration to a region of lower concentration.



B. What is the Respiratory System?



How does the respiratory system work?

B. Measuring lung capacity: what do the following terms mean?

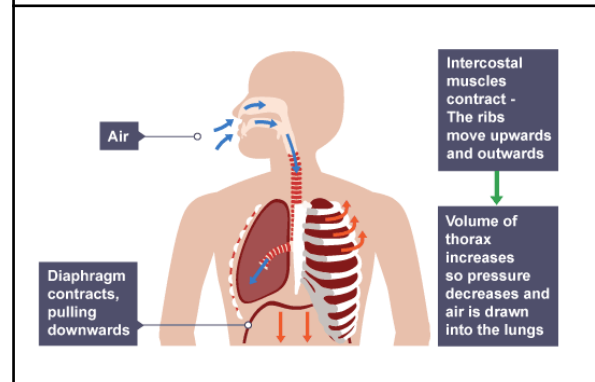
| | |
|-----------------|--|
| Vital capacity | |
| Residual volume | |
| Tidal volume | |

What can you use to measure Lung Capacity?

What is the equation for lung capacity?

B. What is Ventilation?

Why are ventilation and Respiration different?



B. What is Asthma?

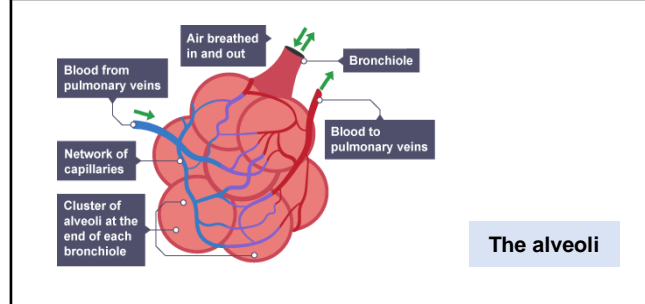
What triggers Asthma?

How can it be treated?

B. What effects can smoking have on the gas exchange system?

B. Where does gas exchange happen?

What are Alveoli?



What adaptations do the alveoli have?

What is Diffusion?

What we are learning this term:

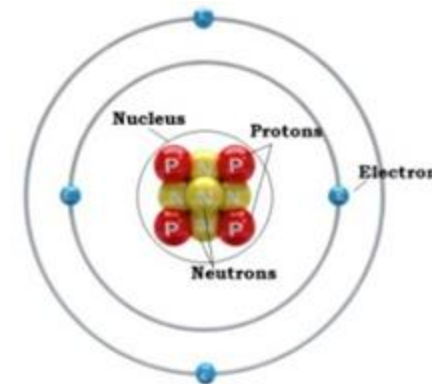
- A. Atoms, Element and Compounds
- B. Chemical Reactions
- C. The Periodic Table

5 Key Words for this term

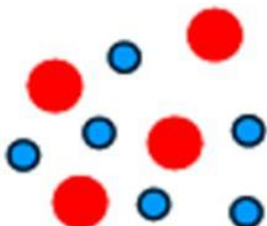
- 1. Reactivity
- 2. Atom
- 3. Physical
- 4. Chemical
- 5. Element

A. What is an atom made up of?

| | |
|----------|--|
| Proton | in the nucleus and have a positive charge. |
| Neutron | in the nucleus and have no charge. |
| Electron | in the shells and have a negative charge. |



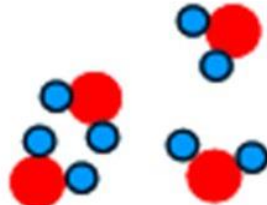
element



mixture



element



compound

A. What is an atom?

What all matter is made up off.

A. What is an element?

A substance that contains only one type of atom.

A. What is a compound?

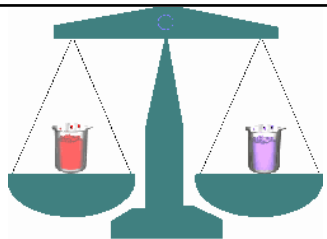
A substance that contains 2 or more elements that are chemically bonded together.

A. What is a mixture?

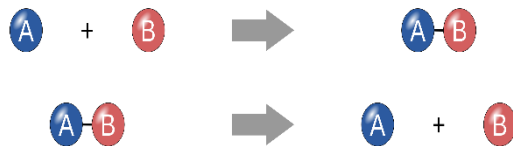
A substance that contains 2 or more types of atom that are not chemically bonded together.

B. What is the conservation of mass?

The total starting mass must equal the total final mass.



Reactants → Products



What we are learning this term:

- A. Atoms, Element and Compounds
- B. Chemical Reactions
- C. The Periodic Table

5 Key Words for this term

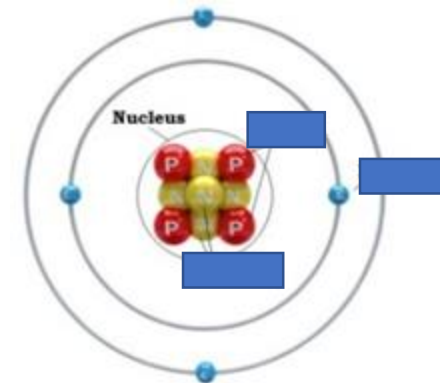
- | | |
|----|----|
| 1. | 4. |
| 2. | 5. |
| 3. | |

A. What is an atom made up of?

in the nucleus and have a positive charge.

in the nucleus and have no charge.

in the shells and have a negative charge.



element

mixture

element

compound

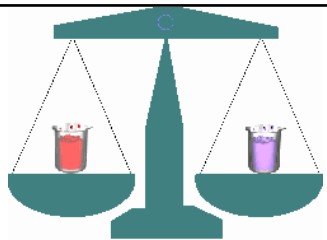
A. What is an atom?

A. What is an element?

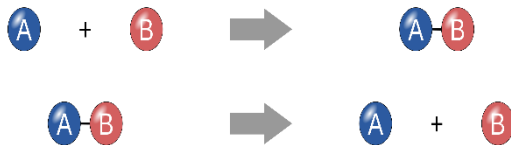
A. What is a compound?

A. What is a mixture?

B. What is the conservation of mass?



Reactants → Products



B. What is an oxidation reaction?

The addition of oxygen to a substance

B. What is a decomposition reaction?

A reaction where one substance breaks down into 2 or more substances.

C. How is an atom shown on the Periodic Table?

Atomic number The number of protons in an atom.

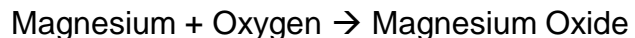
Mass number The total number of protons + neutrons in the nucleus.

Mass Number → 23

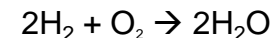
Atomic Number → 11

Na

B. Complete the word equation.



B. Complete the symbol equation.



Metals Non-metals

C. What two types of elements are found on the periodic table?

Metals

Non-metals

C. Who designed the most accurate Periodic Table before the modern Periodic Table?

Mendeleev

He arranged the elements in increasing atomic weight.

He left gaps for elements that had not been discovered yet.

C. How is the Periodic Table organised?

Groups

The vertical columns of elements in the periodic table. Elements in the same group have similar properties.

Periods

The horizontal rows of elements in the periodic table.



B. What is an oxidation reaction?

B. What is a decomposition reaction?

C. How is an atom shown on the Periodic Table?

The number of protons in an atom.

The total number of protons + neutrons in the nucleus.

A diagram of a Sodium (Na) atom. It shows a light blue square with the symbol 'Na' in the center. To the top left, the number '23' is shown with a blue arrow pointing to it. To the bottom left, the number '11' is shown with a blue arrow pointing to it.

