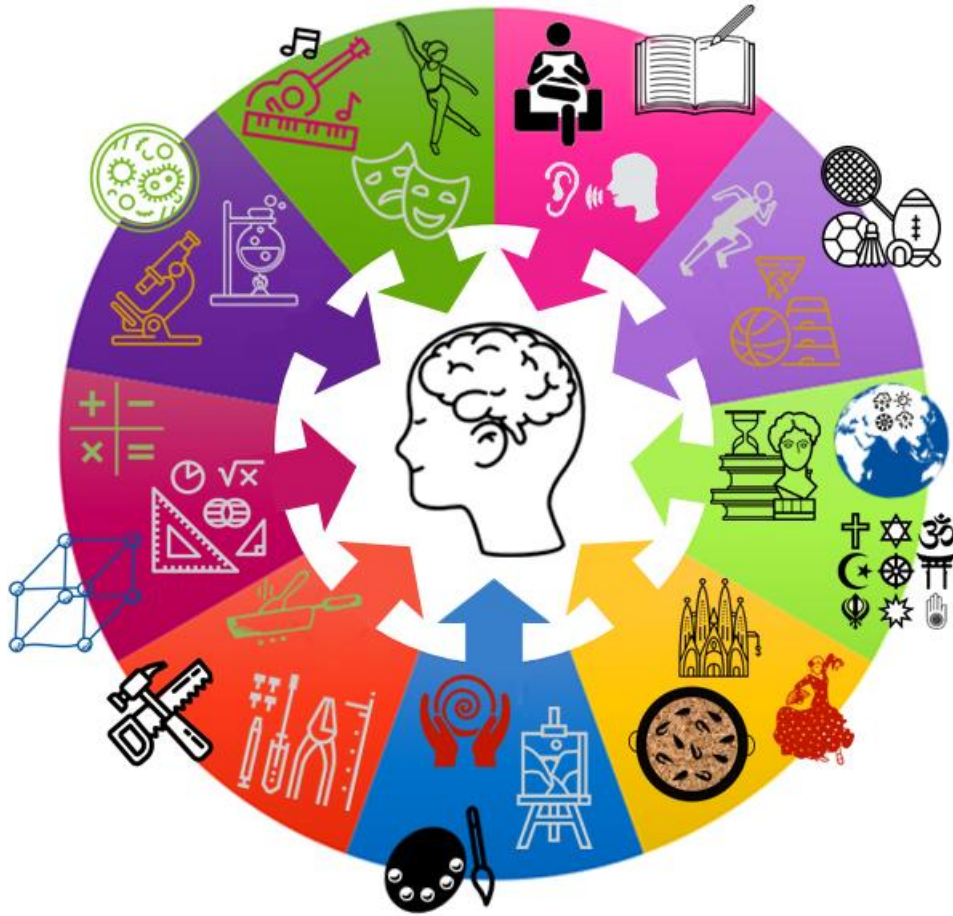


# Year 8 – Standard Curriculum Knowledge Organisers

## Term 5



### Swindon Academy 2022-23

Name:	
Tutor Group:	
Tutor & Room:	

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

# Using your Knowledge Organiser and Quizzable Knowledge Organiser

## Knowledge Organisers

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

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

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

**1. Matter**  
 1. Matter is made of tiny particles.  
 2. Matter has mass and occupies space.  
 3. Matter can be solid, liquid or gas.

**2. Particles**  
 1. Particles are very small.  
 2. Particles are everywhere.  
 3. Particles are in constant motion.

**3. Gases**  
 1. Gases are made of tiny particles.  
 2. Gases have mass and occupy space.  
 3. Gases are in constant motion.

**4. Mixing**  
 1. Mixing is the process of combining two or more substances.  
 2. Mixing can be physical or chemical.

**1. Particle theory**  
 The theory that all matter is made up of particles.

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

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

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

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

**What is the law of conservation of mass?**  
 The Law of Conservation of Mass states that mass cannot be created or destroyed.

**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.

**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.

**Diagram:** A cycle showing states of matter: Solid (top) → Liquid (middle) → Gas (bottom). Arrows indicate transitions: Solid to Liquid (Melting), Liquid to Solid (Freezing), Liquid to Gas (Evaporation), Gas to Liquid (Condensation), Solid to Gas (Sublimation), Gas to Solid (Deposition). Energy flow is shown: Gaining energy (upward arrows) and Losing energy (downward arrows).

## Quizzable Knowledge Organisers

**A. What is particle theory?**

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

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

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

**Solid**

**Liquid**

**Gas**

**Diagram:** A cycle showing states of matter: Solid (top) → Liquid (middle) → Gas (bottom). Arrows indicate transitions: Solid to Liquid (Melting), Liquid to Solid (Freezing), Liquid to Gas (Evaporation), Gas to Liquid (Condensation), Solid to Gas (Sublimation), Gas to Solid (Deposition). Energy flow is shown: Gaining energy (upward arrows) and Losing energy (downward arrows).

## 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.

### 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!

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.

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.

# 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 image shows the epraise website interface. On the left is a 'Planner' for the week of 10th May to 16th May 2020, with a grid for different subjects. On the right is a 'Knowledge Organiser' for 'Particle Theory' with various sections and diagrams.

## Step 2

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

The image shows a printed knowledge organiser page for 'Particle Theory'. Handwritten notes include the date '29th May 2020' and the title 'Particle theory'. A diagram shows the states of matter (Solid, Liquid, Gas) and the changes between them (Melting, Freezing, Evaporation, Condensation) with arrows indicating the direction of change and the energy involved (Gaining or Losing energy).

## Step 3

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

Handwritten notes in a prep book. The date is '29th May 2020'. The title is 'Properties of the states of matter'. The notes define: Solid = regular pattern, particles vibrate in fixed position; Liquid = particles are arranged randomly but are still touching each other, particles can slide past each other and move around; Gas = Particles are far apart and are arranged randomly, particles carry a lot of energy.

## Step 4

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

Handwritten notes in a prep book repeating the definitions of the states of matter: Solid = regular pattern, particles vibrate in fixed position. This is repeated three times.

## Step 5

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

The image shows a 'quizzable' version of the knowledge organiser. It has a table with questions and blank spaces for answers. Handwritten answers include 'Self quizzing' for the question 'What are the different changes of state?' and 'Arrangement/movement of matter' for 'What is the law of conservation of mass?'. There are also boxes for 'solid', 'liquid', and 'gas'.

## 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 in a prep book, similar to Step 3, but with checkmarks and corrections. For example, 'Gas = Particles are far apart and are arranged randomly' has 'far apart' written above 'are' and 'X' over 'are'. There are also checkmarks next to the definitions of solid and liquid.

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

# 'Animal Farm': Knowledge Organiser

## Chapter breakdown

1	The animals gather to listen to old Major. He gives them a vision of a life without man.
2	The animals rebel and overthrow Jones. The commandments are written.
3	The animals' first harvest is a success. The pigs keep the milk and apples to themselves.
4	The Battle of the Cowshed: Jones attempts to reclaim the farm.
5	Snowball and Napoleon debate the windmill. Napoleon uses dogs to chase Snowball from the farm. Napoleon makes himself leader.
6	Work begins on the windmill. The pigs move into the farmhouse. Winds destroy the windmill.
7	Work on the windmill starts again. Napoleon demands eggs from the hens. Napoleon slaughters animals at the show trials.
8	Napoleon betrays Mr. Pilkington and sells timber to Mr. Frederick. Frederick pays with counterfeit money. Frederick attacks the farm. The animals suffer losses in the Battle of the Windmill. The windmill is destroyed.
9	Boxer is sold to the knacker's yard.
10	The pigs are leaders on the farm. They start walking on two legs and carrying whips. There is no difference between the pigs and the humans they sought to overthrow at the start of the novel.

## The seven commandments

1	Whatever goes upon two legs is an enemy.
2	Whatever goes upon four legs, or has wings, is a friend.
3	No animal shall wear clothes.
4	No animal shall sleep in a bed.
5	No animal shall drink alcohol.
6	No animal shall kill any other animal.
7	All animals are equal.

## Characters

<b>Napoleon</b> 'a large, rather fierce-looking Berkshire boar, the only Berkshire on the farm, not much of a talker, but with a reputation for getting his own way.'
<b>Snowball</b> 'a more vivacious pig than Napoleon, quicker in speech and more inventive, but was not considered to have the same depth of character.'
<b>Squealer</b> 'with very round cheeks, twinkling eyes, nimble movements, and a shrill voice. He was a brilliant talker, and when he was arguing some difficult point he had a way of skipping from side to side and whisking his tail which was somehow very persuasive. The others said of Squealer that he could turn black into white.'
<b>Boxer</b> 'an enormous beast, nearly eighteen hands high, and as strong as any two ordinary horses put together... in fact he was not of first-rate intelligence, but he was universally respected for his steadiness of character and tremendous powers of work.'

## Biographical information

1	'Animal Farm' was written in 1945.
2	It was written by George Orwell.
3	Orwell was born in 1903.
4	'Animal Farm' was influenced by the events of World War II.
5	Orwell wanted to write about the cruel leaders of Europe during World War II.
6	'Animal Farm' is an allegory for the events of the Russian Revolution.

