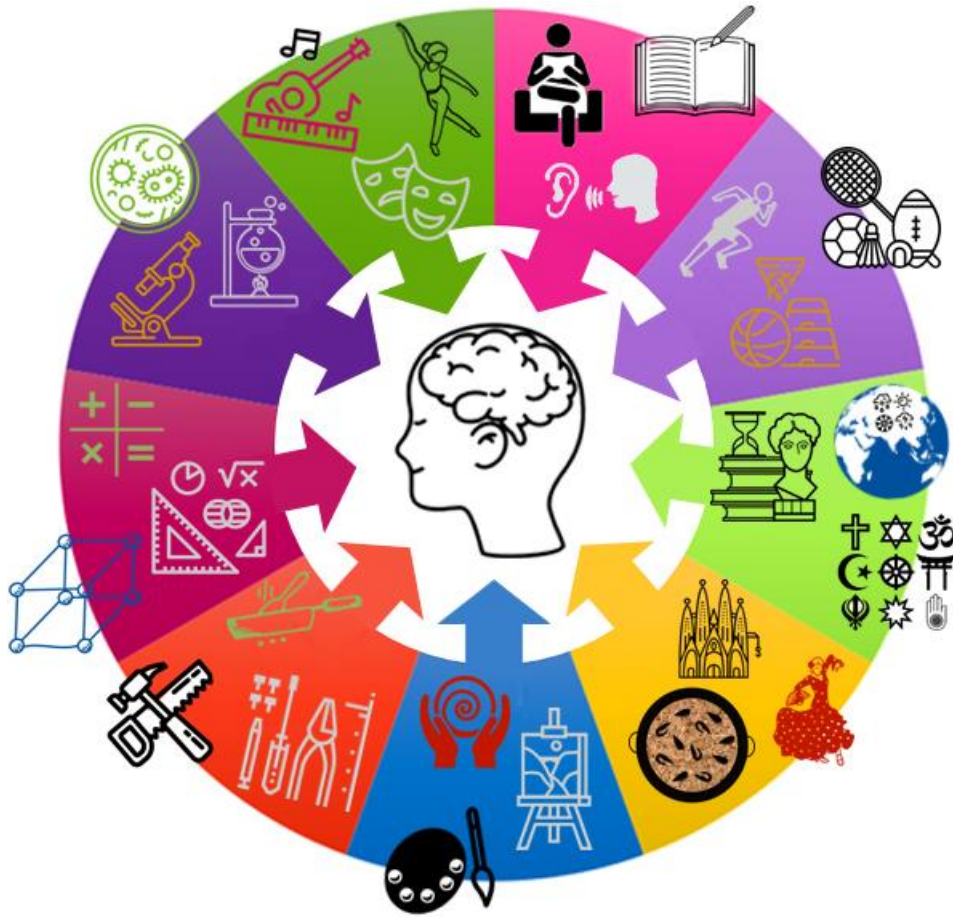


Year 8 – Booster Knowledge Organisers

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

Key Words for this term:

1. Matter
2. Particles
3. Gases
4. Making
5. Freezing
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
• Particles are packed closely together in a regular pattern.	• Particles are arranged randomly but are still touching each other. Particles can slide past each other and move around.	• Particles are far apart and are arranged randomly. Particles carry a lot of energy and they move in all directions in a high speed.

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

B. What are the different changes of state?

Change of State	Description
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.

State	Arrangement and Movement
Solid	
Liquid	
Gas	

B. What are the different changes of state?

Change of State	Description
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.

Diagram: A cycle showing the changes of state between solid, liquid, and gas. Solid to liquid is melting (gaining energy). Liquid to solid is freezing (losing energy). Liquid to gas is evaporation (gaining energy). Gas to liquid is condensation (losing energy). Solid to gas is sublimation (gaining energy). Gas to solid is deposition (losing energy).

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!

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.

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 '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.

The image shows a printed knowledge organiser page with handwritten notes. At the top, the date '29th May 2020' and the title 'Particle theory' are written. The page contains several sections: 'A. What is particle theory?' (The theory that all matter is made up of particles), 'A. Describe the arrangement and movement of particles in the three states of matter.' (with sub-sections for Solid, Liquid, and Gas), and 'B. What are the different changes of state?' (with a diagram showing melting, freezing, evaporation, and condensation). The diagram shows particles in solid, liquid, and gas states, with arrows indicating the transitions between them, labeled with 'Gaining energy' and 'Losing energy'.

Step 3

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

The image shows 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.

The image shows handwritten notes on lined paper. The text 'Solid = regular pattern particles vibrate in fixed position' is written three times in a row.

Step 5

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

The image shows a printed quizzable knowledge organiser page with handwritten answers. The questions are: 'A. What is particle theory?' (answered with 'Self quizzing'), 'B. What are the different changes of state?' (answered with 'Arrangement/movement of matter'), and 'What are the different changes of state?' (answered with 'Solid = regular pattern particles can slide past each other and move around', 'Liquid =', and 'Gas ='). Below the questions are three boxes labeled '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.