B. Complete the word equation.
Magnesium + Oxygen → _____ Oxide

B. Complete the symbol equation.
 $2\text{H}_2 + \text{O}_2 \rightarrow 2\text{H}_2\text{O}$

A simplified periodic table with elements color-coded by groups. Hydrogen (H) is yellow. Helium (He) is yellow. The first two columns (Li, Be; Na, Mg; K, Ca; Rb, Sr; Cs, Ba; Fr, Ra) are red. The remaining elements from Boron (B) to Xenon (Xe) are yellow. The last two columns (Al, Ga, In, Tl; Sn, Pb) are red. The last two columns (Sb, Bi; Te, Po) are yellow. The last two columns (As, Se, Br, Kr; I, Xe; At, Rn) are yellow. The last two columns (Po, At, Rn) are yellow. Below the table are two blue boxes with arrows pointing to the right.

C. What two types of elements are found on the periodic table?

C. Who designed the most accurate Periodic Table before the modern Periodic Table?

He arranged the elements in increasing atomic weight.

He left gaps for elements that had not been discovered yet.

C. How is the Periodic Table organised?

The vertical columns of elements in the periodic table. Elements in the same **column** have similar properties.

The horizontal rows of elements in the periodic table.



What we are learning this term:

- A. Particle Model
- B. Brownian Motion and Diffusion
- C. Pressure and Density
- D. Physical and Chemical changes

2 Key Words for this term:

- 1. Density
- 2. Compression

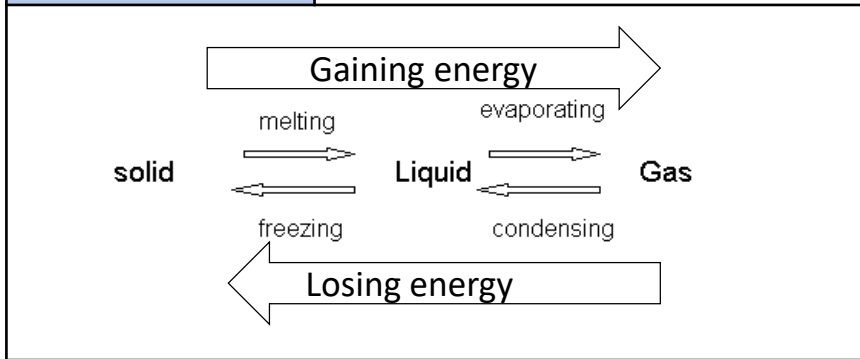
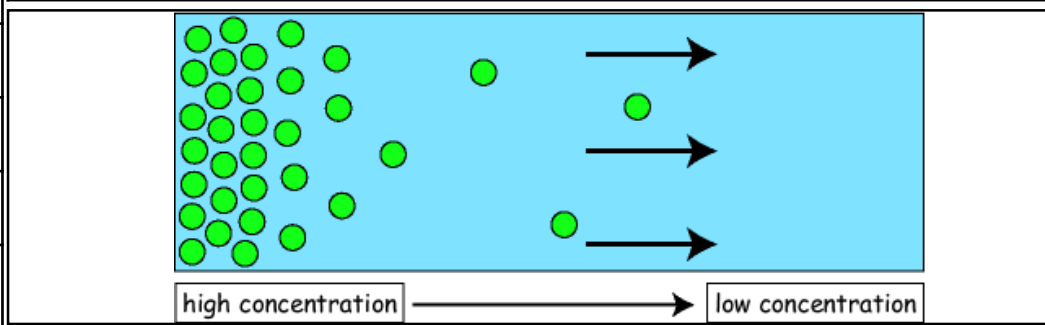
A. Describe the properties of the three states of matter

| solid | liquid | gas |
|----------------|------------------|-------------------|
| | | |
| ● rigid | ● not rigid | ● not rigid |
| ● fixed shape | ● no fixed shape | ● no fixed shape |
| ● fixed volume | ● fixed volume | ● no fixed volume |
| | | |

| A. | 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 |

B. What is Brownian Motion?

The **random motion** of small particles in fluids due to their bumping into even smaller particles.



B. What is diffusion?

Movement of particles from a **higher concentration** to a **lower concentration**.

B. What is the equation to calculate concentration?

$$\text{Concentration} = \frac{\text{mass of solute}}{\text{volume of solvent}}$$



What we are learning this term:

- A. Particle Model
- B. Brownian Motion and Diffusion
- C. Pressure and Density
- D. Physical and Chemical changes

2 Key Words for this term:

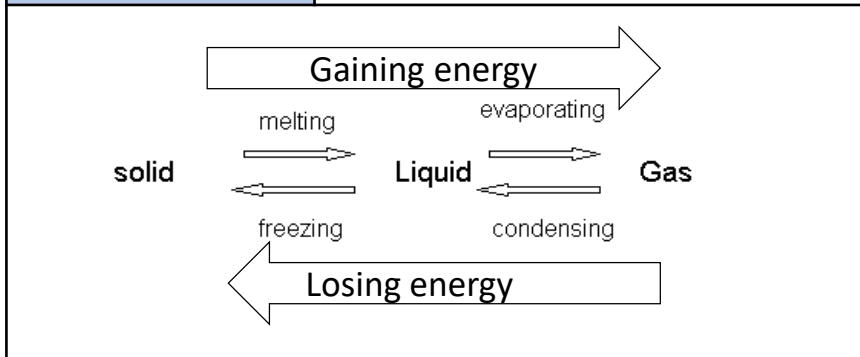
- 1.
- 2.

A. Describe the properties of the three states of matter

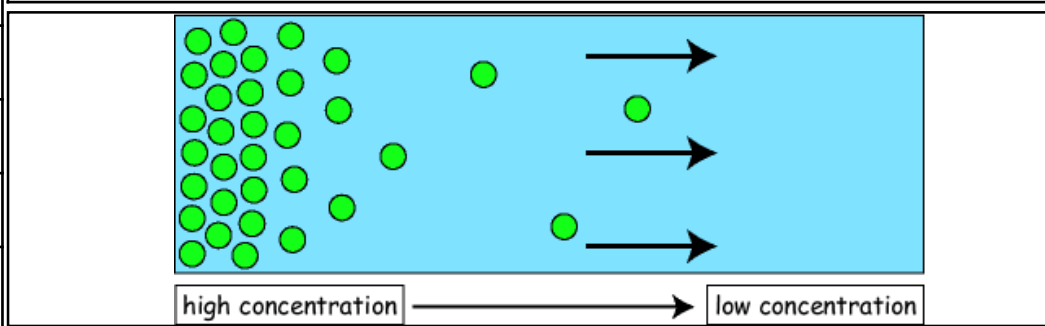
| | | |
|-------|--------|-----|
| solid | liquid | gas |
|-------|--------|-----|

A. What are the different changes of state?

| | |
|---------------------|--|
| Melting | |
| Freezing | |
| Evaporation | |
| Condensation | |



B. What is Brownian Motion?



B. What is diffusion?

B. What is the equation to calculate concentration?

C. State the equation to calculate density.

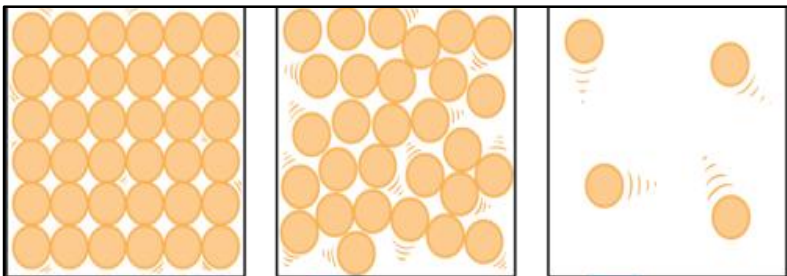
$$\text{Density} = \frac{\text{mass}}{\text{volume}}$$

- It is a measure of how many particles fit in a certain unit of volume.
- Solids are denser than liquids.
- Liquids are denser than gases.
- There is an exception: ice (solid water) is less dense than liquid water.

