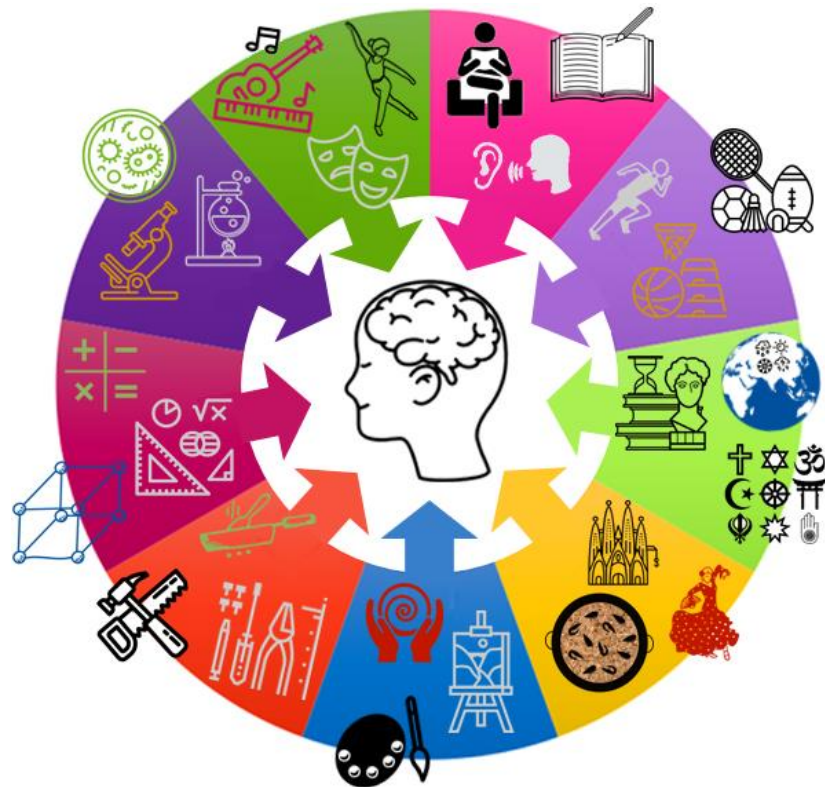


# 100% book – Year 8 mainstream

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



## Term 2

### Swindon Academy 2022-23

Name:	
Tutor Group:	
Tutor & Room:	

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

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

# Using your Knowledge Organiser and Quizzable Knowledge Organiser

## Knowledge Organisers

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

**What are we learning this term:**

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

**Key Words for this term:**

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

**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 are far apart and are arranged randomly.

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

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

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

Melting	change of state from solid to liquid
Freezing	change of state from liquid to solid
Evaporation	change of state from liquid to gas
Condensation	change of state from gas to liquid

**C. What is the difference between a pure and an impure substance?**

**Pure**: A material that is made up of only one type of particle.

**Impure**: A material that is made up of more than one type of particle.

## Quizzable Knowledge Organisers

**A. What is particle theory?**

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

Solid	
Liquid	
Gas	

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

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

Melting	
Freezing	
Evaporation	
Condensation	

**Diagram:** A cycle showing Solid, Liquid, and Gas with arrows indicating transitions: Solid to Liquid (Melting), Liquid to Solid (Freezing), Liquid to Gas (Evaporation), Gas to Liquid (Condensation), and Gas to Solid (Deposition).

## Expectations for Prep and for using your Knowledge Organisers

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

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

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

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

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

### Top Tip

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

# How do I complete Knowledge Organiser Prep?

## Step 1

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

The screenshot shows the epraise website interface. On the left is a 'Planner' for the week of 10th May to 16th May 2020, with a grid for subjects like Science, History, and English. On the right is a 'Knowledge Organiser' for 'What is particle theory?' with 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?'.

## Step 2

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

The screenshot shows a student's prep book. The date '29th May 2020' and the title 'Particle theory' are written in the top right 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?'.

## Step 3

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

The handwritten notes in the student's prep book define particle theory and the states of matter. The date '29th May 2020' is written at the top. The title 'Properties of the states of matter' is written below. The notes define particle theory as 'all matter is made of particles'. They then define the three states of matter: 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 handwritten notes in the student's prep book show the definition of solid repeated three times: '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 screenshot shows a student's prep book with the quizzable knowledge organiser template. The student has written 'Self quizzing' for the title, 'Arrangement/movement of matter' for the description, and 'Solid = regular pattern particles vibrate in fixed position' for the solid state. The liquid and gas states are blank.

## 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 handwritten notes in the student's prep book show the definition of particle theory and the states of matter with checkmarks. The date '29th May 2020' is written at the top. The title 'Particle theory = all matter is made of particles' is written below. The notes define the three states of matter: 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.

**fallible** - capable of making mistakes or being wrong.

**infallible** - incapable of making mistakes or being wrong.

**zealous** - great energy or enthusiasm in pursuit of a cause or an objective

**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

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.

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.

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.



Scandal in Bohemia – plot overview	Vocabulary: Key words	Characters in Sherlock Holmes Adventures
<ul style="list-style-type: none"> <li>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 _____.</li> <li>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.</li> </ul>	<p>.</p>	<p><b>Sherlock Holmes –</b></p> <p><b>Dr Watson –</b></p> <p><b>Irene Adler –</b></p>
<ul style="list-style-type: none"> <li>Jabez _____ gets a job with the _____ ‘Red-_____ League’ because of his ‘flame’ coloured _____.</li> <li>One day, he is mysteriously told that he is no longer needed by the _____ so visits _____ to ask him to _____.</li> <li>_____ that his story reveals a _____ to _____ from a _____ vault which is successfully _____.</li> </ul>	<p><b>Terminology: Key words</b></p> <p><b>detective fiction:.</b></p> <p><b>periodical/serial –</b></p>	<p><b>King of Bohemia –</b></p> <p><b>James Ryder –</b></p>
<ul style="list-style-type: none"> <li>A _____ named _____ is left with a man’s hat and _____.</li> <li>He takes the _____ home to _____ and discovers a _____ (a rare, and very valuable _____) inside the _____!</li> <li>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 _____.</li> </ul>	<p><b>Historical Context</b></p> <p>Sir Arthur Conan Doyle was</p> <p>Sir Arthur Conan Doyle lived</p> <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><b>Jabez Wilson –</b></p> <p><b>Vincent Spaulding/John Clay</b></p>

**What we are learning this term:**

- A. Linear Equations
- B. Coordinates and the Equations of horizontal and vertical lines

**Key Words**

- 1) Equation
- 2) Solve
- 3) Balance
- 4) Vertical
- 5) Horizontal
- 6) Algebraic Terms

**A. Linear Equations**

Define: Solve

Finding the value of the unknown for **example the value of b as below.**

Define: Balancing

Ensure the expressions that are equal by completing the same operation to both sides of the equation

Solve this Equation

$$\frac{b}{2} = 5$$

$$x2 \quad | \quad b = 10 \quad | \quad x2$$

**A. Linear Equations (Fractional)**

Algebraic Terms

Either a single number or a variable. Terms are separated by signs such (+, -, /, x)

Solve these equations

$$2x + 11 = 15$$

$$-11 \quad | \quad 2x = 4 \quad | \quad -11$$

$$\div 2 \quad | \quad x = 2 \quad | \quad \div 2$$

$$5(x + 1) + 5 = 35$$

$$5x + 10 = 35$$

$$-10 \quad | \quad 5x = 25 \quad | \quad -10$$

$$\div 5 \quad | \quad x = 5 \quad | \quad \div 5$$

**B. Equations of Horizontal and Vertical Lines**

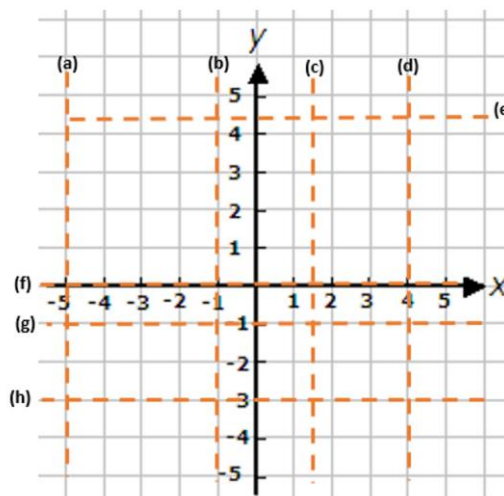
Vertical

A line that meets the floor at 90 degrees. The equation is normally given as  $x = ?$

