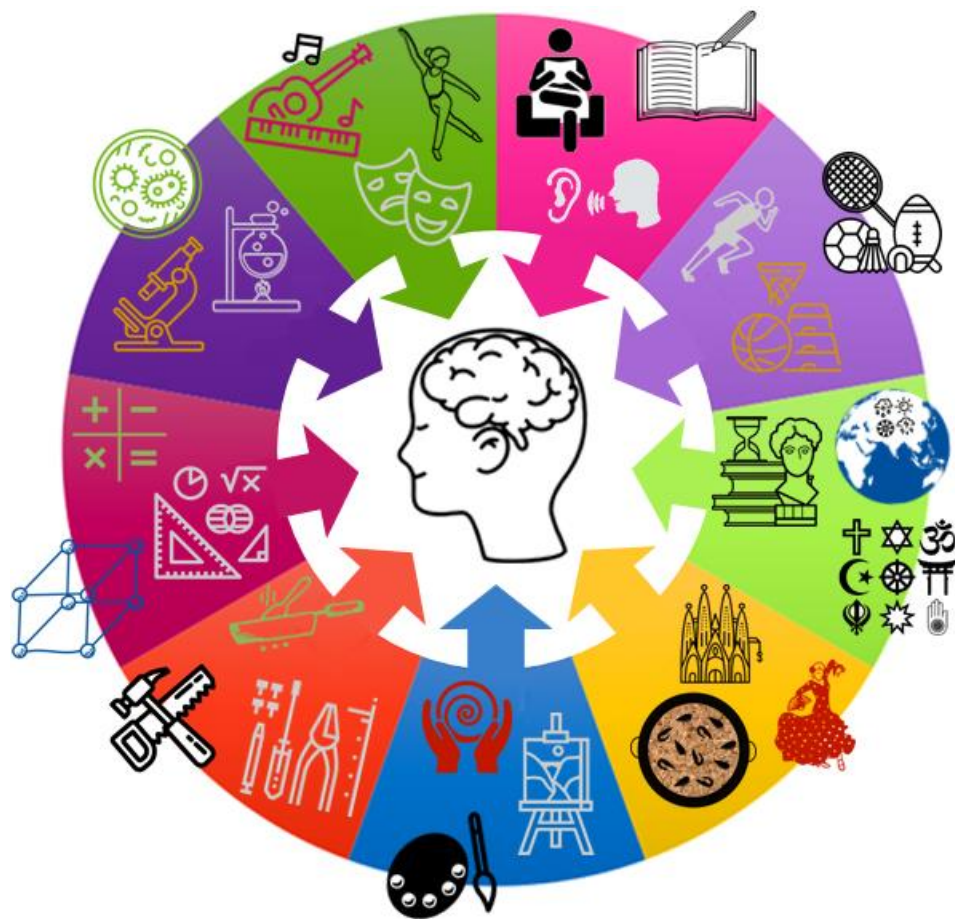


# Year 8 – Booster Knowledge Organisers

## Term 5



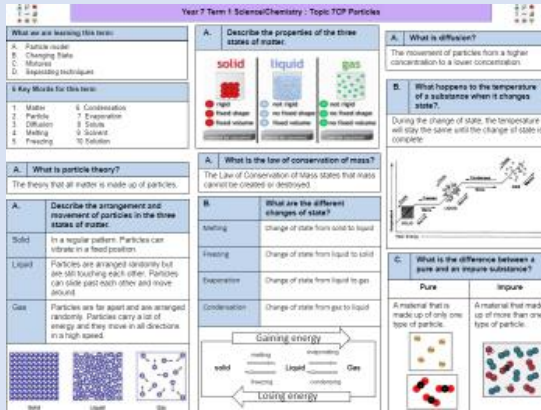
### Swindon Academy 2024-25

|               |  |
|---------------|--|
| 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

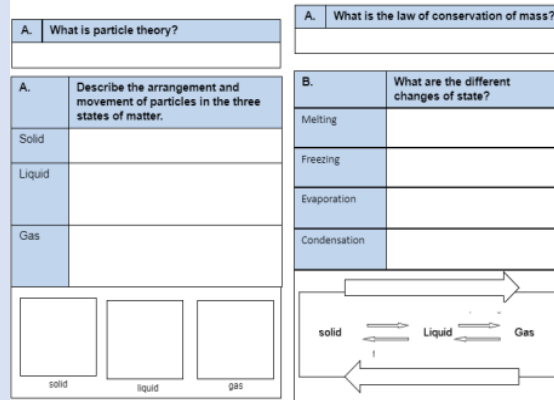
## Knowledge Organisers



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.

## Quizzable Knowledge Organisers



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

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

### Top Tip

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

## Expectations for Prep and for using your Knowledge Organisers

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

# How do I complete Knowledge Organiser Prep?

## Step 1

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

The image shows the epraise portal interface. On the left is a 'Planner' for the week of 10th May to 14th May 2020, with columns for Self-reflection, Peer-reflection, Teacher-reflection, and Parent-reflection. On the right is a 'Knowledge Organiser' for 'What is particle theory?'. It includes sections for 'What is particle theory?', 'What is the law of conservation of mass?', 'What are the different changes of state?', and 'What is the difference between a solid and a liquid?'.

## 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?', 'What is the law of conservation of mass?', 'What are the different changes of state?', and 'What is the difference between a solid and a liquid?'.

## Step 3

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

The image shows a student's prep book. The keywords/definitions/facts from the knowledge organiser are written out in full. The text includes: '29th May 2020', 'Properties of the states of matter', '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'.

## 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 a student's prep book. The keywords/definitions/facts from the knowledge organiser are written out in full, repeated three times. The text includes: '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 written in the prep book. The text includes: 'Self quizzing', 'Arrangement/movement of matter', 'Solid = regular pattern particles', 'Liquid =', and 'Gas ='. There are also checkboxes for 'solid', 'liquid', and 'gas'.

## Step 6

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

The image shows a student's prep book. The keywords/definitions/facts from the knowledge organiser are written out in full, with corrections and checkmarks. The text includes: '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.

