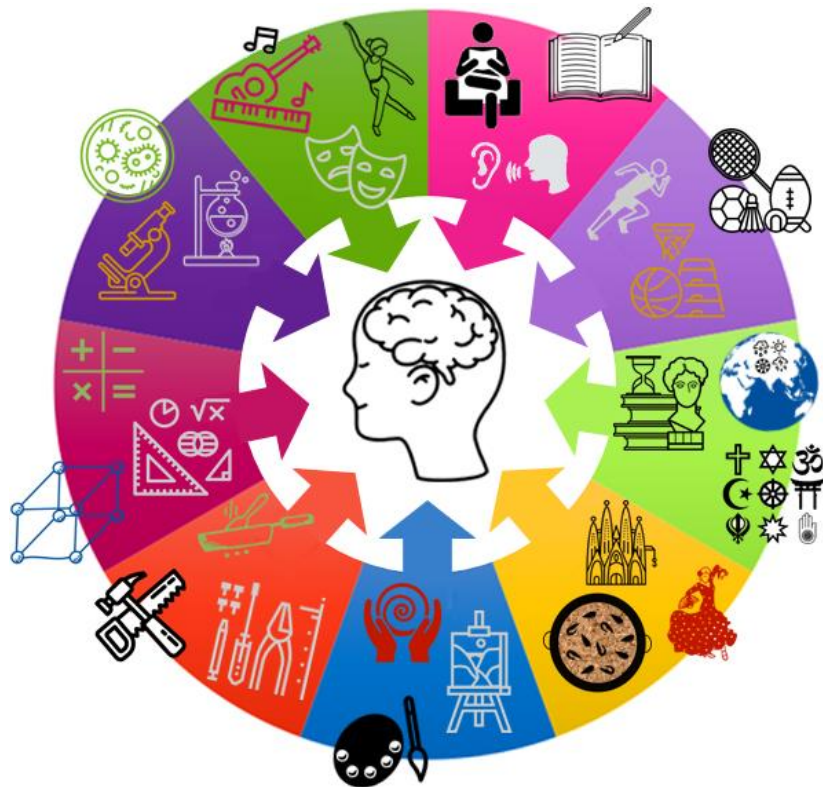


# 100% book - Year 8 Booster

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

## Term 3



### Swindon Academy 2022-23

Name:	
Tutor Group:	
Tutor & Room:	

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

# Using your Knowledge Organiser and Quizzable Knowledge Organiser

## Knowledge Organisers

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

**What are we learning this term:**

- Particle model
- Changing from Solids
- Mixtures
- Separating techniques

**4 Key Words for this term:**

- Matter
- Particles
- Changes
- Mixing

**6 Condensation**

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

**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**

Diagram showing particle arrangements for solid, liquid, and gas states.

## 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. It contains sections A, B, and C. Section A asks 'What is particle theory?' and 'Describe the arrangement and movement of particles in the three states of matter.' Section B asks 'What are the different changes of state?' and lists melting, freezing, evaporation, and condensation. Section C asks 'What is the law of conservation of mass?'. Handwritten notes include the date '29th May 2020' and the title 'Particle theory'. At the bottom, there are three boxes labeled 'solid', 'liquid', and 'gas' with corresponding diagrams of particle arrangements.

## 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 the 'quizzable' version of the knowledge organiser. It has the same structure as the previous one but with some text boxes empty for a quiz. Handwritten answers are provided: 'Self quizzing' for the title, 'Arrangement/movement of matter' for the description, 'Solid = regular pattern particles vibrate in fixed position' for the solid state, 'Liquid = particles are arranged randomly but are still touching each other. Particles can slide past each other and move around.' for the liquid state, and 'Gas = particles are far apart and are arranged randomly. Particles carry a lot of energy' for the gas state. The date '29th May 2020' is also written.

## 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 checkmarks and corrections. The date is '29th May 2020'. The title is 'Particle theory = all matter is made of particles'. The definitions for solid, liquid, and gas are repeated, with checkmarks indicating they are correct. There are some corrections, such as 'far apart' being added to the gas definition and 'X' marks next to some words.

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

# 'The Tempest' Foundation Knowledge Organiser

## Plot Summary

### The Tempest Act 1, Scene 1

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

### After the Storm Act 1, Scene 2

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

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

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

### Kind Alonso Act 2, Scene 1

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

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

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

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

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

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

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

### Epilogue

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

## Terminology: Keywords

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

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

## Characters

Alonso – King of Naples

Sebastian – Alonso's brother

Ferdinand – Alonso's son

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

Gonzalo – the old counsellor to the King of Naples

Trinculo – a jester

Stephano – a drunken butler

Prospero – the rightful Duke of Milan

Miranda – Prospero's daughter

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

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

## Vocabulary: Keywords

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

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

**tempest** – a violent storm.

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

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

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

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

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

**dual nature** – having two sides.

## Background Information

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

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

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

# 'The Tempest' Foundation Knowledge Organiser

## Plot Summary

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

### After the Storm Act 1, Scene 2

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

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

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

### Kind Alonso Act 2, Scene 1

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

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

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

\_\_\_\_\_ has \_\_\_\_\_ the storm. He is safely on the island and is found by \_\_\_\_\_. They fall instantly in \_\_\_\_\_. Prospero wants to \_\_\_\_\_ that the love is \_\_\_\_\_. Ferdinand has to endure hard \_\_\_\_\_ to \_\_\_\_\_ his intentions are \_\_\_\_\_. Miranda pities \_\_\_\_\_ and wants to \_\_\_\_\_ him. Prospero \_\_\_\_\_ their marriage.

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

A marriage \_\_\_\_\_ is arranged and celebrated with a masque attended by spirits. It is interrupted when Prospero recalls the threat from \_\_\_\_\_ and \_\_\_\_\_. Prospero and \_\_\_\_\_ send \_\_\_\_\_ to scare them away. \_\_\_\_\_ and \_\_\_\_\_ meet Prospero. He explains what has been happening on the island. He shows them Ferdinand and Miranda who are now married. King Alonso is filled with \_\_\_\_\_ and asks for \_\_\_\_\_ from \_\_\_\_\_ which he grants.

## Epilogue

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

## Terminology: Keywords

comedy – \_\_\_\_\_

soliloquy – \_\_\_\_\_

## Characters

Alonso – \_\_\_\_\_

Sebastian – \_\_\_\_\_

Ferdinand – \_\_\_\_\_

Antonio – \_\_\_\_\_

Gonzalo – \_\_\_\_\_

Trinculo – \_\_\_\_\_

Stephano – \_\_\_\_\_

Prospero – \_\_\_\_\_

Miranda – \_\_\_\_\_

Ariel – \_\_\_\_\_

Caliban – \_\_\_\_\_

## Vocabulary: Keywords

colonialism – \_\_\_\_\_

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

usurp – \_\_\_\_\_

tempest – \_\_\_\_\_

treason – \_\_\_\_\_

callous – \_\_\_\_\_

pathos – \_\_\_\_\_

exploitation – \_\_\_\_\_

nurture – \_\_\_\_\_

dual nature – \_\_\_\_\_


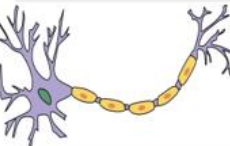



## Background Information

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

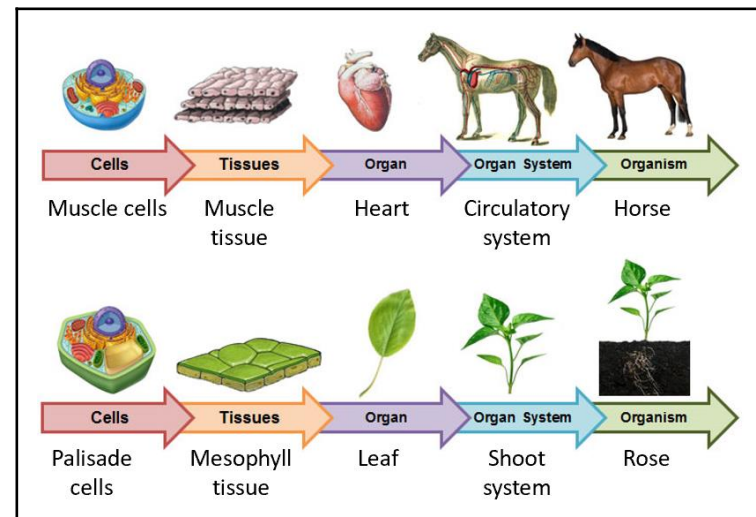
Italian city states - A \_\_\_\_\_ is an area that is \_\_\_\_\_ by a major \_\_\_\_\_. During the Elizabethan and Jacobean era, Italy wasn't one unified country, but a number of small independent city-states.