## Key words

<b>allegory</b> – a story with two meanings. It has a literal meaning, which is what actually happens in the story. But it also has a deeper meaning. The deeper meaning is often a moral. It teaches you a lesson about life.
<b>tyrant</b> – someone who has total power and uses it in a cruel and unfair way. A <b>tyranny</b> is a situation in which a leader or government has too much power and uses that power in a cruel and unfair way.
<b>rebellion</b> – a rebellion is a situation in which people fight against those who are in charge of them.
<b>harvest</b> – the time when crops are cut and collected from fields.
<b>corrupt</b> – when people use their power in a dishonest way order to make life better for themselves.
<b>propaganda</b> – Information that is meant to make people think a certain way. The information may not be true.
<b>cult of personality</b> – a cult of personality is where a leader convinces people to worship him or her and treat them like a god.
<b>treacherous</b> – If you betray someone who trusts you, you could be described as <b>treacherous</b> .
<b>declarative</b> : describes something that makes information known. A statement
<b>hierarchy</b> : a system of organising people into different levels of importance
<b>imperative</b> : a command.

# 'Animal Farm': Knowledge Organiser

## Chapter breakdown

1	The _____ gather to listen to old Major. He gives them a _____ of a life without _____.
2	The animals _____ and _____ Jones. The _____ are written.
3	The animals' first _____ is a _____. The pigs keep the _____ and _____ to themselves.
4	The Battle of the _____: _____ attempts to _____ the farm.
5	_____ and _____ debate the _____. _____ uses _____ to chase _____ from the farm. _____ makes himself _____.
6	Work begins on the _____. The _____ move into the _____. _____ the _____.
7	Work on the _____ starts again. _____ demands _____ from the _____. Napoleon _____ animals at the _____.
8	Napoleon _____ Mr. Pilkington and sells _____ to Mr. Frederick. Frederick pays with _____ money. Frederick _____ the farm. The animals suffer _____ in the Battle of the _____. The _____ is _____.
9	_____ is _____ to the _____ yard.
10	The _____ are _____ on the farm. They start _____ on _____ legs and carrying _____. There is _____ difference between the _____ and the _____ they sought to _____ at the _____ of the novel.

## The seven commandments

1	Whatever goes upon _____ legs is an _____.
2	Whatever goes upon _____ legs, or has _____, is a _____.
3	No animal shall _____.
4	No animal shall _____ in a _____.
5	No animal shall _____.
6	No animal shall _____ any other _____.
7	All animals are _____.

## Characters

<b>Napoleon</b> 'a large, rather _____ Berkshire boar, the only _____ on the farm, not much of a _____, but with a _____ for getting his own way.'
<b>Snowball</b> 'a more _____ pig than _____, _____ in _____ and more _____, but was not considered to have the same _____ of _____.'
<b>Squealer</b> 'with very _____ cheeks, _____ eyes, _____ movements, and a _____ voice. He was a _____, and when he was _____ some difficult point he had a way of _____ from side to side and _____ his _____ which was somehow very _____. The others said of Squealer that he could turn _____ into _____.'
<b>Boxer</b> 'an _____ beast, nearly _____ hands high, and as _____ as any _____ ordinary horses put together... in fact he was not of first-rate _____, but he was universally _____ for his _____ of character and _____ powers of _____.'

## Biographical information

1	'Animal Farm' was written in _____.
2	It was written by _____.
3	_____ was born in _____.
4	'Animal Farm' was _____ by the events of _____.
5	_____ wanted to write about the _____ of _____ during _____.
6	'Animal Farm' is an _____ for the events of the _____.

## Key words

<b>allegory</b> – a story with _____. It has a _____ meaning, which is what _____ in the story. But it also has a _____ meaning. The _____ meaning is often a _____. It _____ you a _____ about _____.
<b>tyrant</b> – someone who has _____ power and uses it in a _____ and _____ way. A <b>tyranny</b> is a situation in which a _____ or _____ has too much _____ and uses that _____ in a _____ and _____ way.
<b>rebellion</b> – a _____ is a _____ in which people _____ against those who are in _____ of them.
<b>harvest</b> – the _____ when _____ are _____ and _____ from _____.
<b>corrupt</b> – when _____ use their _____ in a _____ way order to make life _____ for _____.
<b>propaganda</b> – _____ that is meant to make people _____ a certain way. The _____ may not be _____.
<b>cult of personality</b> – a cult of personality is where a _____ people to _____ him or her and _____ them like a _____.
<b>treacherous</b> – If you _____ someone who _____ you, you could be described as <b>treacherous</b> .
<b>declarative</b> : describes something that makes _____ . A _____
<b>hierarchy</b> : a _____ of organising _____ into different _____ of _____
<b>imperative</b> : a _____.



**What we are learning this term:**

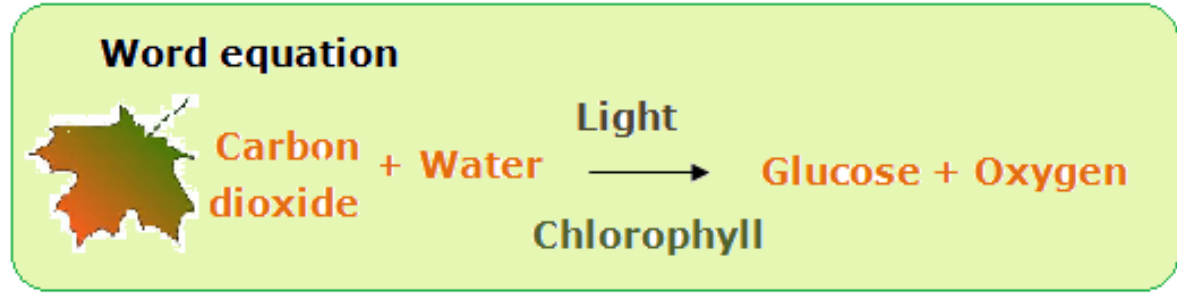
- A. Photosynthesis
- B. Roots
- C. Leaf adaptations
- D. The importance of photosynthesis

**4 Key Words for this term**

- 1. Chloroplast
- 2. Xylem
- 3. Phloem
- 4. Photosynthesis

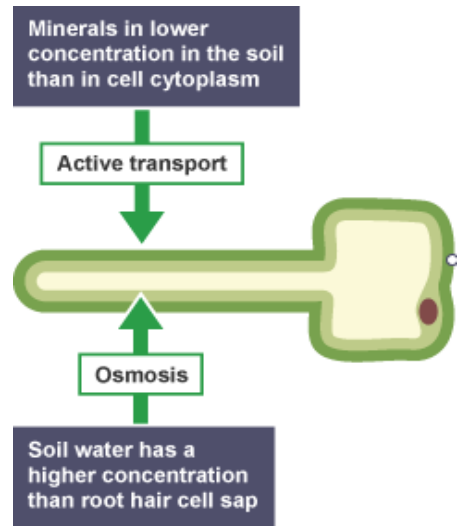
A.

**State the word equation for photosynthesis**



**B. Describe the function of the roots**

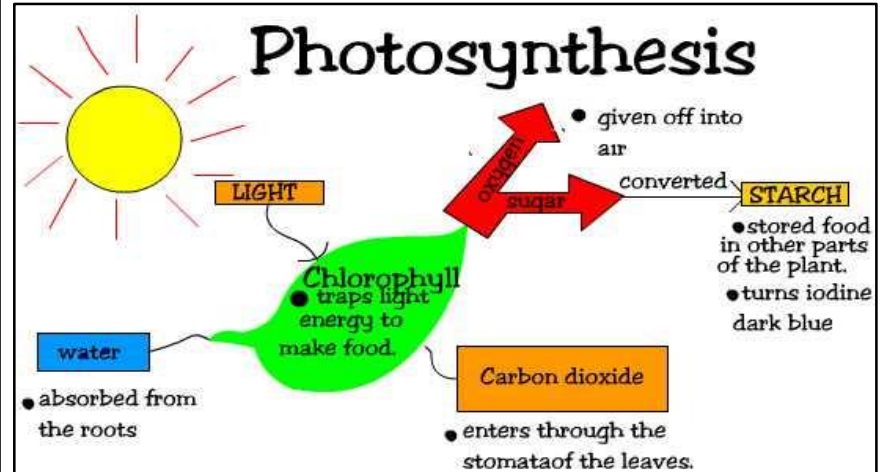
- Made up of **root hair cells**.
- These cells **absorb minerals** through **active transport** (which requires energy).
- They also **absorb water** through **osmosis** (which doesn't require energy).



A.

**Describe testing leaves for starch**

1. The leaf is **boiled** to break open cells.
2. Then boiled in **ethanol** to remove the chlorophyll.
3. Finally test with **iodine**. **Blue/black** is a positive result.