# 'The Tempest' Foundation Knowledge Organiser

| Plot Summary   |  | The End Act 4, Scene 1 and Act 5, Scene 1   |  | Vocabulary: Keywords  |                         |                              |                          |  |  |                     |                             |                                       |                               |   |   |  |  |
|--|--|---|--|---|-------------------------|------------------------------|--------------------------|--|--|---------------------|-----------------------------|---------------------------------------|-------------------------------|---|---|--|--|
| <b>The Tempest Act 1, Scene 1</b><br>Alonso, the King of Naples, is on a ship with his son Ferdinand and his companions Sebastian, Antonio, Stephano and Trinculo. They are struck by a terrifying, howling storm. They abandon ship and swim to a nearby island but are washed ashore in different places. The island seems to be abandoned.  |  | A marriage for Ferdinand and Miranda is arranged and celebrated with a masque attended by spirits. It is interrupted when Prospero recalls the threat from Trinculo, Stephano and Caliban. Prospero and Ariel send spirit dogs to scare them away. King Alonso, Sebastian and Antonio meet Prospero. He explains what has been happening on the island. He shows them Ferdinand and Miranda who are now married. King Alonso is filled with regret and asks for forgiveness from Prospero which he grants.  |  | <b>colonialism</b> – when one country establishes itself in another country. When someone <b>colonises</b> a new country, they are called a <b>coloniser</b> . The original inhabitants of the land are called <b>natives</b> . |                         |                              |                          |  |  |                     |                             |                                       |                               |   |   |  |  |
| <b>After the Storm Act 1, Scene 2</b><br>From a nearby island, Miranda watches the huge tempest. She lives with her father Prospero and has little memory of her life before the island. Prospero tells his daughter of their past: he was the Duke of Milan twelve years ago, but he was so involved with his books and secret studies that he did not realise his brother Antonio was stealing power from him. One night, Antonio ordered soldiers to take Prospero and Miranda and put them on a boat to their death. But they were washed ashore this island safely and have lived there ever since. Prospero has been ruler of the island. Prospero has created the storm to bring his brother to the island. |  | <b>Epilogue</b><br>Prospero declares that he will be giving up his magic. Ariel is released from his service. The party travel back to Milan. We do not know what has happened to Caliban.  |  | <b>usurp</b> – to take control of someone else's power when you do not have the right to. Someone who usurps is called a <b>usurper</b> .   |                         |                              |                          |  |  |                     |                             |                                       |                               |   |   |  |  |
| <b>Ariel and Caliban Act 1, Scene 2 into Act 2, Scene 1</b><br>Prospero is a powerful magician who controls the spirit Ariel who completes tasks for him. Prospero has agreed to release Ariel after this last mission. Caliban is a deformed savage slave who is also under Prospero's control. He is the son of an old witch, Sycorax, and is a native of the island. Prospero taught Caliban how to speak but Caliban resents the control Prospero has over him.  |  | <b>Terminology: Keywords</b><br><b>comedy</b> – a play that is funny. It has a happy ending.  |  | <b>tempest</b> – a violent storm.   |                         |                              |                          |  |  |                     |                             |                                       |                               |   |   |  |  |
| <b>Kind Alonso Act 2, Scene 1</b><br>King Alonso and his younger brother Sebastian, as well as Antonio (the usurping Duke of Milan), wander around the island. King Alonso weeps as he believes his son Ferdinand is dead. Sebastian and Antonio plot to kill Alonso so that Sebastian can be king. They are stopped by Ariel's magical intervention.  |  | <b>soliloquy</b> – when a character is speaking alone on stage to himself/herself or to the audience.   |  | <b>treason</b> – a crime that harms your country or government. Someone who commits treason is a <b>traitor</b> .   |                         |                              |                          |  |  |                     |                             |                                       |                               |   |   |  |  |
| <b>Caliban, Stephano and Trinculo Act 2, Scene 2 and Act 3, Scene 2</b><br>The monster Caliban is found by Stephano and Trinculo. They give him alcohol to drink and he gets drunk. Caliban offers to serve Stephano because he believes he is a god because of the heavenly drink! Caliban explains to them how Prospero has treated him and that he will be their guide on the island if they overthrow him. The three drunks go to find and kill Prospero.  |  | <table><tr><th>Characters</th></tr><tr><td>Alonso – King of Naples</td></tr><tr><td>Sebastian – Alonso's brother</td></tr><tr><td>Ferdinand – Alonso's son</td></tr><tr><td>Antonio – Prospero's brother. Antonio stole Prospero's title as Duke of Milan.</td></tr><tr><td>Gonzalo – the old counsellor to the King of Naples</td></tr><tr><td>Trinculo – a jester</td></tr><tr><td>Stephano – a drunken butler</td></tr><tr><td>Prospero – the rightful Duke of Milan</td></tr><tr><td>Miranda – Prospero's daughter</td></tr><tr><td>Ariel – an airy spirit; a slave of Prospero's who earns his freedom</td></tr><tr><td>Caliban – a savage and deformed slave of Prospero's; a native of the island</td></tr></table>  |  | Characters  | Alonso – King of Naples | Sebastian – Alonso's brother | Ferdinand – Alonso's son | Antonio – Prospero's brother. Antonio stole Prospero's title as Duke of Milan. | Gonzalo – the old counsellor to the King of Naples | Trinculo – a jester | Stephano – a drunken butler | Prospero – the rightful Duke of Milan | Miranda – Prospero's daughter | Ariel – an airy spirit; a slave of Prospero's who earns his freedom | Caliban – a savage and deformed slave of Prospero's; a native of the island | <b>callous</b> – when someone is cruel and does not care about other people. |  |
| Characters   |  |   |  |   |                         |                              |                          |  |  |                     |                             |                                       |                               |   |   |  |  |
| Alonso – King of Naples  |  |   |  |   |                         |                              |                          |  |  |                     |                             |                                       |                               |   |   |  |  |
| Sebastian – Alonso's brother   |  |   |  |   |                         |                              |                          |  |  |                     |                             |                                       |                               |   |   |  |  |
| Ferdinand – Alonso's son   |  |   |  |   |                         |                              |                          |  |  |                     |                             |                                       |                               |   |   |  |  |
| Antonio – Prospero's brother. Antonio stole Prospero's title as Duke of Milan.   |  |   |  |   |                         |                              |                          |  |  |                     |                             |                                       |                               |   |   |  |  |
| Gonzalo – the old counsellor to the King of Naples   |  |   |  |   |                         |                              |                          |  |  |                     |                             |                                       |                               |   |   |  |  |
| Trinculo – a jester  |  |   |  |   |                         |                              |                          |  |  |                     |                             |                                       |                               |   |   |  |  |
| Stephano – a drunken butler  |  |   |  |   |                         |                              |                          |  |  |                     |                             |                                       |                               |   |   |  |  |
| Prospero – the rightful Duke of Milan  |  |   |  |   |                         |                              |                          |  |  |                     |                             |                                       |                               |   |   |  |  |
| Miranda – Prospero's daughter  |  |   |  |   |                         |                              |                          |  |  |                     |                             |                                       |                               |   |   |  |  |
| Ariel – an airy spirit; a slave of Prospero's who earns his freedom  |  |   |  |   |                         |                              |                          |  |  |                     |                             |                                       |                               |   |   |  |  |
| Caliban – a savage and deformed slave of Prospero's; a native of the island  |  |   |  |   |                         |                              |                          |  |  |                     |                             |                                       |                               |   |   |  |  |
| <b>Ferdinand and Miranda Act 1, Scene 2 and Act 3, Scene 1</b><br>Ferdinand has survived the storm. He is safely on the island and is found by Miranda. They fall instantly in love. Prospero wants to test that the love is real. Ferdinand has to endure hard labour to prove his intentions are honourable. Miranda pities Ferdinand and wants to marry him. Prospero blesses their marriage.   |  | <b>pathos</b> – a situation that makes us feel sympathy or sorrow.  |  |   |                         |                              |                          |  |  |                     |                             |                                       |                               |   |   |  |  |
|  |  | <b>exploitation</b> – taking advantage of someone for your own benefit  |  |   |                         |                              |                          |  |  |                     |                             |                                       |                               |   |   |  |  |
|  |  | <b>nurture</b> – to encourage or support the development of someone or something.   |  |   |                         |                              |                          |  |  |                     |                             |                                       |                               |   |   |  |  |
|  |  | <b>dual nature</b> – having two sides.  |  |   |                         |                              |                          |  |  |                     |                             |                                       |                               |   |   |  |  |
|  |  | <b>Background Information</b><br>Shakespeare was born in the Elizabethan era, named after Elizabeth I. After she died, James I became king. This period of history is called the <b>Jacobean</b> era, because Jacob is the Latin for James. Shakespeare lived and worked in both eras.<br>Italian city states - A city-state is an area that is ruled by a major city. During the Elizabethan and Jacobean era, Italy wasn't one unified country, but a number of small independent city-states.<br>Sea exploration was booming in the Elizabethan era as people 'discovered' new parts of the world. Queen Elizabeth I was obsessed with their discoveries and was happy to pay for their travels. Led by her example, the rest of the country were also fascinated by their stories and goods. Colonialism has had a lasting impact on the world. Many natives were exploited and killed by the white European colonisers. Issues of colonialism; such as racism and slavery are important to the play. |  |   |                         |                              |                          |  |  |                     |                             |                                       |                               |   |   |  |  |