The image shows handwritten notes on lined paper, similar to Step 3, but with corrections and checkmarks. The text 'Solid = regular pattern particles vibrate in fixed position' has a checkmark. The text 'Liquid = particles are arranged randomly but are still touching each other particles can slide past each other and move around' has a checkmark and 'far apart' is written above 'arranged randomly'. The text 'Gas = Particles are far apart and are arranged randomly. Particles carry a lot of energy' has a checkmark and 'X' is written above 'arranged randomly'.

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

Napoleon

'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.'

Snowball

'a more vivacious pig than Napoleon, quicker in speech and more inventive, but was not considered to have the same depth of character.'

Squealer

'with very round cheeks, twinkling eyes, quick 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.'

Boxer

'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.'

Key words

allegory – 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.

tyrant – Someone who has total power and uses it in a cruel and unfair way. A **tyranny** is a situation in which a leader or government has too much power and uses that power in a cruel and unfair way.

rebellion – A rebellion is a situation in which people fight against those who are in charge of them.

harvest – The time when crops are cut and collected from fields.

corrupt – When people use their power in a dishonest way order to make life better for themselves.

propaganda – Information that is meant to make people think a certain way. The information may not be true.

cult of personality – A cult of personality is where a leader convinces people to worship him or her, and treat them like a god.

treacherous – If you betray someone who trusts you, you could be described as **treacherous**.

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.

'Animal Farm': Knowledge Organiser

Chapter breakdown

1	The animals gather to _____ to old Major. He gives them a vision of a life _____.
2	The animals _____ and overthrow Jones. The _____ are written.
3	The animals' first harvest is a success. The pigs keep the _____ and _____ to themselves.
4	The Battle of the _____: Jones attempts to reclaim the farm.
5	Snowball and Napoleon debate the _____. Napoleon uses _____ to chase Snowball from the farm. Napoleon makes himself _____.
6	Work begins on the _____. The pigs move into the _____. _____ destroy the windmill.
7	Work on the _____ starts again. Napoleon demands _____ from the hens. Napoleon _____ animals at the show trials.
8	Napoleon betrays Mr. Pilkington and sells timber to Mr. Frederick. Frederick pays with _____ money. Frederick attacks the farm. The animals suffer losses in the Battle of the _____. The windmill is _____.
9	Boxer is sold to the _____ yard.
10	The pigs are leaders on the farm. They start walking on _____ legs and carrying _____. There is _____ between the pigs and the humans they sought to overthrow at the start of the novel.

The seven commandments

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

Characters

Napoleon

'a large, rather _____-looking Berkshire boar, the only Berkshire on the farm, not much of a talker, but with a reputation for getting his _____.'

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'a more vivacious pig than Napoleon, quicker in _____ and more _____, but was not considered to have the same depth of character.'

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'with very round cheeks, twinkling eyes, _____ movements, and a shrill _____.
He was a brilliant _____, and when he was arguing some difficult point he had a way of _____ from side to side and whisking his _____ which was somehow very persuasive. The others said of Squealer that he could turn black into white.'

Boxer

'an _____ beast, nearly eighteen hands high, and as _____ as any two ordinary horses put together... in fact he was _____ of first-rate _____, but he was universally respected for his steadiness of character and tremendous powers of _____.'

Key words

allegory – A story with _____ meanings. It has a _____ meaning, which is what actually happens in the story. But it also has a _____ meaning. The deeper meaning is often a _____. It teaches you a lesson about life.

tyrant – Someone who has total _____ and uses it in a _____ and _____ way. A **tyranny** is a situation in which a _____ or government has too much _____ and uses that power in a cruel and unfair way.

rebellion – A rebellion is a situation in which people _____ against those who are in _____ of them.

harvest – The time when crops are _____ and _____ from fields.

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Biographical information

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

What we are learning this term:

- A. Chemical reactions
- B. Conservation of mass
- C. Word equations
- D. Acids and alkali
- E. pH scale
- F. Reactions of acids and alkalis

5 Key Words for this term

- 1. Reactant
- 2. Product
- 3. Salt
- 4. Neutralisation
- 5. Compound

A. What are chemical reactions?

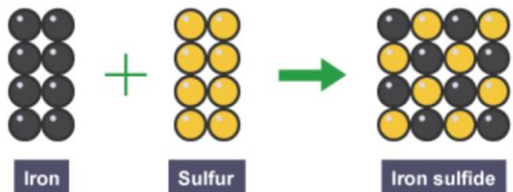
Chemical reactions are rearrangements of atoms.

B. What is conservation of mass?

The law of conservation of mass states that mass cannot be created nor destroyed by chemical reactions (or physical transformations). No mass can be lost or made.

B. What is an example of this?

The iron particles and sulphur particles are not lost or created, there is still the same number of them, so the mass stays the same, just a different chemical is made.



C. What are word equations?

These show the names of each substance that is involved in a chemical reaction. The reactants are shown on the left. The products are shown on the right.

Reactants → **Products**

They must not contain any chemical symbols of any formulae, only words.

C. Examples of word equations

copper + oxygen → copper oxide

hydrochloric acid + magnesium → magnesium chloride + hydrogen

copper + sulphur → copper sulphide

zinc + oxygen → zinc oxide

D. What is an example of an acid?

Examples are lemon juice, vinegar and Coca Cola. Hydrochloric acid, sulphuric acid and nitric acid. there is also acid in our stomach!

