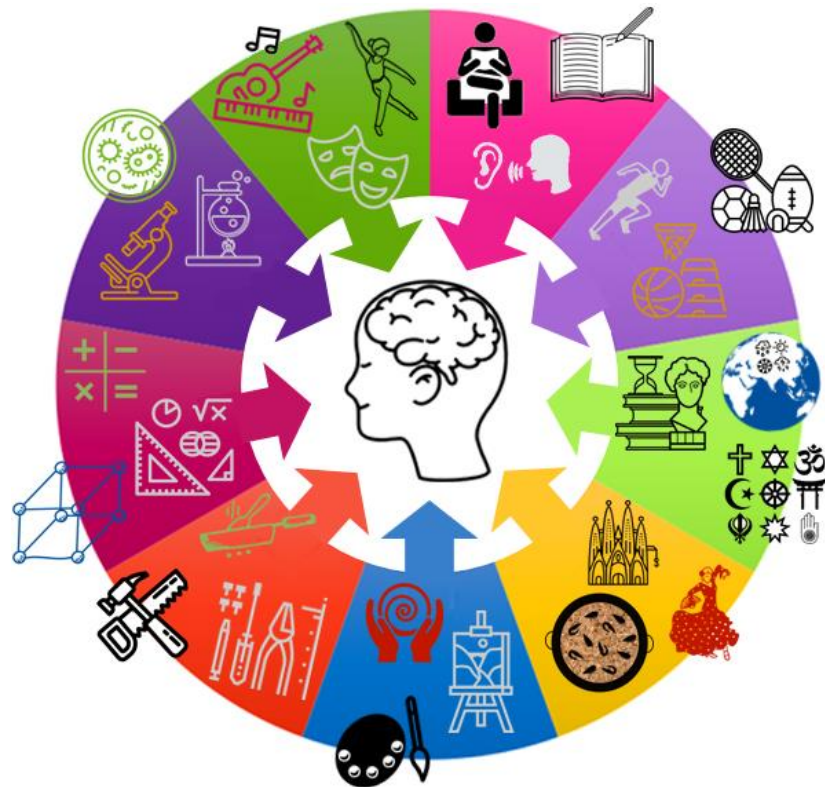


100% book - Year 8 Grammar

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



Term 1

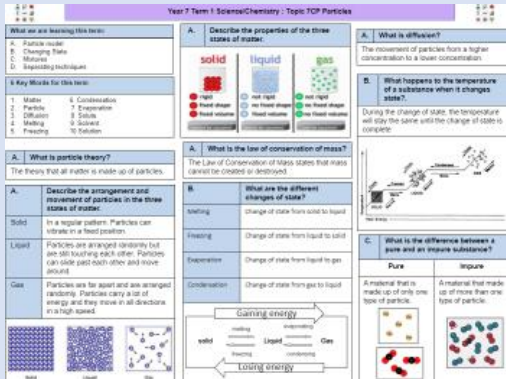
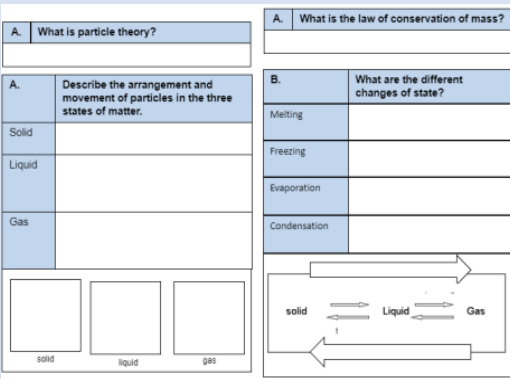
Swindon Academy 2022-23

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."

How to use your 100% book of Knowledge Organisers and Quizzable Organisers

Knowledge Organisers	Quizzable Knowledge Organisers
	
<p>Knowledge Organisers contain the essential knowledge that you MUST know in order to be successful this year and in all subsequent years.</p> <p>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.</p>	<p>These are designed to help you quiz yourself on the essential Knowledge.</p> <p>Use them to test yourself or get someone else to test you, until you are confident you can recall the information from memory.</p>

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 'Knowledge Organiser' for 'What is particle theory?'. It includes sections for 'What is particle theory?', 'Describe the arrangement and movement of particles in the three states of matter', and 'What is the law of conservation of mass?'. There are also diagrams of particle arrangements for solid, liquid, and gas states.

Step 2

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

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

Step 3

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

The image shows handwritten notes in a student's prep book. The notes are written in full and include the date '29th May 2020', the title 'Properties of the states of matter', and definitions for solid, liquid, and gas states. The definitions are: '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 in a student's prep book. The definitions and facts from the knowledge organiser are repeated three times. The definitions are: 'Solid = regular pattern particles vibrate in fixed position', 'Solid = regular pattern particles vibrate in fixed position', and 'Solid = regular pattern particles vibrate in fixed position.'

Step 5

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

The image shows a student's prep book. The missing words from the quizzable knowledge organiser are filled in. The words are: 'Self quizzing', 'Arrangement/movement of matter', 'Solid = regular pattern particles vibrate in fixed position', 'Liquid =', and 'Gas ='. There are also diagrams of particle arrangements for solid, liquid, and gas states.

Step 6

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

The image shows handwritten notes in a student's prep book. The definitions and facts from the knowledge organiser are checked and corrected. The definitions are: 'Particle theory = all matter is made of particles', 'Solid = regular pattern particles vibrate in fixed position', 'Liquid = particles are arranged randomly but are still touching each other. Particles can slide past each other and move around.', and 'Gas = Particles are far apart and are arranged randomly. Particles carry a lot of energy.'

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



Scandal in Bohemia – plot overview

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

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

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

Vocabulary: Key words

- enlighten** – to provide someone with information and understanding. People come to Holmes so that they can be enlightened on a crime.
- deduction** – the process of reaching a decision by looking at the facts that are known. Holmes is able to use his skills of deduction to solve crimes.
- scandal** – a scandal is something that shocks people because they think it is morally wrong. The King of Bohemia fears that scandal of his relationship with Irene Adler being exposed.
- introspective** – when you examine your own thoughts, ideas, and feelings. Sherlock Holmes can be **introspective**. This makes him a better detective.
- dual nature** – Holmes has a dual nature: his quiet introspective side, and his manic detecting side.
- zealous** - great energy or enthusiasm in pursuit of a cause or an objective
- fallible** - capable of making mistakes or being wrong.
- infallible** - incapable of making mistakes or being wrong.
- tenacity** - quality or fact of being very determined
- enigmatic** – difficult to interpret or understand; mysterious
- obstinate** - quality or condition of being stubborn.
- multifaceted** - having many different aspects or features
- Angel in the House** - Popular Victorian image of the ideal wife/woman.
- Feminism** - The belief that women should be allowed the same rights, opportunities and power as men.
- The New Woman** - A feminist ideal that became popular in the late 19th century and influenced feminism in 20th century.
- fin de siècle** - The end of a century, especially the 19th century.
- Incorrigible** - Not able to be changed or reformed.
- idiosyncratic** - A word to describe behaviour which is considered to be distinctive or peculiar.

Terminology: Key words

- detective fiction:** a sub-genre of crime fiction and mystery fiction in which an investigator or a detective (professional, amateur or retired) investigates a crime, often murder.
- periodical/serial** – books, magazines or other entertainment that are released on a regular basis. The Strand Magazine was a periodical that published the Sherlock Holmes stories.
- first person peripheral narrator** - a type of narrative perspective in which the narrator is another character in the story who witnesses the main character’s story and conveys it to the reader.