C. State the equation to calculate pressure.

$$\text{Pressure} = \frac{\text{force}}{\text{area}}$$

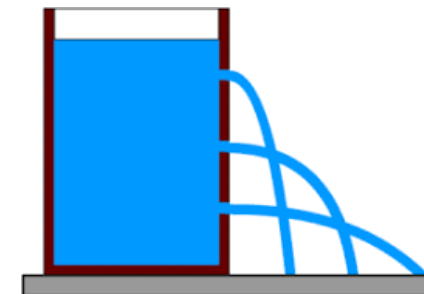
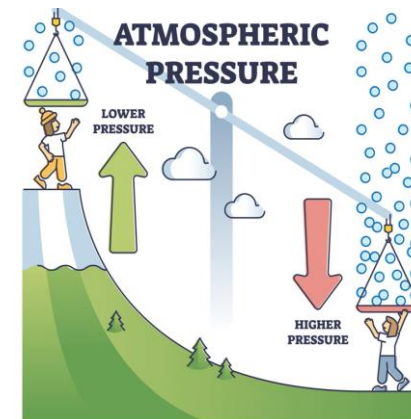
- Pressure is a compound measure of how much force acts on a particular unit of area.
- Pressure increases if the force acting on an area increases.
- Pressure increases if the area a force acts on decreases.



C. Pressure in fluids:

Atmospheric pressure decreases with increase of height, as weight of air above decreases with height.

Pressure in a liquid is different at different depths, it increases deeper down due to the weight of the column of water above.



B. Compare chemical changes and physical changes.

| Chemical changes | Physical changes |
|---|-------------------------------------|
| Not easily reversed | Easily reversed |
| New product formed | No new product formed |
| Often heat/light/sound/gas production (fizzing) occurs | Often just a change of state |
| E.g: wood burning | E.g: ice melting |

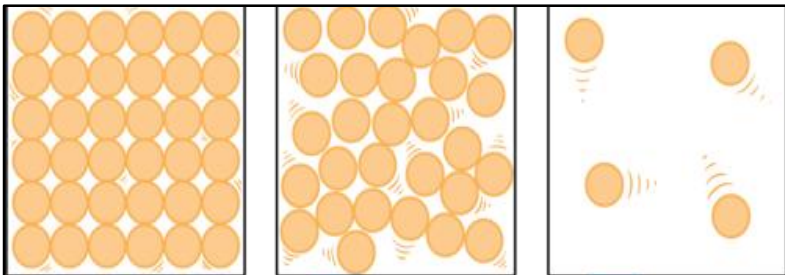


C. State the equation to calculate density.

- It is a measure of how much stuff fits in a certain unit of volume.
- Solids are denser than liquids.
- Liquids are denser than gases.
- There is an exception: ice (solid water) is less dense than liquid water.

C. State the equation to calculate pressure.

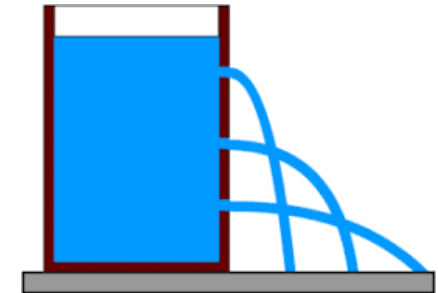
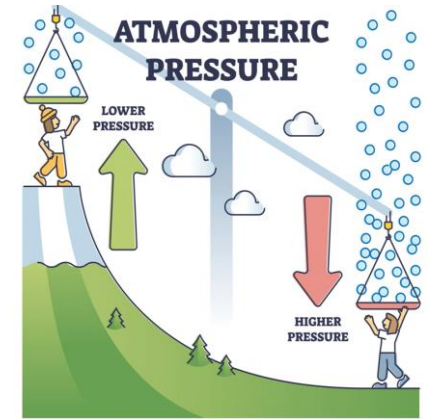
- Pressure is a compound measure of how much force acts on a particular unit of area.
- Pressure increases if the force acting on an area increases.
- Pressure increases if the area a force acts on decreases.



C. Pressure in fluids:

Atmospheric

Pressure in a liquid



B. Compare chemical changes and physical changes.

| Chemical changes | Physical changes |
|---------------------------|-------------------------------------|
| | Easily reversed |
| New product formed | |
| | Often just a change of state |
| Eg | Eg |



Geography Knowledge Organiser: Year 8 Term 2 Population



| | |
|---|--|
| Background: | |
| <ol style="list-style-type: none"> The world's population is not spread evenly. (A) There are many factors that influence where we live. These factors have caused some places to be densely populated, whilst others are sparsely populated. (B) Total population is constantly changing, both within countries and world-wide. (C) We can look at changes in population by comparing past and predicted population structures. (D) The level of development within a country will influence its population structure. However, as countries develop economically, these structures will change. (E) In many developed countries the population is ageing. This process brings many impacts. (F) Migration is also an important population process world-wide and is one of the biggest drivers of population change. (G, H) | |

| | |
|-------------------------|---|
| A. | Population distribution (4) |
| Population density | The number of people per square km. |
| Population distribution | How people are spread out over an area. |
| Densely populated | Many people per square km |
| Sparsely populated | Few people per square km |

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

| | |
|------------------------------|---|
| C. | Population change (5) |
| Birth rate | The number of births per 1000. |
| Death rate | The number of deaths per 1000. |
| Natural increase | The difference between birth and death rates. |
| Contraception | Stops women getting pregnant (decreases the birth rate) |
| Demographic transition model | A model which shows the changes a population is likely to go through over time. |

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

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

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

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

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



Geography Knowledge Organiser: Year 8 Term 2 Population



Background:

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

A. Population distribution (4)

| | |
|-------------------------|----|
| Population density | |
| Population distribution | |
| Densely populated | |
| Sparsely populated | 2. |

B. Factors influencing population

| | |
|--------------|--|
| Physical (4) | |
| Human (3) | |

C. Population change (5)

| | |
|------------------------------|--|
| Birth rate | |
| Death rate | |
| Natural increase | |
| Contraception | |
| Demographic transition model | |

E. Population structure differences

| | |
|--------------------------|--|
| Developed countries (2) | |
| Developing countries (2) | |

F. An ageing population (4)

| | |
|------------------------------|--|
| Life expectancy | |
| Possible problems (3) | |
| Possible benefits (2) | |
| Solutions (3) | |

D. Population structure (4)

| | |
|----------------------|--|
| Population structure | |
| Population pyramid | |
| Economically active | |
| Dependent population | |

G. Migration (5)

| | |
|------------------|--|
| Economic migrant | |
| Push factor | |
| Pull factor | |
| Host country | |
| Source country | |

H. Impacts of migration

| | |
|------------------------------|--|
| Positives for the source (2) | |
| Negatives for the source (2) | |
| Positives for the host (2) | |
| Negatives for host (1) | |

Year 8 History : Elizabethan England

What we are learning this term:

The differences in the religious policies of the Tudor monarchs (religious rollercoaster), the threats faced by Elizabeth I and whether her reign truly was a Golden Age.

A.

Can you define these key words?

| | |
|--------------------|--|
| Transubstantiation | the conversion of the substance of the Eucharistic elements into the body and blood of Christ at consecration, only the appearances of bread and wine still remaining. |
| Illegitimate | a child born of parents not lawfully married to each other. |
| Papacy | the office or authority of the Pope. |
| Poverty | the state of being extremely poor. |
| Recusant | someone who refused to attend Protestant church services |
| Puritan | an extreme protestant |
| Armada | a fleet of warships |
| Vagrant | a person without a settled home or regular work who wanders from place to place and lives by begging |

C.

Elizabeth's Middle Way

| | |
|---|---|
| Catholic (stayed the same as under Mary I) | <ul style="list-style-type: none"> Churches can be run by bishops Churches should be decorated and some ceremonies should be allowed Bright robes should be allowed |
| Protestant (changes made by Elizabeth after becoming queen) | <ul style="list-style-type: none"> Priests are allowed to marry A person can be saved by faith alone (no need for prayers/ indulgences) There should be no Mass (no transubstantiation) Church services and the Prayer Book should be in English Saints should receive no special prayers. |

B. What were the religious policies/beliefs of these Tudor monarchs and what changes did they make?

1. Edward VI

- Strong Protestant
- Two very strongly Protestant advisors (Dukes of Northumberland and Somerset) that influenced him
- He allowed priests to be married (1549)
- Introduced a new prayer book written in English (1549) so common folk could understand it
- Made a change to the line of succession and was succeeded by Lady Jane Grey (ruled for 9 days) who was a Protestant

2. Mary I

- Strong Catholic
- Changed language back to Latin
- Reverted churches back to how they looked before (colourful, images, statues)
- Made the Pope head of the church once again.
- Made priests choose between the church and their families
- Burned nearly 300 people at the stake – majority were Protestants (heretics)
- Burned the Archbishop of Canterbury at the stake (Thomas Cranmer) as he refused to convert to Catholicism.