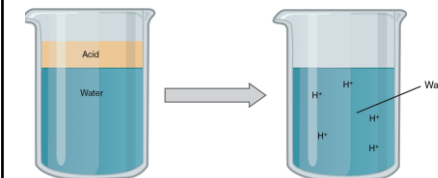


D. What is the difference between a strong and weak acid? What are some examples of each?

Strong acids like hydrochloric acid are very corrosive this means they destroy skin cells and cause burns
Weak acids like vinegar are safe to eat but are still irritant to sensitive parts of the body.

D. What are acids?

Acids are a family of chemicals. **Acids contain** H⁺ ions, when dissolved in water. This is hydrogen which has lost an electron.



D. What is the difference between bases and alkalis?

Bases are a family of chemicals which neutralise alkalis.

Alkalis are a type of base. Alkalis dissolve in water and contain OH⁻ ions.





What we are learning this term:

- A. Chemical reactions
- B. Conservation of mass
- C. Word equations
- D. Acids and alkali
- E. pH scale
- F. Reactions of acids and alkalis

5 Key Words for this term

1. Reactant	4. Neutralisation
2. Product	5. Compound
3. Salt	

A. What are chemical reactions?

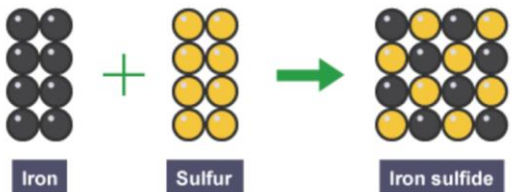
Chemical reactions are rearrangements of _____.

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The law of conservation of mass states that mass cannot be _____ nor _____ by chemical reactions (or physical transformations). No mass can be lost or made.

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_____ + oxygen → copper oxide

hydrochloric acid + _____ → magnesium chloride + hydrogen

_____ + sulphur → copper sulphide

_____ + oxygen → zinc oxide

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Examples are _____ juice, vinegar and Coca Cola. Hydrochloric acid, sulphuric acid and nitric acid. there is also acid in our stomach!



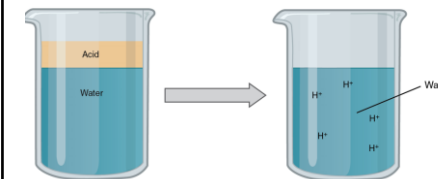
D. What is the difference between a strong and weak acid? What are some examples of each?

Strong acids like _____ acid are very corrosive this means they destroy skin cells and cause burns

Weak acids like _____ are safe to eat but are still irritant to sensitive parts of the body.

D. What are acids?

_____ are a family of chemicals. **Acids contain H⁺ ions**, when _____ in water. This is hydrogen which has lost an electron.



D. What is the difference between bases and alkalis?

_____ are a family of chemicals which neutralise acids.

_____ are a type of base. Alkalis dissolve in water and contain OH⁻ ions.





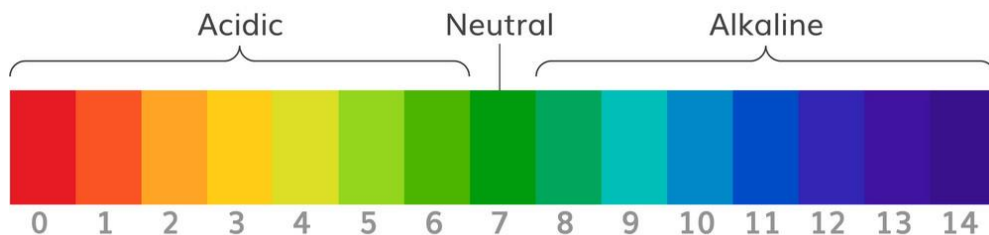
Key Terms	Definitions
Acid	A substance which forms H ⁺ ions.
Alkali	A soluble base that contains OH ⁻ ions
Base	A substance that will neutralise an acid
The pH scale	A scale which measure how acidic a substance is
Indicator	A chemical which will change colour depending on the acidity of the substance

E What is the pH scale?

- The pH scale measures how **strong an acid or alkali is**
- The pH scale runs from 0-14
- The pH scale measures the **concentration of H⁺ ions**, the lower the number the higher the concentration.

E. What do the numbers on the pH scale correspond to?

- Acids have a pH between 0 and 6, pH 1-3 are strong acids, 4-6 are weak acids
- Alkalis have a pH between 8 and 14, 8-10 weak alkalis, 11-14 strong alkalis
- Anything with a **pH of 7 is neutral**, for example water



F. What is neutralisation?

When an acid reacts with a base a **neutralisation reaction occurs, this means what you make has a pH of 7.**

F. What are the products of a neutralisation reaction?

When a neutralisation reaction happens the **products are a salt and water.**

F. What is an example of a neutralisation reaction?

- A wasp sting is alkali so we add vinegar (an acid) to it to neutralise it.
- Indigestion is when there is too much acid in our stomach, we neutralise this with alkali tablets

