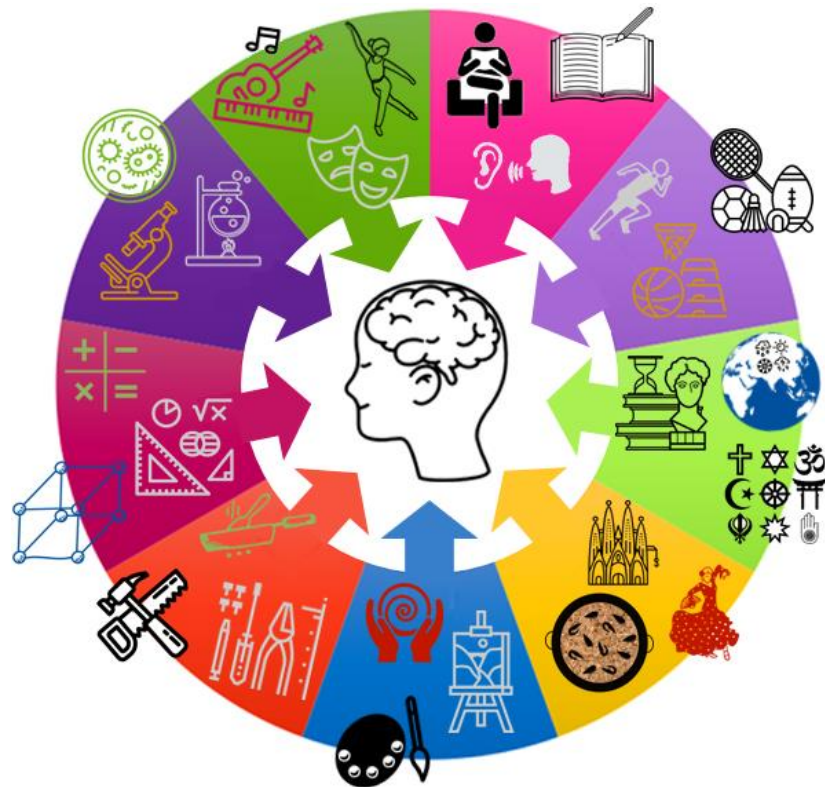


100% book - Year 8 Grammar

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



Term 4

Swindon Academy 2022-23

Name:	
Tutor Group:	
Tutor & Room:	

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

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

Using your Knowledge Organiser and Quizzable Knowledge Organiser

Knowledge Organisers

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

What are we learning this term:

1. Particle model
2. Changing from
3. Mixtures
4. Separating techniques

Key Words for this term:

1. Matter
2. Condensation
3. Particle
4. Diffusion
5. Making
6. Freezing
7. Evaporation
8. Solids
9. Solvent
10. Solution

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

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

Solid	Liquid	Gas
<ul style="list-style-type: none"> • Particles are packed closely together in a regular pattern. • Particles vibrate in fixed positions. 	<ul style="list-style-type: none"> • Particles are arranged randomly but are still touching each other. • Particles can slide past each other and move around. 	<ul style="list-style-type: none"> • Particles are far apart and are arranged randomly. • Particles carry a lot of energy and they move in all directions in a high speed.

B. 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	

Diagram: A cycle showing the states of matter: Solid, Liquid, and Gas. Arrows indicate transitions: Solid to Liquid (Melting), Liquid to Solid (Freezing), Liquid to Gas (Evaporation), Gas to Liquid (Condensation), and Gas to Solid (Deposition). A separate arrow shows Solid to Gas (Sublimation).

Expectations for Prep and for using your Knowledge Organisers

1. Complete all prep work set in your subject prep book.
2. Bring your prep book to every lesson and ensure that you have completed all work by the deadline.
3. Take pride in your prep book – keep it neat and tidy.
4. Present work in your prep book to the same standard you are expected to do in class.
5. Ensure that your use of SPAG is accurate.
6. Write in blue or black pen and sketch in pencil.
7. Ensure every piece of work has a title and date.
8. Use a ruler for straight lines.
9. If you are unsure about the prep, speak to your teacher.
10. Review your prep work in green pen using the mark scheme.

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

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

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

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

Top Tip

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

How do I complete Knowledge Organiser Prep?

Step 1

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

The screenshot shows the epraise website interface. On the left is a 'Planner' for the week of 10th May to 16th May 2020, with a grid for different subjects. On the right is a 'New Year's Homework/Revision: Topic TSP Pack' for 'What is particle theory?'. It includes a table of contents with sections like '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?'. Below the table are small diagrams and text boxes for each section.

Step 2

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

This screenshot shows a printed page from the knowledge organiser. The date '29th May 2020' and the title 'Particle theory' are handwritten at the top. The page contains several sections: '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.' (with sub-sections for Solid, Liquid, and Gas), and 'B. What are the different changes of state?' (with a diagram showing melting, freezing, evaporation, and condensation). The diagram shows particles in solid, liquid, and gas states, with arrows indicating the transitions between them, labeled with 'Gaining energy' and 'Losing energy'.

Step 3

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

Handwritten notes on lined paper. At the top, the date '29th May 2020' is written. Below it is the title 'Properties of the states of matter'. The notes define particle theory as 'all matter is made of particles'. It then describes the three states: '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.

Handwritten notes on lined paper repeating the definitions from Step 3. It lists 'Solid = regular pattern particles vibrate in fixed position' three times, 'Liquid = particles are arranged randomly but are still touching each other. Particles can slide past each other and move around.' once, and 'Gas = Particles are far apart and are arranged randomly. Particles carry a lot of energy' once.

Step 5

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

This screenshot shows a 'quizzable' version of the knowledge organiser. It has the same layout as the previous one but with some sections filled in with handwritten answers. The date '29th May 2020' and title 'Particle theory' are at the top. The 'What are the different changes of state?' section has 'Self quizzing' written in the 'Melting' row and 'Arrangement/movement of matter' in the 'Freezing' row. The 'Describe the arrangement and movement of particles in the three states of matter.' section has 'Solid = regular pattern particles vibrate in fixed position' written in the 'Gas' row. The diagram at the bottom has 'solid', 'liquid', and 'gas' written in the boxes.

Step 6

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

Handwritten notes on lined paper, similar to Step 3, but with corrections and checkmarks. The date '29th May 2020' and title 'Particle theory' are at the top. The definitions are: 'Solid = regular pattern particles vibrate in fixed position' (with a checkmark), 'Liquid = particles are arranged randomly but are still touching each other. Particles can slide past each other and move around.' (with a checkmark), and 'Gas = Particles are far apart and are arranged randomly. Particles carry a lot of energy' (with a checkmark). There are some corrections and checkmarks throughout the text.