Horizontal

A line that is parallel to the floor. The equation is normally given as  $y = ?$

Write down the equation of the following lines



(a)	(b)
$x = -5$	$x = -1$
(c)	(d)
$x = 1.5$	$x = 4$
(e)	(f)
$y = 4.5$	$y = 0$
(g)	(h)
$x = -1$	$x = -3$



**What we are learning this term:**

- A. Linear Equations
- B. Coordinates and the Equations of horizontal and vertical lines

**Key Words**

- 1) Equation
- 2) Solve
- 3) Balance
- 4) Vertical
- 5) Horizontal
- 6) Algebraic Terms

<b>A.</b>	<b>Linear Equations</b>
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Define: Solve	
---------------	--

Define: Balancing	
-------------------	--

Solve this Equation

$$\frac{b}{2} = 5$$

**A. Linear Equations (Fractional)**

Algebraic Terms	
-----------------	--

Solve these equations

$$2x + 11 = 15$$

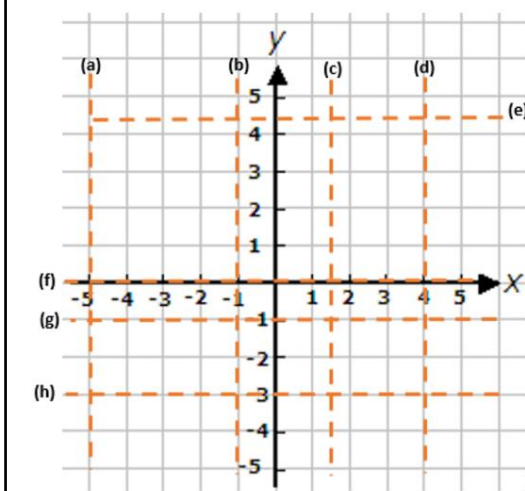
$$5(x + 1) + 5 = 35$$

**B. Equations of Horizontal and Vertical Lines**

Vertical	
----------	--

Horizontal	
------------	--

Write down the equation of the following lines



(a)	(b)
(c)	(d)
(e)	(f)
(g)	(h)

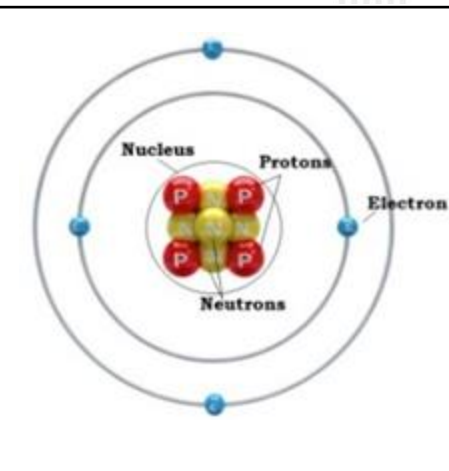
**What we are learning this term:**

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

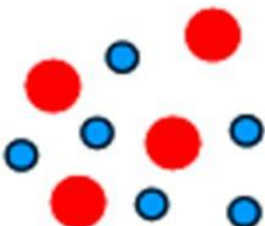
**5 Key Words for this term**

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

<b>A.</b>	<b>What is an atom made up of?</b>
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.



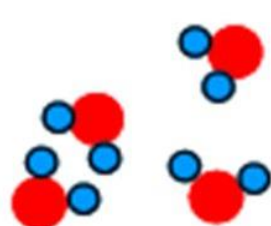
element



mixture



element



compound

<b>A.</b>	<b>What is an atom?</b>
What all matter is made up off.	

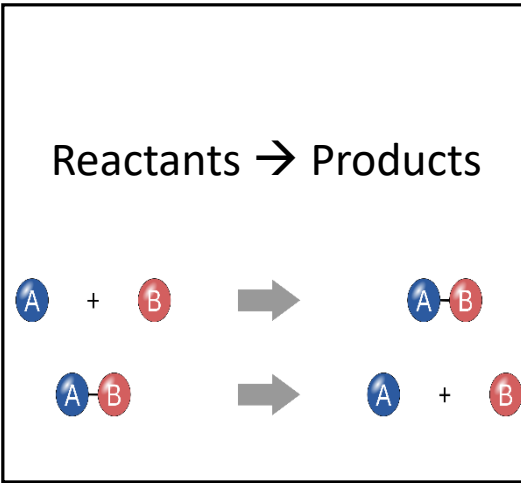
<b>A.</b>	<b>What is an element?</b>
A substance that contains only one type of atom.	

<b>A.</b>	<b>What is a compound?</b>
A substance that contains 2 or more elements that are chemically bonded together.	

<b>A.</b>	<b>What is a mixture?</b>
A substance that contains 2 or more types of atom that are not chemically bonded together.	

<b>B.</b>	<b>What is the conservation of mass?</b>
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The total starting mass must equal the total final mass.







**What we are learning this term:**

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

**5 Key Words for this term**

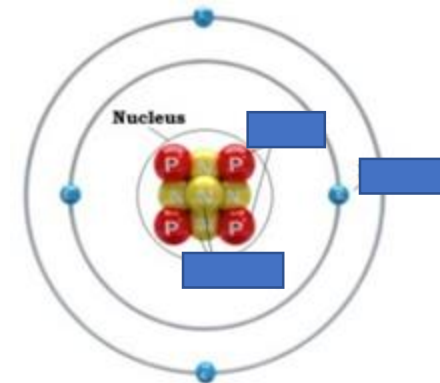
- 1.
- 2.
- 3.
- 4.
- 5.

**A. What is an atom made up of?**

in the nucleus and have a positive charge.

in the nucleus and have no charge.

in the shells and have a negative charge.



element

mixture

element

compound

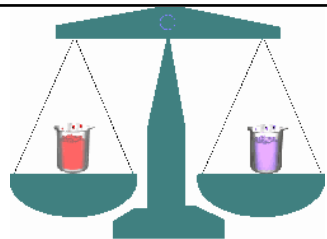
**A. What is an atom?**

**A. What is an element?**

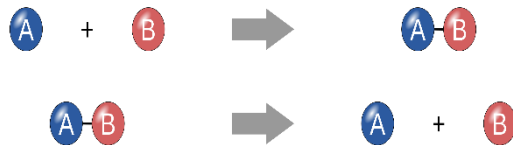
**A. What is a compound?**

**A. What is a mixture?**

**B. What is the conservation of 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.**

$H_2 + O \rightarrow H_2O$

**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:	
<p>A. Talking about what you eat and drink                  B. Giving opinions on food and drink                  C. Ordering food in a restaurant                  D. Discussing what makes a healthy diet                  E. Saying what parts of the body are hurting                  F. Key words across topics                  G. Translation practice</p>	
6 Key Words for this term	
1. la dieta	4. comer
2. sano/a	5. beber
3. vegano/a	6. usted

**A. ¡Qué hambre! – I'm so hungry!**

almorzar	to have lunch
beber	to drink
cenar	to have dinner
comer	to eat
desayunar	to have breakfast
merendar	to snack
tomar	to have (food/drink)
la cena	dinner
la comida	food / lunch
el desayuno	breakfast
la merienda	the snack
el agua	water
la bebida	drink
la leche	milk
el zumo	juice
el zumo de piña	pineapple juice
la cantina	the canteen
vegetariano/a	vegetarian