3. Elizabeth I

- Protestant (mild/moderate)
- Did not want any more major religious change and upheaval.
- She introduced the Middle Way – this was a comprise of both Catholic and Protestant features
- The Middle Way leaned more towards Protestantism as this was Elizabeth's own belief.
- Tolerant of Catholics at the start of her reign but after numerous plots to depose and kill her and the threat of Mary Queen of Scots her toleration of Catholics lessened.

D. Was the Elizabethan Period a Golden Age?

YES

Renaissance – a high point, or a renaissance in drama, art, music and literature. - Elizabeth's Golden Age opened up the arts to every class of society e.g. the theatre.

Victory, exploration and expansion – the defeat of the Spanish armada in 1588, expansion of the British empire into the New World, the founding of Virginia

Religious settlement – very little religious tension during this period. Elizabeth was able to avoid the religious strife and political turmoil that had dominated the reigns of her siblings.

Improvement in quality of life – Business and industry developed and it was possible for merchants to become extremely wealthy and rise in social status (gentry class). Life improved for the lower classes - **Elizabethan Poor Laws**.

NO

Rising population – led to an increase in poverty and growing social problems especially in towns.

Religious division returned – recusants and Catholic threats to Elizabeth

Four poor harvests in a row paired with changes in farming (enclosures) led to a **rise in unemployment and homelessness**.

Intense rivalry at court led to an **unsuccessful rebellion**

E.

What was life like for the poor in Elizabethan England?

No welfare state – if you were out of a job you had to beg, steal or starve

Dissolution of the Monasteries – after this life became harder for the poor and these places had looked after people in times of hardship or distress.

Vagrancy – some homeless and jobless people roamed around in gangs stealing or bullying people into giving them alms

Punishments for vagrancy, begging or stealing were brutal e.g. flogging, branding, whipping and hanging.

The Poor Laws (1597 and 1601) helped to ease the lives of the poor by making sure that each Parish looked after their poor e.g. a poor relief tax was collected, food, money and clothes were donated and dispensed, work or apprenticeships were provided etc.

Year 8 History : Elizabethan England

What we are learning this term:

The differences in the religious policies of the Tudor monarchs (religious rollercoaster), the threats faced by Elizabeth I and whether her reign truly was a Golden Age.

A. Can you define these key words?

Transubstantiation

Illegitimate

Papacy

Poverty

Recusant

Puritan

Armada

Vagrant

C. Elizabeth's Middle Way

Catholic (**stayed the same** as under Mary I)

Protestant (**changes made** by Elizabeth after becoming queen)

B. What were the religious policies/beliefs of these Tudor monarchs and what changes did they make?

1. Edward VI

2. Mary I

3. Elizabeth I

D. Was the Elizabethan Period a Golden Age?

YES

NO

E.

What was life like for the poor in Elizabethan England?

Year 8 Religious Education: The Philosophy of Religion

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

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

Year 8 Religious Education: The Philosophy of Religion

| A. | Can you define these key words? | B. | Design Argument | C. | Cosmological Argument |
|--------------------|---------------------------------|----|---------------------|----|-----------------------|
| Key word | Key definition | | | | |
| Omnipotent | | | | | |
| Omniscient | | | | | |
| Omnibenevolent | | | | | |
| Theism | | | | | |
| Atheism | | | | | |
| Agnosticism | | | | | |
| Empirical evidence | | D. | The Problem of Evil | E. | Religious Experience |
| Analogy | | | | | |
| Theodicy | | | | | |
| Fallacy | | | | | |

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

| What we are learning this term: | |
|---|----------|
| A. Talking about what you eat and drink B. Giving opinions on food and drink C. Ordering food in a restaurant D. Discussing what makes a healthy diet E. Saying what parts of the body are hurting F. Key words across topics G. Translation practice | |
| 6 Key Words for this term | |
| 1. la dieta | 4. comer |
| 2. sano/a | 5. beber |
| 3. vegano/a | 6. usted |

A. ¡Qué hambre! – I'm so hungry!

| | |
|-----------------|----------------------|
| almorzar | to have lunch |
| beber | to drink |
| cenar | to have dinner |
| comer | to eat |
| desayunar | to have breakfast |
| merendar | to snack |
| tomar | to have (food/drink) |
| la cena | dinner |
| la comida | food / lunch |
| el desayuno | breakfast |
| la merienda | the snack |
| el agua | water |
| la bebida | drink |
| la leche | milk |
| el zumo | juice |
| el zumo de piña | pineapple juice |
| la cantina | the canteen |
| vegetariano/a | vegetarian |

B. Más Comida – More Food

| | |
|--------------------|----------|
| el arroz | rice |
| la carne | meat |
| la ensalada | salad |
| la fruta | fruit |
| el marisco | seafood |
| las patatas fritas | chips |
| el pescado | fish |
| el pollo | chicken |
| el queso | cheese |
| las salchichas | sausages |
| el salmón | salmon |
| la sopa | soup |
| el tomate | tomato |
| las tostadas | toast |

| C. ¡Una de bravas por favour! – One bravas please! | |
|--|-----------------------------|
| la verdura | vegetables |
| el yogur | yoghurt |
| ¿Qué desea? | What wld you like? |
| ¿Qué va a tomar? | What are you going to have? |
| el primer/Segundo plato | first/second course |
| el postre | dessert |
| alérgico/a | allergic |
| el apetito | appetite |
| el/la camarero/a | the waiter/ress |
| la cuenta | the bill |
| el menú | the menu |
| servir | to serve |
| fresco/a | fresh |

D. ¡Nam nam! – Yum Yum!

| | |
|-------------------|-------------------|
| Mi plato favorito | my favourite dish |
| la cebolla | onion |
| el champiñón | mushroom |
| los guisantes | peas |
| el pimiento | pepper |
| el plátano | banana |
| el refresco | fizzy drink |
| amargo/a | bitter |
| asqueroso/a | disgusting |
| delicioso/a | delicious |
| dulce | sweet |
| insípido/a | tasteless |
| picante | spicy |
| sabroso/a | tasty |
| salado/a | salty |
| tradicional | traditional |
| contener | to contain |
| el ingrediente | the ingredient |
| la energía | energy |
| la grasa | fat |
| el mineral | mineral |
| el nutriente | nutrient |
| la porción | portion |

| Key Verbs | | | | |
|------------------------------|-------------------|---------------------|-------------------------|-------------------------|
| Almorzar To have lunch | Comer To eat | Beber To drink | Tomar To have (food) | Merendar To snack |
| Almuerzo I have lunch | Como I eat | Bebo I drink | Tomo I have | Meriendo I snack |
| Amuezas You have lunch | Comes You eat | Bebes You drink | Tomas You have | Meriendas You snack |
| Almuerza s/he has lunch | Come s/he eats | Bebe s/he drinks | Toma s/he has | Merienda s/he snacks |
| Almorzamos We have lunch | Comemos We eat | Bebemos We drink | Tomamos We have | Merendamos We snack |
| Almuerzan They have lunch | Comen They eat | Beben They drink | Toman They have | Merendan They snack |