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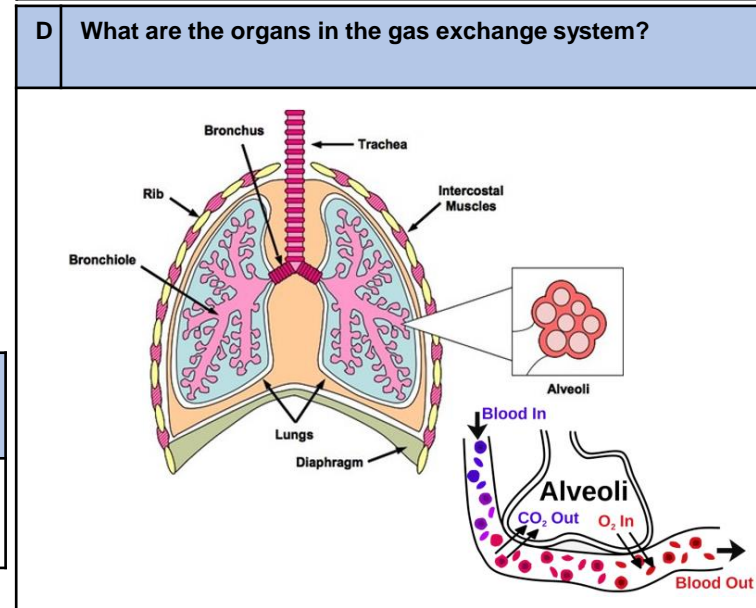
B. What are specialised cells?			
Specialised cells are found in multicellular organisms.			
Each specialised cell has a particular function within the organism			
Type of cell	Function	Special features	
Animal cells	 Red blood cells	To carry oxygen	<ul style="list-style-type: none"> <li>• Large surface area, for oxygen to pass through</li> <li>• Contains haemoglobin, which joins with oxygen</li> <li>• Contains no nucleus</li> </ul>
	 Nerve cells	To carry nerve impulses to different parts of the body	<ul style="list-style-type: none"> <li>• Long</li> <li>• Connections at each end</li> <li>• Can carry electrical signals</li> </ul>
	 Male reproductive cell (sperm cell)	To reach female cell, and join with it	<ul style="list-style-type: none"> <li>• Long tail for swimming</li> <li>• Head for getting into the female cell</li> </ul>
Plant cells	 Root hair cell	To absorb water and minerals	<ul style="list-style-type: none"> <li>• Large surface area</li> </ul>
	 Leaf cell	To absorb sunlight for photosynthesis	<ul style="list-style-type: none"> <li>• Large surface area</li> <li>• Lots of chloroplasts</li> </ul>

B What are the 2 main types of organism?	
Unicellular	Consisting of just one cell
Multicellular	Consisting of many cells



<b>B.</b>	<b>What is a tissue?</b>
A group of cells working together to perform a particular function	
<b>C.</b>	<b>What is an organ?</b>
A group of tissues working together to perform a particular function	
<b>D.</b>	<b>What is an organ system?</b>
A group of organs working together to perform a particular function	


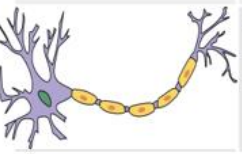



<b>B.</b>	<b>How do substances move into and out of cells?</b>
By diffusion.	





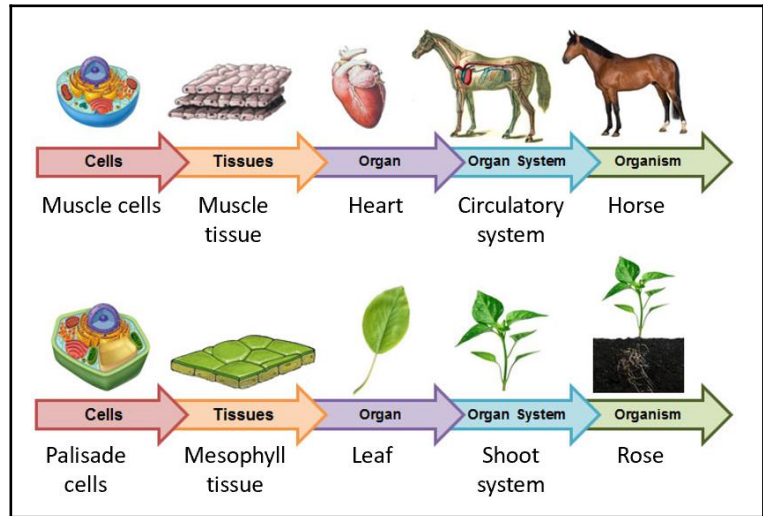
**B. What are specialised cells?**

Each specialised cell has a particular function within the organism

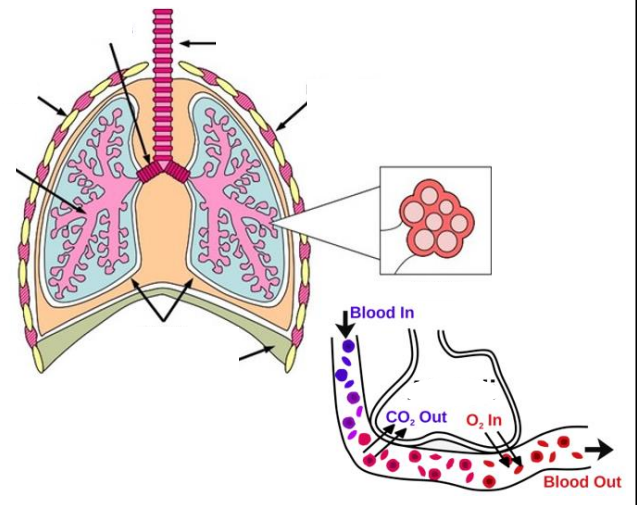
	Type of cell	Function	Special features
Animal cells			
			
			
Plant cells			
			

**B What are the 2 main types of organism?**

Unicellular	
Multicellular	



**D What are the organs in the gas exchange system?**



**B. What is a tissue?**

**C. What is an organ?**

**D. What is an organ system?**

**B. How do substances move into and out of cells?**



<b>What we are learning this term:</b>
A. Energy B. Heating and cooling C. Power

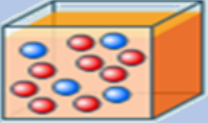


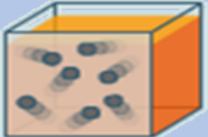

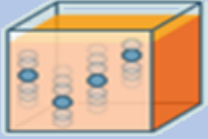
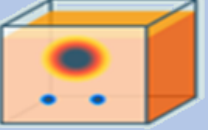

<b>8 Key Words for this term</b>
1. Gravitational      5. Potential 2. Renewable        6. Elastic 3. Mass                7. Energy 4. Geothermal       8. Temperature

<b>A. What is the unit of energy?</b>
Joule J







<b>A. What is a fuel</b>
A store of chemical potential energy

<b>A. How can we classify energy resources?</b>	
Renewable	Renewable resources are replenished (replaced) as they are used.
Non-renewable	Non-renewable resources, like fossil fuels, are NOT replenished (replaced) as they are used.

<b>A. What should be considered when choosing an energy resource?</b>
Reliability
Usefulness
How long it lasts for.
Environmental impact

<b>A. What are the 8 energy stores?</b>	
	Chemical store
	Gravitational store
	Kinetic store
	Thermal store
	Elastic store
	Vibration store
	Nuclear store
	Electric/magnetic store

<b>A. What are the three fossil fuels?</b>		
Coal	Oil	Gas

<b>A. What are the advantages and disadvantages of the main renewable energy resources?</b>		
	Solar	
	Advantage	Disadvantage
	Does not produce carbon dioxide pollution.	Does not work in low light levels.
	Wind	
	Advantage	Disadvantage
	Does not produce carbon dioxide pollution.	Unreliable
	Geothermal	
	Advantage	Disadvantage
	Reliable	Can only be used in certain areas.
	Hydroelectric	
	Advantage	Disadvantage
	Reliable	Can damage the river environment
	Tidal	
	Advantage	Disadvantage
	Reliable	Can damage the coastal environment
	Wave	
	Advantage	Disadvantage
	Does not produce carbon dioxide pollution.	Can damages the marine environment





<b>What we are learning this term:</b>
A. Energy B. Heating and cooling C. Power

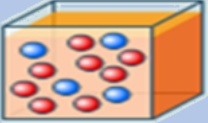


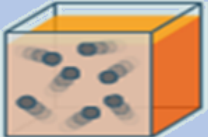


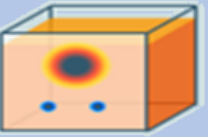

<b>8 Key Words for this term</b>
1. <span style="float: right;">5.</span> 2. <span style="float: right;">6.</span> 3. <span style="float: right;">7.</span> 4. <span style="float: right;">8.</span>

<b>A. What is the unit of energy?</b>

<b>A. What is a fuel</b>

<b>A. How can we classify energy resources?</b>
<b>Renewable</b> <span style="float: right;"> </span>
<b>Non-renewable</b> <span style="float: right;"> </span>

<b>A. What should be considered when choosing an energy resource?</b>





<b>A. What are the 8 energy stores?</b>	
	
	
	
	
	
	
	
	

<b>A. What are the three fossil fuels?</b>

<b>A. What are the advantages and disadvantages of the main renewable energy resources?</b>		
		
	Advantage	Disadvantage
		
	Advantage	Disadvantage
		
	Advantage	Disadvantage
		
	Advantage	Disadvantage
		
	Advantage	Disadvantage
		
	Advantage	Disadvantage



<b>A.</b>	<b>What is the law of conservation of energy?</b>
Energy can not be destroyed or created, only transferred.	