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

'The Tempest' GS Knowledge Organiser

Plot Summary	<p>The End Act 4, Scene 1 and Act 5, Scene 1 A marriage for Ferdinand and Miranda is arranged and celebrated with a masque attended by spirits. It is interrupted when Prospero recalls the threat from Trinculo, Stephano and Caliban. Prospero and Ariel send spirit dogs to scare them away. King Alonso, Sebastian and Antonio meet Prospero. He explains what has been happening on the island. He shows them Ferdinand and Miranda who are now married. King Alonso is filled with regret and asks for forgiveness from Prospero which he grants.</p> <p>Epilogue Prospero declares that he will be giving up his magic. Ariel is released from his service. The party travel back to Milan. We do not know what has happened to Caliban.</p>	Vocabulary: Keywords
<p>The Tempest Act 1, Scene 1 Alonso, the King of Naples, is on a ship with his son Ferdinand and his companions Sebastian, Antonio, Stephano and Trinculo. They are struck by a terrifying, howling storm. They abandon ship and swim to a nearby island but are washed ashore in different places. The island seems to be abandoned.</p>	<p>Terminology: Keywords</p> <p>comedy – a play that is funny. It has a happy ending.</p> <p>soliloquy – when a character is speaking alone on stage to himself/herself or to the audience.</p> <p>sibilance – figure of speech in which the letter 'S' is repeated. This often creates a hissing sound.</p>	<p>colonialism – when one country establishes itself in another country. When someone colonises a new country, they are called a coloniser. The original inhabitants of the land are called natives.</p> <p>imperialism - a policy of extending a country's power and influence through colonization, use of military force, or other means.</p> <p>usurp – to take control of someone else's power when you do not have the right to. Someone who usurps is called a usurper.</p> <p>tempest – a violent storm.</p> <p>treason – a crime that harms your country or government. Someone who commits treason is a traitor.</p> <p>callous – when someone is cruel and does not care about other people.</p> <p>pathos – a situation that makes us feel sympathy or sorrow.</p> <p>exploitation – taking advantage of someone for your own benefit</p> <p>nurture – to encourage or support the development of someone or something.</p> <p>dual nature – having two sides.</p>
<p>After the Storm Act 1, Scene 2 From a nearby island, Miranda watches the huge tempest. She lives with her father Prospero and has little memory of her life before the island. Prospero tells his daughter of their past: he was the Duke of Milan twelve years ago, but he was so involved with his books and secret studies that he did not realise his brother Antonio was stealing power from him. One night, Antonio ordered soldiers to take Prospero and Miranda and put them on a boat to their death. But they were washed ashore this island safely and have lived there ever since. Prospero has been ruler of the island. Prospero has created the storm to bring his brother to the island.</p>	Characters	
<p>Ariel and Caliban Act 1, Scene 2 into Act 2, Scene 1 Prospero is a powerful magician who controls the spirit Ariel who completes tasks for him. Prospero has agreed to release Ariel after this last mission. Caliban is a deformed savage slave who is also under Prospero's control. He is the son of an old witch, Sycorax, and is a native of the island. Prospero taught Caliban how to speak but Caliban resents the control Prospero has over him.</p>	<p>Alonso – King of Naples</p> <p>Sebastian – Alonso's brother</p> <p>Ferdinand – Alonso's son</p> <p>Antonio – Prospero's brother. Antonio stole Prospero's title as Duke of Milan.</p> <p>Gonzalo – the old counsellor to the King of Naples</p> <p>Trinculo – a jester</p> <p>Stephano – a drunken butler</p> <p>Prospero – the rightful Duke of Milan</p> <p>Miranda – Prospero's daughter</p> <p>Ariel – an airy spirit; a slave of Prospero's who earns his freedom</p> <p>Caliban – a savage and deformed slave of Prospero's; a native of the island</p>	
<p>Kind Alonso Act 2, Scene 1 King Alonso and his younger brother Sebastian, as well as Antonio (the usurping Duke of Milan), wander around the island. King Alonso weeps as he believes his son Ferdinand is dead. Sebastian and Antonio plot to kill Alonso so that Sebastian can be king. They are stopped by Ariel's magical intervention.</p>	Background Information	
<p>Caliban, Stephano and Trinculo Act 2, Scene 2 and Act 3, Scene 2 The monster Caliban is found by Stephano and Trinculo. They give him alcohol to drink and he gets drunk. Caliban offers to serve Stephano because he believes he is a god because of the heavenly drink! Caliban explains to them how Prospero has treated him and that he will be their guide on the island if they overthrow him. The three drunks go to find and kill Prospero.</p>	<p>Shakespeare was born in the Elizabethan era, named after Elizabeth I. After she died, James I became king. This period of history is called the Jacobean era, because Jacob is the Latin for James. Shakespeare lived and worked in both eras.</p> <p>Italian city states - A city-state is an area that is ruled by a major city. During the Elizabethan and Jacobean era, Italy wasn't one unified country, but a number of small independent city-states.</p> <p>Sea exploration was booming in the Elizabethan era as people 'discovered' new parts of the world. Queen Elizabeth I was obsessed with their discoveries and was happy to pay for their travels. Led by her example, the rest of the country were also fascinated by their stories and goods. Colonialism has had a lasting impact on the world. Many natives were exploited and killed by the white European colonisers. Issues of colonialism; such as racism and slavery are important to the play.</p>	
<p>Ferdinand and Miranda Act 1, Scene 2 and Act 3, Scene 1 Ferdinand has survived the storm. He is safely on the island and is found by Miranda. They fall instantly in love. Prospero wants to test that the love is real. Ferdinand has to endure hard labour to prove his intentions are honourable. Miranda pities Ferdinand and wants to marry him. Prospero blesses their marriage.</p>		

'The Tempest' GS Knowledge Organiser

The Tempest Plot Summary

The Tempest Act 1, Scene 1

After the Storm Act 1, Scene 2

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

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

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

_____ is a deformed savage _____ who is also under Prospero's _____.

Kind Alonso Act 2, Scene 1

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

The monster _____ is found by Stephano and Trinculo.

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

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

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

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

_____, _____ and _____ meet Prospero.

Epilogue

Prospero declares that he will _____

Terminology: Keywords

comedy - _____

soliloquy - _____

sibilance - _____

Characters in *The Tempest*

Alonso - _____

Sebastian - _____

Ferdinand - _____

Antonio - _____

Gonzalo - _____

Trinculo - _____

Stephano - _____

Prospero - _____

Miranda - _____

Ariel - _____

Caliban - _____

Vocabulary: Keywords

colonialism - _____

_____ The original inhabitants of the land are called _____.

usurp - _____

imperialism - _____

tempest - _____

treason - _____

callous - _____

pathos - _____

exploitation - _____

nurture - _____

dual nature - _____

Historical Context of *The Tempest*

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

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

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

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



What we are learning this term:
A. Movement B. Breathing and Fitness

5 Key Words for this term
1. Chromosome 2. Exchange 3. Anaerobic 4. Respiration 5. Aerobic

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

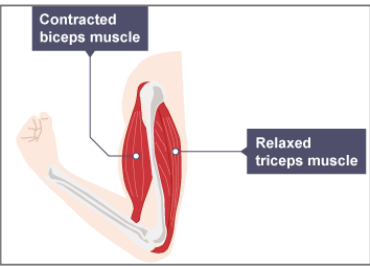
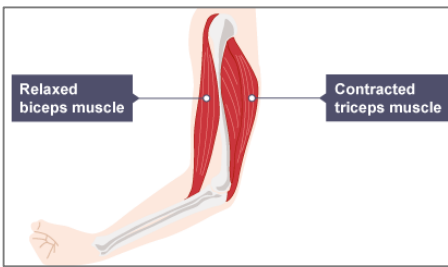
A Making blood cells – what part of the bone makes blood cells?
Bone marrow produces: 1. Red blood cells (which transport O ₂ and CO ₂) 2. White blood cells (some of which fight disease) 3. Platelets (which cause blood clotting e.g. when we cut ourselves)
Why are bones hollow?
Long bones in the body 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?	
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