**B. Más Comida – More Food**

el arroz	rice
la carne	meat
la ensalada	salad
la fruta	fruit
el marisco	seafood
las patatas fritas	chips
el pescado	fish
el pollo	chicken
el queso	cheese
las salchichas	sausages
el salmón	salmon
la sopa	soup
el tomate	tomato
las tostadas	toast

C. ¡Una de bravas por favour! – One bravas please!	
la verdura	vegetables
el yogur	yoghurt
¿Qué desea?	What wld you like?
¿Qué va a tomar?	What are you going to have?
el primer/Segundo plato	first/second course
el postre	dessert
alérgico/a	allergic
el apetito	appetite
el/la camarero/a	the waiter/ress
la cuenta	the bill
el menú	the menu
servir	to serve
fresco/a	fresh

**D. ¡Nam nam! – Yum Yum!**

Mi plato favorito	my favourite dish
la cebolla	onion
el champiñón	mushroom
los guisantes	peas
el pimiento	pepper
el plátano	banana
el refresco	fizzy drink
amargo/a	bitter
asqueroso/a	disgusting
delicioso/a	delicious
dulce	sweet
insípido/a	tasteless
picante	spicy
sabroso/a	tasty
salado/a	salty
tradicional	traditional
contener	to contain
el ingrediente	the ingredient
la energía	energy
la grasa	fat
el mineral	mineral
el nutriente	nutrient
la porción	portion

Key Verbs				
Almorzar To have lunch	Comer To eat	Beber To drink	Tomar To have (food)	Merendar To snack
Almuerzo I have lunch	Como I eat	Bebo I drink	Tomo I have	Meriendo I snack
Amuezas You have lunch	Comes You eat	Bebes You drink	Tomas You have	Meriendas You snack
Almuerza s/he has lunch	Come s/he eats	Bebe s/he drinks	Toma s/he has	Merienda s/he snacks
Almorzamos We have lunch	Comemos We eat	Bebemos We drink	Tomamos We have	Merendamos We snack
Almuerzan They have lunch	Comen They eat	Beben They drink	Toman They have	Merendan They snack

**E. Mi dieta sana – My healthy diet**

la proteína	protein	Me duele	It hurts...
diario/a	daily	el brazo	arm
grasiento/a	fatty	la cabeza	head
lácteo/a	lactose	el codo	elbow
nutritivo/a	nutritious	el cuello	neck
poco sano/a	unhealthy	el dedo	finger
saludable	healthy	el dedo del pie	toe
sano/a	healthy	la espalda	back
el aceite	olive oil	el estómago	stomach
el caramelo	sweet	el hombro	shoulder
la comida rápida	fast food	la mano	hand
derivado/a de	derived from	la nariz	nose
la dieta	diet	el pie	foot
las fajitas	fajitas	la pierna	leg
la hamburguesa	hamburger	la rodilla	knee
el helado	ice cream	los oídos	ears
el huevo	egg	los ojos	eyes
la manzana	apple	el tobillo	ankle
el pan	bread	estoy...	I am...
las sardinas	sardines	cansado/a	tired
aconsejable	advisable	mal	bad
esencial	essential	mareado/a	dizzy
ideal	ideal	tengo...	I have...
importante	important	tos	a cough
recomendable	recommended	vómitos	sickness
variado/a	varied	¿Qué te duele?	What hurts you?
un estilo de vida	a healthy lifestyle	¿Estás bien?	Are you ok?
sano		¿Cómo te sientes?	How do you feel?
llevar una vida sana	to have a healthy	Me siento mal	I feel bad
la salud	life	enfermo/a	ill
	health	mejorar	to get better



What we are learning this term:	
<p>A. Talking about what you eat and drink                  B. Giving opinions on food and drink                  C. Ordering food in a restaurant                  D. Discussing what makes a healthy diet                  E. Saying what parts of the body are hurting                  F. Key words across topics                  G. Translation practice</p>	
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**A. ¡Qué hambre! – I'm so hungry!**

_____	to have lunch
_____	to drink
_____	to have dinner
comer	_____
_____	to have breakfast
merendar	_____
tomar	_____
_____	dinner
_____	food / lunch
el desayuno	_____
_____	the snack
el agua	_____
_____	drink
la leche	_____
_____	juice
el zumo de piña	_____
_____	the canteen
vegetariano/a	_____

**B. Más Comida – More Food**

_____	rice
_____	meat
_____	salad
la fruta	_____
el marisco	_____
las patatas fritas	_____
el pescado	_____
el pollo	_____
_____	cheese
_____	sausages
_____	salmon
la sopa	_____
el tomate	_____
las tostadas	_____

C. ¡Una de bravas por favour! – One bravas please!	
_____	vegetables
_____	yoghurt
_____	What wld you like?
_____	What are you going to have?
_____	first/second course
_____	_____
el postre	_____
alérgico/a	_____
el apetito	_____
el/la camarero/a	_____
la cuenta	the bill
_____	the menu
_____	to serve
_____	fresh

**D. ¡Nam nam! – Yum Yum!**

_____	my favourite dish
_____	onion
el champiñón	_____
los guisantes	_____
el pimienta	_____
_____	banana
_____	fizzy drink
_____	bitter
_____	_____
asqueroso/a	_____
delicioso/a	_____
dulce	_____
insípido/a	_____
_____	spicy
_____	tasty
_____	salty
_____	traditional
contener	_____
el ingrediente	_____
la energía	_____
la grasa	_____
_____	mineral
_____	nutrient
la porción	_____

**Key Verbs**

Almorzar To have lunch	Comer _____	Beber To drink	_____ To have (food)	Merendar _____
Almuerzo _____	Como I eat	Bebo _____	Tomo I have	_____ I snack
Amuezas You have lunch	Comes _____	_____ You drink	Tomas _____	_____ You snack
Almuerza s/he has lunch	_____ s/he eats	Bebe _____	_____ s/he has	Merienda s/he _____
Almorzamos We have lunch	Comemos We eat	Bebemos _____	_____ We have	Merendamos _____
Almuerzan They have lunch	Comen They eat	_____ They drink	Toman _____	Merendan They snack

**E. Mi dieta sana – My healthy diet**

_____	protein
_____	daily
_____	fatty
_____	_____
lácteo/a	_____
nutritivo/a	_____
poco sano/a	_____
_____	healthy
_____	healthy
_____	olive oil
el caramelo	_____
la comida rápida	_____
_____	derived from
_____	diet
las fajitas	_____
la hamburguesa	_____
el helado	_____
el huevo	_____
_____	apple
_____	bread
las sardinas	_____
aconsejable	_____
esencial	_____
_____	ideal
_____	important
_____	recommended
_____	_____
variado/a	_____
un estilo de vida sano	_____
_____	to have a healthy
_____	life
_____	health

**F. ¡ Ay! ¡Qué dolor! – Ouch! That's sore!**

Me duele	_____
el brazo	_____
la cabeza	_____
el codo	_____
_____	neck
_____	finger
_____	toe
_____	back
el estómago	_____
el hombro	_____
la mano	_____
_____	nose
_____	foot
_____	leg
la rodilla	_____
los oídos	_____
los ojos	_____
el tobillo	_____
_____	I am...
_____	tired
_____	bad
_____	_____
mareado/a	_____
tengo...	_____
_____	a cough
_____	sickness
¿Qué te duele?	_____
¿Estás bien?	_____
_____	How do you feel?
_____	I feel bad
_____	_____
enfermo/a	_____
mejorar	_____



# Geography Knowledge Organiser: Year 8 Term 2 Population



<b>Background:</b>	
<ol style="list-style-type: none"> <li>The world's population is not spread evenly. <b>(A)</b></li> <li>There are many factors that influence where we live. These factors have caused some places to be densely populated, whilst others are sparsely populated. <b>(B)</b></li> <li>Total population is constantly changing, both within countries and world-wide. <b>(C)</b></li> <li>We can look at changes in population by comparing past and predicted population structures. <b>(D)</b></li> <li>The level of development within a country will influence its population structure. However, as countries develop economically, these structures will change. <b>(E)</b></li> <li>In many developed countries the population is ageing. This process brings many impacts. <b>(F)</b></li> <li>Migration is also an important population process world-wide and is one of the biggest drivers of population change. <b>(G, H)</b></li> </ol>	

<b>A.</b>	<b>Population distribution (4)</b>
Population density	The number of people who live within 1km <sup>2</sup> .
Population distribution	How people are spread out over an area.
Densely populated	Places which contain many people per km <sup>2</sup> .
Sparsely populated	Places which contain few people per km <sup>2</sup> .