E. How do you name the salt that is made in a neutralisation reaction?

- When a neutralisation reaction happens a **salt is made**
- To name a salt you need to use the alkali to form the first part of the name and the acid to form the second part of the name
- Hydrochloric acid makes **chlorides**
- Nitric acid make **nitrates**
- Sulphuric acid makes **sulphates**

Alkali	Acid	Salt?
Calcium hydroxide	Hydrochloric acid	Calcium Chloride
Magnesium oxide	Nitric acid	Magnesium Nitrate
Calcium carbonate	Sulphuric acid	Calcium Sulphate
Aluminium hydroxide	Nitric acid	Aluminum Nitrate
Potassium hydroxide	Sulphuric acid	Potassium Sulphate



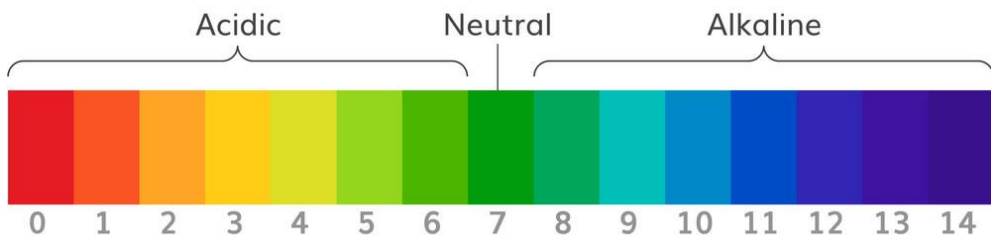
Key Terms	Definitions
_____	A substance which forms H ⁺ ions.
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- To name a salt you need to use the alkali to form the first part of the name and the acid to form the second part of the name
- Hydrochloric acid makes _____
- Nitric acid make _____
- Sulphuric acid makes _____

Alkali	Acid	Salt?
Calcium hydroxide	Hydrochloric acid	Calcium Chloride
Magnesium oxide	Nitric acid	Magnesium Nitrate
Calcium carbonate	Sulphuric acid	Calcium Sulphate
Aluminium hydroxide	Nitric acid	Aluminum Nitrate
Potassium hydroxide	Sulphuric acid	Potassium Sulphate



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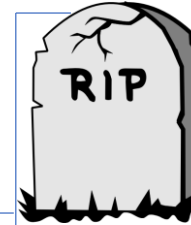
BACKGROUND

- A. Continents
- B. Food Shortages
- C. Quality of life indicators
- D. Wealth and life expectancy
- E. Natural causes of famine
- F. Flooding and famine
- G. Volcanoes and famine
- H. Rivers and famine

B. Food Shortages means "not having enough food"

The worst food shortages are in the **Continent of Africa**.
 There are **quite bad** food shortages in the continent of **Asia**.
 There are **some** food shortages in **South America**.
 There are **no** food shortages in **Europe** or **North America**.

C. **Birth Rate** is the number of **babies** being **born** per **1000** babies per year



Death Rate is the number of **deaths** per **1000** people per year



Life expectancy is how long on average people live for.

Infant mortality is the number of **babies** which **die** before reaching the age of **one**.

Rich countries are not as badly affected as Poor countries.

Extreme **hunger** impacts **life expectancy**. **Less food** means **shorter** lives. The country of **Somalia** in **Africa** has a problem with hunger. The main cause of this is **droughts** causing famine. This means that crops die. Somalia's life expectancy is only **57** years

G. **Volcanoes and famine**

The **soil** next to volcanoes is **excellent** for **growing** crops. However when an eruption happens **ash smothers** the **crops** nearby destroying them.



E. **Food shortage** is not having enough _____
Hunger is weakness caused by a lack of food.

Famine is an extreme food shortage caused by

- **Droughts**
- **Flooding**
- **Volcanic Eruptions**

Which **destroys** most of the **crops**, this means that people cannot make **food**.



A. Continents are a large area of land
Countries are smaller area's of land



F. **Flooding and famine**



When a river **floods** it will **destroy** all the crops in near by **farms**.
 This means that there will be **less food** being made.



BACKGROUND

- A. Continents
- B. Food Shortages
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- G. Volcanoes and famine
- H. Rivers and famine

B. Food Shortages means "n___ having enough _____"

The worst food shortages are in the C_____ of _____.

There are quite bad food shortages in the _____ of _____.

There are some food shortages in South _____.

There are no food shortages in _____ or North _____.

C. _____ Rate is the number of _____ being born per _____ babies per _____.



_____ Rate is the number of _____ per _____ people per _____.



Life _____ is how long on average people _____ for.

Infant _____ is the number of _____ which _____ before reaching the age of _____.



G. Volcanoes and famine

The soil next to volcanoes is _____ for **growing** crops.

However when an eruption happens _____

smot _____ the **crops** nearby _____ them.

F. Flooding and famine



When a river _____ it will **destroy** all the _____ in near by _____.

This means that there will be _____ **food** being made.