E. Mi dieta sana – My healthy diet

| | |
|----------------------|------------------------|
| la proteína | protein |
| diario/a | daily |
| grasiento/a | fatty |
| lácteo/a | lactose |
| nutritivo/a | nutritious |
| poco sano/a | unhealthy |
| saludable | healthy |
| sano/a | healthy |
| el aceite | olive oil |
| el caramelo | sweet |
| la comida rápida | fast food |
| derivado/a de | derived from |
| la dieta | diet |
| las fajitas | fajitas |
| la hamburguesa | hamburger |
| el helado | ice cream |
| el huevo | egg |
| la manzana | apple |
| el pan | bread |
| las sardinas | sardines |
| aconsejable | advisable |
| esencial | essential |
| ideal | ideal |
| importante | important |
| recomendable | recommended |
| variado/a | varied |
| un estilo de vida | a healthy lifestyle |
| sano | |
| llevar una vida sana | to have a healthy life |
| la salud | health |

F. ¡ Ay! ¡Qué dolor! – Ouch! That's sore!

| | |
|-------------------|------------------|
| Me duele | It hurts... |
| el brazo | arm |
| la cabeza | head |
| el codo | elbow |
| el cuello | neck |
| el dedo | finger |
| el dedo del pie | toe |
| la espalda | back |
| el estómago | stomach |
| el hombro | shoulder |
| la mano | hand |
| la nariz | nose |
| el pie | foot |
| la pierna | leg |
| la rodilla | knee |
| los oídos | ears |
| los ojos | eyes |
| el tobillo | ankle |
| estoy... | I am... |
| cansado/a | tired |
| mal | bad |
| mareado/a | dizzy |
| tengo... | I have... |
| tos | a cough |
| vómitos | sickness |
| ¿Qué te duele? | What hurts you? |
| ¿Estás bien? | Are you ok? |
| ¿Cómo te sientes? | How do you feel? |
| Me siento mal | I feel bad |
| enfermo/a | ill |
| mejorar | to get better |

| G. Translation Practice | |
|---|-----------------------|
| I ate chips and I drank coke in the cafe | C p f y b u c c e e c |
| We ate a sandwich and we drank water | C u b y b a |
| The chicken is delicious | E p e d |
| The salad is tasty | L e e s |
| The tarts are sweet | L t s d |
| The hot dogs are more tasty | E p c s m s |
| The sausages are more fatty | L a s m g |
| Eating fruit is healthy | C f e m s |
| This dish has lots of protein and minerals | E p t m p y m |
| My back hurts but his head hurts | M d l e p l d l c |
| Are you ok? | ¿E b? |
| My head and my neck hurt a lot | M d m m c y m c |
| Her feet hurt a lot | L d m l p |
| What hurts? | ¿Q t d? |
| How do you feel? | ¿C t s? |
| For my first course I would like soup. | P m p p m g l s |
| And for a second course I would like a seafood paella | Y p e s p m g u p d m |
| Can I have the bill please? | ¿P t l c p f? |

| H . Key Questions: Answer the following in your own words. Use these model answers | |
|--|---|
| ¿Qué te gusta comer y beber y por qué? | Me gusta comer una dieta muy sana así que como muchas verduras. También me gusta mucho comer fruta como uvas y plátanos porque son muy sanos. Mi bebida preferida es el té con un poco de azúcar pero sé que beber agua es mucho más sano. |
| ¿Qué comiste ayer y qué vas a comer mañana? | Ayer comí una paella de mariscos y fue muy rico! Después de comer la paella tomé un helado de chocolate para postre. Mañana desgraciadamente no voy a comer lo mismo pero voy a comer un bocadillo de queso que hace mi madre y voy a beber un coca-cola. |
| ¿Qué te duele? | Me duele mucho la cabeza desde hace tres días. No puedo concentrar. También me duele mucho el cuello y me siento un poco mareada. |
| ¿Qué desea para el primer plato? | Para el primer plato me gustaría tomar la sopa de tomate con un vaso de agua por favor y para el segundo plato me gustaría tomar el pollo con verduras. Muchas gracias. |

| I. Key Questions: Translate these model answers using the KO | |
|--|---|
| ¿Qué te gusta comer y beber y por qué? – What do you like to eat and drink and why? | I like to eat toast with fruit for breakfast because it is healthy. Sometimes I eat cereals for breakfast. For lunch I like to eat a chicken salad with some crisps and sometimes I eat a cheese sándwich. I like to drink lemonade because it's sweet and gives me energy. |
| ¿Qué comiste ayer y qué vas a comer mañana? – What did you eat yesterday & what are you going to eat tomorrow? | Yesterday I ate a lot of fruit and a pizza. I also drank a tea with my family and we had ice cream after dinner. Tomorrow I am going to eat cereals with milk for breakfast and for lunch I'm going to eat a meat paella with some bread. I am going to snack some biscuits with a glass of milk in the afternoon with my brother when we watch TV. |
| ¿Qué te duele? – What hurts you? | My feet have been hurting for a week. My legs also hurt me too. And you? |
| ¿Qué desea para el primer plato? – What wld you like for 1st course? | For my first course I would like mushroom soup and strawberries. For my second course I would like salmon with vegetables please. |

| J. Key Grammar | |
|--|--|
| Using 'Me duele(n)' correctly | Remember to use the correct pronoun for who you are referring to. <i>e.g. Le duele la nariz = His/her nose is hurting Me duele el ojo = My eye hurts</i> Remember to add N for plural body parts <i>e.g. Me duelen los pies = My feet hurt</i> |
| Using the verbs "to be" and "to have" correctly | Tengo = I have (you just need one word in Spanish not 2 like in English) but remember each person needs a different word <i>eg he has = tiene, we have = tenemos</i> |
| Adjective placement Adjective agreement | Remember adjectives go after the noun Remember adjectives have to agree with the noun in number and gender <i>e.g. Los caramelos son muy dulces</i> |
| Use porque to describe your opinions Use singlar and plurals correctly | Me gusta comer fruta porque es sana. BUT No me gusta comer sardinas porque son asquerosas. |



| What we are learning this term: | |
|--|----------|
| <p>A. Talking about what you eat and drink B. Giving opinions on food and drink C. Ordering food in a restaurant D. Discussing what makes a healthy diet E. Saying what parts of the body are hurting F. Key words across topics G. Translation practice</p> | |
| 6 Key Words for this term | |
| 1. la dieta | 4. comer |
| 2. sano/a | 5. beber |
| 3. vegano/a | 6. usted |

A. ¡Qué hambre! – I'm so hungry!

| | |
|-----------------|-------------------|
| _____ | to have lunch |
| _____ | to drink |
| _____ | to have dinner |
| comer | _____ |
| _____ | to have breakfast |
| merendar | _____ |
| tomar | _____ |
| _____ | dinner |
| _____ | food / lunch |
| el desayuno | _____ |
| _____ | the snack |
| el agua | _____ |
| _____ | drink |
| la leche | _____ |
| _____ | juice |
| el zumo de piña | _____ |
| _____ | the canteen |
| vegetariano/a | _____ |

B. Más Comida – More Food

| | |
|--------------------|----------|
| _____ | rice |
| _____ | meat |
| _____ | salad |
| la fruta | _____ |
| el marisco | _____ |
| las patatas fritas | _____ |
| el pescado | _____ |
| el pollo | _____ |
| _____ | cheese |
| _____ | sausages |
| _____ | salmon |
| la sopa | _____ |
| el tomate | _____ |
| las tostadas | _____ |

| C. ¡Una de bravas por favour! – One bravas please! | |
|--|-----------------------------|
| _____ | vegetables |
| _____ | yoghurt |
| _____ | What wld you like? |
| _____ | What are you going to have? |
| _____ | first/second course |
| _____ | _____ |
| el postre | _____ |
| alérgico/a | _____ |
| el apetito | _____ |
| el/la camarero/a | _____ |
| la cuenta | the bill |
| _____ | the menu |
| _____ | to serve |
| _____ | fresh |

D. ¡Nam nam! – Yum Yum!

| | |
|----------------|-------------------|
| _____ | my favourite dish |
| _____ | onion |
| el champiñón | _____ |
| los guisantes | _____ |
| el pimienta | _____ |
| _____ | banana |
| _____ | fizzy drink |
| _____ | bitter |
| _____ | _____ |
| asqueroso/a | _____ |
| delicioso/a | _____ |
| dulce | _____ |
| insípido/a | _____ |
| _____ | spicy |
| _____ | tasty |
| _____ | salty |
| _____ | traditional |
| contener | _____ |
| el ingrediente | _____ |
| la energía | _____ |
| la grasa | _____ |
| _____ | mineral |
| _____ | nutrient |
| la porción | _____ |