Characters in Sherlock Holmes Adventures

- Sherlock Holmes** – a fictional consulting detective created by Arthur Conan Doyle. He is known for his intelligence, introspection and dual nature. He is described as an ‘observing machine’ because of his ability to capture the essence of people with seemingly very little evidence.
- Dr Watson** – Holmes’ former flatmate, a doctor and his closest companion. The stories are told from his perspective, working as Holmes’ assistant.
- Irene Adler** – a famous American opera singer who had a relationship with the future King of Bohemia. To Holmes, she is ‘the woman’ who outsmarted him.
- King of Bohemia** – in the Victorian era, Bohemia was an area of central Europe; today it is a region of the Czech Republic. The King is engaged to a Scandinavian princess but five years previously was madly in love with Irene Adler. Because of his status, he was unable to marry her at the time, which he regrets. The King still respects Adler.
- James Ryder** – head attendant of the hotel where the Blue Carbuncle goes missing. He works with his accomplice **Catherine Cusack** (the countess’ maid) to steal the jewel and frame **John Horner** for the crime. He is racked with guilt and confesses when Holmes questions him.
- Jabez Wilson** – a London pawnbroker who has distinctively red hair. His business is struggling so he takes the job working for The Red-Headed League. Wilson was tricked by his assistant Vincent Spaulding who worked alongside another criminal to use his shop to rob the bank next door.
- Vincent Spaulding/John Clay** – Jabez Wilson’s assistant. This is actually a disguise for John Clay who attempts a bank robbery using Wilson’s shop as an easy passage.

Historical Context

- Sir Arthur Conan Doyle was the author of the Sherlock Holmes stories.
- Sir Arthur Conan Doyle lived and wrote during the Victorian era.
- Sherlock Holmes is a fictional detective created by Sir Arthur Conan Doyle.
- Sherlock Holmes’ fictional home was 221B Baker Street, which is now a museum of Doyle’s life and work.
- Doyle’s short stories were published individually in The Strand Magazine periodical and then collected to form The Adventures of Sherlock Holmes short story collection in 1892.
- Before he became a writer, Doyle studied medicine.



Scandal in Bohemia – plot overview	Vocabulary: Key words	Characters in Sherlock Holmes Adventures
<ul style="list-style-type: none"> The King of Bohemia plans to marry a _____ However, he previously had a _____ with a woman called _____. Adler is threatening to ruin his _____ with a picture she has of herself and the _____. Holmes tricks _____ into revealing where she keeps the photograph, but she outsmarts Holmes and _____ with it. _____ decides ___ to use the _____ against the _____. She leaves a picture of _____ in its place, which _____ keeps as a reminder of her. 	<p>.</p>	<p>Sherlock Holmes –</p> <p>Dr Watson –</p> <p>Irene Adler –</p>
<ul style="list-style-type: none"> Jabez _____ gets a job with the _____ ‘Red-_____ League’ because of his ‘flame’ coloured _____. One day, he is mysteriously told that he is no longer needed by the _____ so visits _____ to ask him to _____. _____ that his story reveals a _____ to _____ from a _____ vault which is successfully _____. 	<p>Terminology: Key words</p> <p>detective fiction:.</p> <p>periodical/serial –</p> <p>Historical Context</p> <p>Sir Arthur Conan Doyle was</p> <p>Sir Arthur Conan Doyle lived</p>	<p>King of Bohemia –</p> <p>James Ryder –</p>
<ul style="list-style-type: none"> A _____ named _____ is left with a man’s hat and _____. He takes the _____ home to _____ and discovers a _____ (a rare, and very valuable _____) inside the _____! Holmes recognises the _____ as the one that was stolen from The _____ of _____. Using the hat as a clue, Holmes and Watson set off to discover how the blue _____ was _____ and how it ended up in a _____. 	<p>Sherlock Holmes is a fictional</p> <p>Sherlock Holmes’ fictional home was</p> <p>Doyle’s short stories were published</p> <p>Before he became a writer,</p>	<p>Jabez Wilson –</p> <p>Vincent Spaulding/John Clay</p>



What we are learning this term: A. Healthy Diet B. Unbalanced Diet C. Digestion	A.	Describe the food tests.
	Starch	If iodine is added to starch it will turn blue/black .
	Sugar	If Benedict's solution is added to a sugar and heated it will form an orange precipitate .
	Fat	If a small amount of ethanol and distilled water is added to fat then a milky white emulsion appears.
5 Key Words for this term 1. Carbohydrate 4. Amino acid 2. Protein 5. Villi 3. Glucose	Protein	If Biuret solution is added to protein it will turn purple .

A.	What are the food groups?	
Protein	For growth and repair.	Fish, meat, dairy
Fat	For long term energy storage and insulation.	Butter, oils, nuts
Carbohydrate	To provide energy.	Bread, pasta, sugar
Fibre	To help move food through the gut.	Vegetables, bran
Minerals	Required in small amounts to remain healthy.	Dairy (calcium for healthy teeth and bones)
Vitamins	Required in small amounts to remain healthy.	Oranges (vitamin C), carrots (vitamin A)
Water	To form cytoplasm in cells and other fluids.	Water, fruit juice, milk

A.	How can you measure the energy content of food?
Set the food on fire, use it to heat up water and measure the temperature change. The temperature change shows how much energy was stored in the food.	



B.	What is a malnutrition?
If a person has an unbalanced diet they are said to be malnourished.	
This can lead to people becoming overweight or underweight or having deficiency diseases.	

B.	What is obesity?
If a person eats too much food and does not do enough exercise they will gain weight.	
If someone becomes very overweight they are said to be obese.	

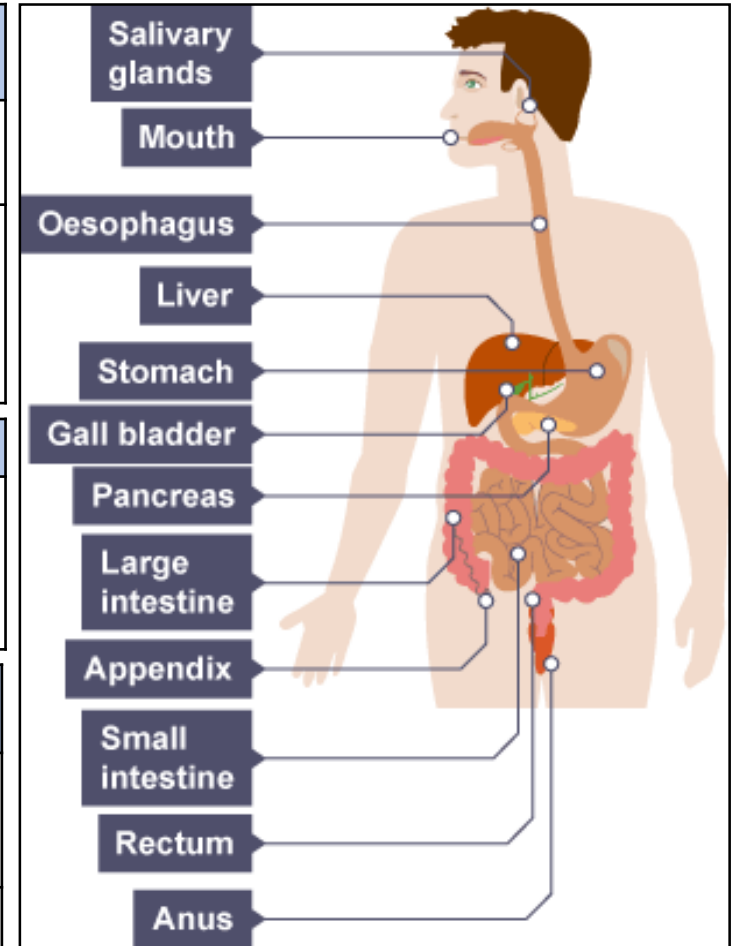
C.	Describe the function of enzymes in the digestive system.
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Enzymes help to break down larger food molecules into smaller ones, so that they can be absorbed through the walls of our small intestines, into our blood stream.