# 'The Tempest' Foundation Knowledge Organiser

## Plot Summary

### The Tempest Act 1, Scene 1

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

### After the Storm Act 1, Scene 2

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

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

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

### Kind Alonso Act 2, Scene 1

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

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

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

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

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

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

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

## Epilogue

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

## Terminology: Keywords

comedy –

soliloquy –

## Characters

Alonso –

Sebastian –

Ferdinand –

Antonio –

Gonzalo –

Trinculo –

Stephano –

Prospero –

Miranda –

Ariel –

Caliban –

## Vocabulary: Keywords

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

usurp –

tempest –

treason –

callous –

pathos –

exploitation –

nurture –

dual nature –

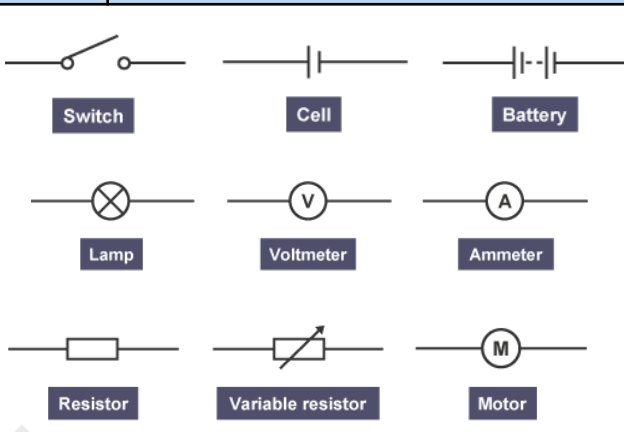
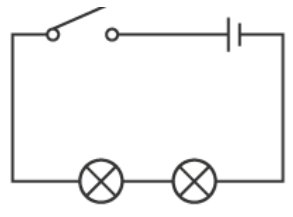
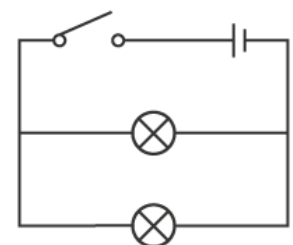
## Background Information

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

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

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



|   |                                      |   |  |                   |   |
|---|--------------------------------------|---|--|-------------------|---|
| <b>What we are learning this term:</b><br>A. Circuits<br>B. Charges and Static Electricity<br>C. Magnetism and Electromagnetism   |                                      | <b>A. Describe current, potential difference (voltage) and resistance</b>   |  |                   |   |
| <b>4 Key Words for this term</b><br>1. Current<br>2. Field<br>3. Component<br>4. Resistance   |                                      | Current   | The <b>rate</b> of flow of <b>charge</b> .   | Amps<br><b>A</b>  | Measured by an <b>ammeter</b>                                       |
|   |                                      | Potential difference  | The <b>energy provided by the cell</b> to the charges. This energy is then used by the charges in electrical components. | Volts<br><b>V</b> | Measured by a <b>voltmeter</b>                                      |
|   |                                      | Resistance  | <b>How difficult it is for current to flow</b> . Eg. with high current, low resistance.                                  | Ohms<br><b>Ω</b>  | <b>Calculate</b> using the current and potential difference $R=V/I$ |
| <b>A.</b>   | <b>Identify the circuit symbols.</b> |    |  |                   |   |
| <b>A.</b>   | <b>Define a series circuit?</b>      |    |  |                   |   |
| Linking components one after another, making <b>one loop</b> .  |                                      | These two lamps are in <b>series</b> with each other.   |  |                   |   |
| <b>A.</b>   | <b>Define a parallel circuit?</b>    |    |  |                   |   |
| Linking components so they are in <b>separate loops</b> .   |                                      | These two lamps are in <b>parallel</b> with each other.   |  |                   |   |
| <b>What is the equation involving current, potential difference and resistance?</b><br>$V = I \times R$<br>$V =$ <b>potential difference</b> (volts, V)<br>$I =$ <b>current</b> (amperes, A)<br>$R =$ <b>resistance</b> (ohms, Ω) |                                      | <b>A. What is an insulator?</b><br>A material that can be charged but <b>does not let the charges flow</b> .<br>Examples: almost any non-metal materials, like rubber, fabrics, paper, plastics, wood |  |                   |   |
|   |                                      | <b>A. What is a conductor?</b><br>A material that <b>does let the charges flow</b> .<br>Examples: all metals, and graphite (in your pencil!)  |  |                   |   |

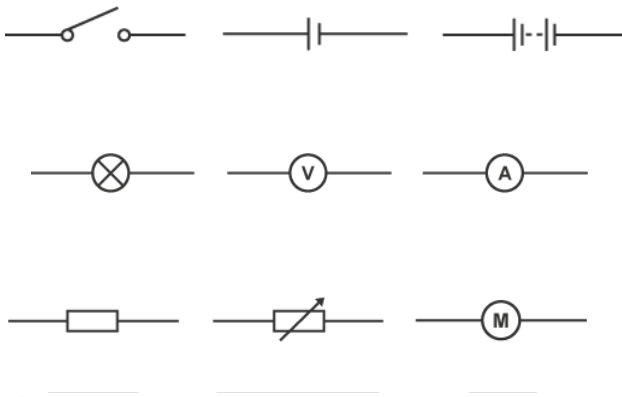
## Describe current, potential difference (voltage) and resistance

- A. Circuits
- B. Charges and Static Electricity
- C. Magnetism and Electromagnetism

### 4 Key Words for this term

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

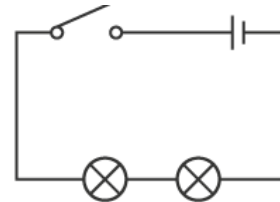
**A. Identify the circuit symbols.**



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

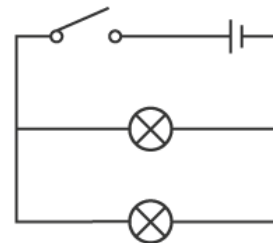
\_\_\_ = **potential difference** (volts, V)  
 \_\_\_ = **current** (amperes, A)  
 \_\_\_ = **resistance** (ohms,  $\Omega$ )

**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

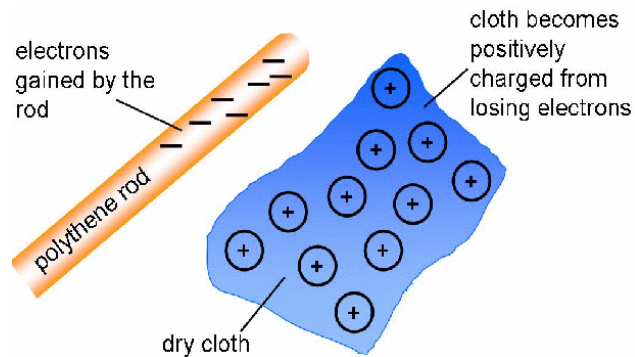
**A. What is a conductor?**

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

**B. Describe how static charge produced.**

**Negative electrons are transferred** from one material to another.

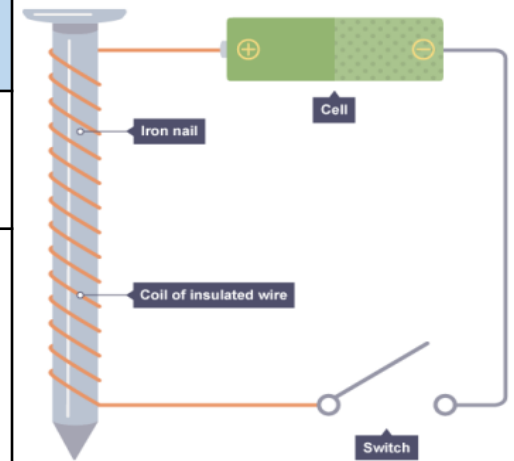
The material that loses electrons becomes positively charged whereas the material that gains electrons becomes negatively charged.