5 Key Words for this term
<ol style="list-style-type: none"> 1. 2. 3. 4. 5.

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

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

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

A	Making blood cells – what part of the bone makes blood cells?
Why are bones hollow?	

A.	Movement and muscles
What are the following:	
Ligaments	
Muscles	
Tendons	

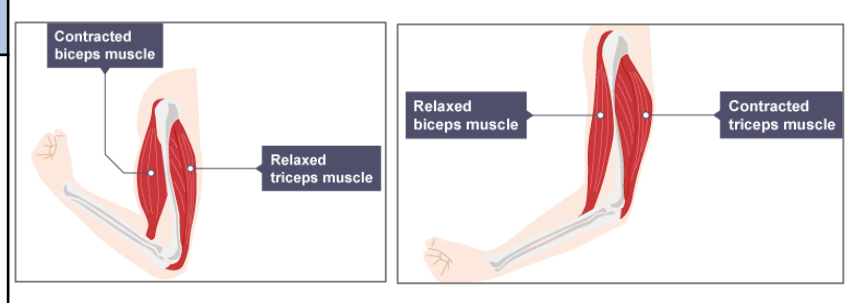
A.	How does the muscular system help us move?

A.	How do your muscles move your bones?

A.	What is Biomechanics?

A	What are antagonistic muscles?

How do they work?



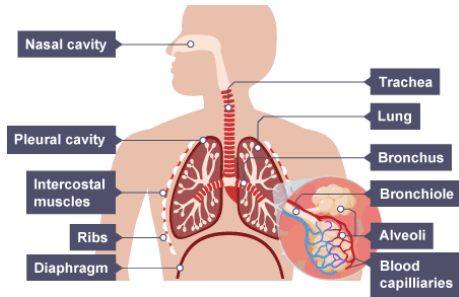
A.	What is Osteoporosis
What are rickets?	

A.	What happens if you overstretch a tendon?
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?

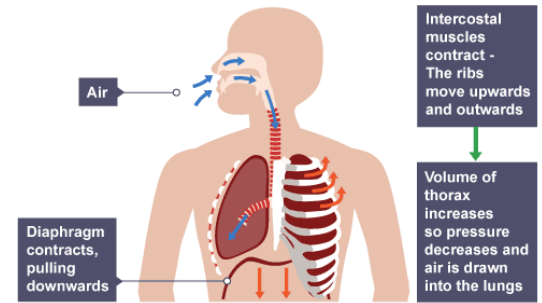
$$\text{Lung capacity} = \text{vital capacity} + \text{residual volume}$$

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?

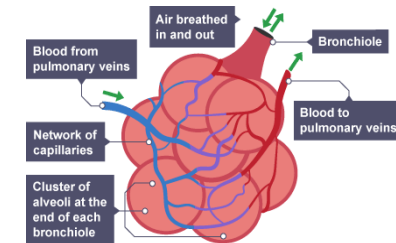
1. Destroys **cilia** in the airways so they are less able to sweep **mucus** containing pathogens out of the lungs, leading to **smoker's cough**
2. Irritates the **bronchi**, causing **bronchitis**
3. Destroys alveoli, reducing the surface area for gas exchange and causing **emphysema**
4. Cigarette 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?

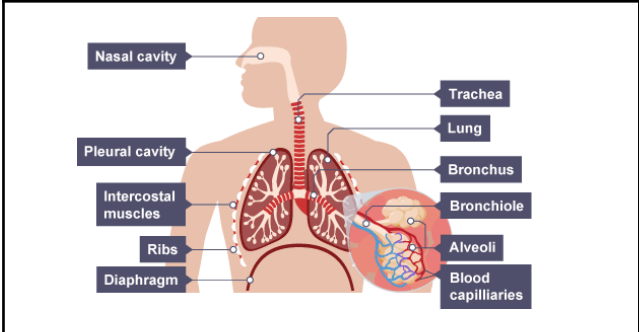
1. **High surface area** thanks to their balloon-like shape
2. Many **capillaries** give a **good blood supply** for gas exchange
3. Walls only **one cell thick**
4. **Moist** walls pick up gases (gases dissolve in water)

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?

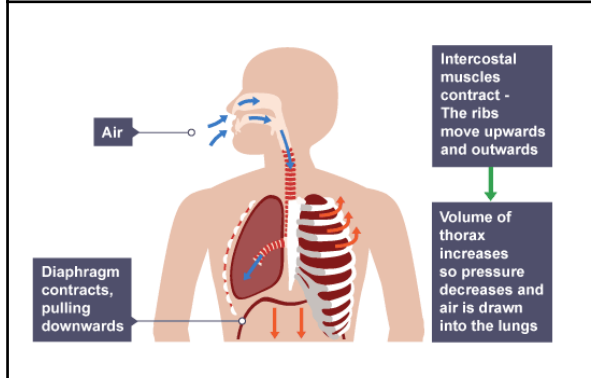
Vital capacity	
Residual volume	
Tidal volume	

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?

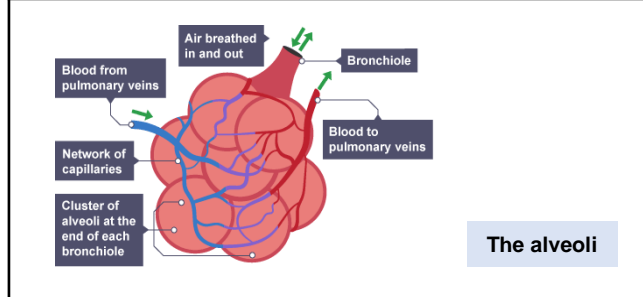
What triggers Asthma?

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?