E. **Food shortage** is not having enough _____ **Hunger** is weakness caused by a _____ of food.

_____ is an extreme food shortage caused by

- d _____
- F _____
- V _____ E _____s

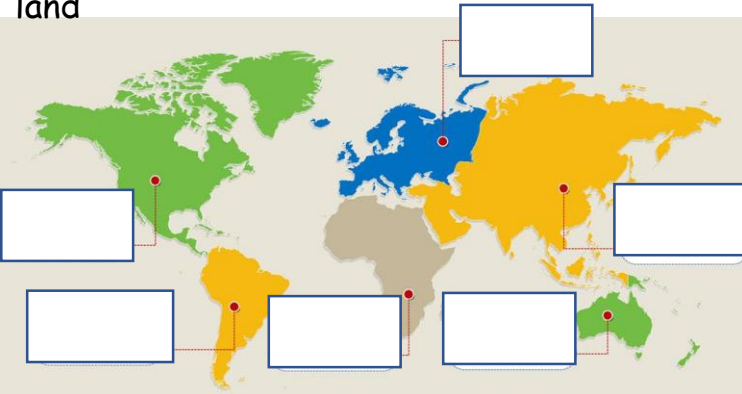
Which _____ most of the crops, this means that people cannot make _____.



_____ countries are not as _____ effected by famine as _____ countries.

Ex _____ hunger impacts life expectancy. Less food means _____ lives. The country of S _____ in _____ has a problem with hunger. The main cause of this is droughts causing _____. This means that crops _____ Somalia's life expectancy is only _____ years

A. _____ are a large area of land _____ are smaller area's of land





What we are learning this term:
A. Similarities between plantations and factories
B. Campaigners against slavery and slave trade
C. Reasons for the abolition of slavery
D. Benefits of the Industrial Revolution

A.	What is similar about life on a plantation and life in a factory?
1.	Cotton factories started in the Industrial Revolution and hired many men, women and children
2.	People in cotton factories would work 12-14 hours a day
3.	Slaves on plantations would work from sunrise until after the sun had set
4.	Slaves faced many dangers on plantations such as being crushed or burnt
5.	In factories there were dangers such as losing limbs in the machines

B.	Features of the work of white campaigners
1.	Society for the Abolition of Slave Trade was set up to get rid of slavery in British colonies
2.	Thomas Clarkson helped to start the society and he also gathered evidence to show people the horrors of slavery
3.	William Wilberforce was an MP(Member of Parliament) who campaigned in government for an end to slavery
4.	Granville Sharp was a lawyer who helped to put an end to slavery
5.	The British public helped to end slavery through petitions and boycotts of sugar

C.	'The main reason slavery was abolished was due to the work of individuals' How far do you agree?
1.	Thomas Clarkson was an individual who helped to abolish slavery by gathering evidence
2.	Olaudah Equiano was a former slave who helped to abolish slavery by telling people his story
3.	Slave resistance and rebellions helped to abolish slavery by showing people that they were humans
4.	Slavery was also abolished when people started to lose money
5.	Plantations became too expensive to run so people got rid of them

D.	Why did transport improve during the Industrial Revolution?
1.	New transportation was invented during the Industrial Revolution
2.	The invention of the steam engine meant that steam trains were developed
3.	Railways were invented for the new steam trains and helped to connect different parts of the UK
4.	The invention of the railway led to towns such as Swindon developing
5.	Canals were built to also connect different parts of the UK and to help carry large amounts of coal on barges



What we are learning this term:
A. Similarities between plantations and factories
B. Campaigners against slavery and slave trade
C. Reasons for the abolition of slavery
D. Benefits of the Industrial Revolution

A.	What is similar about life on a plantation and life in a factory?
1.	Cotton factories started in the _____ and hired many men, women and _____
2.	People in cotton factories would work _____ hours a day
3.	Slaves on _____ would work from sunrise until after the sun had set
4.	Slaves faced many dangers on plantations such as being _____ or _____
5.	In factories there were dangers such as losing _____ in the _____

D.	Why did transport improve during the Industrial Revolution?
1.	New _____ was invented during the Industrial Revolution
2.	The invention of the _____ engine meant that steam _____ were developed
3.	_____ were invented for the new steam trains and helped to _____ different parts of the UK
4.	The _____ of the railway led to towns such as _____ developing
5.	_____ were built to also connect different parts of the UK and to help carry _____ amounts of coal on _____

B.	Features of the work of white campaigners
1.	Society for the Abolition of _____ was set up to get rid of slavery in British colonies
2.	Thomas _____ helped to start the society and he also gathered evidence to show people the _____ of _____
3.	William _____ was an MP(Member of Parliament) who campaigned in _____ for an end to slavery
4.	Granville Sharp was a _____ who helped to put an end to slavery
5.	The British public helped to end slavery through _____ and _____ of sugar

C.	'The main reason slavery was abolished was due to the work of individuals' How far do you agree?
1.	Thomas Clarkson was an individual who helped to abolish slavery by gathering _____
2.	Olaudah Equiano was a former _____ who helped to abolish slavery by telling people his _____
3.	Slave _____ and _____ helped to abolish slavery by showing people that they were _____
4.	Slavery was also abolished when people started to lose _____
5.	Plantations became too _____ to run so people got rid of them