**C. What is an electromagnet?**

A magnet created by the flow of electric current.

You can increase the strength of an electromagnet by doing three things:

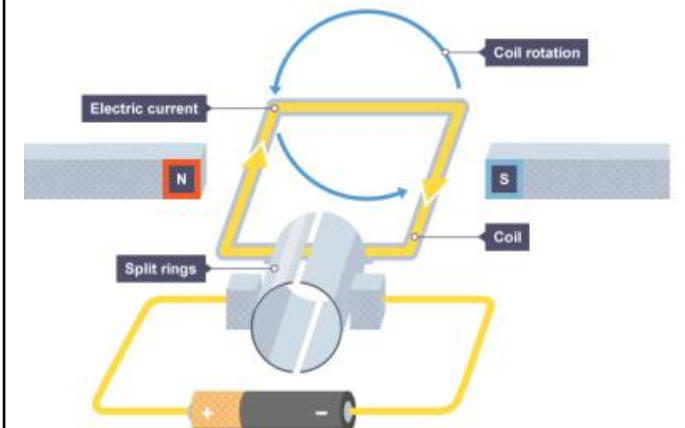
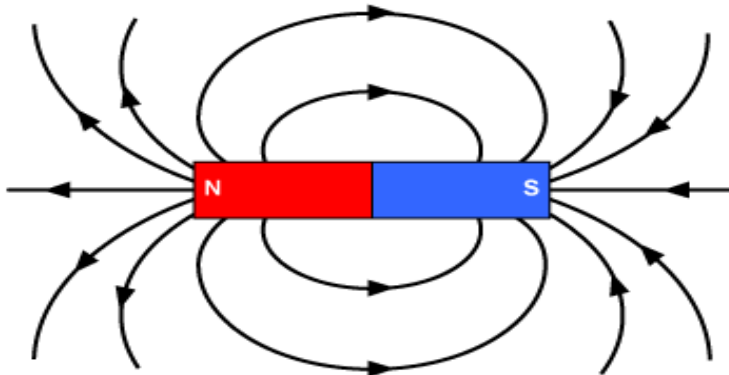
1. Increase the number of coils
2. Increase the current
3. Add an iron core

**C. What is a magnetic field?**

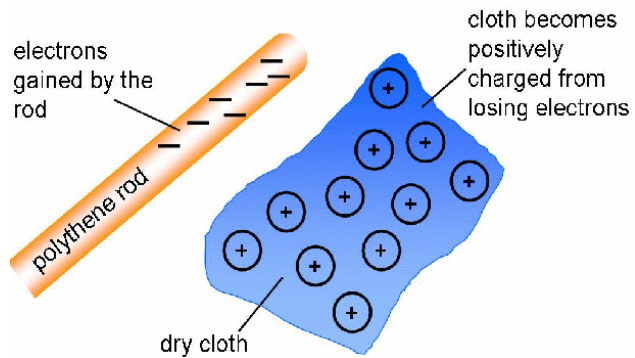
The area around a magnet where a force acts on other magnets or on magnetic materials. (3D, unlike diagrams usually show)

**C. What is the motor effect?**

When an electric current flows through a coil, the magnetic field around the coil and the magnetic field of the magnet cause forces of attraction and repulsion. This causes the coil of wire to spin around.

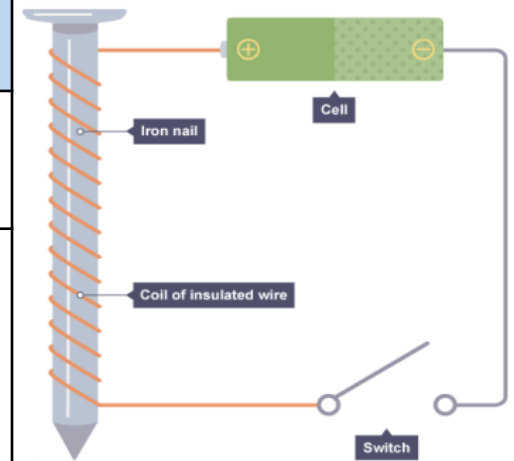
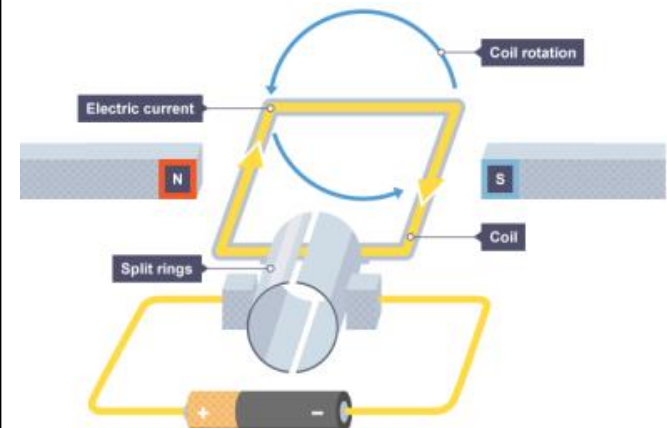
**C. Show the magnetic field.**



**B. Describe how static charge produced.****C. What is an electromagnet?**

You can increase the strength of an electromagnet by doing three things:

1. Increase the number of coils
2. Increase the current
3. Add an iron core

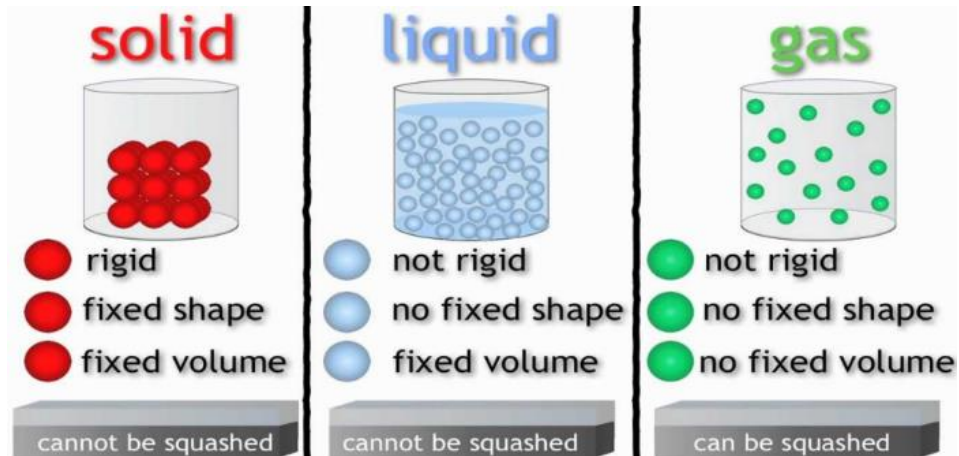
**C. What is a magnetic field?****C. What is the motor effect?****C. Show the magnetic field.**

**What we are learning this term:**

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

**2 Key Words for this term:**

- 1. Density
- 2. Compression

**A.****Describe the properties of the three states of matter****A.****What are the different changes of state?****Melting**