<b>B.</b>	<b>Factors influencing population</b>
Physical (4)	<ol style="list-style-type: none"> <li>The relief of the land (flat or steep).</li> <li>Natural resource availability.</li> <li>Climate.</li> <li>Fertility of the soil.</li> </ol>
Human (3)	<ol style="list-style-type: none"> <li>Transport links.</li> <li>The availability of jobs.</li> <li>The availability of local services e.g. hospitals, education.</li> </ol>

<b>C.</b>	<b>Population change (5)</b>
Birth rate	The number of births per 1000.
Death rate	The number of deaths per 1000.
Natural increase	The difference between birth and death rates.
Population explosion	A sudden rapid rise in the number of people.
Demographic transition model	A model which shows the changes a population is likely to go through over time.

<b>E.</b>	<b>Population structure differences</b>
Developed countries (2)	<ol style="list-style-type: none"> <li>High birth rates, so a large young dependent population.</li> <li>A lower life expectancy, so a small elderly dependent population.</li> </ol>
Developing countries (2)	<ol style="list-style-type: none"> <li>A declining birth rate, so a small young dependent population.</li> <li>A rising life expectancy, so a large elderly dependent population.</li> </ol>

<b>F.</b>	<b>An ageing population (4)</b>
Life expectancy	The average age you are expected to live to in a country.
<b>Possible problems (3)</b>	<ol style="list-style-type: none"> <li>Pressure on the NHS, waiting times could increase.</li> <li>The government may have to support the funding of pensions.</li> <li>Government investment into more care homes and carers might be costly.</li> </ol>
<b>Possible benefits (2)</b>	<ol style="list-style-type: none"> <li>Grandparents can help look after their grandchildren, reducing the cost of childcare for parents.</li> <li>Some elderly have more disposable income so spend more in shops.</li> </ol>
Solutions (3)	<ol style="list-style-type: none"> <li>Increase the retirement age.</li> <li>Raise taxes.</li> <li>Offer incentives for couples to have children e.g. longer maternity pay.</li> </ol>

<b>D.</b>	<b>Population structure (4)</b>
Population structure	The number/ proportion of people in each age range, for each gender.
Population pyramid	A graph showing population structure, by age and sex.
Economically active	Those people who work, receive a wage and pay tax.
Dependent population	Those who rely on the economically active for support e.g. the young and elderly.

<b>G.</b>	<b>Migration (5)</b>
Economic migrant	A person who leaves one area or country to go to another, to seek better job opportunities.
Push factor	Things that make people want to leave an area.
Pull factor	Things that attract people to live in an area.
Host country	The destination country for a migrant.
Source country	The home country of a migrant.

<b>H.</b>	<b>Impacts of migration</b>
Positives for the source (2)	<ol style="list-style-type: none"> <li>Money sent home (remittances) can support families.</li> <li>Potential for increased trade between host country and source country.</li> </ol>
Negatives for the source (2)	<ol style="list-style-type: none"> <li>Fewer economically active citizens.</li> <li>Less tax, as fewer working people in the country.</li> </ol>
Positives for the host (2)	<ol style="list-style-type: none"> <li>Migrants can work in jobs that are difficult to fill, therefore contribute tax.</li> <li>New shops and restaurants open, which is positive for the economy.</li> </ol>
Negatives for host (1)	<ol style="list-style-type: none"> <li>Potential pressure on public services e.g. health care.</li> </ol>



# Geography Knowledge Organiser: Year 8 Term 2 Population



## Background:

- The world's population is not spread evenly. **(A)**
- There are many factors that influence where we live. These factors have caused some places to be densely populated, whilst others are sparsely populated. **(B)**
- Total population is constantly changing, both within countries and world-wide. **(C)**
- We can look at changes in population by comparing past and predicted population structures. **(D)**
- The level of development within a country will influence its population structure. However, as countries develop economically, these structures will change. **(E)**
- In many developed countries the population is ageing. This process brings many impacts. **(F)**
- Migration is also an important population process world-wide and is one of the biggest drivers of population change. **(G, H)**

## A. Population distribution (4)

Population density	
Population distribution	
Densely populated	
Sparsely populated	2.

## B. Factors influencing population

Physical (4)	
Human (3)	

## C. Population change (5)

Birth rate	
Death rate	
Natural increase	
Population explosion	
Demographic transition model	

## E. Population structure differences

Developed countries (2)	
Developing countries (2)	

## F. An ageing population (4)

Life expectancy	
<b>Possible</b> problems (3)	
<b>Possible</b> benefits (2)	
Solutions (3)	

## D. Population structure (4)

Population structure	
Population pyramid	
Economically active	
Dependent population	

## G. Migration (5)

Economic migrant	
Push factor	
Pull factor	
Host country	
Source country	

## H. Impacts of migration

Positives for the source (2)	
Negatives for the source (2)	
Positives for the host (2)	
Negatives for host (1)	

## Year 8 History : Elizabethan England

### What we are learning this term:

The differences in the religious policies of the Tudor monarchs (religious rollercoaster), the threats faced by Elizabeth I and whether her reign truly was a Golden Age.

### A.

#### Can you define these key words?

Transubstantiation

the conversion of the substance of the Eucharistic elements into the body and blood of Christ at consecration, only the appearances of bread and wine still remaining.

Illegitimate

a child born of parents not lawfully married to each other.

Papacy

the office or authority of the Pope.

Poverty

the state of being extremely poor.

Recusant

someone who refused to attend Protestant church services

Puritan

an extreme protestant

Armada

a fleet of warships

Vagrant

a person without a settled home or regular work who wanders from place to place and lives by begging

### C.

#### Elizabeth's Middle Way

Catholic (**stayed the same** as under Mary I)

- Churches can be run by bishops
- Churches should be decorated and some ceremonies should be allowed
- Bright robes should be allowed

Protestant (**changes made** by Elizabeth after becoming queen)

- Priests are allowed to marry
- A person can be saved by faith alone (no need for prayers/ indulgences)
- There should be no Mass (no transubstantiation)
- Church services and the Prayer Book should be in English
- Saints should receive no special prayers.

## B. What were the religious policies/beliefs of these Tudor monarchs and what changes did they make?

### 1. Edward VI

- Strong Protestant
- Two very strongly Protestant advisors (Dukes of Northumberland and Somerset) that influenced him
- He allowed priests to be married (1549)
- Introduced a new prayer book written in English (1549) so common folk could understand it
- Made a change to the line of succession and was succeeded by Lady Jane Grey (ruled for 9 days) who was a Protestant

### 2. Mary I

- Strong Catholic
- Changed language back to Latin
- Reverted churches back to how they looked before (colourful, images, statues)
- Made the Pope head of the church once again.
- Made priests choose between the church and their families
- Burned nearly 300 people at the stake – majority were Protestants (heretics)
- Burned the Archbishop of Canterbury at the stake (Thomas Cranmer) as he refused to convert to Catholicism.