Enzyme	Made in...	What it breaks down and where
Amylase	Salivary glands, pancreas, small intestine	Starch into sugars , in the mouth and small intestine
Protease	Stomach, pancreas, small intestine	Protein into amino acids , in the stomach and small intestine
Lipase	Pancreas and small intestine	Lipids into fatty acids and glycerol , in the small intestine

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

B.	What is starvation?
If a person does not eat enough food they will they will lose weight . In the extreme this can lead to starvation.	



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

1. Digesting certain carbohydrates that our own enzymes cannot.
2. Reduce the chances of harmful bacteria multiplying and making us ill.
3. They produce some vitamins that we need that we cannot (e.g: vitamins K and B).



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

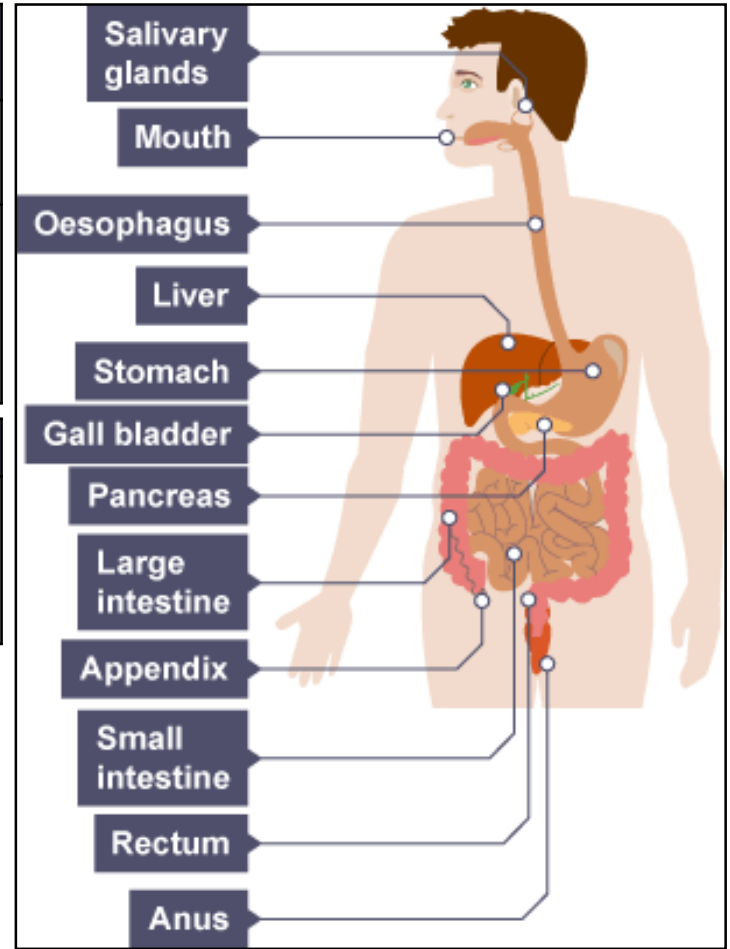
B.	What is obesity?

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B.	What is starvation?

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

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



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

- 1.
- 2.
- 3.

What we are learning this term:

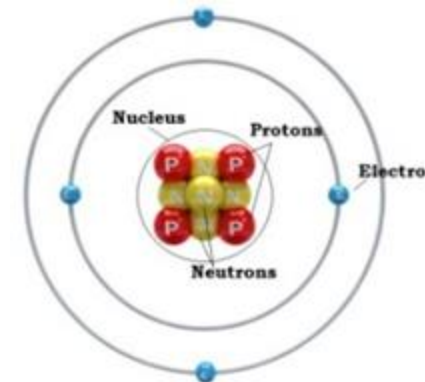
- A. Atoms, Element and Compounds
- B. Chemical Reactions
- C. The Periodic Table

5 Key Words for this term

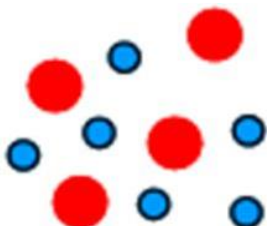
- 1. Reactivity
- 2. Atom
- 3. Physical
- 4. Chemical
- 5. Element

A. What is an atom made up of?

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



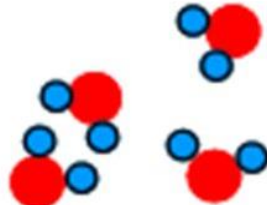
element



mixture



element



compound

A. What is an atom?

What all matter is made up off.

A. What is an element?

A substance that contains only one type of atom.

A. What is a compound?

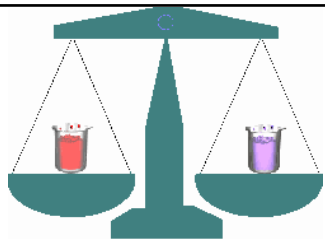
A substance that contains 2 or more elements that are chemically bonded together.

A. What is a mixture?

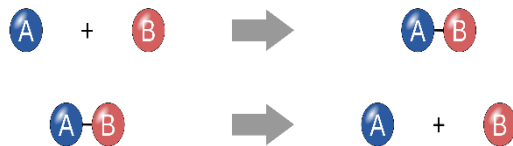
A substance that contains 2 or more types of atom that are not chemically bonded together.

B. What is the conservation of mass?

The total starting mass must equal the total final mass.



Reactants → Products





B. What is an oxidation reaction?

The total starting mass must equal the total final mass.

B. What is a decomposition reaction?

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

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

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

Mass Number → 23

Atomic Number → 11

Na

B. Complete the word equation.

Magnesium + Oxygen → Magnesium Oxide

B. Complete the symbol equation.

$H_2 + O \rightarrow H_2O$

Metals Non-metals

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

Metals

Non-metals

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

Mendeleev

He arranged the elements in increasing atomic weight.

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

C. How is the Periodic Table organised?

Groups	The vertical groups of elements in the periodic table. Elements in the same group have similar properties.
Periods	The horizontal groups of elements in the periodic table.



B. What is an oxidation reaction?

B. What is a decomposition reaction?

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

The number of protons in an atom.

The total number of protons + neutrons in the nucleus.

23

Na

11

B. Complete the word equation.

Magnesium + Oxygen → _____ Oxide

B. Complete the symbol equation.

$H_2 + __ \rightarrow H_2O$

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

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

He arranged the elements in increasing atomic weight.

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

C. How is the Periodic Table organised?

The vertical groups of elements in the periodic table. Elements in the same _____ have similar properties.

The horizontal groups of elements in the periodic table.

What we are learning this term:

A. Circuits
B. Charges and Static Electricity

3 Key Words for this term

1. Current
2. Component
3. Resistance

A. Identify the circuit symbols.

Switch Cell Battery

Lamp Voltmeter Ammeter

Resistor Variable resistor Motor

A. What is the equation involving current, potential difference and resistance?

$V = I \times R$

$V =$ **potential difference** (volts, V)
 $I =$ **current** (amperes, A)
 $R =$ **resistance** (ohms, Ω)

A.	Describe current, potential difference (voltage) and resistance		
Current	The rate of flow of charge .	Amps A	Measured by an ammeter
Potential difference	The measure of the difference in electrical potential energy between two points.	Volts V	Measured by a voltmeter
Resistance	The property of materials that determines how much current they will carry and how much work they do.	Ohms Ω	Calculate using the current and potential difference

A. Define a series circuit?

Linking components one after another, making **one loop**.

These two lamps are in **series** with each other.

A. Define a parallel circuit?

Linking components so they are in **separate loops**.

These two lamps are in **parallel** with each other.

A. What is an insulator?

A material that can be charged but **does not let the charges flow**.