**What we are learning this term:**

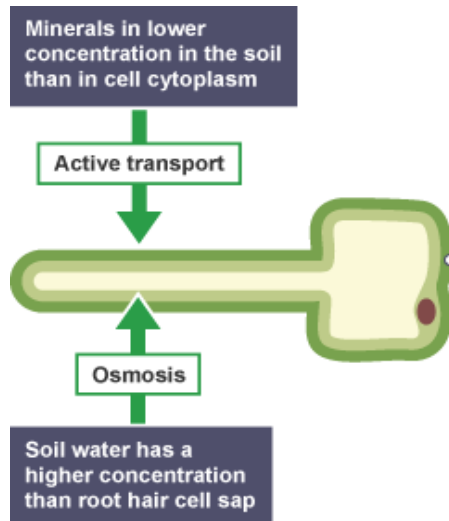
- A. Photosynthesis
- B. Roots
- C. Leaf adaptations
- D. The importance of photosynthesis

**4 Key Words for this term**

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

**B. Describe the function of the roots**

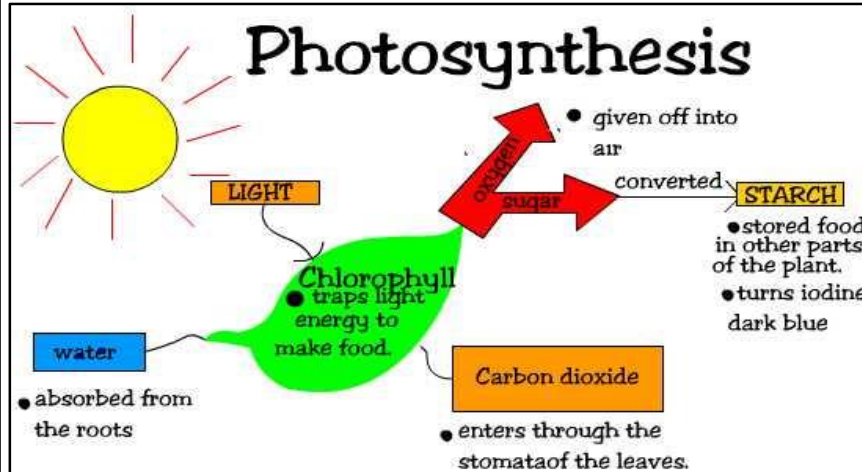
- Made up of \_\_\_\_\_
- \_\_\_\_\_.
- These \_\_\_\_\_ cells **absorb** \_\_\_\_\_ through \_\_\_\_\_ (which requires energy).
- They also **absorb** \_\_\_\_\_ through \_\_\_\_\_ (which doesn't require energy).



**A. State the word equation for photosynthesis**

**A. Describe testing leaves for starch**

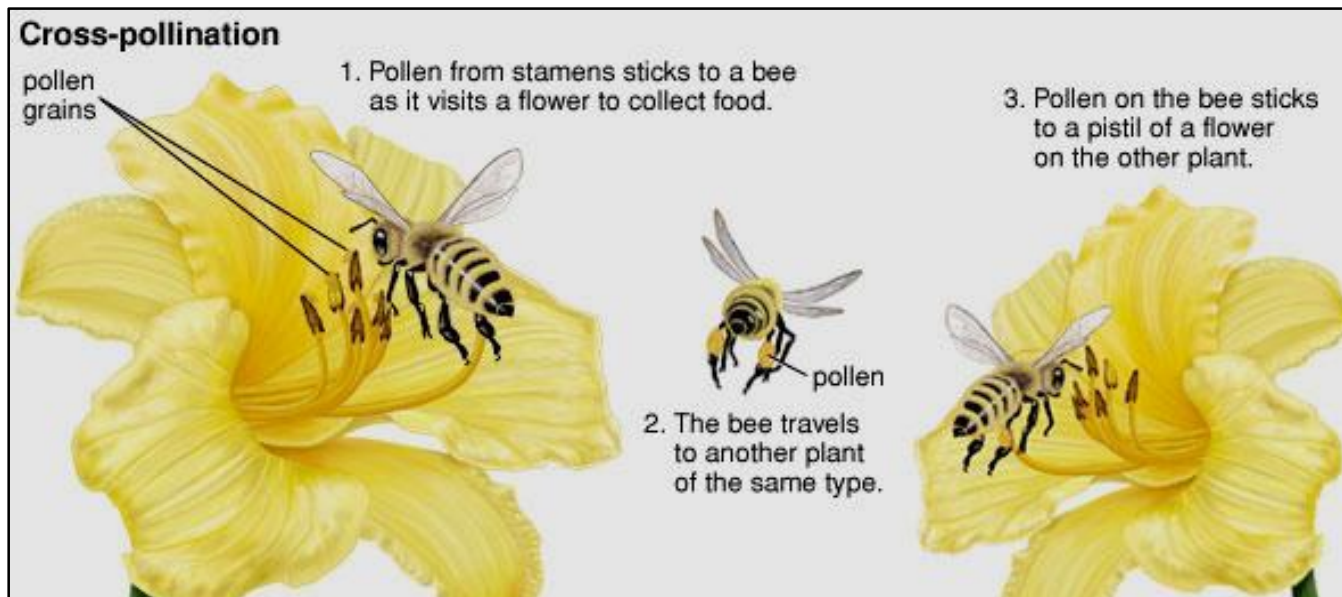
- 1.
- 2.
- 3.





<b>C.</b>	<b>Describe the adaptations of leaves for photosynthesis</b>	
<b>Large surface area</b>	To absorb lots of <b>light</b> .	
<b>Waxy coat</b>	To prevent <b>water loss and damage</b> .	
<b>Palisade cells</b>	Long, thin and contain lots of chloroplasts for <b>photosynthesis</b> .	
<b>Stomata</b>	<b>Small holes</b> on the bottom of the leaf which allow <b>carbon dioxide</b> into the leaf and <b>oxygen</b> out.	
<b>Guard cells</b>	Control the <b>opening and closing</b> of the stomata.	

<b>D.</b>	<b>Explain the importance of plant pollination in food security</b>
Lots of the <b>foods</b> we eat come from plants which <b>reproduce by pollination</b> . So if plant pollination is not occurring enough then food will be less secure.	



<b>D.</b>	<b>Define pollination</b>
Pollination is the <b>transfer of pollen</b> from a <b>male</b> part of a plant to a <b>female</b> part of a plant, enabling later fertilisation and the production of seeds.	





C.	Describe the adaptations of leaves for photosynthesis
Large surface area	
Waxy coat	
Palisade cells	
Stomata	
Guard cells	

D.	Explain the importance of plant pollination in food security

**Cross-pollination**

pollen grains

1

2

3

pollen

D.	Define pollination

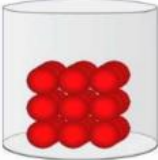
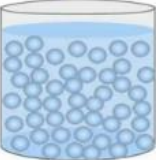
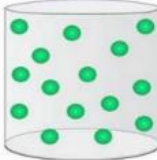
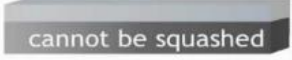
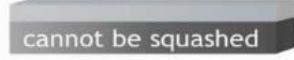
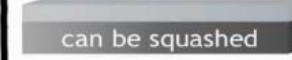
**What we are learning this term:**

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

**2 Key Words for this term:**

- 1. Density
- 2. Compression

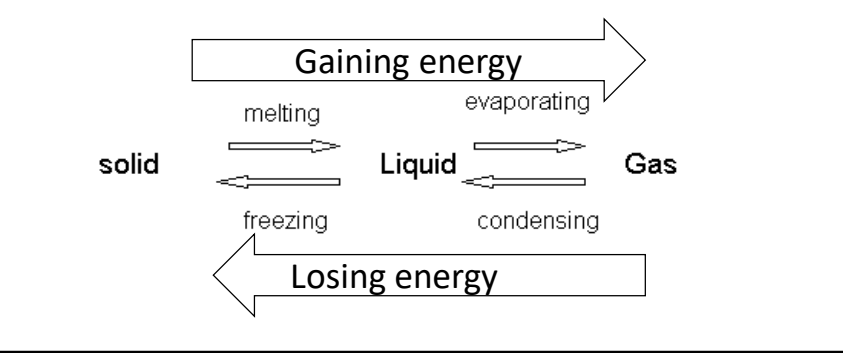
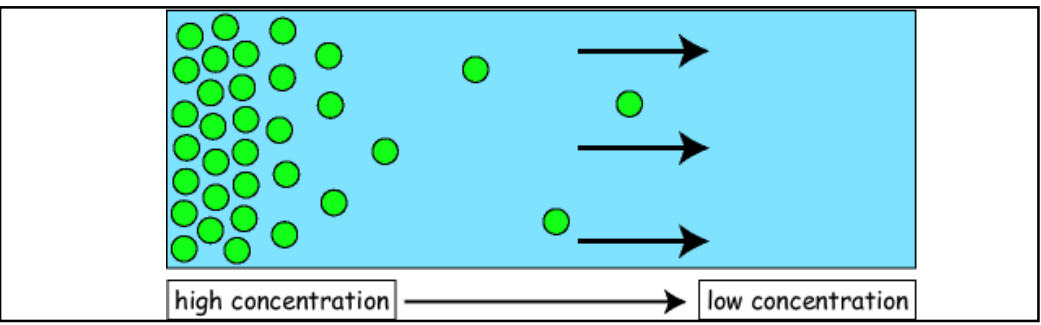
**A. Describe the properties of the three states of matter**

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

A.	What are the different changes of state?
<b>Melting</b>	Change of state from solid to liquid
<b>Freezing</b>	Change of state from liquid to solid
<b>Evaporation</b>	Change of state from liquid to gas
<b>Condensation</b>	Change of state from gas to liquid

**B. What is Brownian Motion?**

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



**B. What is diffusion?**

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

**B. What is the equation to calculate concentration?**

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

**What we are learning this term:**

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

**2 Key Words for this term:**

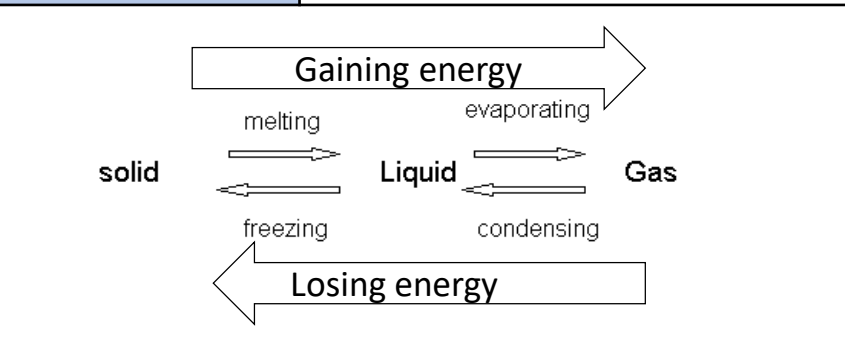
- 1.
- 2.