D,	What is a displacement reaction?
A more reactive metal will displace a less reactive metal from its compounds	
What will happen when Magnesium metal is added to copper sulphate solution?	
Magnesium will displace copper to form Magnesium Sulphate and Copper	
What is the word and symbol equation for this reaction?	
Copper Sulphate + Magnesium → Magnesium Sulphate + Copper $\text{CuSO}_4 + \text{Mg} \rightarrow \text{MgSO}_4 + \text{Cu}$	
Why do displacement reactions happen?	
A more reactive metal is more stable as an ion	

D,	What is Extraction by Carbon?
Carbon can displace elements that are below it from their compounds. This means they can be used to extract some metals from their ores.	
Which metals is extraction by carbon used to extract?	
Carbon can be used to extract metals from zinc downwards (Zinc, iron, tin, lead, copper)	
What is an example word and symbol equation?	
<ul style="list-style-type: none"> Example: Lead Oxide + Carbon → Lead + Carbon Dioxide $\text{PbO}_2 + \text{C} \rightarrow \text{Pb} + \text{CO}_2$ <p>This reaction is an example of a reduction reaction as the lead has lost oxygen.</p>	
What is a reduction reaction?	
When an atom loses an oxygen atom	
What are the downsides of using this method?	
High temperatures needed. Ver expensive. Production of CO ₂ .	

D,	What is an ore?															
Most metals are found in compounds in the Earth's crust. We call these compounds ores . You usually dig them up and extract the metal.																
What is a Native metal?																
A metal which does not need to be extracted from its compound.																
D,	How are some metals extracted?															
Metals are either found in the ground as a native metal, extracted by carbon, or extracted by electrolysis																
<table style="margin-left: auto; margin-right: auto;"> <tr> <td>Potassium</td> <td rowspan="3" style="font-size: 2em;">}</td> <td rowspan="3">Extracted from their ores by electrolysis (using electricity)</td> </tr> <tr> <td>Sodium</td> </tr> <tr> <td>Aluminium</td> </tr> <tr> <td>Carbon</td> <td rowspan="5" style="font-size: 2em;">}</td> <td rowspan="5">Extracted from their ores by reduction by carbon</td> </tr> <tr> <td>Zinc</td> </tr> <tr> <td>Iron</td> </tr> <tr> <td>Copper</td> </tr> <tr> <td>Silver</td> </tr> <tr> <td>Gold</td> <td rowspan="2" style="font-size: 2em;">}</td> <td rowspan="2">No extraction necessary – found pure in the ground.</td> </tr> </table>		Potassium	}	Extracted from their ores by electrolysis (using electricity)	Sodium	Aluminium	Carbon	}	Extracted from their ores by reduction by carbon	Zinc	Iron	Copper	Silver	Gold	}	No extraction necessary – found pure in the ground.
Potassium	}	Extracted from their ores by electrolysis (using electricity)														
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Carbon	}	Extracted from their ores by reduction by carbon														
Zinc																
Iron																
Copper																
Silver																
Gold	}	No extraction necessary – found pure in the ground.														

D,	What is electrolysis?
The breaking down of a substance using electricity	
Which metals are extracted by electrolysis	
Metals more reactive than carbon – potassium, sodium, aluminium	
What are the downsides of this method?	
It is very expensive, compounds have to be molten for it to work	
<div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div style="text-align: center;"> <p>● Negative non-metal ion</p> <p>● Positive metal ion</p> </div> </div>	



D, What is a displacement reaction?

What will happen when Magnesium metal is added to copper sulphate solution?

What is the word and symbol equation for this reaction?

Why do displacement reactions happen?

D, What is Extraction by Carbon?

Which metals is extraction by carbon used to extract?

What is an example word and symbol equation?

What is a reduction reaction?

What are the downsides of using this method?

D, What is an ore?

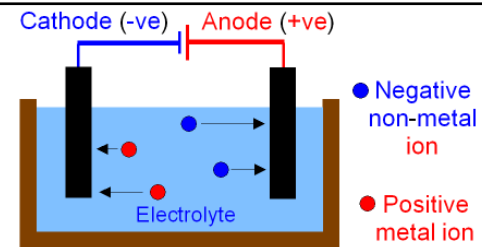
What is a Native metal?

D, How are some metals extracted?

D, What is electrolysis?

Which metals are extracted by electrolysis

What are the downsides of this method?





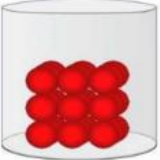
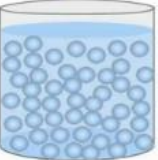
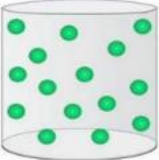
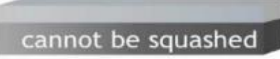
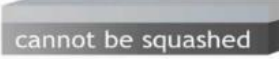
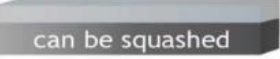
What we are learning this term:

- 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. Comprehension

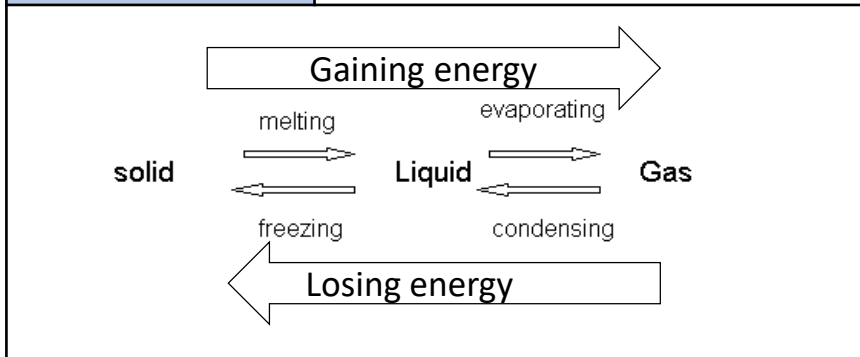
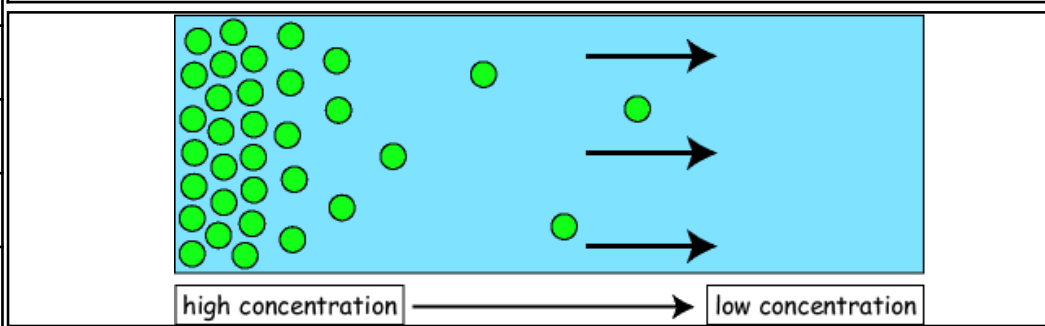
A. Describe the properties of the three states of matter