Key Verbs

| | | | | |
|------------------------------|--------------------|---------------------|-------------------------|------------------------|
| Almorzar To have lunch | Comer _____ | Beber To drink | _____ To have (food) | Merendar _____ |
| Almuerzo _____ | Como I eat | Bebo _____ | Tomo I have | _____ I snack |
| Amuezas You have lunch | Comes _____ | _____ You drink | Tomas _____ | _____ You snack |
| Almuerza s/he has lunch | _____ s/he eats | Bebe _____ | _____ s/he has | Merienda s/he _____ |
| Almorzamos We have lunch | Comemos We eat | Bebemos _____ | _____ We have | Merendamos _____ |
| Almuerzan They have lunch | Comen They eat | _____ They drink | Toman _____ | Merendan They snack |

E. Mi dieta sana – My healthy diet

| | |
|-------------------|-------------------|
| _____ | protein |
| _____ | daily |
| _____ | fatty |
| _____ | _____ |
| lácteo/a | _____ |
| nutritivo/a | _____ |
| poco sano/a | _____ |
| _____ | healthy |
| _____ | healthy |
| _____ | olive oil |
| el caramelo | _____ |
| la comida rápida | _____ |
| _____ | derived from |
| _____ | diet |
| _____ | _____ |
| las fajitas | _____ |
| la hamburguesa | _____ |
| el helado | _____ |
| el huevo | _____ |
| _____ | apple |
| _____ | bread |
| _____ | _____ |
| las sardinas | _____ |
| aconsejable | _____ |
| esencial | _____ |
| _____ | ideal |
| _____ | important |
| _____ | recommended |
| _____ | _____ |
| variado/a | _____ |
| un estilo de vida | _____ |
| sano | _____ |
| _____ | to have a healthy |
| _____ | life |
| _____ | health |

F. ¡ Ay! ¡Qué dolor! – Ouch! That's sore!

| | |
|----------------|------------------|
| Me duele | _____ |
| el brazo | _____ |
| la cabeza | _____ |
| el codo | _____ |
| _____ | neck |
| _____ | finger |
| _____ | toe |
| _____ | back |
| _____ | _____ |
| el estómago | _____ |
| el hombro | _____ |
| la mano | _____ |
| _____ | nose |
| _____ | foot |
| _____ | leg |
| _____ | _____ |
| la rodilla | _____ |
| los oídos | _____ |
| los ojos | _____ |
| el tobillo | _____ |
| _____ | I am... |
| _____ | tired |
| _____ | bad |
| _____ | _____ |
| mareado/a | _____ |
| tengo... | _____ |
| _____ | a cough |
| _____ | sickness |
| _____ | _____ |
| ¿Qué te duele? | _____ |
| ¿Estás bien? | _____ |
| _____ | How do you feel? |
| _____ | I feel bad |
| _____ | _____ |
| enfermo/a | _____ |
| mejorar | _____ |



Year 8 COMPUTER SCIENCE Term 2 – E-Safety



What we are learning this term:

A. Wider Issues B. Social Engineering C. Cyberattack Motivations D. Definitions

| | |
|--|--|
| A. | Wider Issues |
| Ethical and environmental concerns of computing. | |
| | The electricity that flows into your devices when you're not using them. |
| Carbon Footprint | |
| E-Waste | |
| | Producing goods designed to become obsolete and require replacement. |

| | |
|---|---|
| B | Social Engineering |
| The manipulation of people to hand over confidential information or access. | |
| | Making up a story to get monetary assistance or access. |
| | Redirecting a user from a genuine website to a fraudulent one. |
| Phishing | |
| | Observing personal information over the shoulder when entering a password or a pin. |
| | A phishing attack targeting a specific organisation or group. |
| Whaling | |

| | | |
|---|--|---|
| C. | Cyberattack Motivations | |
| Committing a cyberattack in order to... | | |
| | Cybercrime | |
| | Cyberespionage | |
| | | Raise awareness of a political or social problem. |
| Cyberwarfare | | |
| D | Definitions | |
| | The safe and responsible use of technology, the internet and other means of communication. | |
| Cyber-attack | | |
| Cyber-security | | |



What we are learning this term:

- A. Wider Issues B. Social Engineering C. Cyberattack Motivations D. Definitions

| | |
|--|---|
| A. | Wider Issues |
| Ethical and environmental concerns of computing. | |
| Vampire Power | The electricity that flows into your devices when you're not using them. |
| Carbon Footprint | Total amount of Co2 emitted over the full life cycle of a product, service or event. |
| E-Waste | All electronic items which are discarded as waste. |
| Planned Obsolescence | Producing goods designed to become obsolete and require replacement. |

| | |
|---|---|
| B | Social Engineering |
| The manipulation of people to hand over confidential information or access. | |
| Blagging | Making up a story to get monetary assistance or access. |
| Pharming | Redirecting a user from a genuine website to a fraudulent one. |
| Phishing | Sending an email which appears to be from a legitimate source. |
| Shouldering | Observing personal information over the shoulder when entering a password or a pin. |
| Spear-phishing | A phishing attack targeting a specific organisation or group. |
| Whaling | A phishing attack targeting a specific individual. |

| | |
|---|--|
| C. | Cyberattack Motivations |
| Committing a cyberattack in order to... | |
| Cybercrime | Generate profit or cause criminal damage. |
| Cyberespionage | Gain access to confidential information. |
| Hactivism | Raise awareness of a political or social problem. |
| Cyberwarfare | Disrupt or damage the activities or assets of another country. |
| D | Definitions |
| Esafety | The safe and responsible use of technology, the internet and other means of communication. |
| Cyber-attack | Using computers or other technology to modify programs or data to cause harm or damage. |
| Cyber-security | The technology and practices needed to protect devices and data from cyberattacks. |



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

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

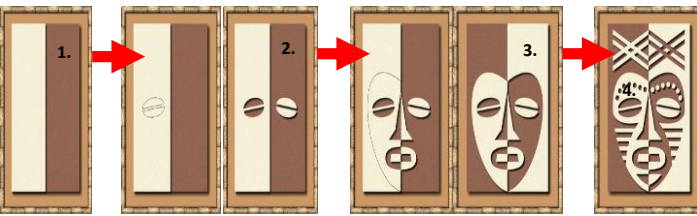


| B. | How to use the Grid Method for accurate drawing. |
|----|---|
| 1. | Use a ruler to draw an equally spaced grid onto your image. |
| 2. | Draw an identical grid LIGHTLY onto paper. |
| 3. | Draw in the main outlines of your image, focusing on one square at a time Use a ruler to help you measure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



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

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



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

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



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







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

6 Key Words for this project

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



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

| | |
|---|---|
| 1 |  |
| 2 | |
| 3 | |
| 4 | |
| 5 | |

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

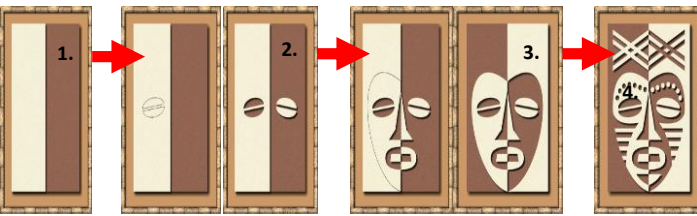
Collage is:

Steps for making your collage:







- 1
- 2
- 3
- 4

What each tool is used for:

| | |
|-------------|--|
| Cutting mat | |
| Craft knife | |
| Glue stick | |



Keywords for this project in detail:

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

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

Papier mâché is:



Steps for making your sugar skull:

- 1
- 2
- 3
- 4
- 5

A. About Day of the Dead, Mexican Holiday.

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

C. DOTD artists: Thaneeya McArdle and Laura Barbosa.

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

What we are learning this term:

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

6 Key Words for this term

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

Year 8 Term 1 : Topic = Planning a Healthy Meal

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

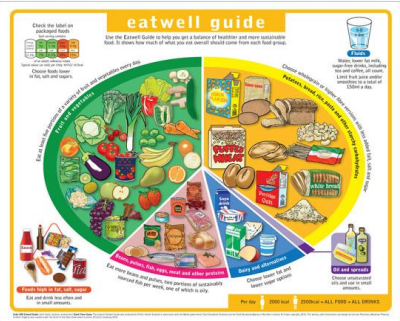


| | |
|---|---|
| A. | What is cross contamination and how can it be prevented? |
| Cross contamination happens when you use the wrong chopping board or equipment to prepare food which can therefore result in food poisoning. | |
| B. What is the image on the left showing and how is it used? | |
| In the photo you can see a food temperature probe. You use it to check that food it cooked. First you need to make sure that the probe is clean, then you insert it into the thickest part of the food and then check the temperature. If the food is cooked it can be served, if the food is not the correct temperature it needs to be cooked for longer. | |

| | | |
|---|---|---|
| C. | Can you list 5 reasons for why we cook food and why it is important? | |
| <u>Rule</u> | | <u>Why it is important</u> |
| <ul style="list-style-type: none"> • 1 to get rid of bacteria on the food • 2 to make the food taste better • 3 to make food chewable • 4 to ensure that food is not raw • 5 to add colour to the food | | <ul style="list-style-type: none"> • 1 to stop food poisoning • 2 to make the food more appealing • 3 it could be raw or a choking hazard • 4 to stop food poisoning • 5 to make it look more appetising or change its use |

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

| | | |
|---------------|--|--|
| 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. | |



What we are learning this term:

- A. Health, safety and hygiene in the kitchen
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Year 8 Term 1 : Topic = Planning a Healthy Meal

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?



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

Rule

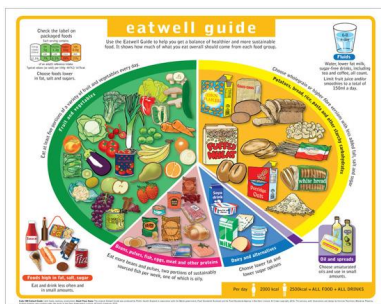
- 1
- 2
- 3
- 4
- 5

Why it is important

- 1
- 2
- 3
- 4
- 5

A. What are the three macronutrients in the diet?

| | |
|--|--|
| | |
| | |
| | |



E. Keywords

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



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

| A. Workshop Tools | | | | | | |
|-------------------|-------------|-------|------------|-----------|--------------|-----------|
| Steel Rule | Wooden Vice | Clamp | Bench Hook | Tenon Saw | Pillar Drill | Bandfacer |
| | | | | | | |

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

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

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

| C. CAD | |
|---|--|
| Computer-aided design (CAD) is the process of using computer software to create 2D or 3D designs. | |
| Advantages of CAD | Disadvantages of CAD |
| Designs can be created , saved and edited quickly, saving time | CAD takes a long time to learn |
| Designs or parts of design can be easily viewed from different angles , copied or repeated | Software can be very expensive |
| CAD is very accurate | CAD files can become corrupted or lost |

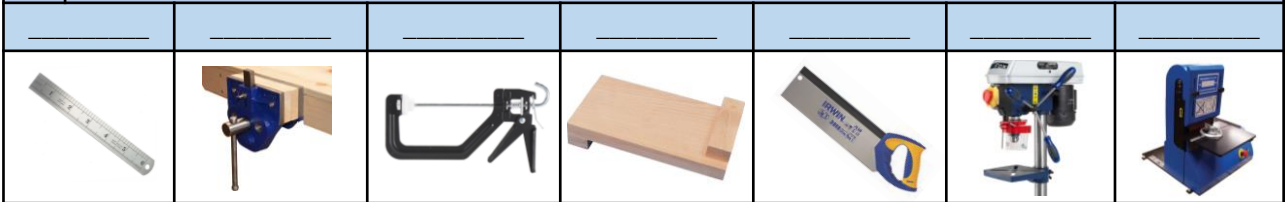
| D. CAM | |
|---|--|
| By using computer aided manufacture (CAM) , designs can be sent to CAM machines such as laser cutters and 3D printers | |
| Advantages of CAM | Disadvantages of CAM |
| Quick – Speed of production can be increased | CAM takes a long time to learn |
| Consistency – All parts manufactured are all the same | High initial cost can be very expensive |
| CAM is very accurate | Production stoppage – If the machines break down, the production will stop |

| E. Memphis Design Movement | |
|--|---|
| <p>The Memphis Design movement was a collection of designers and artists that wanted to create something to break the rules of traditional design and still function in the sense of traditional design.</p> <p>The idea was for the products to be bright, colourful, playful.</p> | |
| | <p>Key Designer</p> <p>Ettore Sottsass </p> <p>Key Features:</p> <p>Crazy patterns; animal print, geometric, pinstripes. Strange shapes thrown together.</p> <p>Contrast!</p> <p>Colours:</p> <p>Bright, bold, Contrasting primary and secondary colours. Black patterns.</p> <p>Line Styles:</p> <p>Very geometric; rectangles, triangles, squares, circles and arcs.</p> |




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

A. Workshop Tools 



B. Materials


Timbers come from _____



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

Softwoods come in _____ and _____


Manufactured Boards come from _____



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

Manufactured Boards come in _____

Polymers come from _____



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

Polymers come in _____, _____ and _____

C. CAD 

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

| Advantages of CAD | Disadvantages of CAD |
|-------------------|----------------------|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

D. CAM 

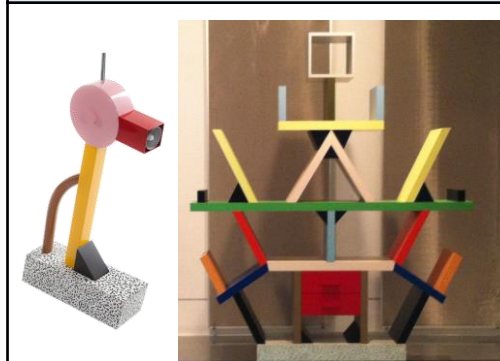
By using **computer aided manufacture (CAM)**, designs can be sent to _____ such as _____

| Advantages of CAM | Disadvantages of CAM |
|-------------------|----------------------|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

E. Memphis Design Movement 

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

The idea was for the products to be _____

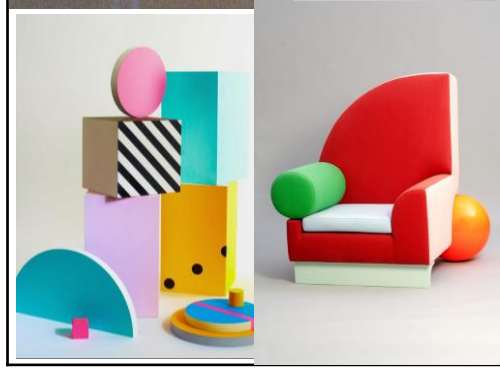


Key Designer
 Ettore Sottsass 

Key Features:



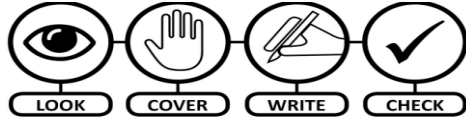
Colours:



Line Styles:



| A | What we are learning about this term... |
|---|---|
| 1 | What is minimalism? |
| 2 | Features of Minimalism |
| 3 | Performing Minimalist Music |
| 4 | Composing using Minimalist styles |



C Keyboard Technique / Chords

E Minimalism Composers

Terry Riley

Steve Reich

| B | Keywords |
|------------------------------|---|
| CELL | small rhythm/melodic idea that can be alone, or can make up one part of a longer motif/piece of music |
| MOTIF | a short musical melody, that is recurring |
| OSTINATO | a motif or phrase that persistently repeats in the same musical voice, frequently at the same pitch |
| PHASING | Where two parts start the same, then one gradually goes out of sync. |
| METAMORPHIS (Gradual Change) | this is where tiny changes are made over time to a motif or rhythm |
| LAYERING | Adding new musical parts to thicken texture |
| ADDITION | Adding notes to a motif – in order to change it gradually |
| SUBTRACTION | Removing notes from a motif – in order to change it gradually |

D Analysing Minimalism Music

Listen and watch this video... Which instruments are being used? Can you hear the **repeated rhythms and melodies**? These are called motifs in minimalism music!