<b>A.</b>	<b>What are the five pathways that transfer energy between stores?</b>
	Forces
	Heating
	Radiation
	Electric currents

<b>B.</b>	<b>What is the difference between a conductor and in insulator?</b>
A conductor allows energy transfer to occur through it whereas an insulator does not.	

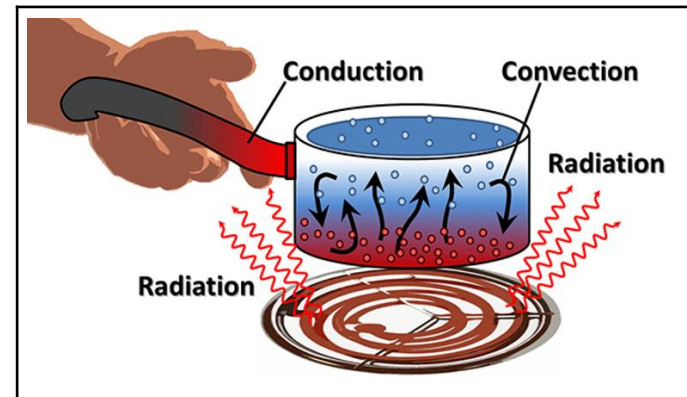
<b>B.</b>	<b>In which direction does heating transfer energy ?</b>
From the hot to cold.	

<b>B.</b>	<b>Describe the main steps in conduction.</b>
<ol style="list-style-type: none"> <li>1. Particles gain energy and vibrate</li> <li>2. they pass vibrations (and therefore energy) to adjacent particles</li> </ol>	

<b>B.</b>	<b>Describe the main steps in convection.</b>
<ol style="list-style-type: none"> <li>1. Particles in a fluid gain energy and move further apart.</li> <li>2. This makes the fluid less dense, causing it to rise.</li> </ol>	

<b>C.</b>	<b>What is the equation for power?</b>
$\text{power}(W) = \frac{\text{energy transferred (J)}}{\text{time (s)}}$	

<b>C.</b>	<b>What is power?</b>
The rate at which energy is transferred.	



<b>C.</b>	<b>What are the units of power?</b>
Watt (W)	Joule per second (J/s)

<b>C.</b>	<b>What does the power rating of an appliance tell you?</b>
The amount of energy the appliance transfers every second.	

<b>B.</b>	<b>Describe the three methods of energy transfer through heating.</b>		
	<b>Method</b>	<b>Medium</b>	<b>Description</b>
	Conduction	Solids	Heat energy is transferred via particle vibrations.
	Convection	Liquids and gases.	Heat energy is transferred by a convection current.
	Radiation	Does not need a medium	Heat is transferred via infrared waves.





<b>C.</b>	<b>How many Watts are in a kilowatt?</b>
1000	

<b>C.</b>	<b>Define a kilowatt hour.</b>
The amount of energy transferred by a 1kW appliance in an hour.	



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

**A.** What are the five pathways that transfer energy between stores?

	
	Heating
	Radiation
	Electric currents

**B.** What is the difference between a conductor and in insulator?

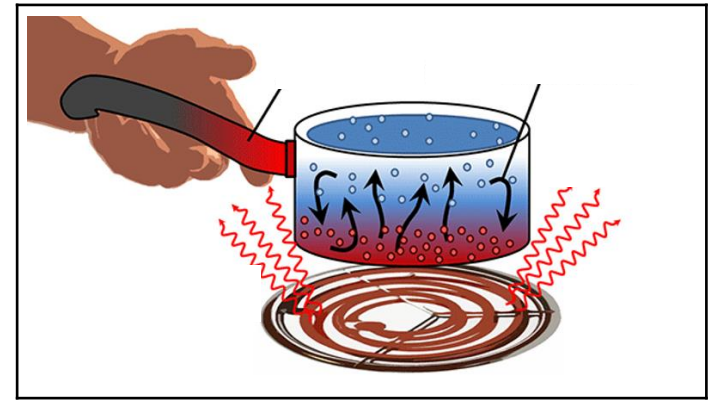
**B** In which direction does heating transfer energy ?

**B.** Describe the main steps in conduction.  
1.  
2.

**B.** Describe the main steps in convection.  
1.

**C.** What is the equation for power?

**C.** What is power?



**C.** What are the units of power?

**C.** What does the power rating of an appliance tell you?

**B.** Describe the three methods of energy transfer through heating.

Method	Medium	Description
Conduction		
Convection		
Radiation		

**C.** How many Watts are In a kilowatt?  
1000

**C.** Define a kilowatt hour.



Background:	
<ol style="list-style-type: none"> <li>Coastlines are dynamic changing landscapes, which are affected by the action of the waves.</li> <li>Waves can have differing features; these features can influence the processes and landforms which may develop along our coastlines. <b>(A)</b></li> <li>Destructive waves can erode the coastline. <b>(B)</b></li> <li>Through erosion a number of distinctive coastal features can form. <b>(D, E, F)</b></li> <li>Further processes act on the coastline, leading to material being transported along the coastline. <b>(C)</b></li> <li>This material will eventually be deposited leading to the formation of landforms such as spits. <b>(G)</b></li> <li>Coastal erosion can impact the landscape and the lives of people living in areas of coastal erosion.</li> <li>Different strategies are used to reduce erosion. <b>(H)</b></li> <li>Often these strategies can be controversial. <b>(I)</b></li> </ol>	

A. Wave features (5)	
Swash	Movement of a wave up the beach. The direction is dependent upon the wind direction.
Backwash	Movement of a wave back down the beach, this happens at 90°.
Constructive wave	Have a strong swash and weak backwash; they cause deposition.
Destructive wave	Have a weak swash and strong back wash; they cause erosion.
Fetch	The distance a wave has travelled.

B. Types of erosion (4)	
Hydraulic action	Waves compress pockets of air in cracks in a cliff, causing the crack to widen, breaking off rock.
Abrasion	Eroded material is hurled or scrapes against the cliff, breaking off rock.
Attrition	Eroded material in the sea, hit into each other breaking down into smaller pieces.
Solution	Cliffs e.g. chalk dissolve in seawater.

C. Other coastal processes (4)	
Transportation	The movement of sediment.
Deposition	When waves drop the sediment they are transporting, either due to a loss of energy or change in direction of coastline.
Longshore drift	The movement of sediment along the coastline in a zig-zag motion, due to the wind & swash occurring at an angle to the beach.
Weathering	Breaking down of rocks by physical and chemical processes.

D. Headlands and bays (3)	
Geology	Different rock types e.g. resistant rock such as granite, and less resistant rock such as clay.
Headland	Resistant rock which is not easily eroded so sticks out to sea.
Bay	Soft rock which is easily eroded so retreats to form a bay.

E. Wave cut platforms (2)	
Wave cut notch	These form at the foot of a cliff due to erosion. This undercuts the cliff above leaving it unsupported.
Wave cut platform	When the unsupported cliff collapses, the process repeats and the cliff retreats leaving a sloping wave cut platform.

F. Caves stacks and arches (3)	
Crack	A weakness in the headland is eroded by hydraulic pressure, forming a cave.
Cave	This is eroded further, until the cave erodes all the way through the headland forming an arch.
Arch	The roof of the arch has no support, so collapses to form a stack.

G. Spits (3)	
Change in coastline	Leads to material transported by longshore drift being deposited into the sea, forming a spit.
Hooked ends	Form on a spit due to a change in the direction of the prevailing wind.
Salt marsh	An area of salty marshland found behind a spit, which has dried out as the sea can no longer reach this area.

H. Coastal management (2)	
Hard engineering	Human-made structures that help to deal with coastal erosion, such as: <ol style="list-style-type: none"> <li><b>Sea walls</b>, which reflect the waves energy back out to sea</li> <li><b>Groynes</b>, which trap longshore drift.</li> </ol>
Soft engineering	Adaptations to work with nature, such as: <p><b>Managed retreat</b>, allowing the coast to erode and moving people away.</p>

I. Case study example: Holderness coast, Mablethorpe		
Where?	The fastest eroding coastline in Europe, in east Yorkshire.	
Reasons to protect (2)	Management strategies (2)	Success (2)
<ol style="list-style-type: none"> <li>Rocks are made of soft rock (till), eroding at 2m per year.</li> <li>The B1242 runs through Mablethorpe and would be expensive to re-route.</li> </ol>	<ol style="list-style-type: none"> <li>Rock groyne put in place to trap sediment being transported by longshore drift, creating a wider beach to absorb the power of the waves.</li> <li>Rip-rap has been placed in front of the cliffs to absorb the wave energy.</li> </ol>	<ol style="list-style-type: none"> <li>Good – erosion in front of Mablethorpe has reduced, so the road has been saved.</li> <li>Bad - beaches further south have been starved of sediment so erosion has increased e.g. at Great Cowden.</li> </ol>



Background:	
<ol style="list-style-type: none"> <li>Coastlines are dynamic changing landscapes, which are affected by the action of the waves.</li> <li>Waves can have differing features; these features can influence the processes and landforms which may develop along our coastlines. <b>(A)</b></li> <li>Destructive waves can erode the coastline. <b>(B)</b></li> <li>Through erosion a number of distinctive coastal features can form. <b>(D, E, F)</b></li> <li>Further processes act on the coastline, leading to material being transported along the coastline. <b>(C)</b></li> <li>This material will eventually be deposited leading to the formation of landforms such as spits. <b>(G)</b></li> <li>Coastal erosion can impact the landscape and the lives of people living in areas of coastal erosion.</li> <li>Different strategies are used to reduce erosion. <b>(H)</b></li> <li>Often these strategies can be controversial. <b>(I)</b></li> </ol>	