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

6 Key Words for this term:

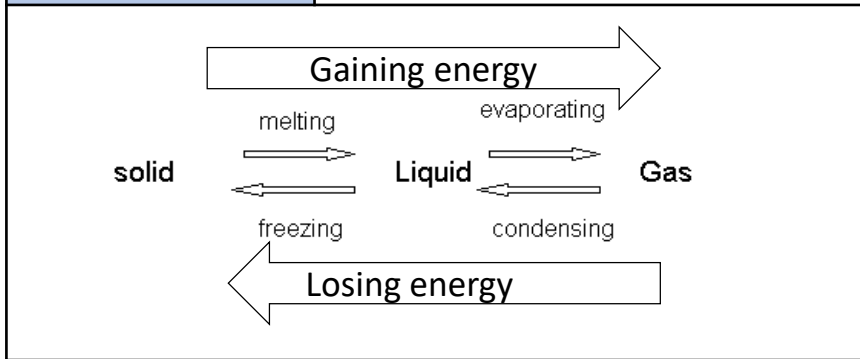
- | | |
|-------------|------------------|
| 1. Matter | 4. Concentration |
| 2. Particle | 5. Density |
| 3. Oxygen | 6. Pressure |

A. Describe the properties of the three states of matter

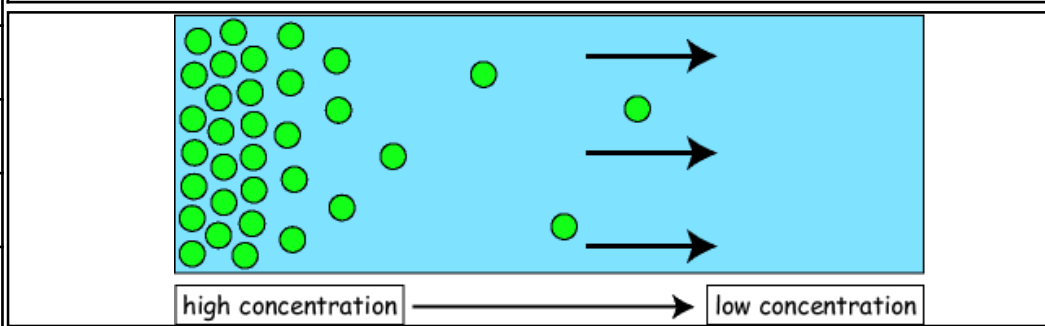
solid	liquid	gas
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A. What are the different changes of state?

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.

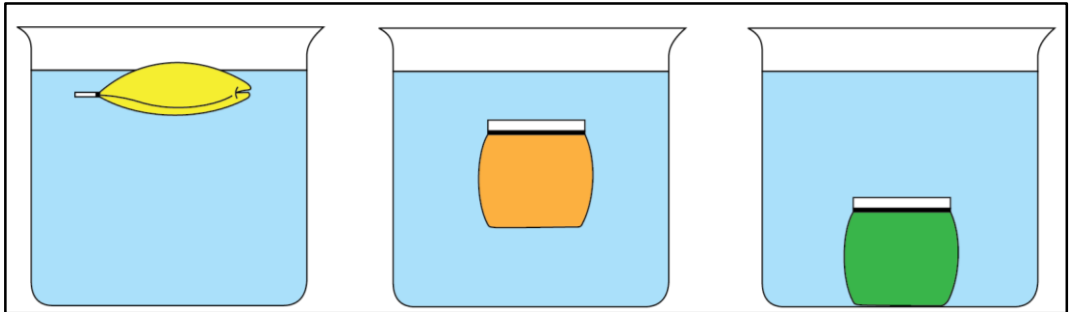
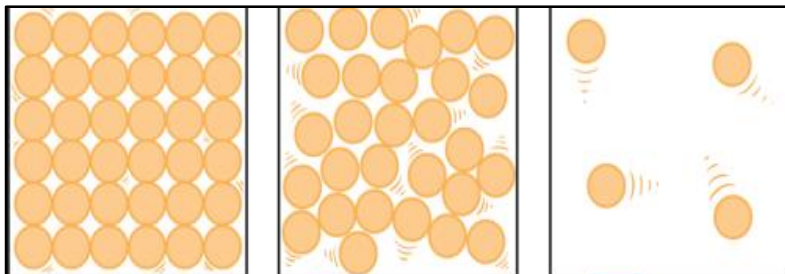
$$\text{Density} = \frac{\text{mass}}{\text{volume}}$$

- It is a measure of how 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.

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

- 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. What happens to atmospheric pressure as you go up?

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

B. Compare chemical changes and physical changes.

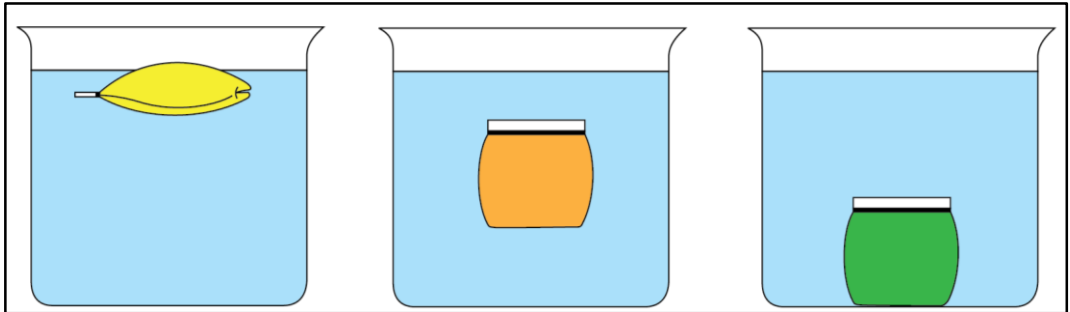
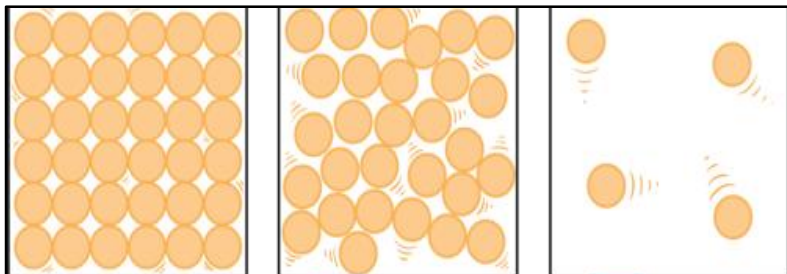
Chemical changes	Physical changes
Not easily reversed	Easily reversed
New product formed	No new product formed
Often heat/light/sound/gas production (fizzing) occurs	Often just a change of state
E.g: wood burning	E.g: ice melting

C. State the equation to calculate density.

- It is a measure of how much stuff fits in a certain unit of volume.
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C. What happens to atmospheric pressure as you go up?