Change of state from solid to liquid

**Freezing**

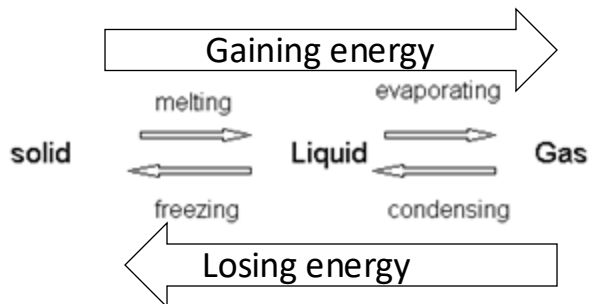
Change of state from liquid to solid

**Evaporation**

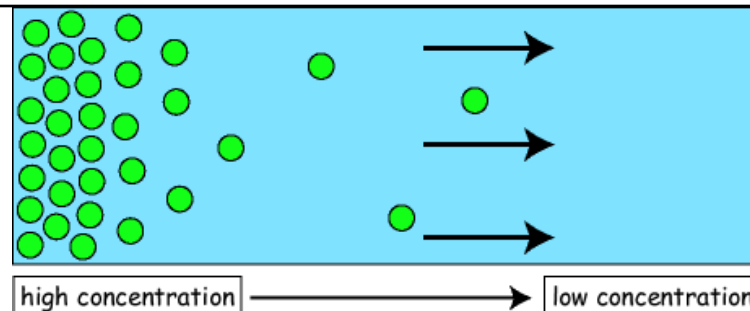
Change of state from liquid to gas

**Condensation**

Change of state from gas to liquid

**B.****What is Brownian Motion?**

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

**B.****What is diffusion?**

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

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

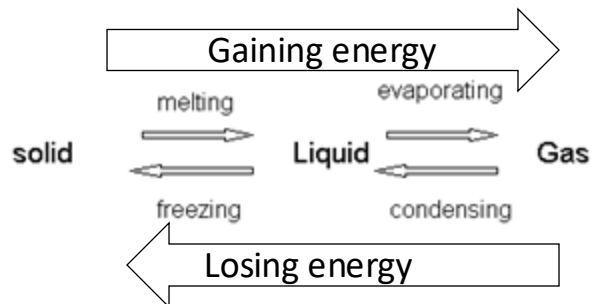
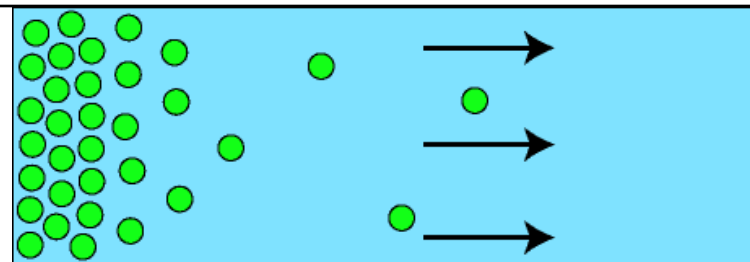
$$\text{Concentration} = \frac{\text{mass of solute}}{\text{volume of solvent}}$$

**What we are learning this term:**

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

**2 Key Words for this term:**

- 1.
- 2.

**A.****Describe the properties of the three states of matter****solid****liquid****gas****A.****What are the different changes of state?****Melting****Freezing****Evaporation****Condensation****B.****What is Brownian Motion?**

high concentration

low concentration

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



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

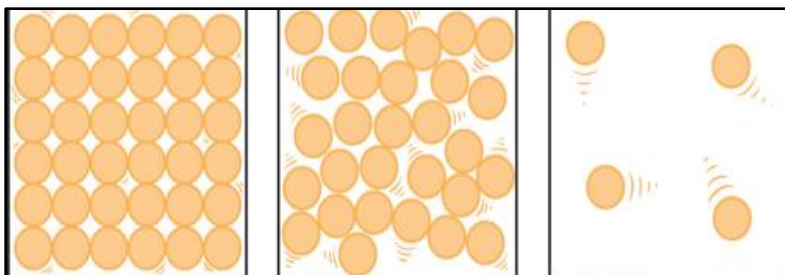
$$\text{Density} = \frac{\text{mass}}{\text{volume}}$$

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

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

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

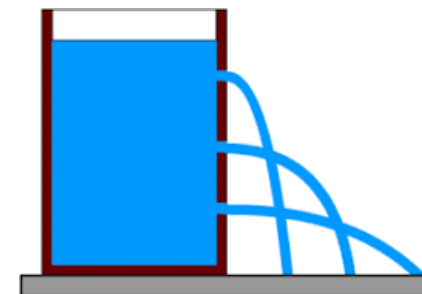
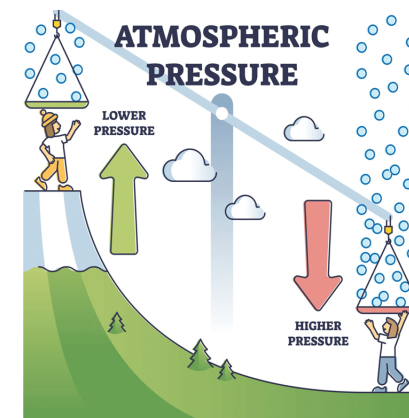
- Pressure is a compound measure of how much force acts on a particular unit of area.
- Pressure increases if the force acting on an area increases.
- Pressure increases if the area a force acts on decreases.



### C. Pressure in fluids:

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

**Pressure in a liquid is different** at different depths, it **increases deeper down** due to the weight of the column of water above.



### B. Compare chemical changes and physical changes.

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

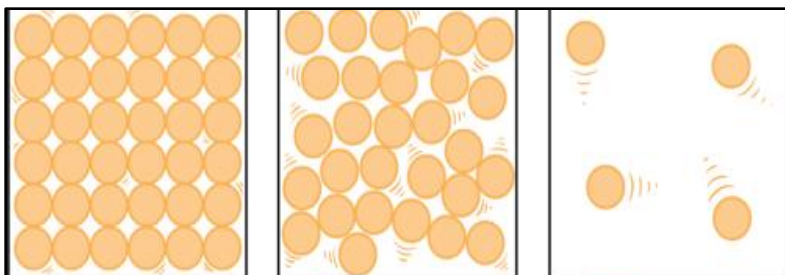


**C. State the equation to calculate density.**

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

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

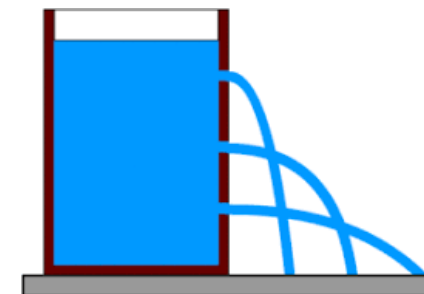
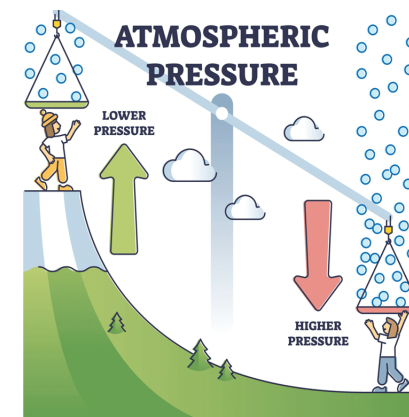
- Pressure is a compound measure of how much force acts on a particular unit of area.
- Pressure increases if the force acting on an area increases.
- Pressure increases if the area a force acts on decreases.