### 3. Elizabeth I

- Protestant (mild/moderate)
- Did not want any more major religious change and upheaval.
- She introduced the Middle Way – this was a compromise of both Catholic and Protestant features
- The Middle Way leaned more towards Protestantism as this was Elizabeth's own belief.
- Tolerant of Catholics at the start of her reign but after numerous plots to depose and kill her and the threat of Mary Queen of Scots her toleration of Catholics lessened.

## D. Was the Elizabethan Period a Golden Age?

### YES

**Renaissance** – a high point, or a renaissance in drama, art, music and literature. - Elizabeth's Golden Age opened up the arts to every class of society e.g. the theatre.

**Victory, exploration and expansion** – the defeat of the Spanish armada in 1588, expansion of the British empire into the New World, the founding of Virginia

**Religious settlement** – very little religious tension during this period. Elizabeth was able to avoid the religious strife and political turmoil that had dominated the reigns of her siblings.

**Improvement in quality of life** – Business and industry developed and it was possible for merchants to become extremely wealthy and rise in social status (gentry class). Life improved for the lower classes - **Elizabethan Poor Laws.**

### NO

**Rising population** – led to an increase in poverty and growing social problems especially in towns.

**Religious division returned** – recusants and Catholic threats to Elizabeth

**Four poor harvests** in a row paired with changes in farming (enclosures) led to a **rise in unemployment and homelessness.**

**Intense rivalry at court** led to an **unsuccessful rebellion**

### E.

#### What was life like for the poor in Elizabethan England?

No welfare state – if you were out of a job you had to beg, steal or starve

Dissolution of the Monasteries – after this life became harder for the poor and these places had looked after people in times of hardship or distress.

Vagrancy – some homeless and jobless people roamed around in gangs stealing or bullying people into giving them alms

Punishments for vagrancy, begging or stealing were brutal e.g. flogging, branding, whipping and hanging.

The Poor Laws (1597 and 1601) helped to ease the lives of the poor by making sure that each Parish looked after their poor e.g. a poor relief tax was collected, food, money and clothes were donated and dispensed, work or apprenticeships were provided etc.



**Year 8 History : Elizabethan England**

**What we are learning this term:**

The differences in the religious policies of the Tudor monarchs (religious rollercoaster), the threats faced by Elizabeth I and whether her reign truly was a Golden Age.

<b>A.</b>	<b>Can you define these key words?</b>
Transubstantiation	
Illegitimate	
Papacy	
Poverty	
Recusant	
Puritan	
Armada	
Vagrant	

<b>C.</b>	<b>Elizabeth's Middle Way</b>
Catholic ( <b>stayed the same</b> as under Mary I)	
Protestant ( <b>changes made</b> by Elizabeth after becoming queen)	

**B. What were the religious policies/beliefs of these Tudor monarchs and what changes did they make?**

<b>1. Edward VI</b>	<b>2. Mary I</b>	<b>3. Elizabeth I</b>

**D. Was the Elizabethan Period a Golden Age?**

<u>YES</u>	<u>NO</u>

**E.**

**What was life like for the poor in Elizabethan England?**


# Year 8 Religious Education: The Philosophy of Religion

A. Can you define these key words?		B. Design Argument	C. Cosmological Argument
<b>Key word</b>	<b>Key definition</b>	<ul style="list-style-type: none"> <li>This is the argument for the existence of God based on evidence of design in the world.</li> <li>Examples of design include purpose and regularity in the world. For example, the laws of physics mean the planets move around the sun in a regular and ordered way. The human eye has all the complex structures to enable it to fulfil a purpose- vision</li> </ul>	<ul style="list-style-type: none"> <li><b>This is</b> the argument for the existence of God which argues that God is the cause of the universe.</li> <li>Things in the world must have a cause – if a door opens then something must have opened it – this argument suggests that there must have been a first cause to begin life in the universe and that first cause is God.</li> <li>Something cannot come from nothing, therefore something must have caused the world into existence. Without a first cause there could be no second cause etc.</li> </ul>
Omnipotent	The belief that God is all-powerful		
Omniscient	The belief that God is all-knowing		
Omnibenevolent	The belief that God is all-loving		
Theism	The belief in God		
Atheism	Disbelief or lack of belief in God		
Agnosticism	The belief that nothing can be known about the existence or nature of God		
Empirical evidence	Evidence for something based on observation or experience		
Analogy	A comparison between things that have similar features, often used to help explain a principle or idea.		
Theodicy	An argument which defends God against the problem of evil.		
Fallacy	A mistaken belief, especially one based on unsound arguments.		
		D. The Problem of Evil	E. Religious Experience
		<ul style="list-style-type: none"> <li><b>This is</b> the argument that the existence of evil undermines belief in an omnipotent and omnibenevolent God.</li> <li>If God is meant to be omnibenevolent, omnipotent and omniscient, then the existence of evil cancels out one of these attributes of God.</li> <li>The problem of evil is frequently known as the inconsistent triad.</li> <li>The inconsistent triad is only a challenge to the god of classical theism/ monotheistic Abrahamic faiths, as this is the description of God they offer.</li> </ul>	<ul style="list-style-type: none"> <li><b>This is an</b> experience which has a religious meaning for the person who experienced it.</li> <li>Religious experiences are where you experience God. It can include visions / dreams where you are visited/ hearing God/ seeing a miracle/ prayers being answered or just feeling the presence of God/ Near death experiences</li> <li>Bernadette at Lourdes had religious experiences where the Virgin Mary spoke to her.</li> </ul>

F. Criticisms Design Argument	Cosmological Argument	Theodicies	Religious Experience
<ul style="list-style-type: none"> <li>God is supposed to be perfect therefore how can there be flawed design such as corruptions in DNA which cause cancers or damage to bodies</li> <li>The 'Design' of the world may be coincidence. For example, sometimes we see pictures in the clouds, like a rabbit or a face. We know this is just a random coincidence. Just like clouds that move into and out of shape quickly, without a designer, the atoms in the universe have moved into this shape and will move out of it again before long. We think we see design, but it is just coincidence</li> </ul>	<ul style="list-style-type: none"> <li>Just because something is true of the part, it does not mean it is true of the whole- eg a brick is small, so a wall is small.</li> <li>Our understanding of the universe is limited to the world around us – because things require a cause in this world, does not mean that the entire universe requires a first cause.</li> <li>If the existence of God as a 'necessary' being without a cause can be a fact, why can't the universe itself just be a 'brute fact'?</li> </ul>	<ul style="list-style-type: none"> <li>Many religions explain the origin of evil in the world – such as in Christianity with Adam and Eve and the original sin.</li> <li>God gave humans free will, and through free will humans can choose evil.</li> <li>Some people argue that experiencing the bad in the world allows humans to grow and develop.</li> <li>Do we need evil to understand what good is? If we lived in a world that was all red, we wouldn't have an understanding of what red really meant. So if we lived in a world that was only good, would we understand what good really meant?</li> </ul>	<ul style="list-style-type: none"> <li>There is no evidence that people who claim to have had religious experiences are telling the truth.</li> <li>Factors such as certain foods, drugs and alcohol make people have strange feelings.</li> <li>There have been times when there seems to be an increase in reported religious experiences.</li> <li>If God is able to give people religious experiences that they cannot deny, why doesn't He give them to everyone so there is no doubt that God exists?</li> <li>People who have religious experiences have often had some form of religious upbringing. Could this mean that they are more likely to think that a mysterious experience has an obvious explanation?</li> </ul>