Listen for the **gradual build up in texture** as the music develops. In Minimalism this is sometimes called layering – where instruments keep being added to the texture. This example also includes lots of **ostinatos** (melodies repeating)

Lemon Jelly Elements->

| QUESTION | ANSWER | | | | | |
|--|--|------------|-------------|--------------|----------------|-------------|
| Where did MINIMALISTIC music come from? | Minimalism is a style of music which originated on the West coast of America in the 1960s | | | | | |
| Name some famous composers of MINIMALISTIC music | <table border="1"> <tr><td>John Adams</td></tr> <tr><td>Terry Riley</td></tr> <tr><td>Philip Glass</td></tr> <tr><td>La Monte Young</td></tr> <tr><td>Steve Reich</td></tr> </table> | John Adams | Terry Riley | Philip Glass | La Monte Young | Steve Reich |
| John Adams | | | | | | |
| Terry Riley | | | | | | |
| Philip Glass | | | | | | |
| La Monte Young | | | | | | |
| Steve Reich | | | | | | |
| MINIMALISTIC music is sometimes referred to as "trance" music. What else is it known as? | Hypnotic music | | | | | |

F Basic Note Values / Treble Clef Notation

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

Basic Rhythm Values in 4/4 time

| | Beat 1 | Beat 2 | Beat 3 | Beat 4 |
|---------------------------------------|--------|--------|--------|--------|
| Technical name SEMI BREVE (4 beats) | | | | |
| Remember it... Hold for 4 beats | | | | |
| Technical name Minim (2 beats) | | | | |
| Remember it... L - ong | | | | |
| Technical name Crotchet (1 beat) | | | | |
| Remember it... tea | | | | |
| Technical name Quavers (1/2 beat) | | | | |
| Remember it... Cof - fee | | | | |
| Technical name Semi quaver (1/4 beat) | | | | |
| Remember it... Ca - pu - cci - no | | | | |

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 |

BLOCKING

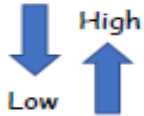
Planning your positioning and movement around the stage, including entrances and exits.

Year 8 TEACHERS Term 2

SET DESIGN

Deciding on the different elements that will be used to create a visual interpretation of the environment/setting of the scene.

PERFORMANCE SKILLS



Vocals - Pitch: How high or low your voice is.

Vocals - Pace: The speed that you speak at.



'Teachers' is a play written by John Godber in 1985. It is a play within a play in which three students perform for their teachers. The three actors multirole throughout the performance providing an account of their time in secondary school.

Key characters:
Lilian Hobson - "Hobby" - fed up with her friends.
Gail Saunders - The flirty one.
Ian Salt - "Salty" - The fired soul, doesn't know what he'll do with his life after leaving school.
Mr. Nixon - the drama teacher.
Mrs. Hudson - the headmistress, renamed Mrs. Nixon for the play, loud and large with a terrible dress sense.
Bobby Moxon - (Daggy Moxon) - Bully of the school who scares teachers and students alike.
Ms. Whitham - Hopeless English teacher, even the headmistress likes her.
Mr. Basford - The deputy head and maths teacher. He scares children, typically nasty.
Miss Jackie Prime - The sports teacher, young and bouncy.
Doug - The caretaker, friendly and assertive.
Mr. Dean - A teacher who thinks that all of the kids love him.

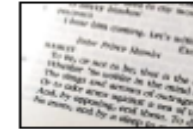
If using a high level of articulation, you will pronounce every letter in every word.

Eye Contact: Choosing to look at a specific performer, object, audience member or direction. The position you face or move in.

Stage Direction: The position you face or move in.

DRAMA TERMS

Script: The entire play written down. Scripts include all the dialogue that the characters speak, stage directions and a brief overview of the setting.



Proxemics: The use of space/distance to communicate relationship.

Given Circumstances: Everything that the script tells you. The 'world' of the play - the things that make the play that play and not a different play.

• **Environmental** - Geographic location (inc. climate), date, year, season, time of day. Also includes the economic environment: the character's relationship to wealth or poverty, and the class of the character in relationship to the society in which they live.



• **Previous Action** - Any action mentioned in the play's dialogue that reveals any incident or action that took place before the current action of the play/scene began. Often called, 'exposition'.

• **Polar Opposition/Attitude** - Beliefs held by a character that are in direct opposition to the world in which the character lives. This opposition creates conflict. Conflict creates dramatic action.



DIG DEEPER QUESTIONS

How could you use vocal skills to communicate subtle changes to a character's emotions?
How might environmental given circumstances influence a set designer?
How might you as an actor use given circumstances to craft your character?
What do you think is the most important part of the 'page to stage' process?

Why is blocking an important part of the 'page to stage' process?
Why are proxemics so important when creating meaning?
How can eye contact change the meaning of a line of dialogue?
What makes a successful, scripted performance?

BLOCKING

Year 8 TEECHERS Term 2

Deciding on the different elements that will be used to create a visual interpretation of the environment/setting of the scene.

PERFORMANCE SKILLS



Vocals - Pitch: How high or low your voice is.

Vocals - Pace:



'Teachers' is a play written by John Godber in which it is a play within a play in which students perform for their teachers.

The three actors throughout the performance providing an account of their time in secondary school.

Key Characters:

"Hobby" - fed up with her friends.
- The flirt one

"The fired soul" - doesn't know what he'll do with his life after leaving school.

Mr. - the drama teacher
- the headmistress, renamed Mrs. Parry in the play, loud and large with a terrible dress sense.

(Oggy Maxon) - ally of the school who scares teachers and students alike.

- Hopeless English teacher, eager to lead
Mr. - The deputy head and maths teacher

children, typically nasty.

Miss - The sports teacher, young and bouncy.
- The caretaker, Grubby and assertive.

Mr. - A teacher who thinks that all of the kids love him.

Vocals - Emphasis: 'Highlighting' a specific word or phrase, by changing at least one aspect of your vocals.



Vocals - Power: The amount of tension in your voice. This is not the same as volume - you can have large vocal power at a low volume.

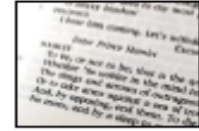


The ability to see yourself, (in relation to other actors/set), in the stage space to create a specific effect.



DRAMA TERMS

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Proxemics:

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- What makes a successful, scripted performance?

SWINDON ACADEMY READING CANON

Year 7



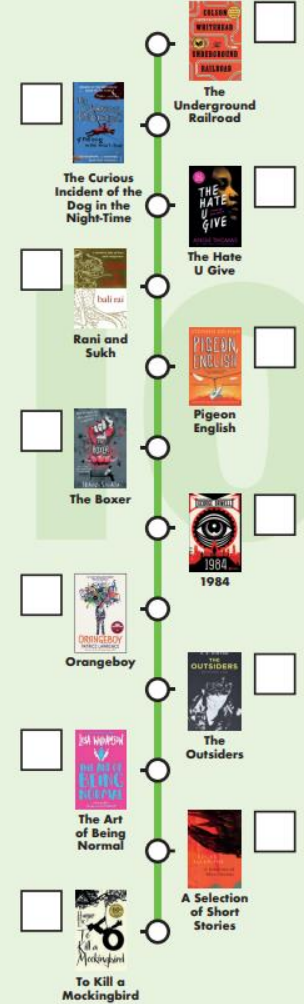
Year 8



Year 9



Year 10



#ReadingisPower