**C. Pressure in fluids:**

**Atmospheric**

**Pressure in a liquid**



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

| Chemical changes          | Physical changes                    |
|---------------------------|-------------------------------------|
|                           | Easily <b>reversed</b>              |
| <b>New product</b> formed |                                     |
|                           | Often just a <b>change of state</b> |
| Eg                        | Eg                                  |





# Geography Knowledge Organiser: Year 8 Term 5 Ecosystems



|  |  |   |
|--|--|---|
| <b>Background:</b>   |  |   |
| 1. An ecosystem is a community of things that are linked together to make up a type of environment. <b>(A, B)</b>  |  |   |
| 2. An ecosystem contains biotic (living) and abiotic (non-living) parts. <b>(B)</b>  |  |   |
| 3. The climate of an ecosystem is very important as it influences what you will find there. <b>(C)</b>   |  |   |
| 4. The main world biomes can be found in specific parts of the world, they have very different climatic conditions & features. <b>(C, D)</b>   |  |   |
| 5. The rainforest biome has some distinctive features. <b>(F)</b>  |  |   |
| 6. However, deforestation is a major challenge facing rainforests world-wide. <b>(E)</b>   |  |   |
| 7. The deserts world-wide also have some key characteristics. <b>(G)</b>   |  |   |
| 8. The Sahara desert is a place with opportunities for people, but there are also challenges which need to be overcome. <b>(H)</b>   |  |   |
| <b>A. Classification of ecosystem (4)</b>  |  |   |
| Ecosystem  | A community of things linked together in an environment.   |   |
| Biome  | An ecosystem on a large scale that covers parts of continents and whole countries.   |   |
| Habitat  | A place where plants and animals live. Example: a pond, or hedgerow.   |   |
| Biodiversity   | The amount of variety of life there is in a place.   |   |
| <b>B. Features of an ecosystem (3)</b>   |  |   |
| Biotic   | The living parts of an ecosystem. Examples: plants, animals, humans.   |   |
| Abiotic  | The non-living parts of an ecosystem. Examples: soil, climate, river.  |   |
| Food chain   | A diagram that shows what is eating what in an ecosystem.  |   |
| <b>C. Climatic features (4)</b>  |  |   |
| Climate graph  | A graph showing rainfall and temperature in a place over a whole year.   |   |
| Precipitation  | Any form of water falling from the sky.  |   |
| Convectional rainfall  | Rain that is produced when warm air rises, cools and condenses, forming clouds and then rainfall.  |   |
| High pressure  | Areas where air is sinking, this air has little moisture, thus condensation can not happen.  |   |
| <b>F. Rainforest features (4)</b>  |  |   |
| Rainforest layers  | Forest floor, understorey, canopy, emergent layer.   |   |
| Nutrient cycle   | Nutrients move from living things to litter and the soil in a continuous cycle, keeping both plants and soil healthy.                                  |   |
| Drip tip leaves  | A plant adaptation that lets excess water drip off leaves quickly.   |   |
| <b>G. Desert characteristics (4)</b>   |  |   |
| Diurnal range  | Differences between the highest day and lowest night time temperature.   |   |
| Nocturnal  | Animals only come out at night.  |   |
| Cactus   | Long root systems to get as much water as possible from dry ground.  |   |
| Camel  | Webbed feet to help walk in sand.  |   |
| <b>D. Major global biomes (4)</b>  |  |   |
| Tundra (2)   | 1. Found at the far north and south of the planet.<br>2. A cold ecosystem, little rainfall.  |   |
| Hot desert (2)   | 1. Found along the Tropic of Cancer and the Tropic of Capricorn.<br>2. Hot environments with little rain.  |   |
| Tropical rainforest (2)  | 1. Found in places along the Equator.<br>2. Hot and humid environments with huge amounts of rainfall.  |   |
| Temperate forest (2)   | 1. The main biome of the UK and other places along the same lines of latitude.<br>2. Warm summers, mild winters. No extremes of temperature, rainfall. |   |
| <b>E. Deforestation in the rainforest (6)</b>  |  |   |
| Deforestation  | The cutting down and removal of forest. This happens due to many factors.  |   |
| Logging  | Cutting down trees to sell the wood for a profit, sometime this is done illegally.   |   |
| Cattle ranching  | Removing trees from a large part of the rainforest and keeping cows on the land. These are sold for meat.  |   |
| Slash and burn   | A type of farming where you cut down a small area of trees, burn the vegetation and then grow crops on this land.                                      |   |
| Soil erosion   | When the soil in an area loses its minerals (water or wind erosion) so that it becomes difficult to grow crops there.                                  |   |
| Indigenous tribes  | A group of people who live traditional lives in places (like the rainforest).  |   |
| <b>H. Opportunities and challenges for development in the Sahara desert</b>  |  |   |
| Where  | The Sahara is found in Northern Africa.  |   |
| <b>Opportunities (2):</b>  |  | <b>Challenges (2)</b>   |
| 1. In Algeria, oil extraction accounts for 60% of the GDP.<br>2. Farming in Egypt happens because the Aswan dam provides water all year round to grow crops and providing an income for farmers. |  | 1. Extreme temperatures can cause illness or death because of dehydration.<br>2. Water is scarce and so farming can be unreliable meaning an unreliable income for farmers. |



|  |  |   |   |
|--|--|---|---|
| <b>Background:</b>   |  | <b>C. Climatic features (4)</b>   | <b>D. Major global biomes (4)</b>             |
| 1. An ecosystem is a community of things that are linked together to make up a type of environment. <b>(A, B)</b>                            |  | Climate graph   | Tundra (2)                                    |
| 2. An ecosystem contains biotic (living) and abiotic (non-living) parts. <b>(B)</b>  |  | Precipitation   | Hot desert (2)                                |
| 3. The climate of an ecosystem is very important as it influences what you will find there. <b>(C)</b>                                       |  | Convectional rainfall   | Tropical rainforest (2)                       |
| 4. The main world biomes can be found in specific parts of the world, they have very different climatic conditions & features. <b>(C, D)</b> |  | High pressure   | Temperate forest (2)                          |
| 5. The rainforest biome has some distinctive features. <b>(F)</b>  |  | <b>F. Rainforest features (4)</b>   | <b>E. Deforestation in the rainforest (6)</b> |
| 6. However, deforestation is a major challenge facing rainforests world-wide. <b>(E)</b>   |  | Rainforest layers   | Deforestation                                 |
| 7. The deserts world-wide also have some key characteristics. <b>(G)</b>   |  | Nutrient cycle  | Logging                                       |
| 8. The Sahara desert is a place with opportunities for people, but there are also challenges which need to be overcome. <b>(H)</b>           |  | Drip tip leaves   | Cattle ranching                               |
| <b>A. Classification of ecosystem (4)</b>  |  | <b>G. Desert characteristics (4)</b>  | Slash and burn                                |
| Ecosystem  |  | Diurnal range   | Soil erosion                                  |
| Biome  |  | Nocturnal   | Indigenous tribes                             |
| Habitat  |  | Cactus  |   |
| Biodiversity   |  | Camel   |   |
| <b>B. Features of an ecosystem (3)</b>   |  | <b>H. Opportunities and challenges for development in the Sahara desert</b> |   |
| Biotic   |  | Where   |   |
| Abiotic  |  | <b>Opportunities (2):</b>   | <b>Challenges (2)</b>                         |
| Food chain   |  |   |   |

# Year 8 History Unit 4 Age of Exploration

## What we are covering: Age of Exploration

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

## F. Causes of the Industrial Revolution

**Population growth** – Rapid growth in population. The more people there are the more goods they buy. Increase in population provided source of labour – workers.