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

<b>solid</b>	<b>liquid</b>	<b>gas</b>
--------------	---------------	------------

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

<b>Melting</b>	
<b>Freezing</b>	
<b>Evaporation</b>	
<b>Condensation</b>	



**B. What is Brownian Motion?**

A diagram illustrating Brownian motion. It shows a rectangular container with a light blue background. On the left side, there is a high concentration of green circular particles. On the right side, there is a low concentration of these particles. Three black arrows point from the high concentration area towards the low concentration area, representing the direction of diffusion.

**B. What is diffusion?**

**B. What is the equation to calculate concentration?**

**C. State the equation to calculate density.**

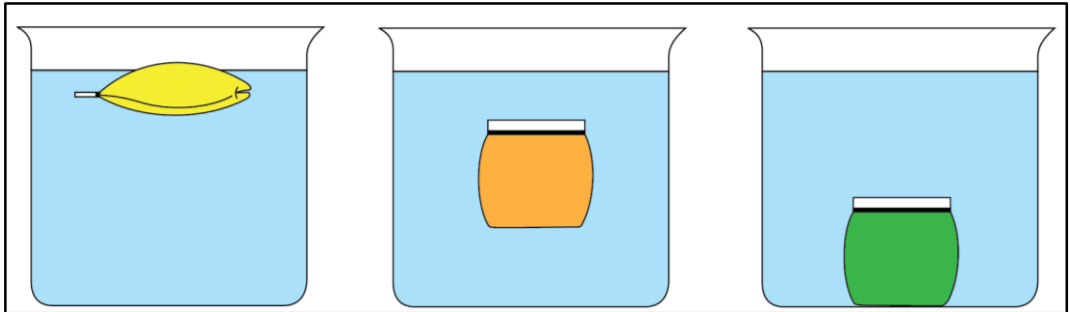
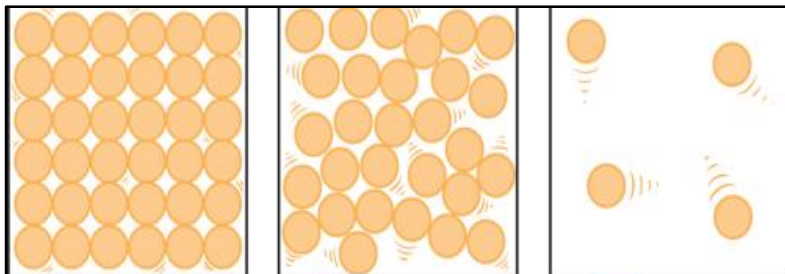
$$\text{Density} = \frac{\text{mass}}{\text{volume}}$$

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

**C. State the equation to calculate pressure.**

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

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



**C. What happens to atmospheric pressure as you go up?**

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

**B. Compare chemical changes and physical changes.**

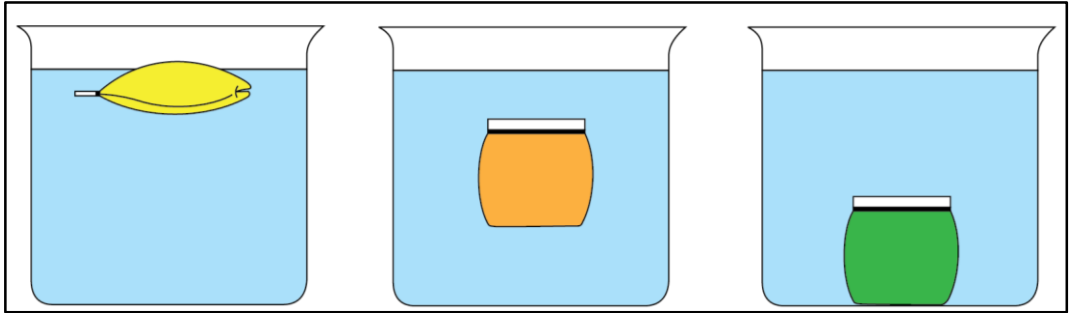
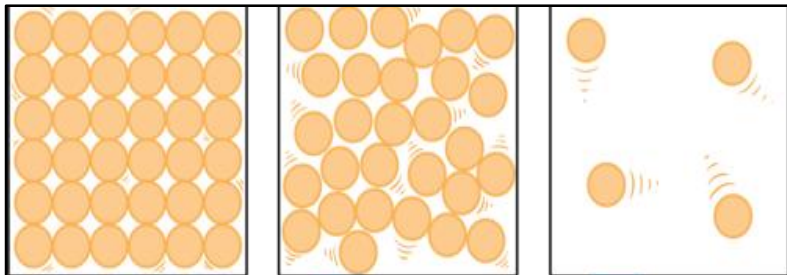
Chemical changes	Physical changes
Not easily reversed	Easily <b>reversed</b>
<b>New product</b> formed	No new product formed
Often <b>heat/light/sound/gas production</b> (fizzing) occurs	Often just a <b>change of state</b>
E.g: wood burning	E.g: ice melting

**C. State the equation to calculate density.**

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

**C. State the equation to calculate pressure.**

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



**C. What happens to atmospheric pressure as you go up?**

**B. Compare chemical changes and physical changes.**

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



# Geography Knowledge Organiser: Year 8 Term 5 Ecosystems



<b>Background:</b>		<b>C. Climatic features (4)</b>		<b>D. Major global biomes (4)</b>	
<ol style="list-style-type: none"> <li>An ecosystem is a community of things that are linked together to make up a type of environment. <b>(A, B)</b></li> <li>An ecosystem contains biotic (living) and abiotic (non-living) parts. <b>(B)</b></li> <li>The climate of an ecosystem is very important as it influences what you will find there. <b>(C)</b></li> <li>The main world biomes can be found in specific parts of the world, they have very different climatic conditions &amp; features. <b>(C, D)</b></li> <li>The rainforest biome has some distinctive features. <b>(F)</b></li> <li>However, deforestation is a major challenge facing rainforests world-wide. <b>(E)</b></li> <li>The deserts world-wide also have some key characteristics. <b>(G)</b></li> <li>The Sahara desert is a place with opportunities for people, but there are also challenges which need to be overcome. <b>(H)</b></li> </ol>		Climate graph	A graph showing rainfall and temperature in a place over a whole year.	Tundra (2)	<ol style="list-style-type: none"> <li>Found at the far north and south of the planet.</li> <li>A cold ecosystem, little rainfall.</li> </ol>
		Precipitation	Any form of water falling from the sky.	Hot desert (2)	<ol style="list-style-type: none"> <li>Found along the Tropic of Cancer and the Tropic of Capricorn.</li> <li>Hot environments with little rain.</li> </ol>
		Convictional rainfall	Rain that is produced when warm air rises, cools and condenses, forming clouds and then rainfall.	Tropical rainforest (2)	<ol style="list-style-type: none"> <li>Found in places along the Equator.</li> <li>Hot and humid environments with huge amounts of rainfall.</li> </ol>
		High pressure	Areas where air is sinking, this air has little moisture, thus condensation can not happen.	Temperate forest (2)	<ol style="list-style-type: none"> <li>The main biome of the UK and other places along the same lines of latitude.</li> <li>Warm summers, mild winters. No extremes of temperature, rainfall.</li> </ol>
		<b>F. Rainforest features (4)</b>		<b>E. Deforestation in the rainforest (6)</b>	
		Rainforest layers	Forest floor, understorey, canopy, emergent layer.	Deforestation	The cutting down and removal of forest. This happens due to many factors.
		Nutrient cycle	Nutrients move from living things to litter and the soil in a continuous cycle, keeping both plants and soil healthy.	Logging	Cutting down trees to sell the wood for a profit, sometime this is done illegally.
		Drip tip leaves	A plant adaptation that lets excess water drip off leaves quickly.	Cattle ranching	Removing trees from a large part of the rainforest and keeping cows on the land. These are sold for meat.
<b>A. Classification of ecosystem (4)</b>		<b>G. Desert characteristics (4)</b>		Slash and burn	A type of farming where you cut down a small area of trees, burn the vegetation and then grow crops on this land.
Ecosystem	A community of things linked together in an environment.	Diurnal range	Differences between the highest day and lowest night time temperature.	Soil erosion	When the soil in an area loses its minerals (water or wind erosion) so that it becomes difficult to grow crops there.
Biome	An ecosystem on a large scale that covers parts of continents and whole countries.	Nocturnal	Animals only come out at night.	Indigenous tribes	A group of people who live traditional lives in places (like the rainforest).
Habitat	A place where plants and animals live. Example: a pond, or hedgerow.	Cactus	Long root systems to get as much water as possible from dry ground.		
Biodiversity	The amount of variety of life there is in a place.	Camel	Webbed feet to help walk in sand.		
<b>B. Features of an ecosystem (3)</b>		<b>H. Opportunities and challenges for development in the Sahara desert</b>			
Biotic	The living parts of an ecosystem. Examples: plants, animals, humans.	Where	The Sahara is found in Northern Africa.		
Abiotic	The non-living parts of an ecosystem. Examples: soil, climate, river.	<b>Opportunities (2):</b>		<b>Challenges (2)</b>	
Food chain	A diagram that shows what is eating what in an ecosystem.	<ol style="list-style-type: none"> <li>In Algeria, oil extraction accounts for 60% of the GDP.</li> <li>Farming in Egypt happens because the Aswan dam provides water all year round to grow crops and providing an income for farmers.</li> </ol>		<ol style="list-style-type: none"> <li>Extreme temperatures can cause illness or death because of dehydration.</li> <li>Water is scarce and so farming can be unreliable meaning an unreliable income for farmers.</li> </ol>	