Examples: almost any non-metal materials, like rubber, fabrics, paper, plastics, wood

A. What is a conductor?

A material that **does let the charges flow**.

Examples: all metals, and graphite (in your pencil!)

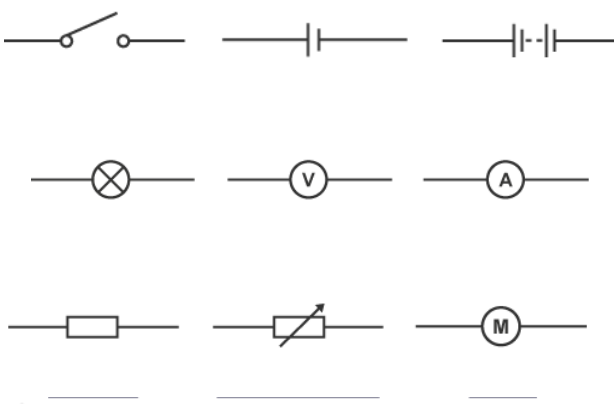
What we are learning this term:

A. Circuits
B. Charges and Static Electricity

6 Key Words for this term

1.
2.
3.

A. Identify the circuit symbols.

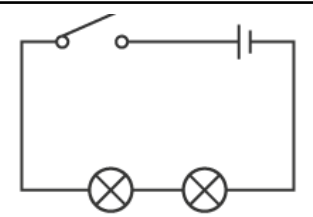


A. What is the equation involving current, potential difference and resistance?

___ = **potential difference** (volts, V)
 ___ = **current** (amperes, A)
 ___ = **resistance** (ohms, Ω)

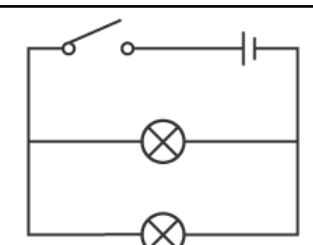
A.		Describe current, potential difference (voltage) and resistance	
Current		Amps A	Measured by an ammeter
Potential difference		Volts V	Measured by a voltmeter
Resistance		Ohms Ω	Calculate using the current and potential difference

A. Define a series circuit?



These two lamps are in **series** with each other.

A. Define a parallel circuit?



These two lamps are in **parallel** with each other.

A. What is an insulator?

Examples: almost any non-metal materials, like rubber, fabrics, paper, plastics, wood

A. What is a conductor?

Examples: all metals, and graphite (in your pencil!)



Background:	
<ol style="list-style-type: none"> The Earth's structure is made up of layers. (A) The characteristics of these layers fuels tectonic plate theory and the resulting hazards which occur along plate boundaries. (B) There are four different plate boundaries, each with their own characterises and resulting hazards. (C) Volcanoes can be found along constructive and destructive boundaries, although the volcanoes found at these boundaries are different. (D) Earthquakes take place along all of the boundaries, but are often most significant at conservative boundaries. Earthquakes have key features and are measured using the Richter scale. (E) People continue to live in tectonic areas for a number of reasons. (F) Some of these reasons relate to how we monitor, protect and plan for such hazards. (G) However, the impacts of these hazards can still be significant; although they can vary based upon a countries level of development. (H, F) 	

A.	The layers of the Earth (3)
Crust	The thin outer layer of the earth
Mantle	Middle layer of the earth, between the crust and the core, approx. 2900km thick.
Core	The centre and hottest layer of the earth, broken into the inner (solid) and outer core.

B.	Theory (4)
Plate boundaries	The place where plates meet.
Convection currents	Currents in the Earth's mantle which rise from the Earth's core and are strong enough to move tectonic plates.
Oceanic crust	The part of the Earth's crust under the oceans, usually 6-8km thick
Continental crust	The part of the Earth's crust which contains land and is 30-50km thick.

C.	Different plate boundaries (4)
Constructive	Where tectonic plates move apart and new land is created.
Destructive	Where two plates come together, and the oceanic plate is subducted, leading to violent volcanic eruptions.
Conservative	Where tectonic plates move alongside, or past each other.
Collision	Where continental plates move towards each other, forming mountains.

D.	Volcanoes (3)
Shield volcano	A gently sloping volcano formed by runny lava, usually at a constructive boundary.
Composite volcano	A steep volcano formed by alternating layers of lava and ash, on destructive boundaries.
Pyroclastic flow	Torrent of hot ash, rock, gas and steam from a volcano.

G.	Volcanoes	Earthquakes
Monitoring (2)	<ol style="list-style-type: none"> The shape may change. Increase in gases given off e.g. sulphur dioxide. 	<ol style="list-style-type: none"> Irregular tremors measured. Radon gas levels increase as rocks crack.
Protect	Lava diversion channels.	Earthquake proof buildings.
Planning (2)	<ol style="list-style-type: none"> Evacuation. Emergency services trained. 	<ol style="list-style-type: none"> Earthquake drills. Emergency services on-call.

H.	Effects of tectonic hazards (2)
Primary effects	Direct impacts of an event e.g. people killed, injured, or buildings collapse.
Secondary effects	The indirect impacts of an event, usually occurring in the weeks, hours, months after the event e.g. the outbreak of disease from contaminated water.

E.	Earthquakes (4)
Epicentre	The point on the Earth's surface directly above the focus of an earthquake.
Focus	The source of an earthquake beneath the Earth's surface.
Seismic waves	Fast waves of energy generated from the focus of an earthquake.
Richter scale	A scale used to measure the strength of an earthquake.

F.	Living in the tectonic danger zone
Volcanoes (4)	<ol style="list-style-type: none"> Jobs in tourism. Geothermal energy created. Ash makes the ground fertile, which is good for farming. Diamonds and gold from previous eruptions can be mined.
Earthquakes (3)	<ol style="list-style-type: none"> Friends and family live in the area. It has not happened in such a long time, so people take the risk. Employment in the area.

I.	Examples
Developing Haiti Port Au Prince	<ol style="list-style-type: none"> 318,000 dead. 1.5 million homeless. Cholera outbreak killed 8,000.
Developed New Zealand Christchurch	<ol style="list-style-type: none"> 181 dead. 80% of the city without electricity. The Rugby World Cup was cancelled. Schools closed for 2 weeks.



Background:	
<ol style="list-style-type: none"> The Earth's structure is made up of layers. (A) The characteristics of these layers fuels tectonic plate theory and the resulting hazards which occur along plate boundaries. (B) There are four different plate boundaries, each with their own characterises and resulting hazards. (C) Volcanoes can be found along constructive and destructive boundaries, although the volcanoes found at these boundaries are different. (D) Earthquakes take place along all of the boundaries, but are often most significant at conservative boundaries. Earthquakes have key features and are measured using the Richter scale. (E) People continue to live in tectonic areas for a number of reasons. (F) Some of these reasons relate to how we monitor, protect and plan for such hazards. (G) However, the impacts of these hazards can still be significant; although they can vary based upon a countries level of development. (H, F) 	
A.	The layers of the Earth (3)
Crust	
Mantle	
Core	
B.	Theory (4)
Plate boundaries	
Convection currents	
Oceanic crust	
Continental crust	