What we are learning this term:		C.	What is the Trimurti?	
A. Key words.	D. The nature of Goddess	Trimurti	The triad of Gods	
B. Hindu understanding of God.	E. Hindu beliefs about the afterlife	Brahma	The creator shown with 4 heads facing 4 directions- Sits on a lotus flower to symbolise its purity.	
C. The meaning of Trimurti	F. The principles of Ahimsa.	Vishnu	Vishnu is pervading. It is the preserver, protector, guard. Preserves universe.	
A.	Can you define these key words?			
Key word	Key definition			
Polytheism	The belief in or worship of more than one God.			
Trimurti	The triad of gods consisting of Brahma, Vishnu and Shiva.			
Atman	Sanskrit name for soul. It is a deep self hidden in all beings.			
Samsara	The cycle of birth, death and rebirth to which life in the material world is bound.			
Pervading	Be present and apparent throughout, everywhere.			
Eternal	Everlasting or existing forever; without end.			
Immortal	living forever; never dying			
Karma	The force produced by a person's actions in one life that influences what happens to them in future lives.			
Moksha	The release from the cycle of rebirth, the perfect peace, happiness and bliss of union with Brahman			
Ahimsa	Ahimsa means harmlessness or non-violence carried out in words, in thought and in action			
Reincarnation	The rebirth of a soul in another body.			
		D.	What is the nature of the Goddess in Hinduism?	
		Meaning	the Goddess is a consort of the trimurti which gives them energy to use their power	
		Different forms of Goddess	Parvati, she represents fertility People pray to her if they want to have a baby	
			Lakshmi is the goddess of good fortune, wealth, wellbeing. She wears gold jewellery to show wealth	
		E.	What are the Hindu beliefs about the afterlife?	
		Atman (soul)	It is 'a deep self hidden in all beings'.	
		Reincarnation	The soul is born into another body after death	
		The cycle of Death and rebirth.	Moksha = escaping rebirth Samsara = cycle of rebirth Karma = good/bad outcomes depending on actions	
		How these beliefs affect a Hindus everyday life	Live a good life to get good karma	
B	How do Hindus understand God?		F.	What is meant by Ahimsa.
Hindus believe is Polytheistic	Belief in or worship of more than one God.		1	No harm to living things
Concept of Brahman	Brahman is the creator, eternal and all-pervading		2	Includes humans, animals and even plants
Understanding of God	They believe there is one supreme universal spirit, Brahman. This power dwells in all living beings. God is invisible, formless and pervading.		3	No fighting in war, no working as a butcher, no eating meat



What we are learning this term:		C.	What is the Trimurti?
A. Key words.	D. The nature of Goddess	_____	The triad of Gods
B. Hindu understanding of God.	E. Hindu beliefs about the afterlife	_____	The creator shown with 4 heads facing 4 directions- Sits on a lotus flower to symbolise its purity.
C. The meaning of Trimurti	F. The principles of Ahimsa.	_____	Vishnu is pervading. It is the preserver, protector, guard. Preserves universe.
A.	Can you define these key words?	_____	The destroyer. Holds flames to show powers of destruction
Key word	Key definition		
_____	The belief in or worship of more than one God.		
_____	The triad of gods consisting of Brahma, Vishnu and Shiva.		
_____	Sanskrit name for soul. It is a deep self hidden in all beings.	D.	What is the nature of the Goddess in Hinduism?
_____	The cycle of birth, death and rebirth to which life in the material world is bound.	Meaning	the _____ is a consort of the trimurti which gives them energy to use their _____
_____	Be present and apparent throughout, everywhere.	Different forms of Goddess	Parvati, she represents _____ People pray to her if they want to have a _____
_____	Everlasting or existing forever; without end.		Lakshmi is the goddess of good fortune, wealth, wellbeing. She wears gold jewellery to show wealth
_____	living forever; never dying	E.	What are the Hindu beliefs about the afterlife?
_____	The force produced by a person's actions in one life that influences what happens to them in future lives.	_____ (soul)	It is 'a deep self hidden in all beings'.
_____	The release from the cycle of rebirth, the perfect peace, happiness and bliss of union with Brahman	Re_____	The soul is born into another body after death
_____	Ahimsa means harmlessness or non-violence carried out in words, in thought and in action	The cycle of Death and rebirth.	Moksha = escaping _____ Samsara = cycle of rebirth Karma = good/bad outcomes depending on actions
R_____	The rebirth of a soul in another body.	How these beliefs affect a Hindus everyday life	Live a good life to get good _____
B	How do Hindus understand God?	F.	What is meant by Ahimsa.
Hindus believe is Polytheistic	Belief in or worship of _____.	1	No harm to living things
Concept of Brahman	Brahman is _____, eternal and all-pervading	2	Includes humans, animals and even plants
Understanding of God	They believe there is one supreme universal _____, Brahman. This power dwells in all living beings. God is _____e, formless and pervading.	3	No fighting in war, no working as a butcher, no eating meat



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

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"> 1. Sharp pencil 2. Ruler 3. Image you are drawing and plain paper.
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"> • 1. Both made from ceramic • 2. Both outcomes explore emotions • 3. Both made using the pinch pot technique 	<ul style="list-style-type: none"> • 1. Anya hopes to make people smile with her work • 2. Eva tried to portray a dark emotion • 3. Eva creates her objects based on what humans feel on the inside.