A.	Wave features (5)
Swash	
Backwash	
Constructive wave	
Destructive wave	
Fetch	

B.	Types of erosion (4)
Hydraulic action	
Abrasion	
Attrition	
Solution	

C.	Other coastal processes (4)
Transportation	
Deposition	
Longshore drift	
Weathering	

D.	Headlands and bays (3)
Geology	
Headland	
Bay	

E.	Wave cut platforms (2)
Wave cut notch	
Wave cut platform	

F.	Caves stacks and arches (3)
Crack	
Cave	
Arch	

G.	Spits (3)
Change in coastline	
Hooked ends	
Salt marsh	

H.	Coastal management (2)
Hard engineering	
Soft engineering	

I.	Case study example: Holderness coast, Mablethorpe		
Where?			
Reasons to protect (2)	Management strategies (2)	Success (2)	

# Year 8 History : English Civil War



## What we are learning this term:

We will explore the reign of Charles I, the role of Parliament in 17<sup>th</sup> century England and Laud's religious reforms. We will then look at how these factors contributed to the outbreak of the English Civil War.

## Key people

**Charles I** The second Stuart king of England, executed by Parliament in 1648 following the Civil War.

**Archbishop Laud** Famously introduced new prayer books along with other religious changes that brought back some Catholic practices.

**John Pym** Puritan member of Parliament, and a major opponent of Charles I before the Civil War.

**Oliver Cromwell** Parliamentary general, who became Lord Protector of the Commonwealth in 1653

**General Monk** A general who had worked with Charles I and Cromwell who dismissed Parliament and called for elections after almost 20 years.

**Charles II** The king of England following the Restoration.

## B. How did Charles I's belief in the Divine Right of Kings lead him to make mistakes?

### 1. Personal Rule

- Charles's belief in the Divine Right of Kings meant that he thought anyone who challenged his power was challenging the power of God. This meant he did not respond well to being controlled.  
- Many Puritans were in Parliament during Charles's rule – they repeatedly questioned and tried to limit his power  
- As a result, Charles dissolved parliament in 1629 and ruled without them for 11 years until 1640.

### 2. Marriage to Henrietta Maria

- An attempt to make peace with France and create an alliance – this was a failure as war continued  
- She was Catholic which the people of England did not like – they saw this as Charles being a Catholic sympathiser and some even suspected a secret Catholic  
- She became involved in the running of court – this caused problems as she was not a Protestant and was a foreigner so many thought that she was meddling in the affairs of the nation

### 3. Appointment of Laud

- Suspicions that Charles was a secret Catholic were strengthened after the appointment of Archbishop Laud.  
- Laud brought back many aspects of Catholic services e.g. stain glass windows and stone altars.  
- Laud punished those who defied him e.g. in 1637 he cut off the ears of 3 Puritans that were writing pamphlets that criticised his beliefs.  
- These changes and punishments disturbed the Protestant people of England as Charles was allowing Catholic changes to be made

## A.

### Can you define these key words?

Divine Right	The right of a sovereign to rule directly from God and not from the people.
Personal Rule	The period from 1629 to 1640, when King Charles I of England ruled without Parliament
Parliament	A collection of people representing all parts of England, who approve or reject laws
Restoration	The return of the monarch to England with Charles II's coronation in May 1660
Tyranny	Cruel and oppressive government or rule
Commonwealth	The period when England ceased to be a monarchy, and was at first ruled by Parliament
Absolutist	A ruler who has supreme authority or power
Parliamentarians	A supporter of Parliament in the English Civil War; a Roundhead
Royalists	A supporter of the monarch in the English Civil War; a Cavalier
Civil War	War between citizens of the same country

## E. What key events occurred between 1649 and 1660 that led to England having a monarch again?

1. English Civil War	2. Commonwealth	3. Restoration	D. Why was Charles disgraced after the Battle of Naseby 1645?	C.	Consequences of Charles's 11 Year Tyranny
<ul style="list-style-type: none"> <li>- <b>1642-1649</b></li> <li>- Battle of Naseby</li> </ul> <p>Charles I lost and was found guilty of treason (private letters) and beheaded (Jan <b>1649</b>)</p> <ul style="list-style-type: none"> <li>- Cromwell then took over and became Lord Protector – introduced the commonwealth and military dictatorship to England.</li> </ul>	<p>England was made a commonwealth (<b>1649</b>) as there was no longer a monarch - it was now being ruled in the best interests of the people</p> <ul style="list-style-type: none"> <li>- Banned theatre, pubs, dancing, Christmas, sports and shops on Sundays.</li> <li>- After Cromwell's death (<b>1658</b>) his son Richard took over.</li> <li>- He was a weak leader and stepped down after a year (<b>1659</b>).</li> <li>- This left the door open for Charles II to return as king</li> </ul>	<p>Charles II was accepted back as king but only on the condition that he not punish those involved in the ECW, he ruled alongside parliament and was tolerant of religion. (Declaration of Breda)</p> <ul style="list-style-type: none"> <li>- He was welcomed into London in <b>May 1660</b> with excited crowds glad to have their king back.</li> </ul>	<ol style="list-style-type: none"> <li>1. <b>The New Model Army (NMA)</b> – This was the first major battle fought by the NMA. Royalist troops were outnumbered. By the end of the battle the Royalists had 6000 casualties and the Parliamentarians only had 400.</li> <li>2. <b>Loss of Support</b> – After the battle, evidence was found amongst items that Parliamentarians had seized that Charles was sending letters asking the Irish and French armies to invade England and reinstate him as king. Charles has promised to abolish the anti-Catholic laws in England. This was used as evidence to show that the King was committing treason against his people.</li> <li>3. <b>Strategic Advantage</b> – During the battle the NMA moved to a weaker starting position. To begin with, Sir Thomas Fairfax decided to start on the steep slopes of Naseby ridge. However, Cromwell believed that the Royalists would not attack such a strong position and persuaded Fairfax to move the troops back.</li> </ol>	<p>Ship Money</p>	<ul style="list-style-type: none"> <li>• An old tax only meant to be applied to coastal towns when England was at war.</li> <li>• Charles applied this to every town in order to raise new money without the assistance of parliament.</li> <li>• As a result, people lost faith and trust in Charles and began to turn against him.</li> </ul>
				<p>Bishops' War</p>	<ul style="list-style-type: none"> <li>• Presbyterians in Scotland rebelled to the Catholic elements of Laud's prayer book.</li> <li>• This resulted in 2 conflicts between England and Scotland in 1639 and 1640.</li> <li>• Despite fighting back both times, the king was defeated and as a result needed to pay Scotland</li> </ul>
				<p>Long Parliament</p>	<ul style="list-style-type: none"> <li>• Charles needed to raise money and called parliament for the first time in 11 years.</li> <li>• This became known as the Long Parliament as they remained in session on and off for 20 years.</li> <li>• The conditions given by the MP's were that they would meet every 3 years, ship money would be stop and they no longer wanted the king to have the power to dissolve parliament.</li> </ul>



# Year 8 History : English Civil War

**What we are learning this term:**  
 We will explore the reign of Charles I, the role of Parliament in 17<sup>th</sup> century England and Laud's religious reforms. We will then look at how these factors contributed to the outbreak of the English Civil War.

A.	Can you define these key words?
Divine Right	
Personal Rule	
Parliament	
Restoration	
Tyranny	
Commonwealth	
Absolutist	
Parliamentarians	
Royalists	
Civil War	

Key people	
Charles I	Archbishop Laud
John Pym	Oliver Cromwell
General Monck	Charles II

B. How did Charles I's belief in the Divine Right of Kings lead him to make mistakes?		
1. Personal Rule	2. Marriage to Henrietta Maria	3. Appointment of Laud

**E. What key events occurred between 1649 and 1660 that led to England having a monarch again?**

1. English Civil War	2. Commonwealth	3. Restoration

**D. Why was Charles disgraced after the Battle of Naseby 1645?**

<ol style="list-style-type: none"> <li><u>The New Model Army (NMA)</u> –</li> <li><u>Loss of Support</u> –</li> <li><u>Strategic Advantage</u> –</li> </ol>
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**C. Consequences of Charles's 11 Year Tyranny**