**Raw materials** – Lots of iron to make machines, railways and cannons, coal to drive steam engines in the factories and clay to supply the pottery industry. Raw materials for new machines/inventions were available, either home produced or imported

**Farmers grew more food** – They are producing more food for the growing population, particularly for those in towns who cannot grow their own food. Farm workers are earning more and so have more money to spend on goods produced by industry.

**Empire and Trade** – Traders make more money and invest it in improving British industry and transports. Traders bring in raw materials like cotton from America. People overseas buy lots of British goods e.g. cotton cloth. This keeps the factories and workers busy back in Britain.

**British transport improved** – Better transport (canals and railways) makes raw materials cheaper and makes the supply more reliable. It also enlarges the markets and makes the finished goods cheaper. Improved transport allows new ideas and inventions to spread more quickly.

**Talented Entrepreneurs and Inventors** – Britain has great inventors (e.g. Arkwright) who have ideas about how to improve industry. Entrepreneurs can see how to make money out of these new ideas and invention.

## E.

## Why did Britain's population increase so rapidly after 1750?

**Improvements in farming** After 1750 farmers produced more food and people had the opportunity to enjoy a healthier diet (fruit, veg, dairy and meat). All the proteins and vitamins helped the body to fight disease.

**Edward Jenner** – in 1796, Jenner discovered how to vaccinate against one of Britain's worst diseases – smallpox. Gradually, more and more people were treated until 1870 when vaccination was made compulsory for all. Smallpox disappeared.

**Improvements in Public Health** – After the 1860's councils began to clean up towns and cities. Clean water supplies and sewers were installed, better housing was built too.

**Super Soap** – after 1800 cheap soap became readily available. Soap is a powerful germ-killer (although before the 1860's (at this time) people did not know that germs caused disease.

**Medical advancements** – After 1870, doctors started to use anaesthetics (numbs pain) and antiseptics (kills germs) to make operations safer and cleaner. Fewer patients died of shock, pain or infection.

## G. How did the lives of slaves and factory workers compare?

### Slaves

Families were deliberately split up

Owners gave their slaves new names, and some owners branded their initials onto the slaves' skin

Working in sugar cane and rice plantations was exhausting, but tobacco plantations tended to be less demanding.

One of the worst jobs was working in the salt ponds of the Turks and Caicos Islands, where standing for long hours in the saltwater caused blisters and boils to spread across slaves' legs

Small minority of slaves were taken into the plantation owners house, where they worked as cooks, servants or cleaners – some given a basic education

### Factory Workers

Labourers worked 12- to 14-hour days, six days a week. When demand increased it could be up to 19 hours

The noise of the machines caused workers to lose their hearing, and the dust and cotton fibres that filled the air caused lung diseases.

Factory owners kept strict discipline, docking the wages of employees who broke factory rules.

Poor families depended upon the extra income provided by their children – children would start work as young as 5 (as scavengers and piecers)

Children had to work right next to moving machinery, and if their arms or leg got caught, they could lose a limb – they would be beaten with a leather strap for not working hard enough/being disobedient.

## H

## Beginnings of the Slave Trade

Discovery of the New World

- Interest in the New World. Christopher Columbus discovered America in 1492.
- Conquistadors- Balboa's exploration of Isthmus of Panama led to the establishment of the first European settlement on the American mainland.
- British colonies benefitted from their place in the empire by gaining more developed infrastructure, better education and improved law and order. Britain also introduced democracy to its colonies which gave more power to the people. Even colonies that had left the Empire were provided with help and support through the commonwealth.

The trade triangle

- Around 11 million African people arrived as slaves in the Americas between 1500 and 1850.
- Ships full of commodities were transported from Britain to West Africa in port towns along the coast.
- Slaves were shipped across the Atlantic ocean to the Americas and the Caribbean.
- Slaves were sold, and the ships then transported the raw materials from the plantations back to Britain to sell to the British public.

Year 8 History Unit 4 Age of Exploration

What we are covering: Age of Exploration

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

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

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

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

| H                          | Beginnings of the Slave Trade |
|----------------------------|-------------------------------|
| Discovery of the New World |                               |
| The trade triangle         |                               |

## Year 8 History Unit 4 Age of Exploration

| I Factors in the abolition of slavery and the slave trade |  |   |  |
|---|--|---|--|
| Slave Rebellions  | The Maroons – escaped slaves who ran away from their plantations into the mountains There were 2 wars and the Maroons were cheated out of their peace agreement, arrested and transported out of Jamaica   | Nat Turner's – Organised an uprising which resulted in the murder of the plantation owner and his family and the murder of 51 other white people. Turner was arrested, convicted and hanged along with 16 of his followers. This resulted in harsher laws against slaves. | Haitian Revolution – most successful slave rebellion. Resulted in the foundation of Haiti. The slaves rebelled killing thousands of whites and burning down sugar plantations. The slaves succeeded and declared their independence in 1804. |
| Sugar Boycotts  | <ul style="list-style-type: none"> <li>- After Parliament rejected the abolition bill in 1791, abolitionists took action by sidestepping Parliament entirely and calling for a boycott on Britain's largest import, slave-grown sugar.</li> <li>- An anti-sugar pamphlet by William Fox published in 1791 sold 70,000 copies in four months - by 1792, 400,000 people in Britain were boycotting sugar</li> <li>- The boycott spread rapidly until by 1794 it is estimated that well over 300,000 families had joined</li> <li>- Grocers reported that demand had fallen by a third</li> </ul> |   |  |
| Economy   | <ul style="list-style-type: none"> <li>- Less people were buying slave-grown sugar from the West Indies because they were able to get cheaper and more ethical sugar from countries such as Cuba and Brazil. This led to the plantation owners in the West Indies losing business.</li> <li>- It became clear to the plantation owners that it was actually cheaper to employ ex-slaves as waged labourers than to own slaves who had to be housed and fed. With a smaller market for their cargoes there was less profit for the slave traders in the West Indies.</li> </ul>                 |   |  |
| Abolitionists   | Granville Sharp- set up the Abolition Committee in 1787 to encourage the government to abolish slavery.<br>Defended black enslaved people such as Jonathan Strong.   | William Wilberforce- abolitionists' representative in parliament.<br>Wilberforce introduced the abolition bill every year between 1790 and 1806, but they kept being defeated.<br>Succeeded- 1807 Abolition of Slavery  | Thomas Clarkson- helped to start the Committee for the Abolition of the African Slave Trade in 1787.   |

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

| Canals  | Railways  |
|---|---|
| <ul style="list-style-type: none"> <li>• People knew that it was far easier to transport goods over water than it was over land</li> <li>• A horse could pull a barge with ten times more weight on than if the horse was pulling a cart – fewer horses pulling more goods = profitable</li> <li>• Francis Egerton the Duke of Bridgewater had seen how effective canals were for transporting raw materials so he decided to link some coal mines that he owned in Worsley by a canal to the city of Manchester where the coal was used for iron and ship making (The Bridgewater Canal).</li> <li>• Made it easier to transport coal to Manchester - the price of coal in the city halved and the Duke of Bridgewater made huge amounts of money – this inspired others to want to build canals.</li> </ul> | <ul style="list-style-type: none"> <li>• Trains were a cheaper, more efficient and more effective way of travelling than canals - could travel at 15 miles an hour which was far faster than the couple of miles an hour a horse could walk carrying a barge</li> <li>• Trains could carry 50 tonnes of goods - far more than a horse could pull on a barge</li> <li>• Trains could be used to carry passengers and up to 600 passengers would be carried on it every journey - people could go to places that they would have never been able to before</li> <li>• It allowed fresh dairy and agricultural produce from rural areas to be delivered to towns and cities</li> <li>• Trains were a financial success and people suddenly realised that railways could provide huge profits – investors spend huge amounts of money on railways.</li> </ul> |