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"> -Get amazing GCSE grades -Bungie jump <p>Strengths</p> <ul style="list-style-type: none"> - Kind - Sporty - Ambitious - Funny <p>Emotions</p> <ul style="list-style-type: none"> -Happy -Cheerful <p>Weakness</p> <ul style="list-style-type: none"> -Face my fear of heights <p style="text-align: center;">Inner Self</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:	
A. Research and Key Words B. Drawing C. Mind Mapping D. Designing E. Making F. Decorating	

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
Use the space below to design and create your own mind map for Inner Self.	

B.	What equipment do you need to complete a successful grid method?	
1. 2. 3.		
C.	Similarities and differences between Eva Funderberg and Anya Stasenکو (Images on top banner)	
<u>Similarities:</u> • . • . • .		<u>Differences:</u> • . • . • .

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

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

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

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

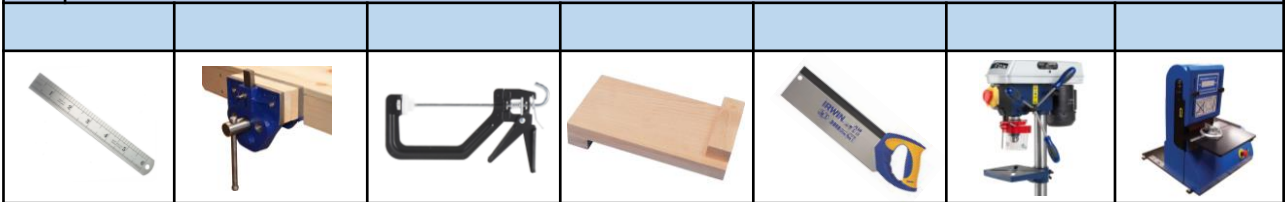
D. CAM	
By using computer aided manufacture (CAM) , designs can be sent to CAM machines such as laser cutters and 3D printers	
Advantages of CAM	Disadvantages of CAM
Quick – Speed of production can be increased	CAM takes a long time to learn
Consistency – All parts manufactured are all the same	High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

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



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

A. Workshop Tools

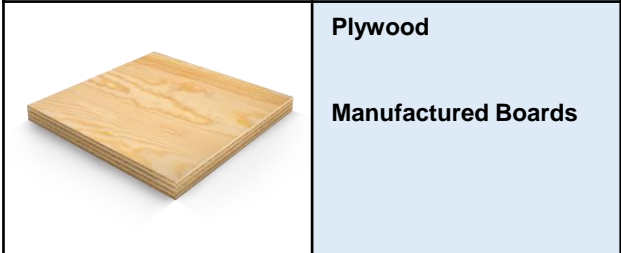


B. Materials

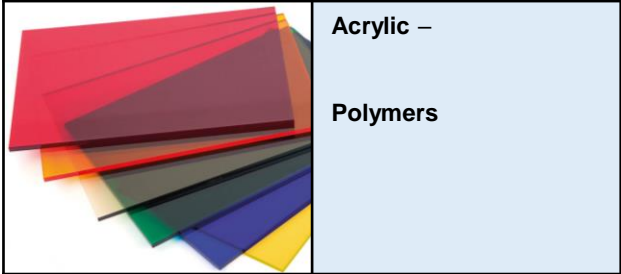
Timbers come from trees



Manufactured Boards come from wood pulp



Polymers come from crude oil



C. CAD

Advantages of CAD

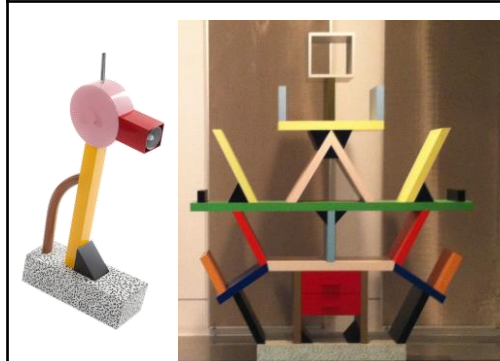
Disadvantages of CAD

D. CAM

Advantages of CAM

Disadvantages of CAM

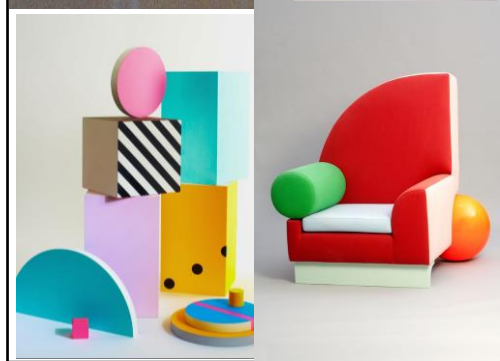
E. Memphis Design Movement



Key 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"> 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 	