Ship Money	
Bishops' War	
Long Parliament	

## Year 8 Religious Education: The Philosophy of Religion

A. <i>Can you define these key words?</i>		B. <i>Design Argument</i>	C. <i>Cosmological Argument</i>
<b>Key word</b>	<b>Key definition</b>	<ul style="list-style-type: none"> <li>This is the argument for the existence of God based on evidence of design in the world.</li> <li>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</li> <li>Paley's Watch – an analogy that suggests that there is a designer of the world. We may not question how a rock exists or the design behind it, but a watch has an intricate design that suggests there must be a designer. This analogy means that there is intricacy in the design of the world, therefore there must be a designer – God.</li> </ul>	<ul style="list-style-type: none"> <li><b>This is</b> the argument for the existence of God which argues that God is the cause of the universe.</li> <li>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.</li> <li>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.</li> <li>Aquinas suggested three ways – the uncaused cause, the unmoved mover and a necessary being.</li> </ul>
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.	<b>D. <i>The Problem of Evil</i></b> <ul style="list-style-type: none"> <li><b>This is</b> the argument that the existence of evil undermines belief in an omnipotent and omnibenevolent God.</li> <li>If God is meant to be omnibenevolent, omnipotent and omniscient, then the existence of evil cancels out one of these attributes of God.</li> <li>The problem of evil is frequently known as the inconsistent triad.</li> <li>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.</li> </ul>	<b>E. <i>Religious Experience</i></b> <ul style="list-style-type: none"> <li><b>This is an</b> experience which has a religious meaning for the person who experienced it.</li> <li>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</li> <li>Bernadette at Lourdes had religious experiences where the Virgin Mary spoke to her.</li> </ul>
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"> <li>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</li> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>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'?</li> </ul>	<ul style="list-style-type: none"> <li>Many religions explain the origin of evil in the world – such as in Christianity with Adam and Eve and the original sin.</li> <li>God gave humans free will, and through free will humans can choose evil.</li> <li>Some people argue that experiencing the bad in the world allows humans to grow and develop. For example, if someone put their child in a soft play world and didn't let them out because they did not want them to be hurt... would they be a loving parent? Or would they learn and develop more through experience of the world?</li> <li>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?</li> </ul>	<ul style="list-style-type: none"> <li>There is no evidence that people who claim to have had religious experiences are telling the truth.</li> <li>Factors such as certain foods, drugs and alcohol make people have strange feelings. Could these experiences be people misunderstanding them?</li> <li>There have been times when there seems to be an increase in reported religious experiences. Could this suggest that people jump on a 'bandwagon'? Or is it that people feel more comfortable coming forward with their own valid experience?</li> <li>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?</li> <li>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?</li> </ul>



# Year 8 Religious Education: The Philosophy of Religion

A. Can you define these key words?		B. Design Argument	C. Cosmological Argument
<b>Key word</b>	<b>Key definition</b>	<ul style="list-style-type: none"> <li>This is the argument for the existence of God based on evidence of _____ in the world.</li> <li>Examples of design include purpose and regularity in the world. For example _____ mean the planets move around the sun in a regular and ordered way. The human eye has all the _____ structures to enable it to fulfil a purpose- vision</li> <li>Paley's Watch – an _____ that suggests that there is a designer of the world. We may not question how a rock exists or the design behind it, but a watch has an _____ design that suggests there must be a designer. This analogy means that there is intricacy in the design of the world, therefore there must be a designer – _____.</li> </ul>	<ul style="list-style-type: none"> <li><b>This is</b> the argument for the existence of God which argues that God is the _____.</li> <li>Things in the world must have a _____ – if a door opens then something must have opened it – this argument suggests that there must have been a _____ to begin life in the universe and that first cause is _____.</li> <li>_____ cannot come from _____, therefore something must have caused the world into existence. Without a first cause there could be no _____ cause etc.</li> <li>_____ suggested three ways – the uncaused cause, the unmoved mover and a _____ being.</li> </ul>
Omnipotent			
Omniscient			
Omnibenevolent			
Theism			
Atheism			
Agnosticism			
Empirical evidence			
Analogy			
Theodicy			
Fallacy			
		D. The Problem of Evil	E. Religious Experience
		<ul style="list-style-type: none"> <li><b>This is</b> the argument that the existence of _____ undermines belief in an omnipotent and _____ God.</li> <li>If God is meant to be omnibenevolent, omnipotent and _____ then the existence of evil cancels out one of these attributes of God.</li> <li>The problem of evil is frequently known as the _____.</li> <li>The _____ is only a challenge to the god of classical theism/ monotheistic Abrahamic faiths, as this is the description of God they offer.</li> </ul>	<ul style="list-style-type: none"> <li><b>This is an</b> experience which has a _____ meaning for the person who experienced it.</li> <li>Religious experiences are where you experience God. It can include _____ where you are visited/ hearing God/ seeing a miracle/ prayers being answered or just _____ the presence of God/ Near death experiences</li> <li>_____ at Lourdes had religious experiences where the _____ spoke to her.</li> </ul>

F. Criticisms Design Argument	Cosmological Argument	Theodicies	Religious Experience
<ul style="list-style-type: none"> <li>God is supposed to be _____ therefore how can there be flawed design such as _____ in DNA which cause cancers or damage to bodies</li> <li>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 _____</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>If the existence of God as a '_____' being without a cause can be a fact, why can't the universe itself just be a '_____ '?</li> </ul>	<ul style="list-style-type: none"> <li>Many religions explain the _____ of evil in the world – such as in _____ with Adam and Eve and the original sin.</li> <li>God gave humans _____, and through free will humans can choose evil.</li> <li>Some people argue that experiencing the _____ in the world allows humans to grow and _____. For example, if someone put their child in a soft play world and didn't let them out because they did not want them to be hurt... would they be a _____ parent? Or would they _____ and develop more through experience of the world?</li> <li>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?</li> </ul>	<ul style="list-style-type: none"> <li>There is no _____ that people who claim to have had religious experiences are telling the truth.</li> <li>Factors such as certain _____ and _____ make people have strange feelings. Could these experiences be people misunderstanding them?</li> <li>There have been times when there seems to be an increase in reported _____ experiences. Could this suggest that people jump on a '_____ '? Or is it that people feel more comfortable coming forward with their own valid experience?</li> <li>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?</li> <li>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 _____ ?</li> </ul>



What we are learning this term:	
A. Discussing the internet and social media B. Discussing TV programmes C. Watching films at the cinema and at home D. Discussing music tastes E. Creating an online profile F. Discussing jobs and careers G. Translation practice	
6 Key Words for this term	
1. las redes sociales	4. etiquetar
2. acabar de...	5. en directo
3. en línea	6. chatear

C. Las Películas – Films	
el dispositivo la experiencia hacer un maratón la programación la variedad una película cómica de aventuras de ciencia ficción de dibujos animados de miedo de misterio del oeste	device experience to binge watch TV schedule variety a film comedy adventure science fiction animated/cartoon  horror mystery western

Key Verbs				
Ver To watch/ to see	Acabar de To just finish	Subir To upload	Descargar To download	Etiquetar To tag
Veo I watch	Acabo de I just finish	Subo I upload	Descargo I download	Etiqueto I tag
Ves You watch	Acabas de You just finish	Subes You upload	Descargas You download	Etiquetas You tag
Ve s/he watches	Acaba de s/he just finishes	Sube s/he uploads	Descarga s/he downloads	Etiqueta s/he tags
Vemos We watch	Acabamos de We just finish	Subimos We upload	Descargamos We download	Etiquetamos We tag
Ven They see	Acaban de They just finish	Suben They upload	Descargan They download	Etiquetan They tag

A. Generación Digital – Digital Generation	
descargar música gastar batería hacer la compra por internet jugar a videojuegos llamar por videollamada sacar fotos subir fotos ver videos la aplicación / la app las compras la conexión wifi la cuenta el navegador la radio digital el supermercado virtual la tableta	to download music to waste battery to do shopping online  to play videogames to call by videocalling to take photos to upload photos to watch videos app shopping wifi connection account sat-nav digital radio virtual supermarket tablet

D. ¿Qué piensas? – What do you think?	
musical romántica cautivador(a) complejo/a decepcionante entretenido/a espeluznante impactante mejor memorable nuevo/a peor predecible profundo/a sangriento/a triste me da miedo me hace pensar me hace reír me recuerda a lo/la recomiendo porque emocionante maravilloso/a grave largo/a corto/a el cortometraje grabar ver el Actor la Actriz la trama	musical romantic captivating complex disappointing entertaining terrifying striking better memorable new worse predictable deep / insightful bloody sad it scares me it makes me think it makes me laugh it reminds me of I recommend it because exciting amazing serious long short a short film to record to watch / see actor actress the plot line

E. Quiero ser – I want to be...	
el / la actor/actriz el / la arquitecto/a el / la bibliotecario/a el / la bloguero/a el / la carnicero/a el / la científico/a el / la cocinero/a el / la dentista el / la electricista el / la enfermero/a el / la escritor(a) el / la fontanero/a el / la fotógrafo/a el / la granjero/a el / la jugador(a) de fútbol el / la mecánico/a el / la médico el / la pescadero/a el / la piloto de avión el / la policía el / la profesor(a) el / la recepcionista el / la secretario/a el / la jefe/jefa la libertad el sueldo agradable estimulante exigente gratificante	actor/actress architect librarian blogger butcher scientist chef dentist electrician nurse writer plumber photographer farmer football player  mechanic doctor fishmonger airline pilot  police officer teacher receptionist secretary boss freedom salary pleasant stimulating demanding satisfying

F. Somos melóman@s – We are music lovers	
los instrumentos la música tocar la batería la flauta la gaita la guitarra la pandereta el piano la trompeta el violín el / la artista la banda el / la cantante el concierto el / la melónamo/a la pasión los datos personales el estado la obsesión el perfil de internet la tendencia el tuit dar 'me gusta' estar de moda estar bien informado/a poner filtros poner efectos subir selfis	instruments music to play (instrument) the drums the flute the bagpipes the guitar the tambourine the piano the trumpet the violin the artist the band / group the singer concert music lover passion personal details  status obsession internet profile trend the tweet to 'like' something to be in fashion to be well informed  to add filters to add effects to upload selfies