C.	Different plate boundaries (4)
Constructive	
Destructive	
Conservative	
Collision	

D.	Volcanoes (3)
Shield volcano	
Composite volcano	
Pyroclastic flow	

G.	Volcanoes	Earthquakes
Monitoring (2)		
Protect		
Planning (2)		

H.	Effects of tectonic hazards (2)
Primary effects	
Secondary effects	

E.	Earthquakes (4)
Epicentre	
Focus	
Seismic waves	
Richter scale	

F.	Living in the tectonic danger zone
Volcanoes (4)	
Earthquakes (3)	

I.	Examples
Developing Haiti Port Au Prince	
Developed New Zealand Christchurch	

Year 8 History : Henry VIII and the Reformation

What we are learning this term:		C. Why did Henry decide to Break with Rome?													
The factors that contributed to Henry VIII's Break with Rome and the Protestant Reformation in England.		1. The Succession		2. The state of the Church		3. Money									
		Catherine of Aragon was too old to bear any more children and had only provided Henry with a daughter, Mary I. Henry needed to divorce Catherine so he could remarry to produce a son.		The church was very corrupt – priests were gambling, drinking and getting married/having children. This went against their vows of poverty, chastity and obedience.		The church was a very powerful institution at the time. They owned over a third of the land in England – if Henry broke with Rome and became head of the Church he would have control over this land (could sell it, rent it, use it)									
		Henry thought Mary wouldn't have a strong enough hold on the throne and was determined to have a son so that the Tudor Dynasty would safely continue.		The church was selling indulgences as a way to get into heaven or reduce time in purgatory – using peoples fear of hell to exploit them.											
		To try and secure his divorce, Henry argued that God was punishing him by not giving him a son as he had married his brothers widow. He even found an extract from the Bible that supported his argument.		Anti-clericalism - ordinary people especially merchants and lawyers who felt let down by the Catholic Church primarily due to the corruption of the church		All clergy paid a tax called Annates. If Henry broke with Rome he would be able to benefit financially - use this money to help to pay off his extensive war debts and to fund ongoing wars									
		Henry had fallen in love with Anne Boleyn who was much younger and able to bear children. He hoped that she would give him the son he desperately wanted.		Richard Hunne – His baby son died and he could not afford the funeral fees and so was arrested and charged with owning Protestant literature. Later found dead hanging in his cell - suspicious circumstances. People suspected the clergy were involved.											
		D. What opposition did Henry face to the changes he made?													
		<u>Change</u>		<u>Opposition</u>											
		Dissolution of the Monasteries (1536) -		The Pilgrimage of Grace – 2 rebellions in the north of England (Lincolnshire and Yorkshire) led by Robert Aske. People were not happy with the dissolution of the monasteries as they now had no access to education/shelter/healthcare if they needed it. They also resented Cromwell for his influence in the dissolution and wanted to weaken his power at court. Ultimately, after negotiations with the king, the rebellion was unsuccessful as the rebels achieved none of their aims. However, it is still significant as it was the largest uprising of the Tudor period and they forced the king to negotiate.											
		Oath of Succession (1534) - Individuals must take an oath to support Anne Boleyn as the rightful Queen, those who refused would be punished as a traitor and would be executed		Elizabeth Barton – A Nun who claimed to be visited by the Virgin Mary in a vision and cured by here. Then began to have her own visions which spoke against Henry's plans to divorce Catherine of Aragon and marry Anne Boleyn – problematic for Henry. Directly spoke out against the Royal Supremacy in her visions – got persecuted for treason and was executed. John Fisher – Was very outspoken against the king's efforts to secure a divorce and opposed Henry's Break with Rome. He believed that by claiming the powers used by the pope as his own, Henry was committing a mortal sin. In 1533 he was charged for treason for his links with Elizabeth Barton but was only given a fine of £300. In April 1534, Henry demanded that he take the Oath of Succession but he refused to acknowledge Anne Boleyn as the true queen and was sentenced to death. Thomas More – More was a devout Catholic and he believed that Protestantism threatened the souls of the English people. His principles went against Henry's wish to divorce Catherine and marry Anne, however, he was a loyal subject and did not wish to oppose the king and so planned to retire from public life and remain silent about Henry's divorce and Break with Rome. Unfortunately, this was not good enough for Henry, if you weren't with him you were against him . Because More would not offer his public support by taking the Oath of succession he was imprisoned in the Tower of London. He was eventually put on trial for treason and executed 2 weeks after John Fisher.											
		Treason Act (1534)													
		E. Was Henry VIII a Renaissance Prince or a Machiavellian King?													
		Renaissance Prince		Henry made England a strong and powerful country.		Henry used England's money to create the English Navy and help keep England safe.		Henry forged a union with Wales.		Henry was a clever scholar.					
		Machiavellian King		Henry shut down the monasteries and took all their riches for himself and his friends.		Henry quarrelled with the Pope and made himself Head of the Church of England.		Henry stopped foreign interference with England's business		Henry beheaded Anne Boleyn and Katherine Howard.		Henry executed men who opposed him, such as Sir Thomas More.		Henry dealt savagely with an uprising in the north called the Pilgrimage of Grace.	
A. Can you define these key words?															
Reformation		Means change to the church													
Catholicism		The faith and practice of the Roman Catholic Church													
Protestantism		People who protest against the Roman Catholic Church													
Heretic		Someone whose actions or beliefs go against the accepted religion													
Excommunicated		Means you are not allowed to be a member of the Church any more													
Machiavellian		Cunning, scheming, dishonest and unfair especially in politics													
Renaissance		A period of time from the 14th to the 17th century in Europe. It was a rebirth of education, science, art, literature, music, and a better life for people in general.													
Monasteries		Buildings occupied by a community of monks or nuns living under religious vows													
Dissolution		The action of formally ending or dismissing an assembly, partnership, or official body.													
B. How are the Catholic Church and Protestant Church different?															
Catholic		<ol style="list-style-type: none"> 1. Pope was the head of the Roman Catholic Church 2. There were 7 sacraments 3. Transubstantiation (bread and wine turned into body and blood of Jesus) 4. Church services and Bible in Latin 5. Prayers were said for the dead, and indulgences could be sold to help people get into heaven 6. Images and statues were worshipped in Churches 7. Going on a pilgrimage was seen as a good Catholic duty and a way to get God's approval 8. Priests had a special statue which was reflected in their ornate vestments (clothes) 													
Protestant		<ol style="list-style-type: none"> 1. The monarch (king or queen) was head of the Church 2. There were 3 sacraments 3. Consubstantiation (bread and wine DID NOT turn into body and blood of Jesus) 4. Church services and Bible in English (so everyone could read/understand it) 5. Prayers for the dead were seen as a waste of time, and indulgences were seen as corrupt. 6. Images and statues were seen as superstitious (not in Churches) 7. Going on a pilgrimage was seen as a waste of time 8. Priests were regarded as ordinary men and did not wear special clothing. 													



What we are learning this term:
The factors that contributed to Henry VIII's Break with Rome and the Protestant Reformation in England.

A.	Can you define these key words?
Reformation	
Catholicism	
Protestantism	
Heretic	
Excommunicated	
Machiavellian	
Renaissance	
Monasteries	
Dissolution	

B.	How are the Catholic Church and Protestant Church different?
Catholic	1
	2
	3
	4
	5
	6
	7
	8
Protestant	1
	2
	3
	4
	5
	6
	7
	8

C. Why did Henry decide to Break with Rome?		
1. The Succession	2. The state of the Church	3. Money

D. What opposition did Henry face to the changes he made?	
Change	Opposition
Dissolution of the Monasteries (1536)	The Pilgrimage of Grace -
Oath of Succession (1534)	Elizabeth Barton -
Treason Act (1534)	John Fisher -
	Thomas More -