**Background:**

1. An ecosystem is a community of things that are linked together to make up a type of environment. **(A, B)**
2. An ecosystem contains biotic (living) and abiotic (non-living) parts. **(B)**
3. The climate of an ecosystem is very important as it influences what you will find there. **(C)**
4. The main world biomes can be found in specific parts of the world, they have very different climatic conditions & features. **(C, D)**
5. The rainforest biome has some distinctive features. **(F)**
6. However, deforestation is a major challenge facing rainforests world-wide. **(E)**
7. The deserts world-wide also have some key characteristics. **(G)**
8. The Sahara desert is a place with opportunities for people, but there are also challenges which need to be overcome. **(H)**

A. Classification of ecosystem (4)	
Ecosystem	
Biome	
Habitat	
Biodiversity	

B. Features of an ecosystem (3)	
Biotic	
Abiotic	
Food chain	

C. Climatic features (4)	
Climate graph	
Precipitation	
Convictional rainfall	
High pressure	

F. Rainforest features (4)	
Rainforest layers	
Nutrient cycle	
Drip tip leaves	

G. Desert characteristics (4)	
Diurnal range	
Nocturnal	
Cactus	
Camel	

H. Opportunities and challenges for development in the Sahara desert	
Where	
Opportunities (2):	Challenges (2)

D. Major global biomes (4)	
Tundra (2)	
Hot desert (2)	
Tropical rainforest (2)	
Temperate forest (2)	

E. Deforestation in the rainforest (6)	
Deforestation	
Logging	
Cattle ranching	
Slash and burn	
Soil erosion	
Indigenous tribes	



<b>What we are covering: Age of Exploration</b>		<b>E. Why did Britain's population increase so rapidly after 1750?</b>				
<b>We will be studying:</b> How this helped to kickstart the Industrial Revolution (E, F), The lives of slaves on plantations and how this compares to those of factory workers during the Industrial Revolution (G), Factors that contributed to the abolition of slavery and the slave trade (H), Developments in transport during the Industrial Revolution (I).		<b>Improvements in farming</b> After 1750 farmers produced more food and people had the opportunity to enjoy a healthier diet (fruit, veg, dairy and meat). All the proteins and vitamins helped the body to fight disease.	<b>Edward Jenner</b> – in 1796, Jenner discovered how to vaccinate against one of Britain's worst diseases – smallpox. Gradually, more and more people were treated until 1870 when vaccination was made compulsory for all. Smallpox disappeared.	<b>Improvements in Public Health</b> – After the 1860's councils began to clean up towns and cities. Clean water supplies and sewers were installed, better housing was built too.	<b>Super Soap</b> - after 1800 cheap soap became readily available. Soap is a powerful germ-killer (although before the 1860's (at this time) people did not know that germs caused disease.	<b>Medical advancements</b> – After 1870, doctors started to use anaesthetics (numbs pain) and antiseptics (kills germs) to make operations safer and cleaner. Fewer patients died of shock, pain or infection.
<b>F.</b>	<b>Causes of the Industrial Revolution</b>	<b>G. How did the lives of slaves and factory workers compare?</b>				
<b>Population growth</b> – Rapid growth in population. The more people there are the more goods they buy. Increase in population provided source of labour – workers.		<b>Slaves</b>		<b>Factory Workers</b>		
<b>Raw materials</b> – Lots of iron to make machines, railways and cannons, coal to drive steam engines in the factories and clay to supply the pottery industry. Raw materials for new machines/inventions were available, either home produced or imported		Families were deliberately split up		Labourers worked 12- to 14-hour days, six days a week. When demand increased it could be up to 19 hours		
<b>Farmers grew more food</b> – They are producing more food for the growing population, particularly for those in towns who cannot grow their own food. Farm workers are earning more and so have more money to spend on goods produced by industry.		Owners gave their slaves new names, and some owners branded their initials onto the slaves' skin		The noise of the machines caused workers to lose their hearing, and the dust and cotton fibres that filled the air caused lung diseases.		
<b>Empire and Trade</b> – Traders make more money and invest it in improving British industry and transports. Traders bring in raw materials like cotton from America. People overseas buy lots of British goods e.g. cotton cloth. This keeps the factories and workers busy back in Britain.		Working in sugar cane and rice plantations was exhausting, but tobacco plantations tended to be less demanding.		Factory owners kept strict discipline, docking the wages of employees who broke factory rules.		
<b>British transport improved</b> – Better transport (canals and railways) makes raw materials cheaper and makes the supply more reliable. It also enlarges the markets and makes the finished goods cheaper. Improved transport allows new ideas and inventions to spread more quickly.		One of the worst jobs was working in the salt ponds of the Turks and Caicos Islands, where standing for long hours in the saltwater caused blisters and boils to spread across slaves' legs		Poor families depended upon the extra income provided by their children – children would start work as young as 5 (as scavengers and piecers)		
<b>Talented Entrepreneurs and Inventors</b> – Britain has great inventors (e.g. Arkwright) who have ideas about how to improve industry. Entrepreneurs can see how to make money out of these new ideas and invention.		Small minority of slaves were taken into the plantation owners house, where they worked as cooks, servants or cleaners – some given a basic education		Children had to work right next to moving machinery, and if their arms or leg got caught, they could lose a limb – they would be beaten with a leather strap for not working hard enough/being disobedient.		
<b>H</b>	<b>Other factors in the abolition of slavery and the slave trade</b>					
Slave Rebellions	The Maroons – escaped slaves who ran away from their plantations into the mountains There were 2 wars and the Maroons were cheated out of their peace agreement, arrested and transported out of Jamaica	Nat Turner's – Organised an uprising which resulted in the murder of the plantation owner and his family and the murder of 51 other white people. Turner was arrested, convicted and hanged along with 16 of his followers. This resulted in harsher laws against slaves.	Haitian Revolution – most successful slave rebellion. Resulted in the foundation of Haiti. The slaves rebelled killing thousands of whites and burning down sugar plantations. The slaves succeeded and declared their independence in 1804.			
Sugar Boycotts	<ul style="list-style-type: none"> <li>- After Parliament rejected the abolition bill in 1791, abolitionists took action by sidestepping Parliament entirely and calling for a boycott on Britain's largest import, slave-grown sugar.</li> <li>- An anti-sugar pamphlet by William Fox published in 1791 sold 70,000 copies in four months - by 1792, 400,000 people in Britain were boycotting sugar</li> <li>- The boycott spread rapidly until by 1794 it is estimated that well over 300,000 families had joined</li> <li>- Grocers reported that demand had fallen by a third</li> </ul>					
Economy	<ul style="list-style-type: none"> <li>- Less people were buying slave-grown sugar from the West Indies because they were able to get cheaper and more ethical sugar from countries such as Cuba and Brazil. This led to the plantation owners in the West Indies losing business.</li> <li>- It became clear to the plantation owners that it was actually cheaper to employ ex-slaves as waged labourers than to own slaves who had to be housed and fed. With a smaller market for their cargoes there was less profit for the slave traders in the West Indies.</li> </ul>					

## I. How did developments in transport improve people's lives in Britain?

### Canals

- People knew that it was far easier to transport goods over water than it was over land
- A horse could pull a barge with ten times more weight on than if the horse was pulling a cart – fewer horses pulling more goods = profitable
- Francis Egerton the Duke of Bridgewater had seen how effective canals were for transporting raw materials so he decided to link some coal mines that he owned in Worsley by a canal to the city of Manchester where the coal was used for iron and ship making (The Bridgewater Canal).
- Made it easier to transport coal to Manchester - the price of coal in the city halved and the Duke of Bridgewater made huge amounts of money – this inspired others to want to build canals.

### Railways

- Trains were a cheaper, more efficient and more effective way of travelling than canals - could travel at 15 miles an hour which was far faster than the couple of miles an hour a horse could walk carrying a barge
- Trains could carry 50 tonnes of goods - far more than a horse could pull on a barge
- Trains could be used to carry passengers and up to 600 passengers would be carried on it every journey - people could go to places that they would have never been able to before
- It allowed fresh dairy and agricultural produce from rural areas to be delivered to towns and cities
- Trains were a financial success and people suddenly realised that railways could provide huge profits – investors spend huge amounts of money on railways.