B. Compare chemical changes and physical changes.

Chemical changes	Physical changes
E.g:	E.g:



Geography Knowledge Organiser: Year 8 Term 4 Weather and Climate



Background:

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

A. Weather and climate (5)

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

B. Factors affecting weather and climate (4)

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

C. The UK's air masses (4)

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

D. The types of precipitation (3)

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

E. High pressure systems

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

F. Low pressure systems

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

G. Causes of tropical storms (3)

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

H. Case study example: Hurricane Katrina 2005

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



Geography Knowledge Organiser: Year 8 Term 4 Weather and Climate



Background:

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A. Weather and climate (5)

Weather	
Climate	
Precipitation	
Humidity	
Air pressure	

B. Factors affecting weather and climate (4)

Latitude	
Winds	
Altitude	
Urban areas	

C. The UK's air masses (4)

Tropical maritime	
Tropical continental	
Polar continental	
Polar maritime	

D. The types of precipitation (3)

Convictional	
Frontal	
Relief	

E. High pressure systems

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

F. Low pressure systems

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

G. Causes of tropical storms (3)

High temperatures	
Weather system	
Deep ocean	

H. Case study example: Hurricane Katrina 2005

Where?		
Effects (3)	Responses (2)	

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

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

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

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

A. Key Events that led to Columbus sighting land in the New World		
Sponsorship	Contact with Natives	Expedition
- King Ferdinand and Queen Isabella of Spain agreed to sponsor Columbus voyage. - This was because they wanted to spread Christianity to newly discovered lands and to give Spain international status. - This meant Columbus was able to hire a crew, 3 ships and a translator.	- Columbus came into contact with peaceful natives and found that they were wearing small items of gold jewellery. - They did not tell him where they got the gold from, however seeing these gold items spurred him on to continue exploring in the hopes of finding their gold reserves. - Columbus took precious metals, exotic food and animals back to Spain – led to further exploration.	- Four weeks without sighting land – men losing moral - Running out of food and water – men wanted to turn back - Columbus convinced them to stay for 4 more days, if they didn't sight land within those days then they would turn back - On the second day a sailor sighted land

B. Conquistadors		
Balboa	Cortez - Mexico	Pizarro - Peru
- Established the first European settlement on the American mainland (Darien) - Tortured the natives in his position as governor of Darien. - Explored and took back pearls for Spain.	- Found stockpiles of gold at Tenochtitlan the Aztec capital city - Got into a disagreement with their leader (Montezuma) and decided to invade the city. - Aztecs were a stone age civilisation so stood no chance - Tenochtitlan destroyed and built over.	- Landed in Peru and brought with him European diseases - ravaged the population. - Defeated an Inca force of 80,000 with 168 men due to the panic and confusion of his cannons and horses. - Inca bought him off with rooms of gold and silver.

D. How did Britain benefit from the Slave Trade?

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

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

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

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

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

Sponsorship	Contact with Natives	Expedition

B. Conquistadors

Balboa	Cortez - Mexico	Pizarro - Peru

C. *Can you define these key words?*

Transatlantic Slave Trade	
Empire	
Plantation	
Scavenger	
Conquistador	
Abolition	
Middle Passage	

D. How did Britain benefit from the Slave Trade?

Employment (Workers)	Investment	Trade



What we are learning this term:		C.	What is the Trimurti?
A. Key words.	D. The nature of Goddess	Trimurti	The triad of Gods (meaning "three forms" of God) consisting of Brahma the creator, Vishnu the preserver, and Shiva the destroyer as the three highest manifestations of the one ultimate reality.
B. Hindu understanding of God.	E. Hindu beliefs about the afterlife	Representation of Brahma	The creator shown with 4 heads facing 4 directions- shows that it has created the whole universe. Holds rosary (mala) to symbolise that he meditates t recreate the universe after each era. Sits on a lotus flower to symbolise its purity.
C. The meaning of Trimurti	F. The principles of Ahimsa.	Representation of Vishnu	Vishnu means pervading. It is the preserver, protector, guard. Its job is to maintain and preserve the order and harmony od the universe. Blue in colour to represent endless bliss, mind and infinity like the sky.
A.	Can you define these key words?		
Key word	Key definition		
Polytheism	The belief in or worship of more than one God.		
Trimurti	The triad of gods consisting of Brahma, Vishnu and Shiva.		
Atman	Sanskrit name for soul. It is a deep self hidden in all beings.		
Samsara	The cycle of birth, death and rebirth to which life in the material world is bound.		
Pervading	Be present and apparent throughout, everywhere.		
Eternal	Everlasting or existing forever; without end.		
Immortal	living forever; never dying		
Karma	The force produced by a person's actions in one life that influences what happens to them in future lives.		
Moksha	The release from the cycle of rebirth, the perfect peace, happiness and bliss of union with Brahman		
Ahimsa	Ahimsa means harmlessness or non-violence carried out in words, in thought and in action		
Reincarnation	The rebirth of a soul in another body.		
B		How do Hindus understand God?	
Hindus believe is Polytheistic	This is the belief in or worship of more than one God. However, Hindus believe in One God, Brahman- who can take many forms.		
Concept of Brahman	Brahman is understood as the life-giving force that is the 'origin of all that comes into being'. This power dwells within all living beings but is also beyond the universe. Brahman is often described as 'it' showing there is no gender as God is not a physical being.		
Understanding of God	They believe there is one supreme universal spirit, Brahman. This power dwells in all living beings. God is invisible, formless and pervading.		
D.		What is the nature of the Goddess in Hinduism?	
Meaning		the Goddess is seen as the activating force that enables the male Gods to exert their power. The goddess has many forms.	
Different forms of Goddess		Kali, she represents the ferocious nature of the goddess	
		Parvati, she represents the kindness and gentleness of the goddess	
		Saraswathi is worshipped as the goddess of learning, wisdom, speech, and music.	
		Lakshmi is the goddess of good fortune, wealth, wellbeing.	
E.		What are the Hindu beliefs about the afterlife?	
Atman (soul)		It is 'a deep self hidden in all beings'. This soul within all living things is part of the pervading spirit of Brahman.	
Reincarnation		After death, the atman continues to exist and enters another body just 'as a man casts off old clothes and takes on other clothes'. This is because the atman is 'eternal ' and 'indestructible'.	
The cycle of Death and rebirth.		Hindus believe that the soul passes through a cycle of successive lives (samsara) and its next incarnation is always dependent on how the previous life was lived (karma). Moksha is the end of the death and rebirth cycle and is classed as the fourth and ultimate goal.	
How these beliefs affect a Hindus everyday life		Karma literal meaning is 'action'. Hindus believe in a law that every action has an equal reaction either immediately or at some point in the future. Good or virtuous actions, will have good reactions or responses and bad actions, will have the opposite effect. So Hindus try to conduct good actions in their lives. They live good, ethical and moral lives, help people around them and follow the god's words. Follow the principles of Ahimsa.	
F.		What is meant by Ahimsa.	
1		Meaning- Showing respect for all living things and avoidance of violence towards others	
2		Why Hindus follow the principle of Ahimsa? Hindus believe Ahimsa is a universal vow that is required for self-realisation. It is a necessity for anyone who aims to control their mind.	
3		How is the principle of Ahimsa shown in practice? By being a vegetarian, refusing to fight in war and being a pacifist, protecting the environment	