# Year 8 Religious Education: The Philosophy of Religion

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

F. Criticisms Design Argument	Cosmological Argument	Theodicies	Religious Experience
<ul style="list-style-type: none"> <li>God is supposed to be _____ therefore how can there be flawed design such as _____ in DNA which cause cancers or damage to bodies</li> <li>The 'Design' of the world may be _____. For example, sometimes we see pictures in the clouds, like a rabbit or a face. We know this is just a _____. Just like clouds that move into and out of shape quickly, without a designer, the atoms in the universe have moved into this shape and will move out of it again before long. We think we see design, but it is just _____</li> </ul>	<ul style="list-style-type: none"> <li>Just because something is true of the _____, it does not mean it is true of the _____ - eg a brick is small, so a wall is small.</li> <li>Our understanding of the universe is limited to the world around us – because things require a _____ in this world, does not mean that the entire _____ requires a first cause.</li> <li>If the existence of God as a '_____ ' being without a cause can be a fact, why can't the universe itself just be a '_____ '?</li> </ul>	<ul style="list-style-type: none"> <li>Many religions explain the _____ of evil in the world – such as in _____ with Adam and Eve and the original sin.</li> <li>God gave humans _____, and through free will humans can choose evil.</li> <li>Some people argue that experiencing the _____ in the world allows humans to grow and _____.</li> <li>Do we need _____ to understand what _____ is? If we lived in a world that was all red, we wouldn't have an _____ of what red really meant. So if we lived in a world that was only _____, would we understand what good really meant?</li> </ul>	<ul style="list-style-type: none"> <li>There is no _____ that people who claim to have had religious experiences are telling the truth.</li> <li>Factors such as certain _____ and _____ make people have strange feelings.</li> <li>There have been times when there seems to be an increase in reported _____ experiences.</li> <li>If God is able to give people religious experiences that they cannot _____, why doesn't He give them to everyone so there is no _____ that God exists?</li> <li>People who have religious experiences have often had some form of religious _____. Could this mean that they are more likely to think that a mysterious experience has an obvious _____?</li> </ul>



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

6 Key Words for this project	
1.	Sugar Skull
2.	Mexican Day of the Dead
3.	Symmetry
4.	Armature
5.	Papier Mâché
6.	Outcome

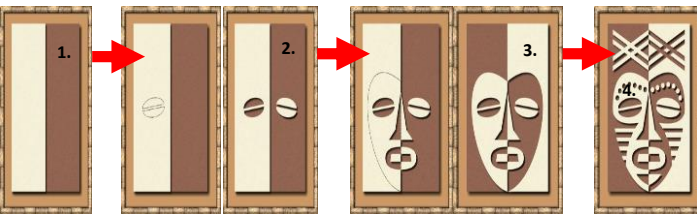


B.	How to use the Grid Method for accurate drawing.
1.	Use a ruler to draw an equally spaced grid onto your image.
2.	Draw an identical grid <b>LIGHTLY</b> onto paper.
3.	Draw in the main <b>outlines</b> of your image, focusing on one square at a time Use a ruler to help you <b>measure</b> the positioning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



D.	How to make a positive/negative collage.
Collage is a form of art by cutting and ripping paper to create interesting artworks.	
Steps for making your collage:	
1.	Cut a piece of light A4 piece of paper in half and place one half over the top of the darker A4 piece of paper.
2.	Draw and cut out one facial feature at a time from the light piece of paper and flip it over onto the dark piece of paper. <b>DO NOT cut into the dark piece of paper, only the light. Remove the dark piece of paper from underneath the light piece before cutting.</b>
3.	Draw the shape of the face on the light piece of paper and flip it over to the dark piece of paper, aligned with the rest of the face.
4.	Add additional details on the face and in the background, following the same technique as step 2.
What each tool is used for:	
Cutting mat	To protect the table from damage.
Craft knife	To precisely cut shapes from paper.
Glue stick	To cleanly stick the shapes onto paper.

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



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

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



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






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


**6 Key Words for this project**

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



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

1
2
3
4
5



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

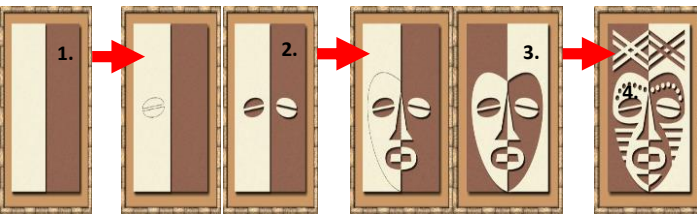
Collage is:

Steps for making your collage:







- 1
- 2
- 3
- 4

What each tool is used for:

Cutting mat	
Craft knife	
Glue stick	



**Keywords for this project in detail:**

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

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

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

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

# Year 8 Term 1 : 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

### 6 Key Words for this term

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

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

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

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

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

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

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

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

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

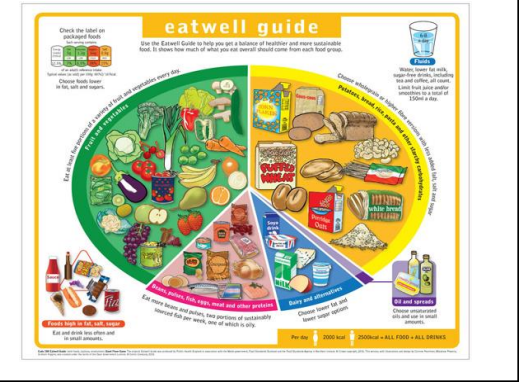


### C. Can you list 5 reasons for why we cook food and why it is important?

<u>Rule</u>	<u>Why it is important</u>
• 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



Year 8 Term 1 : 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

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?


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

- 1
- 2
- 3
- 4
- 5

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?

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?

Rule

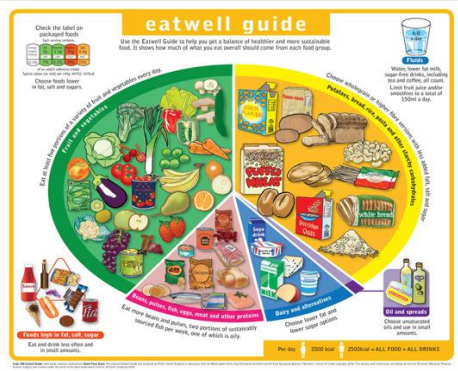
- 1
- 2
- 3
- 4
- 5

Why it is important

- 1
- 2
- 3
- 4
- 5

E. Keywords

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



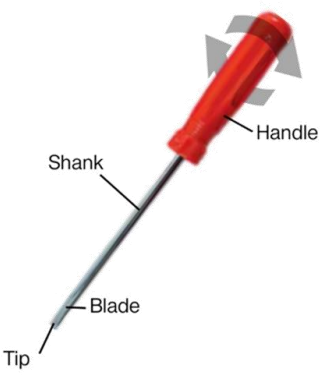
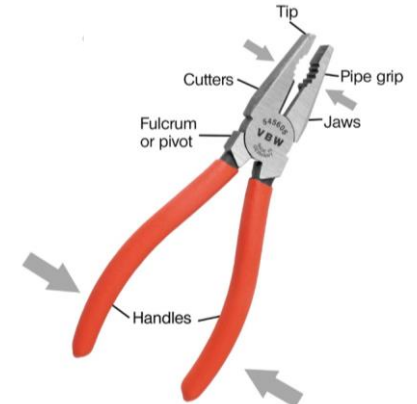




# Year 8 PRODUCT DESIGN Term 1 Knowledge Organiser



<b>What we are learning this term:</b>			
<b>A. Design Brief</b>	<b>C. Tools</b>	<b>E. Type of lever</b>	<b>G. Evaluation &amp; Data analysis</b>
<b>B. Specification</b>	<b>D. Forces</b>	<b>F. Fulcrum</b>	<b>H. Memphis design movement</b>

<b>A.</b>	<b>Design brief</b>	<b>B.</b>	<b>Specification</b>
<b>Design Brief</b>	<ul style="list-style-type: none"> <li>The <b>instructions</b> the <b>client</b> gives the <b>designer</b> of what they <b>want</b> the <b>product</b> to be like.</li> </ul>	<b>Specification</b>	<ul style="list-style-type: none"> <li>A <b>design specification</b> is a list of <b>specific things</b> your product needs to be or do.</li> </ul>