E.	Was Henry VIII a Renaissance Prince or a Machiavellian King?					
Renaissance Prince						
Machiavellian King						

Year 7 Religious Education: Islam

A.	Can you define these key words?		
Key word	Key definition	B	Pre-Islamic Arabia
Tawhid	The belief in the oneness of God in Islam	1	Religion included polytheism, Christianity, Judaism and other religions but the dominant religion was Arabian polytheism.
Polytheism	Belief in or worship of more than one God	2	There were many tribes who lived a nomadic lifestyle looking for food and water and lots of tight knit communities and there was violence due to lack of resources to survive
Qur'an	Holy book in Islam	3	In Mecca, the Quraysh tribe made sure people could come to Mecca to trade safely without the violence they usually faced
Ummah	The worldwide Muslim community	C.	Muhammad and the Qur'an
Hijrah	The migration of Muhammad from Mecca to Medina	1	Muhammad felt troubled by what was happening in Mecca and went to meditate. He received his first revelation of the Qur'an on the night of power
Hadith	The sayings of the Prophet Muhammad	2	The Qur'an is important because it is the word of Allah and must not be changed. Messages include only worshipping one God, rules on how to live in order to get to Heaven, etc.
Sunni/Shi'a split	A division in Islam which occurred after the death of the Prophet Muhammad on who should lead the Ummah	D	The Hijrah and conquest of Mecca
Caliphate	An area ruled by a Muslim leader	Muhammad escaped from violence in Mecca to Medina and grew the first Ummah. Returned to Mecca with 10,000 others and conquered Mecca, returned Ka'aba to the worship of one God	
Hajj	Annual Islamic pilgrimage to Mecca, Saudi Arabia	G	Caliphates
Greater jihad	The spiritual struggle with oneself against sin	<i>Rashidun</i>	<ul style="list-style-type: none"> - Expanded the influence of Islam to the North - Created the first diwan to deal with taxes and gain money from the new territories - Completed the compilation of the Qur'an which is still used today – helped build the umma
Lesser jihad	Defending Islam from threat but must meet a range of strict conditions to be declared	<i>Umayyad</i>	<ul style="list-style-type: none"> - Caused damage to the Kaaba and were very greedy and corrupt which made people angry
E	The final sermon	<i>Abbasid</i>	<ul style="list-style-type: none"> - Gained support from many people because the Umayyad represented greed and hypocrisy - Islamic golden age – tried to translate and gather all the world's knowledge into Arabic
<i>The hadith: this is the writings about the life of Muhammad. It teaches Muslims how to live their lives</i>		G	Five pillars – what are they and why are they significant
<i>Before his death, Muhammad delivered a sermon during the Hajj. It contained many important teachings about equality of all people including between men and women</i>		<i>Shahadah</i>	<ul style="list-style-type: none"> - Declaration of faith – “There is no God but Allah and Muhammad is His messenger”. - Provides the foundation for the other pillars because it shows belief in one God. Said many times in the day/life
F	The first Caliph: Abu Bakr	<i>Salah</i>	<ul style="list-style-type: none"> - Prayer 5x a day, reciting from the Qur'an/washing before to cleanse body/mind before communicating with God - Strengthens relationship with God, strengthens Ummah, earn a place in Heaven, fulfil a duty - Jummah = congregational Friday prayer, reward 27x greater, strengthens the Ummah, in the mosque
1	Abu Bakr was one of Muhammad's closest friends. Some wanted Muhammad's cousin Ali to be leader instead	<i>Zakah</i>	<ul style="list-style-type: none"> - Giving 2.5% of money to charity 1x per year to help the Muslim community/people in need - Seen as a duty, given in private, distributed by Islamic government or by Mosque // Sadakah = voluntary charity
2	Muslims who believe Ali was the rightful successor to Muhammad are called Shi'a Muslims, and those who believe Abu Bakr was the rightful successor are called Sunni Muslims	<i>Sawm</i>	<ul style="list-style-type: none"> - Fasting between sunrise and sunset during the month of Ramadan - Learn self-discipline and compassion for those who are more disadvantaged, duty in the Qur'an, strengthen community, renew faith for the year ahead
H	Jihad	<i>Hajj</i>	<ul style="list-style-type: none"> - Pilgrimage to Mecca, Saudi Arabia to strengthen community, re-enact actions of important figures e.g. Ibrahim - E.g. circle Ka'aba, throw stones at Jamarat, pray at Mt Arafat, run between Safa and Marwa, Zam Zam well - Receive forgiveness, strengthen ummah, recognise equality of all Muslims, pray, duty in the Qur'an, renew or strengthen faith
<i>Lesser</i>	Defending faith from enemies e.g. people not allowing others to practice Islam		
<i>Greater</i>	Internal struggle to follow rules of faith e.g. Salah		
<i>Rules</i>	Hard to declare because of strict conditions which must be followed		

Year 7 Religious Education: Islam

A.		Can you define these key words?	
Key word	Key definition		
Tawhid			
Polytheism			
Qur'an			
Ummah			
Hijrah			
Hadith			
Sunni/Shi'a split			
Caliphate			
Hajj			
Greater jihad			
Lesser jihad			
E	The final sermon		
F	The first Caliph: Abu Bakr		
1			
2			
H	Jihad		
Lesser			
Greater			
Rules			
B Pre-Islamic Arabia			
1			
2			
3			
C. Muhammad and the Qur'an			
1			
2			
D The Hijrah and conquest of Mecca			
G Caliphates			
<i>Rashidun</i>			
<i>Umayyad</i>			
<i>Abbasid</i>			
G Five pillars – what are they and why are they significant			
<i>Shahadah</i>			
<i>Salah</i>			
<i>Zakah</i>			
<i>Sawm</i>			
<i>Hajj</i>			

What we are learning this term:

- A. Talking about transport and holiday travel
- B. Describing holiday activities
- C. Extending holiday descriptions
- D. Describing a past holiday
- E. Describing future holiday plans
- F. Translation practice

6 Key Words for this term

- | | |
|-------------------|----------------|
| 1. soler | 4. viajar |
| 2. las vacaciones | 5. Mi aventura |
| 3. ir | 6. Voy a... |

C. Más cosas de vacaciones – More holiday things

recoger conchas en los charcos visitar el museo arqueológico arriesgado/a educativo/a estimulante peligroso/a relajante la aventura la tribú el tucán el valle el vuelo	to collect shells in the rockpools visit archeological museum risky educational stimulating dangerous relaxing adventure tribe toucan valley flight
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Key Verbs

Viajar To travel	Ir To go	Alojarse To stay	Hacer – to do/make	Probar To try (food etc)
Viajo I travel	Voy I go	Me alojo I stay	Hago I do	Pruebo I try
Viajas You travel	Vas You go	Te alojas You stay	Haces You do	Pruebas You try
Viaja s/he travels	Va s/he goes	Se aloja s/he stays	Hace s/he does	Prueba s/he tries
Viajamos We travel	Vamos They go	Nos alojamos We stay	Hacemos We do	Probamos We try
Viajan They travel	Van They go	Se alojan They stay	Hacen They do	Prueban They try

A. Tengo mucho que hacer – I have a lot to do

alojarme en un hotel comer en restaurantes típicos ir de compras a mercados jugar al vóley – playa nadar en el mar pasear por la playa sacar fotos tomar el sol visitar los monumentos históricos la arena la estrella el plato el puerto estar de vacaciones ir de vacaciones	to stay in a hotel to eat in typical restaurants to go shopping to the markets to play beach volleyball to swim in the sea to walk by the beach to take photos to sunbathe to visit historic monuments sand star dish the port to be on holiday to go on holiday
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D. ¡Allá voy! – Here I come!

el autocar el avión el barco la Bicicleta el coche la motocicleta el tren Voy a ... a pie en autocar en avión en barco en Bicicleta en coche en motocicleta en tren Alemania Egipto Escocia Estados Unidos Francia Gales Grecia Inglaterra Irlanda Italia Turquía ir de visita una escapada a la ciudad unas vacaciones en la playa un viaje cultural	coach plane boat bike car motorbike train I go to... by foot by coach by plane by boat by bike by car by motorbike by train Germany Egypt Scotland USA France Wales Greece England Ireland Italy Turkey to go on a visit an escape to the city a beach holiday a cultural trip
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E. Te cuento que pasó – I'll tell you what happened...