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

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

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

B. Estrellas con estilo – Stars with style

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

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

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

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

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

E. En el centro comercial – In the shopping centre

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

F. De tiendas – At the shops

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



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

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

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

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

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

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

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

E. En el centro comercial – In the shopping centre

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

F. De tiendas – At the shops

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

B. Estrellas con estilo – Stars with style

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



What we are learning during these term:

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

6 Key Words for this project

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



B. How to use the Grid Method for accurate drawing.

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



D. How to make a positive/negative collage.

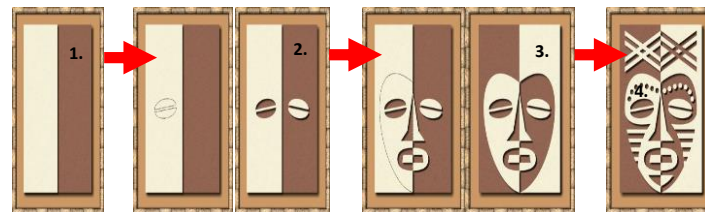
Collage is a form of art by cutting and ripping paper to create interesting artworks.

Steps for making your collage:







1. Cut a piece of light A4 piece of paper in half and place one half over the top of the darker A4 piece of paper.
2. Draw and cut out one facial feature at a time from the light piece of paper and flip it over onto the dark piece of paper. **DO NOT cut into the dark piece of paper, only the light. Remove the dark piece of paper from underneath the light piece before cutting.**
3. Draw the shape of the face on the light piece of paper and flip it over to the dark piece of paper, aligned with the rest of the face.
4. Add additional details on the face and in the background, following the same technique as step 2.

What each tool is used for:



Cutting mat	To protect the table from damage.
Craft knife	To precisely cut shapes from paper.
Glue stick	To cleanly stick the shapes onto paper.



Keywords for this project in detail:

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

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

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

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.
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6 Key Words for this project

- 1. Sugar Skull
- 2. Mexican Day of the Dead
- 3. Symmetry
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- 6. Outcome



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

- 1
- 2
- 3
- 4
- 5



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

Collage is:

Steps for making your collage:

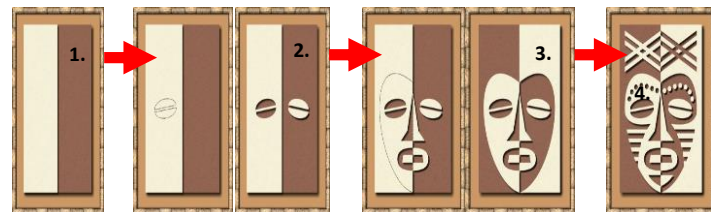
- 1
- 2
- 3
- 4

What each tool is used for:

Cutting mat

Craft knife

Glue stick



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







Papier mâché is:

Steps for making your sugar skull:



- 1
- 2
- 3
- 4
- 5



Keywords for this project in detail:

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What we are learning this term:

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

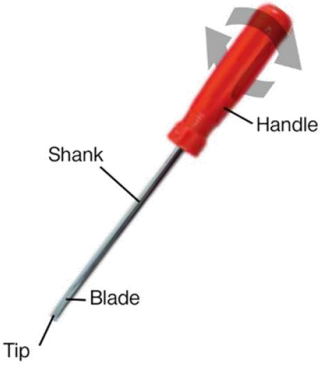
A. Design brief 
 The **instructions** the **client** gives the **designer** of what they **want** the **product** to be like.

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

C. Workshop Tools

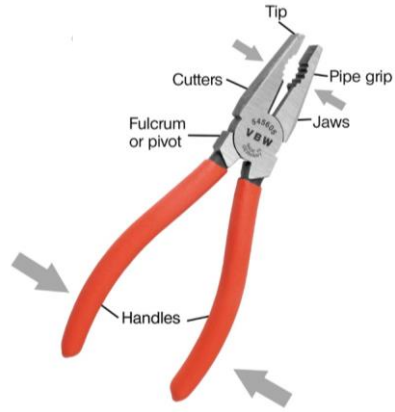
Screwdriver


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




Combination Pliers


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








Wire Strippers 


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





D. Different Screws 

Slot 
Phillips 
Pozidriv 
Hex 

E. Forces 

Compression  When a squeezing force applied

Torsion  When a twisting force applied

F. Types of Lever 

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

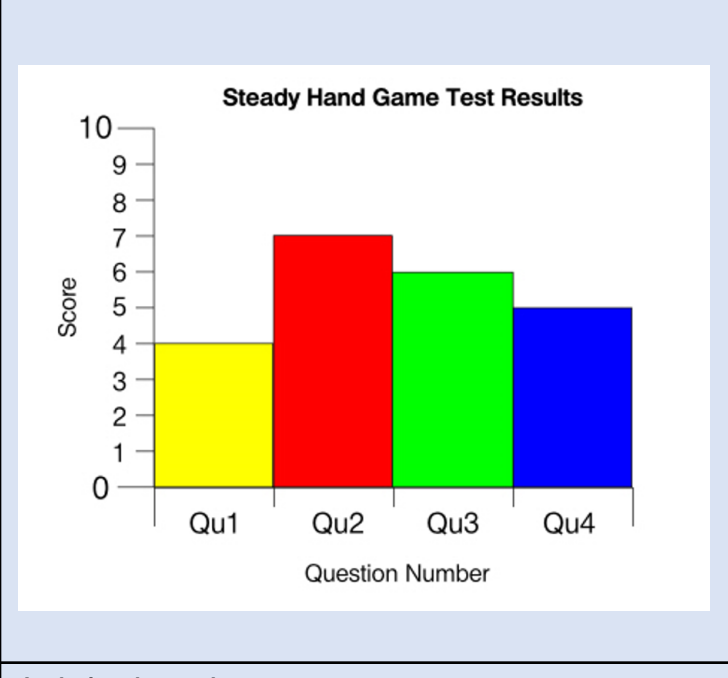
G. Data analysis 

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

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

Exemplar Bar Graph:

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



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

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

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



What we are learning this term:

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

A. Define design brief

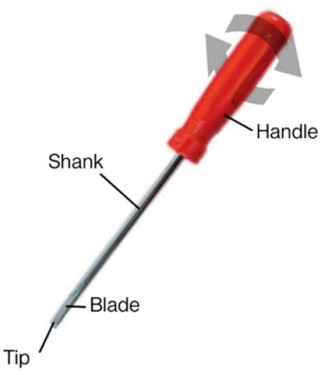
B. Define specification

C. Workshop Tools

Screwdriver

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

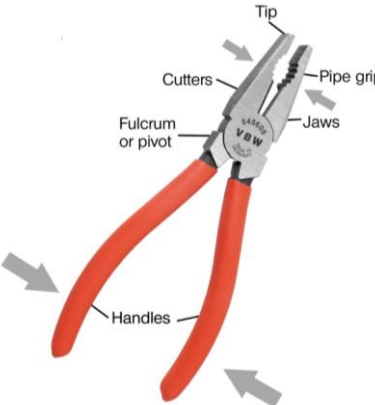
Screwdrivers can have different types of _____ and _____ for use with different types of _____.