**What we are covering: Age of Exploration**

**We will be studying:** How this helped to kickstart the Industrial Revolution (E, F), The lives of slaves on plantations and how this compares to those of factory workers during the Industrial Revolution (G), Factors that contributed to the abolition of slavery and the slave trade (H), Developments in transport during the Industrial Revolution (I).

E. Why did Britain's population increase so rapidly after 1750?				
<u>Improvements in farming</u>	<u>Edward Jenner</u> –	<u>Improvements in Public Health</u> –	<u>Super Soap</u> -	<u>Medical advancements</u> –

F.	Causes of the Industrial Revolution
	<u>Population growth</u> –
	<u>Raw materials</u> –
	<u>Farmers grew more food</u> –
	<u>Empire and Trade</u> –
	<u>British transport improved</u> –
	<u>Talented Entrepreneurs and Inventors</u> –

G. How did the lives of slaves and factory workers compare?	
Slaves	Factory Workers

H	Other factors in the abolition of slavery and the slave trade		
Slave Rebellions	The Maroons –	Nat Turner's –	Haitian Revolution – .
Sugar Boycotts			
Economy			



I. How did developments in transport improve people's lives in Britain?

Canals

Railways

## 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 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> </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> </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. The Problem of Evil</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. Religious Experience</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.</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.</li> <li>There have been times when there seems to be an increase in reported religious experiences.</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> </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> </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 _____.</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.</li> <li>There have been times when there seems to be an increase in reported _____ experiences.</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:	
<p>A. Describing morning routines                  B. Describing afternoon and evening routines                  C. Personality descriptors                  D. Relationships at home                  E. Relationships at home                  F. Film vocabulary</p>	
6 Key Words for this term	
1. Mi rutina diaria	4. las relaciones
2. el mundo	5. las soluciones
3. llevarse bien con	6. puntos de vista

**A. Lo que hago por las mañanas – What I do in the mornings**

la rutina	routine
desayunar	to have breakfast
despertar(se)	to wake up
duchar(se)	to shower
ir al instituto	to go to school
lavar(se) los dientes	to brush your teeth
levantar(se)	to get up
peinar(se)	to brush your hair
vestir(se)	to get dressed
a menudo	often
a veces	sometimes
antes	before
después	afterwards
durar	to last
inmediatamente	immediately
luego	then/later
mientras	while
nunca	never

**B. Lo que hago por las tardes y por las noches – What I do in the afternoons and evenings**

acostar(se)	to go to bed
cambiar de ropa	to get changed
cenar	to have dinner
hacer los deberes	to do homework
merendar	to snack
pasear al perro	to walk the dog
relajar(se)	to relax
volver a casa	to return home
cuando llego a casa	when I get home
cuando me apetece	when I feel like it
si mis padres me dejan	if my parents let me
si tengo tiempo	if I have time
siempre que puedo	whenever I can

**C. Personalidad**

trabajador	Hard working
hablador	Talkative
tranquilo	Quiet
serio	Serious
simpático	Friendly/nice
deportista	Sporty
estudioso	Studious
sociable	Sociable
Antipático	Unfriendly
Bastante	Quite
Un poco	A little bit
Siempre	Always
De vez en cuando	From time to time
Nunca	never
Sería	He/she would be
Tendría	He/she would have

Key Verbs			
Aguantar(se) To stand / bear	Llevarse bien con – to get on well with	Cuidar de To care for	Pensar To think
Me aguanto I stand / bear	Me llevo bien con I get on well with	Cuido de I care for	Pienso I think
Te aguantas You stand / bear	Te llevas bien con You get on well with	Cuidas de You care for	Piensas You think
Se aguanta S/he stands / bears	Se lleva bien con S/he gets on well with	Cuida de s/he cares for	Piensa s/he thinks
Nos aguantamos We stand / bear	Nos llevamos bien We get on well with	Cuidamos de We care for	Pensamos We think
Se aguantan They stand / bear	Se llevan bien con They get on well with	Cuidan de They care for	Piensan They think

**D. ¡Te he dicho que no! – I've told you no!**

estricto/a	strict
incompatible	incompatible
injusto/a	unfair
justo/a	fair
razonable	reasonable
a todas horas	all the time
el conflicto	conflict
el lío	mess
el permiso	permission
la regla	rule
raras veces	rarely
siempre	always
deprisa	fast / quickly

**E. ¡Te he dicho que no! – I've told you no!**

aguantar(se)	to stand / bear
criticar	to criticise
discutir	to argue
enfadarse	to get angry
Gritar	to shout
pelearse	to fight / argue
respetar	to respect
llegar a casa	to arrive home
llevarse bien con	to get on well with
llevarse mal con	to get on badly with
volver a casa	to return home
estar de acuerdo	to agree with
estar en contra	to be against

**F. En busca de un mundo mejor – In search of a better world**

las películas de acción	action films
las películas del Oeste	Westerns
las películas de amor	romantic films
las películas de artes marciales	martial arts films
las películas de ciencia ficción	science fiction films
los dibujos animados	animated films
las comedias	comedies
las películas de guerra	war films
las películas de terror	horror films
las películas policíacas	Police films
emocionantes	exciting
graciosas	Funny
interesantes	Interesting
infantiles	Childish
divertidas	Fun
inteligentes	Intelligent
tontas	Silly/stupid
aburridas	boring



What we are learning this term:	
A. Describing morning routines B. Describing afternoon and evening routines C. Personality descriptors D. Relationships at home E. Relationships at home F. Film vocabulary	
6 Key Words for this term	
1. Mi rutina diaria	4. las relaciones
2. el mundo	5. las soluciones
3. llevarse bien con	6. puntos de vista

**A. Lo que hago por las mañanas – What I do in the mornings**

_____	routine
desayunar	_____
_____	to wake up
duchar(se)	_____
_____	to go to school
lavar(se) los dientes	_____
_____	to get up
peinar(se)	_____
_____	to get dressed
a menudo	_____
_____	sometimes
antes	_____
_____	afterwards
durar	_____
_____	immediately
luego	_____
_____	while
nunca	_____

**B. Lo que hago por las tardes y por las noches – What I do in the afternoons and evenings**

acostar(se)	_____	to get changed
_____	_____	_____
cenar	_____	to do homework
_____	_____	_____
merendar	_____	to walk the dog
_____	_____	_____
relajar(se)	_____	to return home
_____	_____	when I get home
cuando llego a casa	_____	when I feel like it
_____	_____	_____
si mis padres me dejan	_____	if my parents let me
si tengo tiempo	_____	whenever I can

**C. Personalidad**

trabajador	_____	Talkative
_____	_____	_____
tranquilo	_____	Serious
_____	_____	_____
simpático	_____	Sporty
_____	_____	_____
estudioso	_____	Sociable
sociable	_____	Unfriendly
_____	_____	_____
Bastante	_____	A little bit
_____	_____	_____
Siempre	_____	From time to time
_____	_____	_____
Nunca	_____	He/she would be
_____	_____	He/she would have
_____	_____	_____

**Key Verbs**

Aguantar(se) To stand / bear	Llevarse bien con – to get on well with	Cuidar de To care for	Pensar To think
I stand / bear	I get on well with	I care for	I think
You stand / bear	You get on well with	You care for	You think
S/he stands / bears	S/he gets on well with	s/he cares for	s/he thinks
We stand / bear	We get on well with	We care for	We think
They stand / bear	They get on well with	They care for	They think

**D. ¡Te he dicho que no! – I've told you no!**

_____	strict
incompatible	incompatible
_____	unfair
justo/a	fair
_____	reasonable
a todas horas	all the time
el conflicto	_____
el lio	_____
el permiso	_____
la regla	_____
raras veces	_____
siempre	_____
deprisa	_____

**E. ¡Te he dicho que no! – I've told you no!**

aguantar(se)	_____
criticar	to _____
discutir	_____
enfadarse	_____
Gritar	_____
pelearse	_____
respetar	_____
_____	_____
llegar a casa	_____
llevarse bien con	_____
llevarse mal con	_____
volver a casa	_____
estar de acuerdo	_____
estar en contra	_____

**F. En busca de un mundo mejor – In search of a better world**

_____	action films
_____	_____
_____	Westerns
_____	_____
_____	romantic films
_____	_____
_____	martial arts films
_____	_____
_____	science fiction films
_____	_____
_____	animated films
_____	comedies
_____	war films
_____	_____
_____	horror films
_____	_____
_____	Police films
_____	_____
_____	exciting
_____	Funny
_____	Interesting
_____	Chlidish
_____	Fun
_____	Intelligent
_____	Silly/stupid
_____	boring





What we are learning this term:	
A.	Research and Key Words
B.	Drawing
C.	Mind Mapping
D.	Designing
E.	Making
F.	Decorating

B.	What equipment do you need to complete a successful grid method?
	<ol style="list-style-type: none"> <li>1. Sharp pencil</li> <li>2. Ruler</li> <li>3. Image you are drawing and plain paper.</li> </ol>
C.	Similarities and differences between Eva Funderberg and Anya Stasenko (Images on top banner)
<u>Similarities:</u>	<u>Differences</u>
<ul style="list-style-type: none"> <li>• 1. Both made from ceramic</li> <li>• 2. Both outcomes explore emotions</li> <li>• 3. Both made using the pinch pot technique</li> </ul>	<ul style="list-style-type: none"> <li>• 1. Anya hopes to make people smile with her work</li> <li>• 2. Eva tried to portray a dark emotion</li> <li>• 3. Eva creates her objects based on what humans feel on the inside.</li> </ul>

A.	Key word for this term?
Key word	Key definition
1. Sculpture	A 3D artwork
2. Materials	What an artwork is made from
3. Formal Elements	The building blocks for Art
4. Mental Health	Psychological and emotions wellbeing
5. Ceramic	Objects made from clay and the fired in a kiln.
6. Artist study	Drawing a piece of artist work
7. Tone	Lightness and darkness within art.
8. Pinch Pot	Creating a small vessel with clay- like a small pot.