el año pasado el mes pasado en mis últimas vacaciones el verano pasado al aire libre la barbacoa el camping la isla bailar en una discoteca comprar recuerdos hacer ciclismo nadar en la piscina probar la gastronomía local sacar selfis salir con los amigos ver un partido hacer una visita guiada observar la naturaleza planear subir una montana el capibara la deforestación el delfin la experiencia el hostel la rana venenosa	last year last month on my last holidays last summer in the open air barbeque camping island to dance at a disco to buy souvenirs to go cycling to swim in the pool to try the local cuisine to take selfies go out with friends to watch a match to do a guided tour to observe nature to plan to climb a mountain large rodent deforestation dolphin experience hostel poisonous frog
--	--

Mi aventura – My adventure

el río amazonas la selva tropical el año que viene el miércoles que viene la semana que viene el verano que viene Voy a ... dar de comer a las llamas dormir mucho no hacer nada hacer un crucero pescar en el río planear mis vacaciones en internet trabajar de voluntario/a ganar la lotería ver muchos animales salvajes viajar alrededor del mundo volar en un avión privado el comedor social incluido/a el mar mediterráneo	The Amazon river tropical rainforest next year next Wednesday next week next summer I'm going to... feed the llamas sleep a lot not do anything go on a cruise fish in the river plan my hols on the internet work as a volunteer to win the lottery to see a lot of wild animals to travel around the world to fly in a private plane soup kitchen included The Mediterranean Sea
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B. ¡Esto es la pera! – This is amazing!

¡Es flipante! ¡Es la pera! ¡Es muy guay! ¡Es un rollo! ¡Mola mucho! ¡Qué aburrimiento! ¡Qué chulo! ¡Qué fastidio! hacer un picnic hacer senderismo montar en globo montar en moto acuática aproximado/a	It's amazing! It's incredible! It's very cool! It's a pain! It's out of this world! What a bore! How awesome! How annoying! to make a picnic to go hiking go in a hot air balloon to go on a jet ski approximate
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What we are learning this term:

- A. Talking about transport and holiday travel
- B. Describing holiday activities
- C. Extending holiday descriptions
- D. Describing a past holiday
- E. Describing future holiday plans
- F. Translation practice

6 Key Words for this term

- | | |
|-------------------|----------------|
| 1. soler | 4. viajar |
| 2. las vacaciones | 5. Mi aventura |
| 3. ir | 6. Voy a... |

C. Más cosas de vacaciones – More holiday things

_____	to collect shells in the rockpools
_____	visit archeological museum
arriesgado/a	_____
educativo/a	_____
estimulante	_____
_____	dangerous
_____	relaxing
la aventura	_____
la tribú	_____
el tucán	_____
_____	valley
el vuelo	_____

Key Verbs

Viajar To _____	Ir _____	Alojarse To stay	Hacer – _____	Probar To try (food etc)
Viajo I travel	Voy I go	Me alojo _____	Hago I do	_____
Viajas _____	You go	Te alojas You stay	You do	Pruebas _____
Viaja s/he travels	Va _____	s/he stays	Hace s/he does	s/he tries
Viajamos We travel	Vamos They go	Nos alojamos We stay	Hacemos _____	We try
Viajan They travel	They go	Se alojan They stay	Hacen They do	Prueban They try

A. Tengo mucho que hacer – I have a lot to do

_____ típicos	to stay in a hotel
i _____	to eat in typical restaurants
_____	to go shopping to the markets
nadar en el mar	to play beach volleyball
pasear por la playa	_____
sacar fotos	_____
tomar el sol	_____
visitar los monumentos históricos	_____
_____	_____
_____	sand
el plato	star
el puerto	_____
_____	_____
_____	to be on holiday
_____	to go on holiday

D. ¡Allá voy! – Here I come!

_____	coach
_____	plane
el barco	_____
la Bicicleta	_____
el coche	_____
_____	motorbike
_____	train
_____	I go to...
_____	by foot
en autocar	_____
en avión	_____
en barco	_____
en Bicicleta	_____
_____	_____
_____	by car
_____	by motorbike
_____	by train
Alemania	_____
Egipto	_____
Escocia	_____
Estados Unidos	_____
_____	France
_____	Wales
Grecia	_____
Inglaterra	_____
_____	Ireland
_____	Italy
_____	Turkey
ir de visita	_____
_____	an escape to the city
_____	a beach holiday
_____	_____
un viaje cultural	_____

E. Te cuento que pasó – I'll tell you what happened...

_____	last year
_____	last month
_____	on my last holidays
_____	_____
el verano pasado	_____
al aire libre	_____
la barbacoa	_____
el camping	_____
la isla	_____
bailar en una discoteca	_____
_____	_____
_____	to buy souvenirs
_____	to go cycling
probar la gastronomía local	to swim in the pool
_____	_____
_____	to take selfies
_____	go out with friends
_____	to watch a match
_____	to do a guided tour
_____	_____
observar la naturaleza	_____
_____	_____
_____	to plan
_____	to climb a mountain
_____	large rodent
_____	deforestation
el delfin	_____
la experiencia	_____
el hostel	_____
la rana venenosa	poisonous frog

Mi aventura – My adventure

el río amazonas	_____
la selva tropical	_____
el año que viene	_____
el miércoles que viene	_____
_____	next week
_____	_____
el verano que viene	_____
Voy a ...	_____
dar de comer a las llamas	_____
_____	feed the llamas
_____	sleep a lot
_____	not do anything
_____	go on a cruise
pescar en el río	_____
planear mis vacaciones en internet	_____
trabajar de voluntario/a	_____
_____	to win the lottery
ver muchos animales salvajes	_____
_____	_____
volar en un avión privado	_____
el comedor social incluido/a	_____
el mar mediterráneo	_____
_____	soup kitchen included
_____	_____
_____	_____

B. ¡Esto es la pera! – This is amazing!

¡Es flipante!	_____
¡Es la pera!	_____
_____	It's very cool!
_____	It's a pain!
_____	It's out of this world!
¡Qué aburrimiento!	_____
¡Qué chulo!	_____
¡Qué fastidio!	_____
_____	to make a picnic
_____	to go hiking
montar en globo	_____
_____	to go on a jet ski
_____	_____
_____	approximate
aproximado/a	_____

ART: Year 8 Term 1 & 2 - Topic = Day of the Dead



What we are learning during these term:

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

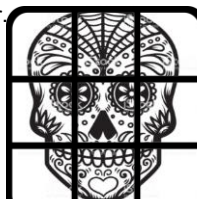
6 Key Words for this project

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



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

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



D. How to make a positive/negative collage.

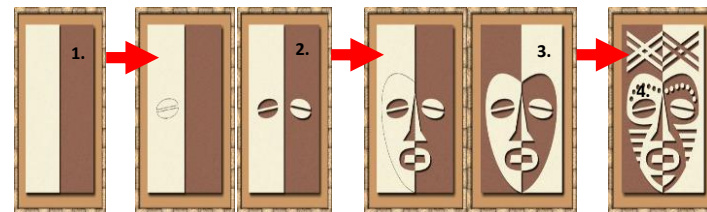
Collage is a form of art by cutting and ripping paper to create interesting artworks.

Steps for making your collage:

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

What each tool is used for:

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



E. How to make a papier mâché sugar skull.

Papier mâché is made from newspaper and PVA glue, which hardens solid once dry.

Steps for making your sugar skull:

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



Keywords for this project in detail:

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

A. About Day of the Dead, Mexican Holiday.

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

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

- How? Different things happen on each day....
- DAY 1:
- ❖ Relatives put flowers on graveyards or in vases.
 - ❖ They create an altar somewhere in the house with pictures of the dead, along with favourite objects. The rest of this day is spent making the favourite foods of the person(s).
- DAY 2:
- ❖ Families have big celebrations at their homes. They serve all the food they made the day before. They eat candies shaped like skeletons. Friends stop by and people dance and sing.
- DAY 3:
- ❖ The holiday expands to the town. There are parades and floats and characters in costume.