B. ¿Qué ponen en la television? –What do they put on TV?	
el concurso los dibujos animados el documental la película el programa de deportes el programa de humor el programa musical la serie el telediario la telenovela a la carta el canal el capítulo	game show cartoons documentary film sports programme  comedy programme music programme series the news soap opera on demand channel episode/chapter



G. Translation Practice	
I like to go online and upload selfies	M g i e l y s s
I download music	D m
I like to watch horror films because they are terrifying	M g v l p d m p s e
I prefer to watch films at home because it's cheaper	P v l p e c p e m b
What film do you want to watch?	¿Q p q v
I play the trumpet	T l t
I can't play the tambourine	N p t l t
I like the tweets	M g l t
I like to tag my friends in photos on Facebook	M g e a m a e f e F
I like to use Instagram because it's fun	M g u l p e d
Do you have a Wifi connection?	¿T u c d w?
I don't have Wifi	N t w
I use my phone to listen to music	U m m p e m
My favourite app is Spotify because I love music	M a f e S p m e l m
I want to be a dentist	Q s d
My brother is a plumber	M h e f
My sister is a police officer	M h e p
I want to be a teacher	Q s p

H . Key Questions: Answer the following in your own words. Use these model answers	
¿Qué tipo de película te gusta y por qué?	Me gustan mucho las películas de ciencia ficción porque me fascinan los caracteres en las películas y pienso que son muy interesantes. Creo que las películas de ciencia ficción son una escapada de la realidad. Me gusta ver también los documentales porque son importantes.
¿Qué tipo de música te gusta y por qué?	Prefiero la música rock porque me da mucha energía y me banda favorita es una banda de rock se llama The Eagles. Me gusta el ritmo de sus canciones y su pasión por música.
¿Para qué usas tu móvil?	Uso mi móvil para sacar selfis en Instagram y grabo videos en TikTok con mis amigos. Es muy divertido porque nos encanta reír. También descargo música en mi móvil.
¿Qué quieres hacer en el futuro?	En el futuro me gustaría ser profesora de historia porque me interesa mucho el pasado.
I. Key Questions: Translate these model answers using the KO	
¿Qué tipo de película te gusta y por qué?- What type of film do you like and why?	My favourite type of film is a romantic film because I think they are exciting and interesting but my friend hates romantic films because she says that they are boring. I also like to watch action films because they are very entertaining.
¿Qué tipo de música te gusta y por qué? – What type of music do you like and why?	I love pop music because it makes me feel very happy and I love to dance in my bedroom when I listen to pop music. My favourite band is One Direction because they are very good. I hate rock music because it's too loud.
¿Para qué usas tu móvil? – What do you use your mobile for?	I use my mobile to send messages to my family and I use whatsapp to speak to my friends. I love to take photos and upload them onto Instagram. I add filters to my photos and special effects.
¿Qué quieres hacer en el futuro? - What do you want to do in the future?	In the future I would like to be a dentist. I think that teeth are very important. My dad is a dentist and he really likes his work. I would not like to be a policía officer because the work is very dangerous. My mum works in the supermarket in the town centre.
J. Key Grammar	
Use the personal 'a' when using the verb etiquetar (to tag)	e.g. <i>Me gusta etiquetar A mis amigos en Instagram porque es divertido.- I like to tag my friends on Instagram because it's fun.</i> <i>¿Me puedes etiquetar en esta foto? – Can you tag me in this photo?</i>
Using ACABAR DE... to just finish something or to have just finished something:	e.g. <i>Acabo de ver esta película – I have just finished watching this film</i> <i>Acabamos de estudiar para hoy – We have just finished studying for today</i>
Making comparisons with <b>más que</b> and <b>menos que / mejor</b> and <b>peor</b>	e.g. <i>Esta película es mejor que la otra – This film is better than the other one</i> <i>Esta película es peor que la otra – This film is worse than the other one</i> <i>Esta película es más divertida que la otra – This film is more fun than the other one</i> <i>Esta película es menos interesante que la otra – this film is less interesting than the other</i>
SER AND ESTAR both mean TO BE	SER is for PERMANENT things. E.g. <i>Soy español – I am Spanish</i> ESTAR is for TEMPORARY things: e.g. <i>Está enfadado contigo – He is angry with you</i>



<b>What we are learning this term:</b>	
A. Discussing the internet and social media B. Discussing TV programmes C. Watching films at the cinema and at home D. Discussing music tastes E. Creating an online profile F. Discussing jobs and careers G. Translation practice	
<b>6 Key Words for this term</b>	
1. las redes sociales	4. etiquetar
2. acabar de...	5. en directo
3. en línea	6. chatear

C. Las Películas – Films	
el dispositivo	_____
_____	experience
_____	to binge watch
la programación	_____
_____	variety
una película	_____
_____	comedy
de aventuras	_____
de ciencia ficción	_____
de dibujos animados	_____
de miedo	_____
_____	mystery
_____	western

Key Verbs				
Ver To watch/ to see	Acabar de _____	_____ To upload	Descargar To download	Etiquetar To tag
Veo _____	Acabo de I just finish	Subo I upload	Descargo I _____	_____ I tag
_____ You watch	_____ You just finish	_____ You upload	Descargas You _____	Etiquetas _____
Ve s/he watches	Acaba de s/he just finishes	_____ s/he uploads	_____ s/he downloads	Etiqueta s/he tags
Vemos _____	Acabamos de _____	Subimos We upload	Descargamos _____	_____ We tag
Ven They see	Acaban de They just finish	_____ They upload	_____ They download	Etiquetan They tag

**A. Generación Digital – Digital Generation**

_____	to download music
_____	to waste battery
hacer la compra por internet	_____
jugar a videojuegos	_____
llamar por videollamada	_____
sacar fotos	_____
subir fotos	_____
ver videos	_____
_____	app
_____	shopping
la conexión wifi	_____
la cuenta	_____
el navegador	_____
_____	digital radio
el supermercado virtual	_____
_____	tablet

**D. ¿Qué piensas? – What do you think?**

_____	musical
_____	romantic
cautivador(a)	_____
complejo/a	_____
_____	disappointing
_____	entertaining
_____	_____
espeluznante	_____
impactante	_____
mejor	_____
memorable	_____
_____	new
_____	worse
_____	_____
predicible	deep / insightful
_____	_____
sangriento/a	_____
triste	_____
_____	it scares me
_____	it makes me think
_____	it makes me laugh
me recuerda a	_____
_____	_____
_____	I recommend it
_____	because
emocionante	_____
maravilloso/a	_____
grave	_____
_____	long
_____	short
el cortometraje	_____
_____	to record
ver	_____
_____	actor
la Actriz	_____
la trama	_____

**E. Quiero ser – I want to be...**

_____	actor/actress
_____	_____
el / la arquitecto/a	_____
el / la bibliotecario/a	_____
el / la bloguero/a	_____
_____	butcher
_____	scientist
_____	_____
el / la cocinero/a	_____
el / la dentista	_____
el / la electricista	nurse
_____	writer
_____	_____
el / la fontanero/a	_____
el / la fotógrafo/a	farmer
_____	_____
el / la jugador(a) de fútbol	_____
el / la mecánico/a	doctor
_____	fishmonger
_____	_____
el / la piloto de avión	_____
el / la policía	teacher
_____	_____
el / la recepcionista	_____
el / la secretario/a	freedom
el / la jefe/jefa	salary
_____	_____
agradable	_____
estimulante	demanding
_____	_____
gratificante	_____

**F. Somos melóman@s – We are music lovers**

los instrumentos	_____
la música	_____
_____	to play (instrument)
_____	the drums
_____	the flute
_____	_____
la gaita	_____
la guitarra	_____
la pandereta	_____
el piano	_____
_____	the trumpet
_____	the violin
_____	the artist
_____	_____
la banda	_____
el / la cantante	concert
_____	_____
el / la melónamo/a	passion
_____	_____
los datos personales	_____
el estado	_____
_____	obsession
_____	internet profile
_____	_____
la tendencia	_____
el tuit	to 'like' something
_____	to be in fashion
_____	_____
estar bien informado	_____
poner filtros	_____
poner efectos	_____
_____	to upload selfies

**B. ¿Qué ponen en la television? –What do they put on TV?**

_____	game show
los dibujos animados	_____
_____	documentary
la película	_____
el programa de deportes	_____
el programa de humor	_____
_____	music programme
la serie	_____
_____	the news
la telenovela	_____
_____	on demand
el canal	_____
el capítulo	_____



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

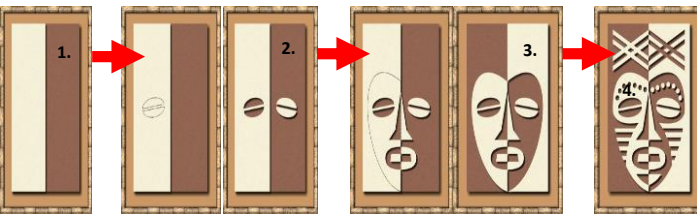


B.	How to use the Grid Method for accurate drawing.
1.	Use a ruler to draw an equally spaced grid onto your image.
2.	Draw an identical grid <b>LIGHTLY</b> onto paper.
3.	Draw in the main <b>outlines</b> of your image, focusing on one square at a time Use a ruler to help you <b>measure</b> the positioning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



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. <b>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.</b>
3.	Draw the shape of the face on the light piece of paper and flip it over to the dark piece of paper, aligned with the rest of the face.
4.	Add additional details on the face and in the background, following the same technique as step 2.
What each tool is used for:	
Cutting mat	To protect the table from damage.
Craft knife	To precisely cut shapes from paper.
Glue stick	To cleanly stick the shapes onto paper.