<b>C.</b>	<b>Tools</b>		
	<b>Screwdriver</b>	<b>Combination Pliers</b>	<b>Wire Strippers</b>
	<p>A <b>screwdriver</b> is a type of <b>tool</b> that is, quite literally, used to <b>drive</b> screws into the surface of materials such as woods, metals or plastics (polymers) Screwdrivers can have different types of blade and tip for use with different types of screws.</p> 	<p>Pliers are a tool used for grip, bend and compress (squeeze). They are a type of first-class lever. There are different types of pliers that are used for different jobs such as combination, side cutters and long nose pliers.</p> 	<p>Wire strippers are a type of tool used to remove the plastic insulation from electrical wires. They cut through the insulation but not through the wire. This is so that the wire can be soldered or put into a connector to allow electricity to flow through it</p> 

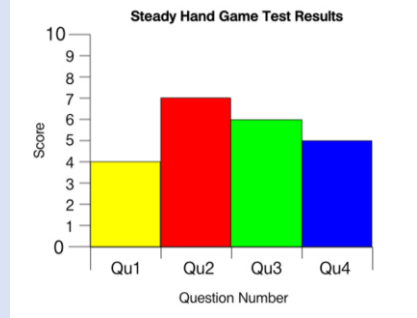
<b>D.</b>	<b>Different screws</b>	<b>E.</b>	<b>Forces</b>	<b>F.</b>	<b>Types of lever</b>
	<ul style="list-style-type: none"> <li>Slot</li> <li>Phillips</li> <li>Pozidriv</li> <li>Hex</li> </ul> 	<p><b>Compression</b></p> <p>When a squeezing force applied</p> <p><b>Torsion</b></p> <p>When a twisting force applied</p>	<p><b>First class lever</b></p> <p>With a Class 1 Lever the fulcrum or pivot is in the middle, like on pliers. The effort is on one side and the load is on the other.</p>		

<b>G.</b>	<b>Data analysis</b>
<b>Data analysis</b>	You will need to record the data from the tests and use it to produce results that can be turned in to graphs. See example bar graph below.

**Example results**

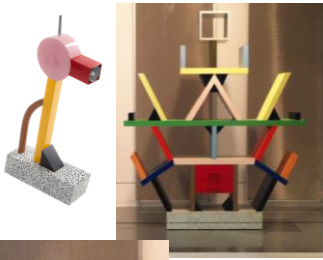


Question 1	Question 2	Question 3	Question 4
4	7	6	5

**Steady Hand Game Test Results**



<b>H.</b>	<b>Memphis design movement</b>
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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. The idea was for the products to be bright, colourful, playful.

	<p><b>Key designer</b></p> <p>Ettore Sottsass</p>
	<p><b>Key features</b></p> <p>Crazy patterns; animal print, geometric, pinstripes. Strange shapes thrown together. Contrast!</p>
	<p><b>Colours</b></p> <p>Bright, bold, Contrasting primary and secondary colours. Black patterns.</p>
	<p><b>Line Styles</b></p> <p>Very geometric; rectangles, triangles, squares, circles and arcs.</p>

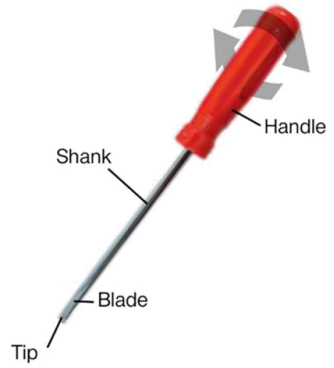
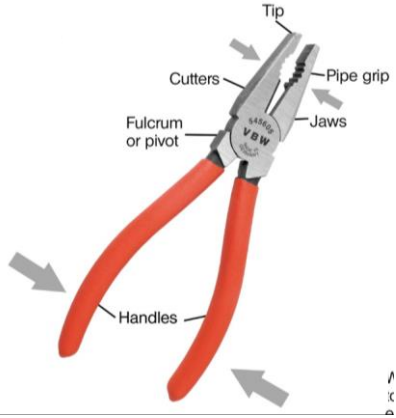






<b>What we are learning this term:</b>			
<b>A. Design Brief</b>	<b>C. Tools</b>	<b>E. Type of lever</b>	<b>G. Evaluation &amp; Data analysis</b>
<b>B. Specification</b>	<b>D. Forces</b>	<b>F. Fulcrum</b>	<b>H. Modelling</b>

<b>A.</b>	<b>Design brief</b>	<b>B.</b>	<b>Specification</b>
<b>Design Brief</b>	<ul style="list-style-type: none"> <li>The <b>instructions</b> the <b>client</b> gives the <b>designer</b> of what they <b>want</b> the <b>product</b> to be like.</li> </ul>	<b>Specification</b>	<ul style="list-style-type: none"> <li>A <b>design specification</b> is a list of <b>specific things</b> your product needs to <b>be</b> or <b>do</b>.</li> </ul>

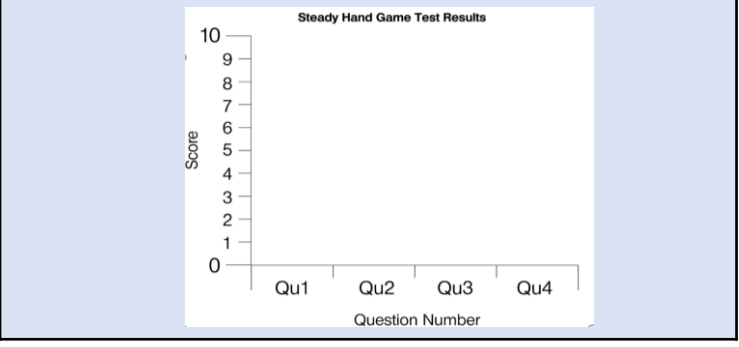
**C. Tools**

Screwdriver	Combination Pliers	Wire Strippers
<p>A _____ is a type of <b>tool</b> that is, quite literally, used to _____ screws into the surface of materials such as _____</p> <p>Screwdrivers can have different types of _____ and _____ for use with different types of _____.</p> 	<p>_____ are a tool used for _____, _____ and _____ (squeeze). They are a type of _____ lever.</p> <p>There are different types of pliers that are used for different jobs such as _____, side _____ and _____ pliers.</p> 	<p>_____ are a type of tool used to remove the plastic _____ from electrical wires. They cut through the insulation but not through the _____. This is so that the wire can be soldered or put into a _____ to allow electricity to _____ through it</p> 

<b>D.</b>	<b>Different screws</b>	<b>E.</b>	<b>Forces</b>	<b>F.</b>	<b>Types of lever</b>
		<b>Compression</b>		<b>First class lever</b>	
		<b>Torsion</b>			

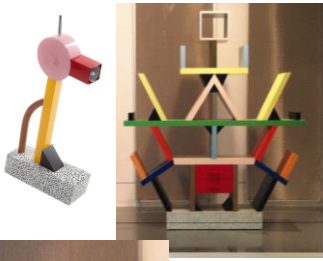
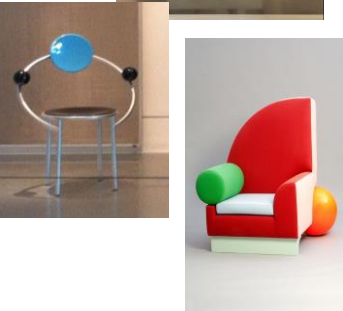
**G. Data analysis**

<b>Data analysis</b>	Add the new example results to the bar graph
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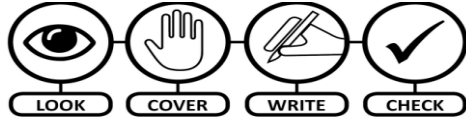
**H. Memphis design movement**

The \_\_\_\_\_ 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 \_\_\_\_\_, \_\_\_\_\_.