C. DOTD artists: Thaneeya McArdle and Laura Barbosa.

Thaneeya McArdle



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

Laura Barbosa




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




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

6 Key Words for this project

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



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

1	
2	
3	
4	
5	

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

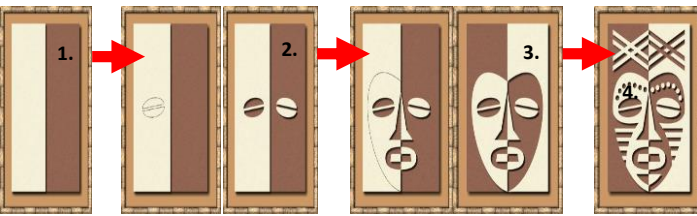
Collage is:

Steps for making your collage:







- 1
- 2
- 3
- 4

What each tool is used for:

Cutting mat	
Craft knife	
Glue stick	



Keywords for this project in detail:

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

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

Papier mâché is:



Steps for making your sugar skull:

- 1
- 2
- 3
- 4
- 5

A. About Day of the Dead, Mexican Holiday.

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

C. DOTD artists: Thaneeya McArdle and Laura Barbosa.

<p>Thaneeya McArdle</p> 	<ul style="list-style-type: none"> • Inspired by Indian Art. • Works with a range of materials including acrylic paint and various programmes on the computer. • Her work shows a creative and personal interpretation of Day of the Dead and has Indian like qualities. • Designs are vibrant, symmetrical and include the use of intricate patterns.
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What we are learning this term:

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

6 Key Words for this term

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

A. What are the three macronutrients in the diet?

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

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

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

Prevent Cross Contamination

Use correct colour coded chopping boards and knives at all times



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

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

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

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

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

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

E. Keywords

Hygiene	A method of keeping yourself and equipment clean
Research	Information that you find out to help you with a project
Nutritious	A meal that is healthy and contains vital nutrients.
Target Market	The age or type of person you 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:

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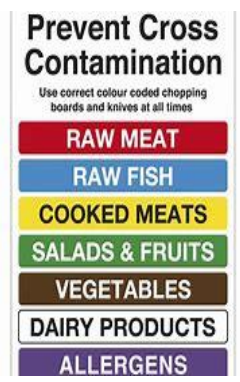
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1 Hygiene	4 Balanced
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A. What are the three macronutrients in the diet?

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

1	
2	
3	
4	
5	



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

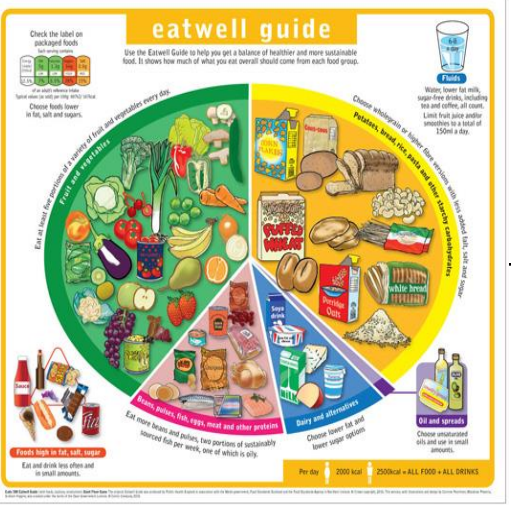
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B. What is the image on the left showing and how is it used?

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

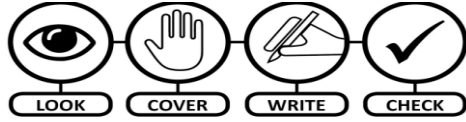


C. Can you list 5 reasons for why we cook food and why it is important?

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



A	What we are learning about this term...
1	Pulse and Rhythm, including triplets and 6/8
2	Polyrhythms
3	Music in West Africa
4	Call and Response



C African Drumming Techniques



Bass Tone Slap

D Analysing music from West Africa (Listening)

Listen and watch this video... Which West African instruments are being used? Can you hear the **call and response** being played by the **master drummer** and the rest of the performers?

Listen for the **fast tempo (allegro)**, as the music is designed for dancing and social gatherings. Because of gatherings being outside the dynamics are usually loud = **forte (f) or fortissimo (ff)** however, the master drummer can indicate changes in both dynamics and tempo if they want!



Mamady Kouyate: Kuku ->



Bolokada Conde



Ladysmith Black Mambazo

E African Drums and Melody Instruments



Djembe



BALAFON MBIRA FLUTE GOURD MARACAS KORA

F Basic Note Values

Basic Rhythm Values in 4/4 time				
	Beat 1	Beat 2	Beat 3	Beat 4
Technical name SEMI BREVE (4 beats)				
Remember it... Hold for 4 beats				
Technical name MINIM (2 beats)				
Remember it... L - ong				
Technical name CROTCHET (1 beat)				
Remember it... tea				
Technical name QUAVERS (1/2 beat)				
Remember it... Cof - fee				
Technical name SEMI QUAVER (1/4 beat)				
Remember it... Ca - pu - cci - no				

B	Keywords
PULSE	The steady beat
RHYTHM	A combination of long and short sounds and silence
POLYRHYTHM	Two or more rhythms played at the same time
MASTER DRUMMER	The leader of the ensemble , gives musical cues to the performers
CALL AND RESPONSE	Where a pattern is played by the leader, and then repeated or responded to by the rest of the performers.
MUSICAL CYCLE	Melodic or rhythmic patterns that repeat but can develop slowly.
ORAL TRADITION	Songs and tunes passed down by EAR , not by writing them down
A CAPELLA	Singing that is not accompanied by instruments
IMPROVISATION	Music made up on the spot, without preparation

G Describing music - MAD T SHIRT




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



#AIMHIGH CHALLENGE TASKS Y8

Hard Work... Kindness... Responsibility



Subject	Reading	Watching	Other Opportunities
English	Read: https://www.theguardian.com/childrens-books-site/2014/jan/06/book-doctor-sherlock-detective-novels-teens	Watch: https://www.bbc.co.uk/iplayer/episodes/b018ttws/sherlock	https://co-decode.co.uk/
Maths	Read: What do Runway Numbers Mean. 	Listen: The Golden Ratio 	Try the N-Rich Activity below: 
Science	Read The Astronomy Book- big ideas simply explained	Watch The reason for seasons https://www.youtube.com/watch?v=tX3Y5bzNDiU	Look at the different constellations you can spot https://www.twinkl.co.uk/teaching-wiki/constellations And see if you can see them
Geography	Read Rainforest Rough Guide: Age 10-11, average readers - White Wolves Non Fiction	Watch: BBC One - Planet Earth II - Available now	Coate water. Write down all the ways this area is different to your home street. This shows the comparison between urban and rural areas.
History	Read Y8 Term 1 Reading.pdf	Watch: https://www.youtube.com/watch?v=3ozlZXGBW2E	Visit: Steam museum of the Great Western Railway. SN25 2DA
Spanish	Read: the Spanish and English whilst watching this video of a tour of Barcelona: https://www.youtube.com/watch?v=I7bHX9Wkr0E	Watch this clip: about Spanish people and their holidays: https://www.youtube.com/watch?v=n1MRm83KDWY	Check out how many Spanish destinations EasyJet Fly to. Find out a little bit about each destination: https://www.easyjet.com/en
Art	Read: Using shape in art https://www.bbc.co.uk/bitesize/guides/z3ssgdm/revision/1	Watch: Recognizing shapes in art https://www.youtube.com/watch?v=sb-U6U2V87Q	Try visiting an art gallery to see how an artist has created artwork in real life. The Tate website is an amazing tool to find 100's of established artists https://www.tate.org.uk/art