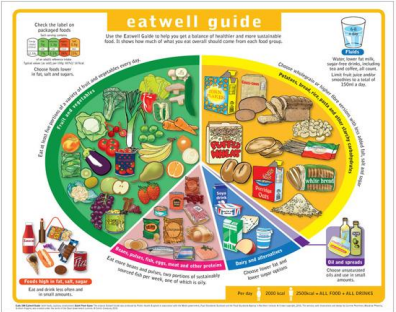
6 Key Words for this term	
1 Hygiene	4 Balanced
2 Health	5 Nutritional
3 Food Poisoning	6 Target Market

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



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

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

Year 8 Term 5 : Topic = Planning a Healthy Meal

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

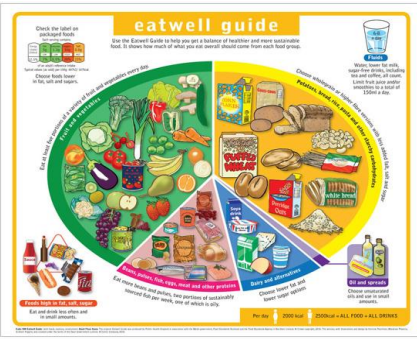
- 1
- 2
- 3
- 4
- 5

A. What are the three macronutrients in the diet?



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

F Keywords

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

A Instruments of the Orchestra



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



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 thin that you will take forward into your next work

E What are the music symbols?

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

G How to read music – treble clef and Bass Clef



What we are learning this term:

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C Playing the Keyboard / Chords

LEFT HAND RIGHT HAND

B C D E

6 Key Words for this term

1		4	
2		5	
3		6	

A Instruments of the Orchestra

Orchestra Instruments

Labels: 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
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F Keywords

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

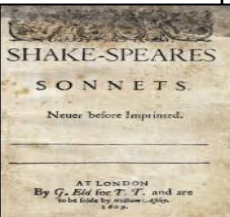
- A. How to speak using iambic pentameter.
- B. The difference between a tragedy and a comedy.
- C. How to perform a Shakespeare play using Elizabethan style performance techniques.

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.

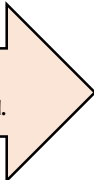


The History of:

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 **16th and 17th centuries**, throughout the reigns of Queen Elizabeth I and King James I. They are both known to have watched his plays. Some of his most famous plays include **Romeo and Juliet, Macbeth, Hamlet and Much Ado About Nothing.**

William Shakespeare Timeline

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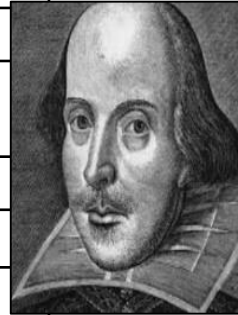


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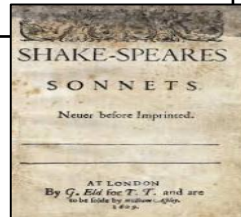
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	Shakespeare's theatre, originally built of wood until the fire on London when it was burnt down and then re-built.
	A rhythm structure, used most commonly in poetry, that combines unstressed syllables and stressed syllables in groups of five.
	A play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

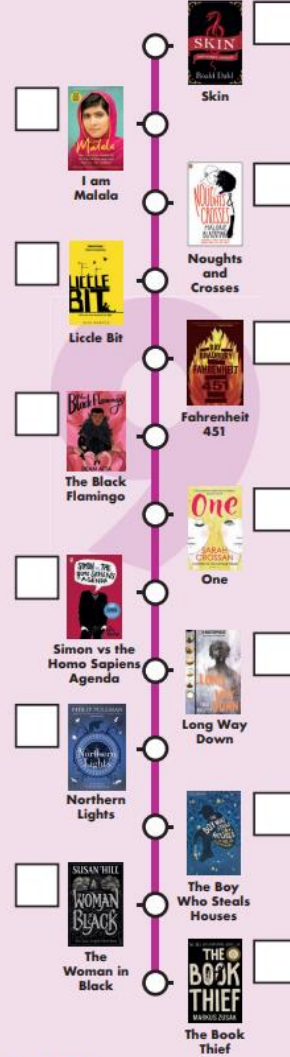
Year 7



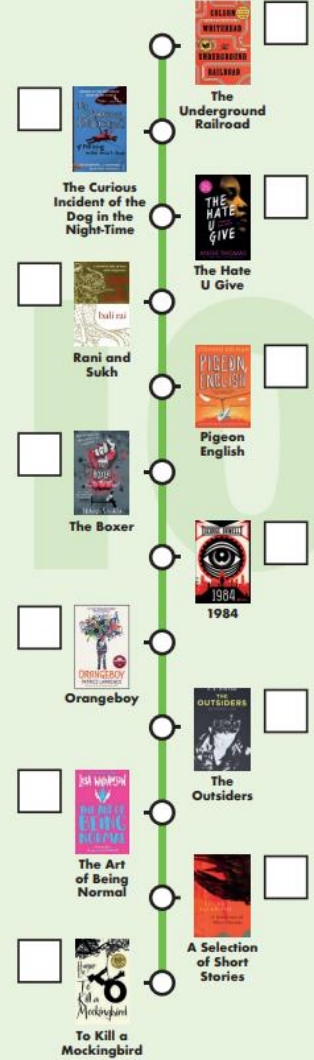
Year 8



Year 9



Year 10



#ReadingisPower