	<b>Key designer</b>
	<b>Key features</b>
	<b>Colours</b>
	<b>Line Styles</b>



A	What we are learning about this term...
1	What is minimalism?
2	Features of Minimalism
3	Performing Minimalist Music
4	Composing using Minimalist styles



**C Keyboard Technique / Chords**

**E Minimalism Composers**

Terry Riley

Steve Reich

B	Keywords
<b>CELL</b>	small rhythm/melodic idea that can be alone, or can make up one part of a longer motif/piece of music
<b>MOTIF</b>	a short musical melody, that is recurring
<b>OSTINATO</b>	a motif or phrase that persistently repeats in the same musical voice, frequently at the same pitch
<b>PHASING</b>	Where two parts start the same, then one gradually goes out of sync.
<b>METAMORPHIS (Gradual Change)</b>	this is where tiny changes are made over time to a motif or rhythm
<b>LAYERING</b>	Adding new musical parts to thicken texture
<b>ADDITION</b>	Adding notes to a motif – in order to change it gradually
<b>SUBTRACTION</b>	Removing notes from a motif – in order to change it gradually

**D Analysing Minimalism Music**

Listen and watch this video... Which instruments are being used? Can you hear the **repeated rhythms and melodies**? These are called motifs in minimalism music!

Listen for the **gradual build up in texture** as the music develops. In Minimalism this is sometimes called layering – where instruments keep being added to the texture. This example also includes lots of **ostinatos** (melodies repeating)

Lemon Jelly Elements->

QUESTION	ANSWER					
Where did <b>MINIMALISTIC</b> music come from?	Minimalism is a style of music which originated on the West coast of America in the 1960s					
Name some famous composers of <b>MINIMALISTIC</b> music	<table border="1"> <tr><td>John Adams</td></tr> <tr><td>Terry Riley</td></tr> <tr><td>Philip Glass</td></tr> <tr><td>La Monte Young</td></tr> <tr><td>Steve Reich</td></tr> </table>	John Adams	Terry Riley	Philip Glass	La Monte Young	Steve Reich
John Adams						
Terry Riley						
Philip Glass						
La Monte Young						
Steve Reich						
<b>MINIMALISTIC</b> music is sometimes referred to as "trance" music. What else is it known as?	Hypnotic music					

**F Basic Note Values / Treble Clef Notation**

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

**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				

**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





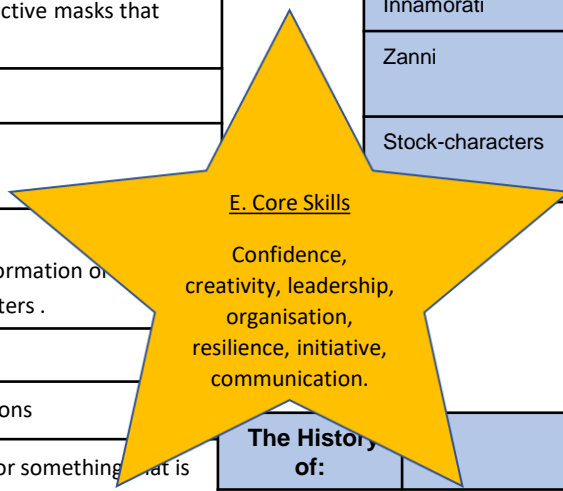
**What we are learning this term:**

- A. How to create short improvisations in the style of Commedia Dell'arte.
- B. How to perform the key characters from Commedia Dell'arte.
- C. How to respond to performances, analysing and evaluating how people have used Commedia Dell'arte techniques.

**Commedia Dell'arte Techniques- this term's key words**

Lazzi	Rehearsed 'gags' or stock jokes which could be added into a performance
Mask	Most important characters have distinctive masks that represent their personalities
Gramolot	A nonsensical babble speak
Character	The person/persona an actor wishes to convey
Narration	A technique performers speak directly to the audience to tell a story, give information or comment on the motivations of characters .
Audience	The people watching the performance.
Exaggeration	Over the top gestures or facial expressions
Gesture	An expressive movement of the body, or something that is said or done to show a feeling, i.e. a wave.
Still image	This is a frozen picture which communicates meaning.
Troupe	A group of performers
Slapstick	comedy based on deliberately clumsy actions
Mime	Using gesture and bodily movement without the use of words

C.	Who are the key characters?
Il Magnifico	Stately, noble and ruled by his brain.
Pantalone	Venetian Merchant, rich and mean
Il Capitano	The Captain, boastful, braggart but cowardly
Il Dottore	The Doctor, a fat windbag.
Columbina	Only female servant, clever.
Harlequin	Or 'Arlecchino' is the best-known of the zanni or comic servant characters
Innamorati	The Lovers-Isabella and Flavio infatuated with each other.
Zanni	He was a buffoon or clown and known in those days as a simpleton or 'stupid incompetent fool'!
Stock-characters	stereotypical fictional characters who audiences recognise from their frequent recurrences.



E. Core Skills

Confidence, creativity, leadership, organisation, resilience, initiative, communication.



**The History of: Commedia Dell'arte**

Mask work and movement are key in Commedia dell'arte, an Italian comedy tradition that was popular in the Renaissance period. There were a number of stock characters, eg Pantalone and his servant Arlecchino from the play, *The Servant of Two Masters*.

The relationship between Basil Fawlty and Manuel in the BBC sitcom, *Fawlty Towers*, is reminiscent of the master-servant relationship in the Commedia dell'arte. The plots were arguably vehicles for a number of comic routines known as lazzi. These were either based on an individual's habits or on interactions between particular characters that the audience would come to expect. The lazzi were hugely, if not entirely dependent on movement, such as Arlecchino catching and eating a fly in a stylised way, pretending to be a statue as a way of hiding, or getting beaten round the head by his master .



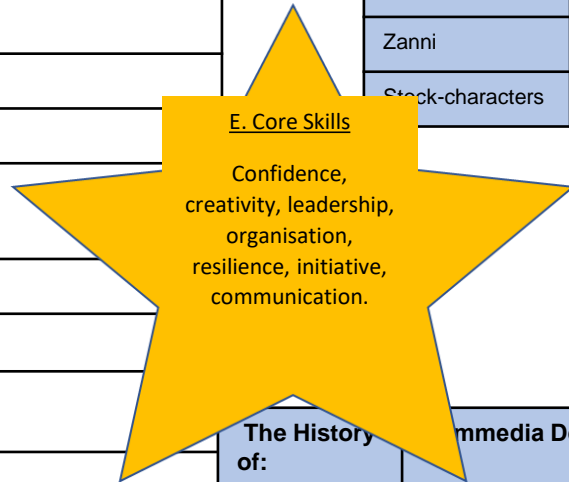
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**Commedia Dell'arte Techniques- this term's key words**

Lazzi	
Mask	
Gramalot	
Character	
Narration	
Audience	
Exaggeration	
Gesture	
Still image	
Troupe	
Slapstick	
Mime	

C.	Who are the key characters?
Il Magnifico	
Pantalone	
Il Capitano	
Il Dottore	
Columbina	
Harlequin	
Innamorati	
Zanni	
Stock-characters	



**The History of: Commedia Dell'arte**

Mask work and \_\_\_\_\_ are key in Commedia dell'arte, an \_\_\_\_\_ comedy tradition that was popular in the Renaissance period. There were a number of stock characters, eg \_\_\_\_\_ and his servant Arlecchino from the play, *The Servant of Two Masters*.

The relationship between Basil Fawlty and Manuel in the BBC sitcom, \_\_\_\_\_, is reminiscent of the \_\_\_\_\_ relationship in the Commedia dell'arte. The plots were arguably vehicles for a number of comic routines known as \_\_\_\_\_. These were either based on an individual's habits or on interactions between particular characters that the audience would come to expect.

The lazzi were hugely, if not entirely dependent on movement, such as Arlecchino catching and eating a fly in a stylised way, pretending to be a statue as a way of hiding, or getting beaten round the head by his master.