E.	Step by step to making a pinch pot and then score and slip:
1.	Roll the clay in your hands, you are wanting to warm and smooth it through.
2.	Next, with your thumb, press lightly to make an indentation.
3.	Continue this process until the indentation become a small hole.
4.	Be careful to not make the edges too thin. You want to have a sturdy bottom and strong edges.
5.	To make the score and slip effective, take a clay tool. Carve into the top of the edges you would like to join together with the tool.
6.	Next, add slip. Slip is like clay glue. It is watery paste clay.
7.	Add the slip and join edges together, making sure to smooth any bumps or holes. This might prevent a good seal.
8.	You have now, successfully created a pinch pot with score and slip.

### Images of tools.

D.	Mind Mapping for Inner Self
	Use the space below to design and create your own mind map for Inner Self.
	<p>Goals</p> <ul style="list-style-type: none"> <li>-Get amazing GCSE grades</li> <li>-Bungie jump</li> </ul> <p>Strengths</p> <ul style="list-style-type: none"> <li>- Kind</li> <li>- Sporty</li> <li>- Ambitious</li> <li>- Funny</li> </ul> <p>Weakness</p> <ul style="list-style-type: none"> <li>-Face my fear of heights</li> </ul> <p>Emotions</p> <ul style="list-style-type: none"> <li>-Happy</li> <li>-Cheerful</li> </ul> <p style="text-align: center;"><b>Inner Self</b></p>

Use the images below to help with step by step to making a pinch pot

D.	Tools needed for working with clay:
1	Clay
2	Wooden board
3	Rolling pin
4	Slats
5	Clay tools
6	Plastic bags
7	Sponges or wipes
8	Spray water



What we are learning this term:	
<p>A. Research and Key Words          B. Drawing          C. Mind Mapping          D. Designing          E. Making          F. Decorating</p>	

A.	Key word for this term?	
	Key word	Key definition
1.	Sculpture	
2.	Materials	
3.	Formal Elements	
4.	Mental Health	
5.	Ceramic	
6.	Artist study	
7.	Tone	
8.	Pinch Pot	

D.	Mind Mapping for Inner Self
<p>Use the space below to design and create your own mind map for Inner Self.</p>	

B.	What equipment do you need to complete a successful grid method?	
<p>1. 2. 3.</p>		
C.	Similarities and differences between Eva Funderberg and Anya Stasenکو (Images on top banner)	
<p><u>Similarities:</u></p> <ul style="list-style-type: none"> <li>• .</li> <li>• .</li> <li>• .</li> </ul>		<p><u>Differences:</u></p> <ul style="list-style-type: none"> <li>• .</li> <li>• .</li> <li>• .</li> </ul>

E.	Step by step to making a pinch pot and then score and slip:
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	

## Images of tools.

Use the images below to help with step by step to making a pinch pot

D	Tools needed for working with clay:
.	
1	
2	
3	
4	
5	
6	
7	
8	



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

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

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

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

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

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

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

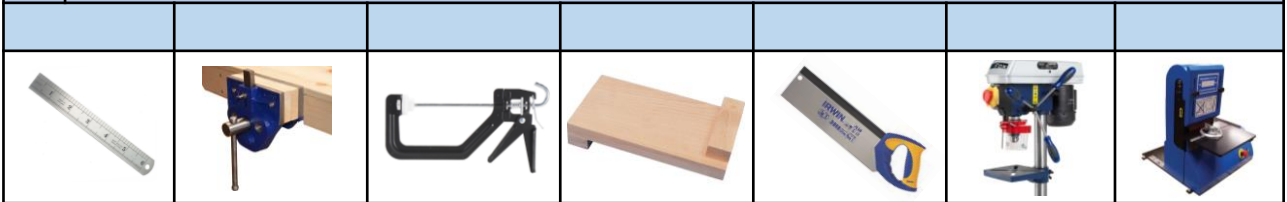
E. Memphis Design Movement	
<p>The <b>Memphis Design</b> movement was a collection of designers and artists that wanted to create something to break the rules of <b>traditional design</b> and still function in the sense of traditional design.</p> <p>The idea was for the products to be <b>bright, colourful,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



**What we are learning this term:**

**A. Workshop Tools    B. Materials    C. CAD    D. CAM    E. Memphis Design Movement**

**A. Workshop Tools**

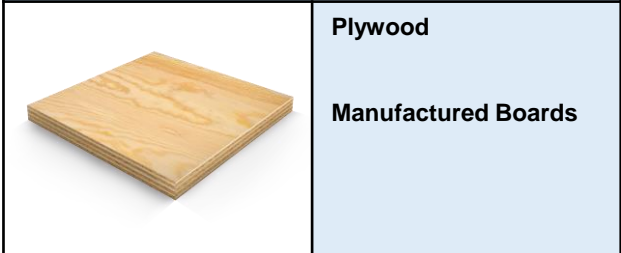


**B. Materials**

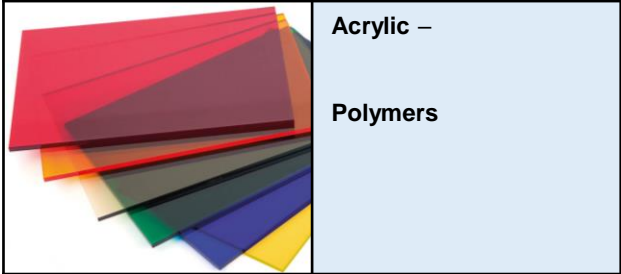
**Timbers** come from trees



**Manufactured Boards** come from wood pulp



**Polymers** come from crude oil



**C. CAD**

Advantages of CAD

Disadvantages of CAD

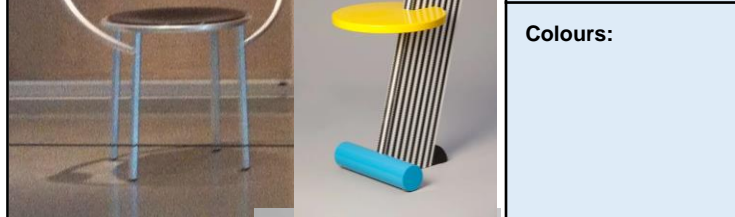
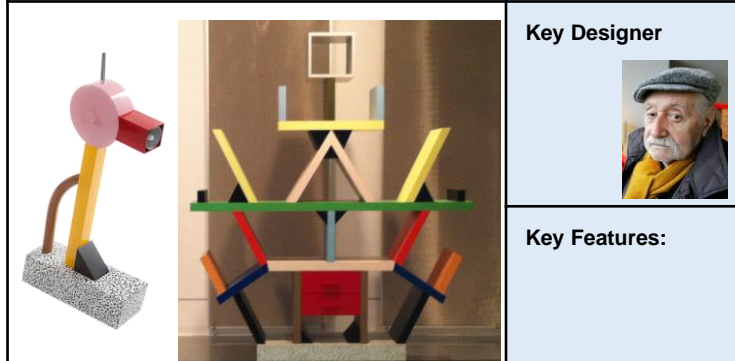
**D. CAM**

Advantages of CAM

Disadvantages of CAM

**E. Memphis Design Movement**

Key Designer



Key Features:

Colours:

Line Styles:



**Year 8 Term 5 : Topic = Planning a Healthy Meal**

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

B.	Can you give 5 reasons for why someone should eat healthily?
<ol style="list-style-type: none"> <li>1 to avoid obesity</li> <li>2 it can be less expensive</li> <li>3 to keep a healthy heart</li> <li>4 to keep your body fit</li> <li>5 it can make a positive impact on your family</li> </ol>	

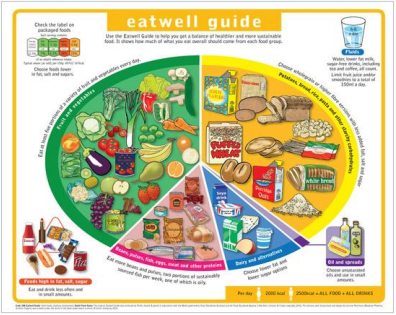
6 Key Words for this term	
1 Hygiene	4 Balanced
2 Health	5 Nutritional
3 Food Poisoning	6 Target Market

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.	