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



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

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

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:**

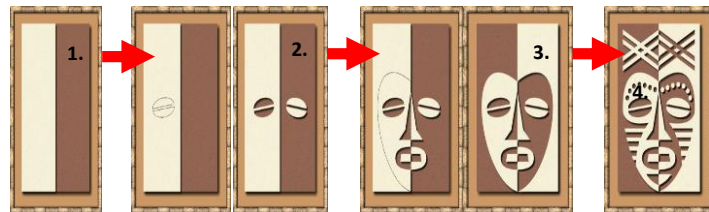
- 1
- 2
- 3
- 4

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

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

**What?**

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

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

**How?** Different things happen on each day....

**DAY 1:**

- ❖ Relatives put flowers on graveyards or in vases.
- ❖ They create an altar somewhere in the house with pictures of the dead, along with favourite objects. The rest of this day is spent making the favourite foods of the person(s).

**DAY 2:**

- ❖ Families have big celebrations at their homes. They serve all the food they made the day before. They eat candies shaped like skeletons. Friends stop by and people dance and sing.

**DAY 3:**

- ❖ The holiday expands to the town. There are parades and floats and characters in costume.

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

**Thaneeya McArdle**



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

**Laura Barbosa**



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

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

Papier mâché is:


**Steps for making your sugar skull:**


- 1
- 2
- 3
- 4
- 5





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

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

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

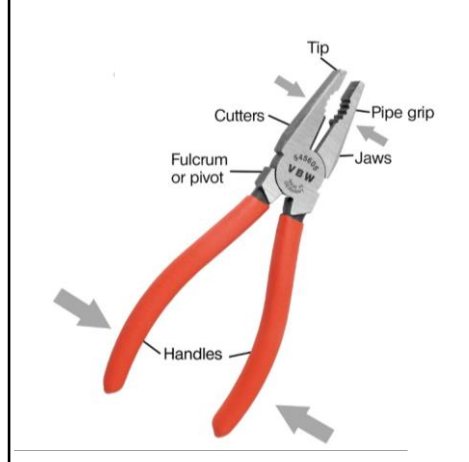
**C. Workshop Tools**

**Screwdriver**

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

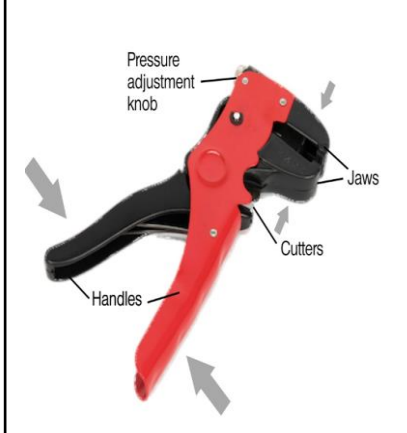
**Combination Pliers**


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







**Wire Strippers** 



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




**D. Different Screws** 

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

**E. Forces** 

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

**F. Types of Lever** 

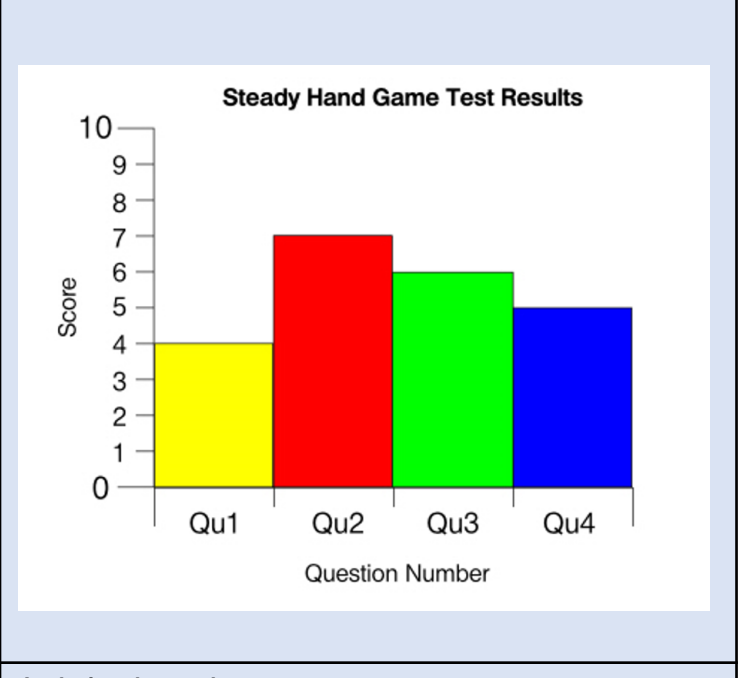
**First class lever**  
 With a Class 1 Lever the fulcrum or pivot is in the middle, like on pliers. The effort is on one side and the load is on the other.

**G. Data analysis** 

Designers test their products or models and record data to see what works and what doesn't.  
 One way to record the data from the tests is by turning it into a graph. See example bar graph below.

**Exemplar Bar Graph:**

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



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

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

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



What we are learning this term:

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

**A. Define design brief**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**B. Define specification**

\_\_\_\_\_

\_\_\_\_\_

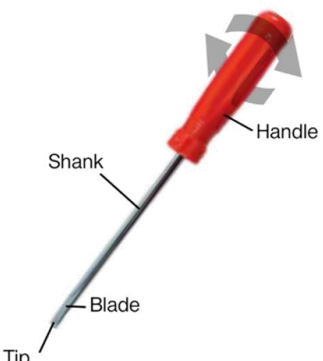
\_\_\_\_\_

**C. Workshop Tools**

**Screwdriver**

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

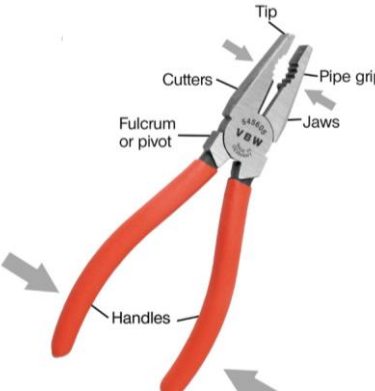
Screwdrivers can have different types of \_\_\_\_\_ and \_\_\_\_\_ for use with different types of \_\_\_\_\_.



**Combination Pliers**


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

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



**Wire Strippers**

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




**D. Different Screws**

\_\_\_\_\_

\_\_\_\_\_


\_\_\_\_\_

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**E. Forces**


**Compression**



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**Torsion**



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**F. Types of Lever**

**First class lever**

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**G. Define data analysis**

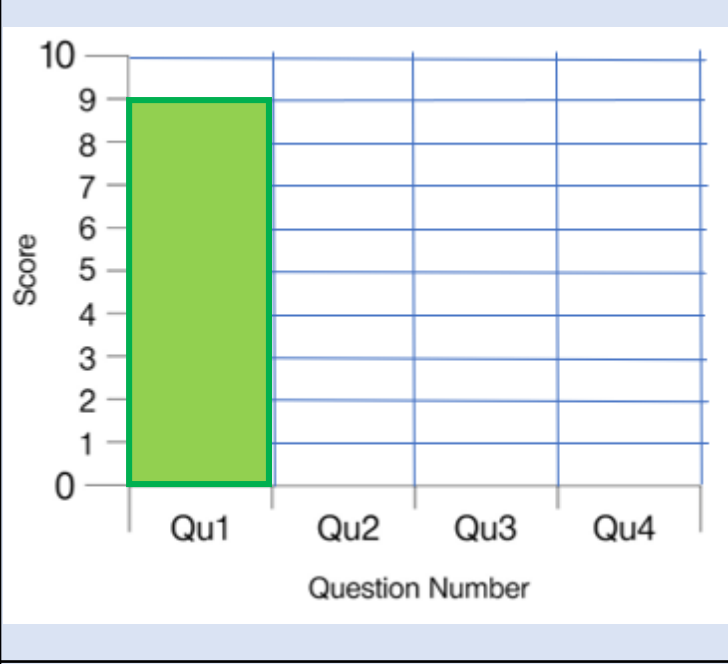
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Draw out the results provided into the graph below:

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.

\_\_\_\_\_

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What we are learning this term:	
A.	Health, safety and hygiene in the kitchen
B.	The Eatwell guide and nutrients
C.	Design Ideas
D.	Weighing
E.	Practical skills
F.	Evaluation Work

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

A. What are the three macronutrients in the diet?	
Carbohydrates	Foods that are eaten to give the body energy
Protein	Food that are eaten to build and repair muscles and cells
Fats	Food that are eaten to protect your vital organs and insulate your body.