Combination Pliers


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

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




Wire Strippers

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




D. Different Screws




E. Forces

Compression



Torsion



F. Types of Lever

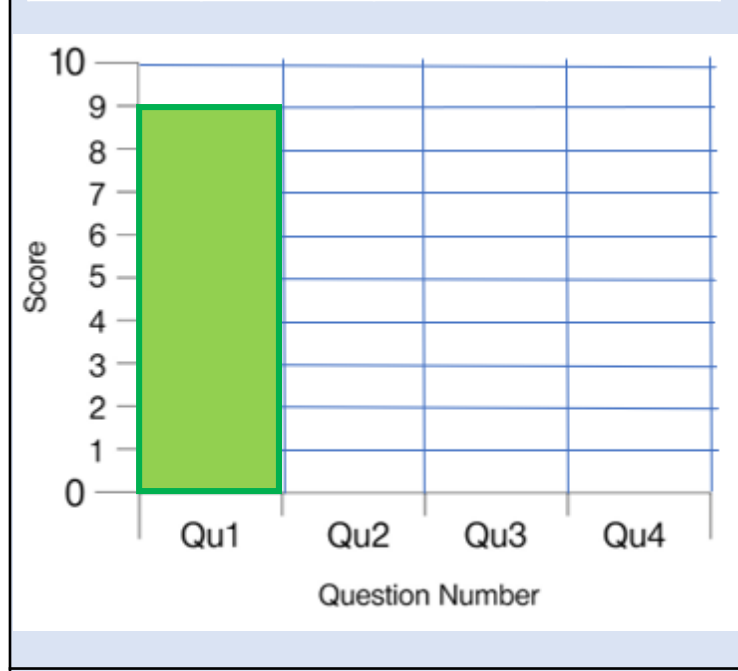
First class lever

G. Define data analysis

Draw out the results provided into the graph below:

The first one has been done for you.

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



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

What we are learning this term:

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

6 Key Words for this term

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

A. What are the three macronutrients in the diet?

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

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

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

Prevent Cross Contamination



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

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

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

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

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

Rule	Why it is important
• 1 to get rid of bacteria on the food	• 1 to stop food poisoning
• 2 to make the food taste better	• 2 to make the food more appealing
• 3 to make food chewable	• 3 it could be raw or a choking hazard
• 4 to ensure that food is not raw	• 4 to stop food poisoning
• 5 to add colour to the food	• 5 to make it look more appetising or change its use

E. Keywords

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



What we are learning this term:

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

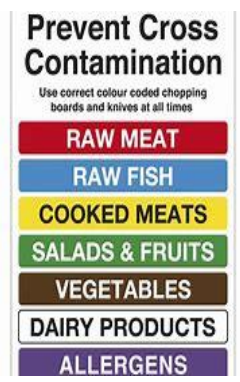
6 Key Words for this term

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

A. What are the three macronutrients in the diet?

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

1
2
3
4
5



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

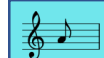
B. What is the image on the left showing and how is it used?

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



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

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



What we are learning this term:

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



C Playing the Keyboard

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



Chords:

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



C 12 bar blues Structure

12 Bar Blues Chord Progression in C

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

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

E What are the music symbols?

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

G How to read music – treble clef and Bass Clef

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

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

G Describing music – MAD T SHIRT

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



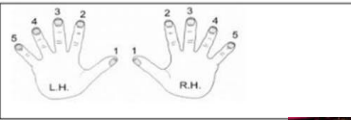
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- Remember to use your right hand when playing notes in the treble clef



Chords:

- C = CEG
- F = FAC
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C 12 bar blues Structure

12 Bar Blues Chord Progression in C

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

F	Keywords

E What are the music symbols?

Note	Name	Beats	Rest	Note	Name	Beats	Rest
					Dotted		

G How to read music – treble clef and Bass Clef

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

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

G Describing music – MAD T SHIRT

M	A	D	T	S	H	I	R	T



What we are learning this term:

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

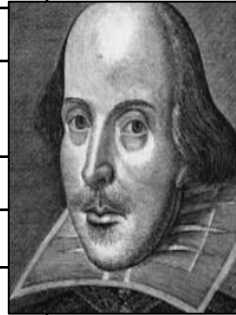


Shakespeare's theatre, originally built of wood until the fire on London when it was burnt down and then re-built.

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

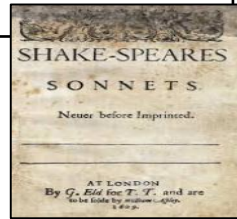
Top Ten Facts:

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



The History of:

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



William Shakespeare Timeline

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

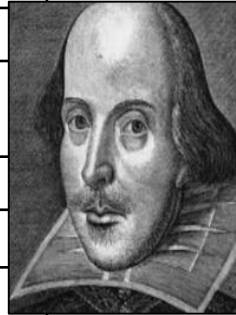


What we are learning this term:

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

Top Ten Facts:

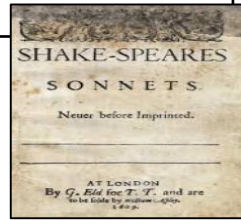
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- 9
- 10 Some believe that Shakespeare never existed, and was a different writer using a pen name.



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

Year 7



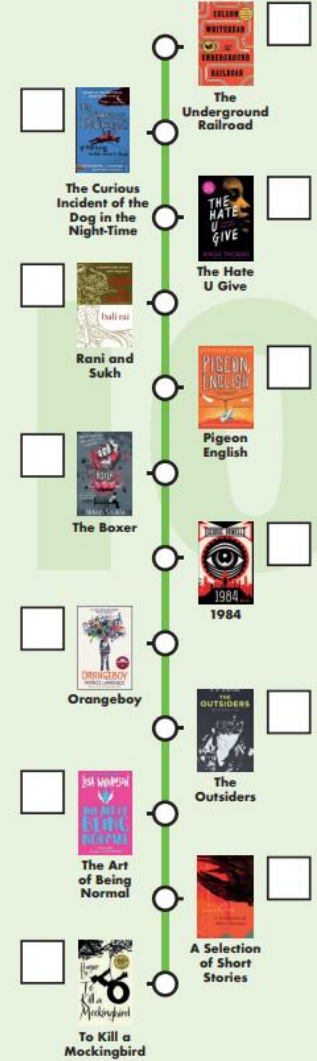
Year 8



Year 9



Year 10



#ReadingisPower