A.	What is cross contamination and how can it be prevented?
<p>Cross contamination happens when you use the wrong chopping board or equipment to prepare food which can therefore result in food poisoning.</p>	
B.	What is the image on the left showing and how is it used?
<p>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.</p>	

C.	Can you list 5 reasons for why we cook food and why it is important?	
<u>Rule</u>	<ul style="list-style-type: none"> <li>1 to get rid of bacteria on the food</li> <li>2 to make the food taste better</li> <li>3 to make food chewable</li> <li>4 to ensure that food is not raw</li> <li>5 to add colour to the food</li> </ul>	<u>Why it is important</u> <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>



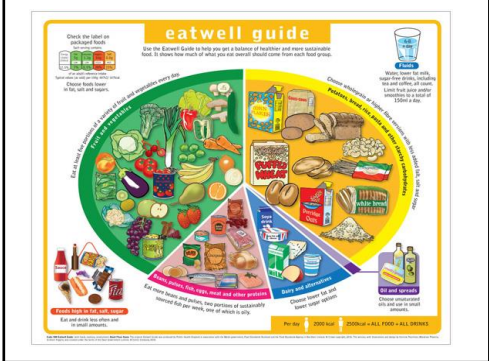
E.	Keywords
Hygiene	A method of keeping yourself and equipment clean
Research	Information that you find out to help you with a project
Nutritious	A meal that is healthy and contains vital nutrients.
Target Market	The age or type of person you re creating a product for.
Carbohydrates	Foods that give you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



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?



**Year 8 Term 5 : Topic = Planning a Healthy Meal**

B.	Can you give 5 reasons for why someone should eat healthily?
1	
2	
3	
4	
5	



A.	What is cross contamination and how can it be prevented?
B.	What is the image on the left showing and how is it used?

C.	Can you list 5 reasons for why we cook food and why it is important?	
<u>Rule</u>		<u>Why it is important</u>
• 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	

**What we are learning this term:**

- A. Orchestra Instruments
- B. How to write a perfect Evaluation
- C. Playing the Keyboard / Chords
- D. What are the musical elements?
- E. What are the music symbols – Note Values
- F. Keywords
- G. How to read music – treble clef and bass clef



**6 Key Words for this term**

- 1 Slogan
- 2 Tagline
- 3 Jingle
- 4 Underscore
- 5 Voiceover
- 6 Target Audience

**C Playing the Keyboard / Chords**

LEFT HAND: B C D E F G A B C

RIGHT HAND: B C D E F G A B C

Chords shown: C, G, Am, F

**A Instruments of the Orchestra**



**B How to write a perfect Evaluation?**

- 1 Write a full sentence explaining what your musical performance or music composition was about
- 2 Explain what you were trying to communicate to an audience and how you did it
- 3 Pick out at least two moments that worked really well, using specific examples and say what you did that made them successful
- 4 Pick out one moment that you could make better. Explain why it needed improving and how you would make it better if you did your performance again
- 5 Sum up your evaluation and discuss one thing that you will take forward into your next work

**D What are the musical elements?**

Timbre	Sound quality
Pitch	High or low sounds
Texture	How many sounds
Tempo	Fast or slow
Duration	Long or short
Structure	The musical plan
Dynamics	Loud or quiet
Silence	No sound / rests in the music
Attack/Decay	How notes start and stop



**E What are the music symbols?**

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

**F Keywords**

Media	the main <b>means of mass communication</b> (broadcasting, publishing, and the Internet)
Slogan	a <b>short, memorable phrase</b> used in advertising
Tagline	<b>A catchphrase</b> used in advertising
Target Audience	The group of people a <b>product is aimed at</b> .
Media Outlet	The <b>outlets where adverts would be used</b> to gain the attention of customers. E.g. Magazines, TV adverts etc
Jingle	A <b>short catchy tune</b> , used to catch the ear of the listener.
Voiceover	The <b>speech / speaking</b>
Underscore	<b>The music in the background /</b> creating the mood of the advert
Lyrics	The <b>words</b> in a piece of music
Composer	A <b>person who writes music</b>
Composing	<b>Writing music</b> that is original



**G How to read music – treble clef and Bass Clef**

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

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



**What we are learning this term:**

- A. Orchestra Instruments
- B. How to write a perfect Evaluation
- C. Playing the Keyboard / Chords
- D. What are the musical elements?
- E. What are the music symbols – Note Values
- F. Keywords
- G. How to read music – treble clef and bass clef



**C** Playing the Keyboard / Chords

LEFT HAND      RIGHT HAND

B C D E      1 2 3

**6 Key Words for this term**

1		4	
2		5	
3		6	

**A** Instruments of the Orchestra

**Orchestra Instruments**

bass drum, snare drum, tubular bells, oboe, piccolo, cello, violin, flute


Knight Owl Teaching Resources

**B** How to write a perfect Evaluation?

1	
2	
3	Pick out at least two moments that worked really well, using specific examples and say what you did that made them successful
4	improving and how you would make it better if you did your performance again
5	Sum up your evaluation and discuss one thin that you will take forward into your next work

**D** What are the musical elements?

	Sound quality
	High or low sounds
	How many sounds
	Fast or slow
	Long or short
	The musical plan
	Loud or quiet
	No sound / rests in the music
	How notes start and stop



**E** What are the music symbols?

Note	Name	Beats	Rest	Note	Name	Beats	Rest
						6 beats	
		2 beats			Dotted Minim, Dotted Half Note	3 beats	
						1 1/2 beats	
		1/2 beat				3/4 beat	

**F** Keywords

Media	the main <b>means of mass communication</b> (broadcasting, publishing, and the Internet) a <b>short, memorable phrase</b> used in advertising
Tagline	
	The group of people a <b>product is aimed at</b> .
Media Outlet	
	A <b>short catchy tune</b> , used to catch the ear of the listener.
	The <b>speech / speaking</b>
	<b>The music in the background</b> / creating the mood of the advert
Lyrics	
	A <b>person who writes music</b>
Composing	

**G** How to read music – treble clef and Bass Clef

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

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





# Year 8 Shakespeare



## 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.



C.	
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.

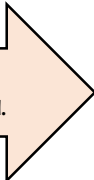


## The History of:

**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.
--	--	--	---	---	---	---	---------------------------------





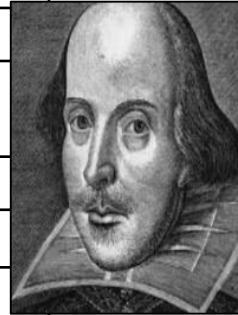


**What we are learning this term:**

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.
- 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 ....., with eight sides.
- 5 Not many people could read at the time, so Shakespeare hung up coloured flags to let people know the type of play to be performed.
- 6 Shakespeare's first play was called .....
- 7
- 8 Some of Shakespeare's phrases that are still used today include 'wild goose chase', 'green-eyed monster', and neither here nor there.'
- 9
- 10 Some believe that Shakespeare never existed, and was a different writer using a pen name.



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

**The History of:**

.....(1564-1616) was a British .....(he wrote plays and poems).He is often considered to be the most .....of all time. His plays and poems are still studied and performed 400 years later. Shakespeare lived in the **16<sup>th</sup> and 17<sup>th</sup> centuries**, throughout the reigns of Queen Elizabeth I and King James I. They are both known to have watched his plays. Some of his most famous plays include .....



**William Shakespeare Timeline**

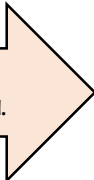
1564: Shakespeare is born in Stratford-upon-Avon

1592: The earliest records of Shakespeare in London.

1593: Shakespeare's first poems were published.

1594: Shakespeare's first plays were performed by Lord Chamberlain's men.

1616: William Shakespeare died.



# SWINDON ACADEMY READING CANON

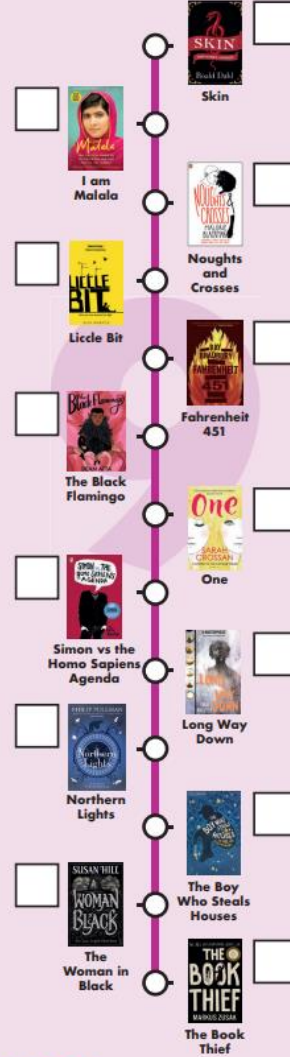
## Year 7



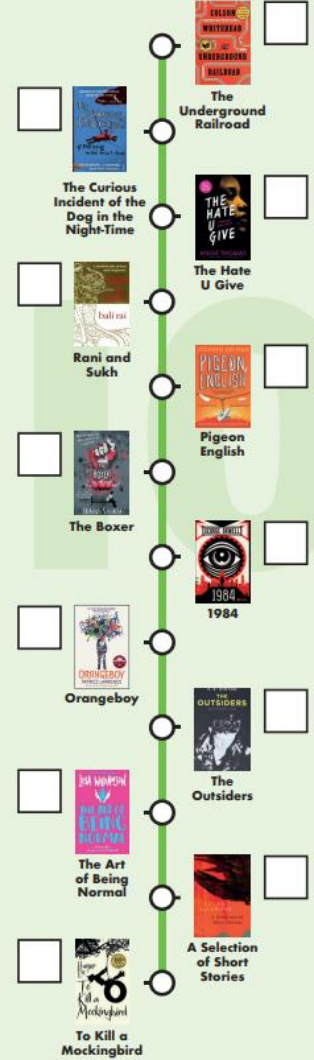
## Year 8



## Year 9



## Year 10



#ReadingisPower