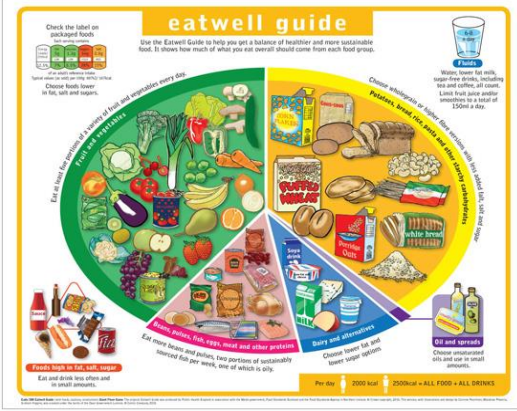
B. Can you give 5 reasons for why someone should eat healthily?	
1 to avoid obesity 2 it can be less expensive 3 to keep a healthy heart 4 to keep your body fit 5 it can make a positive impact on your family	



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

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



**What we are learning this term:**

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

**6 Key Words for this term**

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

**Year 8 Term 3: 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?**

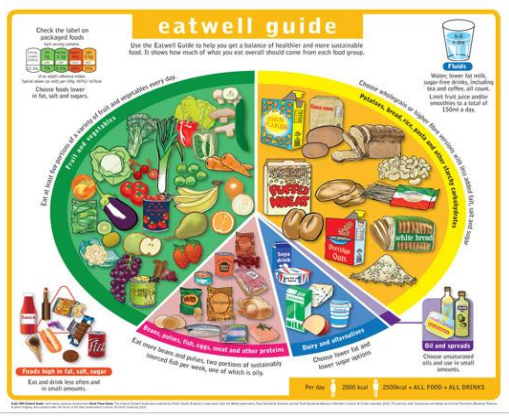
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**B. What is the image on the left showing and how is it used?**

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

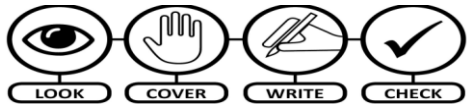
**C. Can you list 5 reasons for why we cook food and why it is important?**

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

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



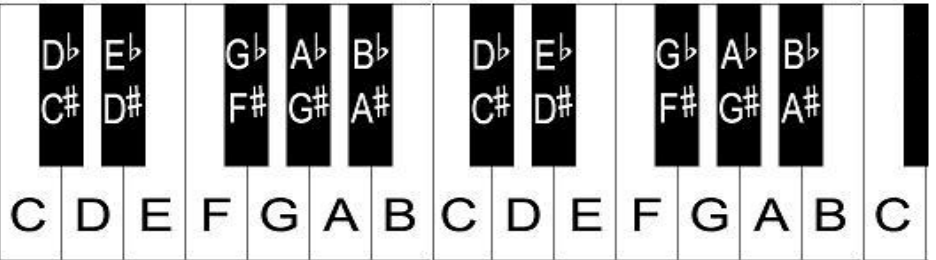
A	What we are learning about this term...
1	Develop music reading skills
2	Treble / Bass clef notation
3	Sharp, Flats and Natural notes
4	Structure and Tonality



B	Keywords
Binary	A piece of music divided into 2 sections
Ternary	A piece of music divided into 3 sections
Chromatic	The full 12 notes of a scale, including sharps and flats
Pentatonic	A set of 5 musical notes that are being played as a scale
Atonal	Music that is neither major or minor, sounding clashing
Structure	The way the Music is put together – overall plan of the music



**C** Layout of a Keyboard

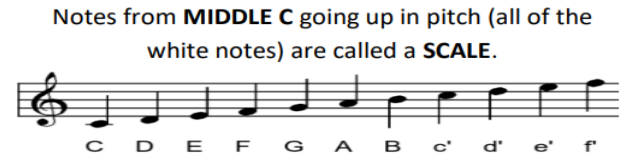
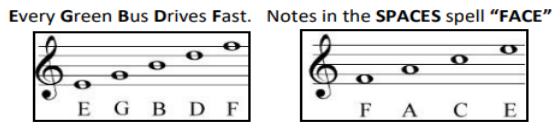


octave

A piano or keyboard is laid out with **WHITE KEYS** and **BLACK KEYS** (as above). **C** is to the left of the two **BLACK KEYS** and the notes continue to **G** when they go back to **A** again. Notes with the same letter name/pitch are said to be an **OCTAVE** apart. **MIDDLE C** is normally in the centre of a piano keyboard.

**D** Treble Clef & Treble Clef Notation

A **STAVE** or **STAFF** is the name given to the five lines where musical notes are written. The position of notes on the staff shows their **PITCH** (how high or low a note is). The **TREBLE CLEF** is a symbol used to show high-pitched notes on the staff and is usually used for the right hand on a piano or keyboard to play the **MELODY** and used by high pitched instruments such as the flute and violin. The staff or staff is made up of 5 **LINES** and 4 **SPACES**.

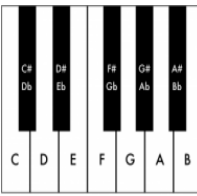


**E** Black Keys and Sharps and Flats

There are five different black notes or keys on a piano or keyboard. They occur in groups of two and three right up the keyboard in different pitches. Each one can be a **SHARP** or a **FLAT**. The # symbol means a **SHARP** which raises the pitch by a semitone (e.g. C# is higher in pitch (to the right) than C). The b symbol means a **FLAT** which lowers the pitch by a semitone (e.g. Bb is lower in pitch (to the left) than B). Each black key has two names – there's just two different ways of looking at it!

- C# is the same as Db
- there's just two different ways of looking at it!

Remember, black notes or keys that are to the **RIGHT** of a white note are called **SHARPS** and black notes to the **LEFT** of a white note are called **FLATS**.



**F** Note Values and Dotted Note Values

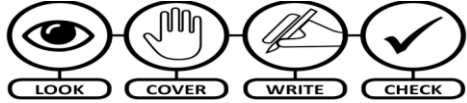
Note	Name	Beats	Rest	Note	Name	Beats	Rest
	Semibreve, Whole Note	4 beats			Dotted Semibreve, Dotted Whole Note	6 beats	
	Minim, Half Note	2 beats			Dotted Minim, Dotted Half Note	3 beats	
	Crotchet, Quarter Note	1 beat			Dotted Crotchet, Dotted Quarter Note	1 1/2 beats	
	Quaver, Eighth Note	1/2 beat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

**G** Describing music – MAD T SHIRT

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



A	What we are learning about this term...
1	Develop music reading skills
2	Treble / Bass clef notation
3	Sharp, Flats and Natural notes
4	Structure and Tonality



B	Keywords
Binary	
Ternary	
Chromatic	
Pentatonic	
Atonal	
Structure	



**C** Layout of a Keyboard

octave

**E** Black Keys and Sharps and Flats

**D** Treble Clef & Treble Clef Notation

A **STAVE** or **STAFF** is the name given to the five lines where musical notes are written. The position of notes on the staff shows their **PITCH** (how high or low a note is). The **TREBLE CLEF** is a symbol used to show high-pitched notes on the staff and is usually used for the right hand on a piano or keyboard to play the **MELODY** and used by high pitched instruments such as the flute and violin. The staff or staff is made up of 5 **LINES** and 4 **SPACES**.

Every Green Bus Drives Fast. Notes in the **SPACES** spell "FACE"

Notes from **MIDDLE C** going up in pitch (all of the white notes) are called a **SCALE**.

**F** Note Values and Dotted Note Values

Note	Name	Beats	Rest	Note	Name	Beats	Rest
					Dotted		

**G** Describing music – MAD T SHIRT

M	A	D	T	S	H	I	R	T
M_____	A_____	D_____	T_____	S_____	H_____/T_____	I_____	R_____	T_____

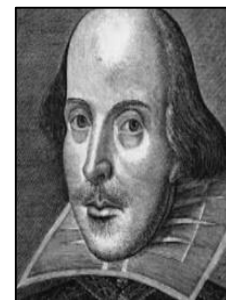


**What we are learning this term:**

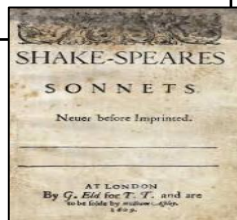
- A. How to speak using iambic pentameter.
- B. The difference between a tragedy and a comedy.
- C. How to perform a Shakespeare play using Elizabethan style performance techniques.

**Top Ten Facts:**

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



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



**The History of:**

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

**William Shakespeare Timeline**

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

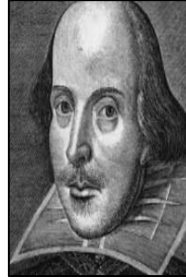


What we are learning this term:

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

Top Ten Facts:

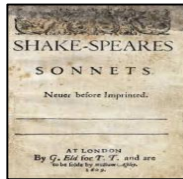
1	Shakespeare's three children were called S.....H.....and J.....
2	In total, Shakespeare wrote 154 sonnets and around .... plays.
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4	The Globe Theatre was shaped like an ....., with eight sides.
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7	
8	Some of Shakespeare's phrases that are still used today include 'wild goose chase', 'green-eyed monster', and neither here nor there.'
9	
10	Some believe that Shakespeare never existed, and was a different writer using a pen name.



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

The History of:

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