Year 8 History Unit 4 Age of Exploration

|                  |   |  |  |
|------------------|---|--|--|
| I                | Factors in the abolition of slavery and the slave trade |  |  |
| Slave Rebellions |   |  |  |
| Sugar Boycotts   |   |  |  |
| Economy          |   |  |  |
| Abolitionists    |   |  |  |

|   |          |
|---|----------|
| J. How did developments in transport improve people's lives in Britain? |          |
| Canals  | Railways |
|   |          |



| What we are learning this term:   |  |
|---|--|
| A. Key words.<br>B. Hindu understanding of God.<br>C. The meaning of Trimurti | D. The nature of Goddess<br>E. Hindu beliefs about the afterlife<br>F. The principles of Ahimsa.           |
| A.  | Can you define these key words?  |
| Key word  | Key definition   |
| Polytheism  | The belief in or worship of more than one God.   |
| Trimurti  | The triad of gods consisting of Brahma, Vishnu and Shiva.  |
| Atman   | Sanskrit name for soul. It is a deep self hidden in all beings.  |
| Samsara   | The cycle of birth, death and rebirth to which life in the material world is bound.                        |
| Pervading   | Be present and apparent throughout, everywhere.  |
| Eternal   | Everlasting or existing forever; without end.  |
| Immortal  | living forever; never dying  |
| Karma   | The force produced by a person's actions in one life that influences what happens to them in future lives. |
| Moksha  | The release from the cycle of rebirth, the perfect peace, happiness and bliss of union with Brahman        |
| Ahimsa  | Ahimsa means harmlessness or non-violence carried out in words, in thought and in action                   |
| Reincarnation   | The rebirth of a soul in another body.   |

| C.       | What is the Trimurti?   |
|----------|---|
| Trimurti | The triad of Gods   |
| Brahma   | The creator<br>shown with 4 heads facing 4 directions-<br>Sits on a lotus flower to symbolise its purity. |
| Vishnu   | Vishnu is pervading.<br>It is the preserver, protector, guard.<br>Preserves universe.                     |
| Shiva    | The destroyer.<br>Holds flames to show powers of destruction  |

| D.                         | What is the nature of the Goddess in Hinduism?  |
|----------------------------|---|
| Meaning                    | the Goddess is a consort of the trimurti which gives them energy to use their power                   |
| Different forms of Goddess | Parvati, she represents fertility<br>People pray to her if they want to have a baby                   |
|                            | Lakshmi is the goddess of good fortune, wealth, wellbeing.<br>She wears gold jewellery to show wealth |

| E.  | What are the Hindu beliefs about the afterlife?   |
|---|---|
| Atman (soul)                                    | It is 'a deep self hidden in all beings'.   |
| Reincarnation                                   | The soul is born into another body after death  |
| The cycle of Death and rebirth.                 | Moksha = escaping rebirth<br>Samsara = cycle of rebirth<br>Karma = good/bad outcomes depending on actions |
| How these beliefs affect a Hindus everyday life | Live a good life to get good karma  |

| B                              | How do Hindus understand God?  | F. | What is meant by Ahimsa.                                    |
|--------------------------------|--|----|---|
| Hindus believe is Polytheistic | Belief in or worship of more than one God.   | 1  | No harm to living things                                    |
| Concept of Brahman             | Brahman is the creator, etemal and all-pervading   | 2  | Includes humans, animals and even plants                    |
| Understanding of God           | They believe there is one supreme universal spirit, Brahman. This power dwells in all living beings. God is invisible, formless and pervading. | 3  | No fighting in war, no working as a butcher, no eating meat |



| What we are learning this term: |                                      |  |
|---------------------------------|--------------------------------------|--|
| A. Key words.                   | D. The nature of Goddess             |  |
| B. Hindu understanding of God.  | E. Hindu beliefs about the afterlife |  |
| C. The meaning of Trimurti      | F. The principles of Ahimsa.         |  |
| A.                              | Can you define these key words?      |  |
| Key word                        | Key definition                       |  |
| Polytheism                      |                                      |  |
| Trimurti                        |                                      |  |
| Atman                           |                                      |  |
| Samsara                         |                                      |  |
| Pervading                       |                                      |  |
| Eternal                         |                                      |  |
| Immortal                        |                                      |  |
| Karma                           |                                      |  |
| Moksha                          |                                      |  |
| Ahimsa                          |                                      |  |
| Reincarnation                   |                                      |  |

| C.       | What is the Trimurti? |
|----------|-----------------------|
| Trimurti |                       |
| Brahma   |                       |
| Vishnu   |                       |
| Shiva    |                       |

| D.                         | What is the nature of the Goddess in Hinduism? |
|----------------------------|--|
| Meaning                    |  |
| Different forms of Goddess |  |
|                            |  |

| E.  | What are the Hindu beliefs about the afterlife? |  |
|---|---|--|
| Atman (soul)                                    |   |  |
| Reincarnation                                   |   |  |
| The cycle of Death and rebirth.                 |   |  |
| How these beliefs affect a Hindus everyday life |   |  |

| B                              | How do Hindus understand God? | F. | What is meant by Ahimsa. |
|--------------------------------|-------------------------------|----|--------------------------|
| Hindus believe is Polytheistic |                               | 1  |                          |
| Concept of Brahman             |                               | 2  |                          |
| Understanding of God           |                               | 3  |                          |



| What we are learning this term:   |  | B. Lo que hago por las tardes y por las noches – What I do in the afternoons and evenings   |   | Key Verbs   |  |   |  |  |
|---|--|---|---|---|--|---|--|--|
| A. Describing morning routines<br>B. Describing afternoon and evening routines<br>C. Personality descriptors<br>D. Relationships at home<br>E. Relationships at home<br>F. Film vocabulary  |  |   |   | Aguantar(se)<br>To stand / bear   | Llevarse bien con – to<br>get on well with   | Cuidar de<br>To care for  | Pensar<br>To think   |  |
| 6 Key Words for this term   |  | acostar(se)<br>cambiar de ropa<br>cenar<br>hacer los deberes<br>merendar<br>pasear al perro<br>relajar(se)<br>volver a casa<br>cuando llego a casa<br>cuando me apetece<br>si mis padres me dejan<br>si tengo tiempo<br>siempre que puedo | to go to bed<br>to get changed<br>to have dinner<br>to do homework<br>to snack<br>to walk the dog<br>to relax<br>to return home<br>when I get home<br><br>when I feel like it<br><br>if my parents let me<br>if I have time<br>whenever I can | Me aguanto<br>I stand / bear  | Me llevo bien con<br>I get on well with  | Cuido de<br>I care for  | Pienso<br>I think  |  |
| 1. Mi rutina diaria<br>2. el mundo<br>3. llevarse bien con  |  |   |   | Te aguantas<br>You stand / bear   | Te llevas bien con<br>You get on well with   | Cuidas de<br>You care for   | Piensas<br>You think   |  |
| 4. las relaciones<br>5. las soluciones<br>6. puntos de vista  |  |   |   | Se aguanta<br>S/he stands / bears   | Se lleva bien con<br>S/he gets on well with  | Cuida de<br>s/he cares for  | Piensa<br>s/he thinks  |  |
|   |  |   |   | Nos aguantamos<br>We stand / bear   | Nos llevamos bien<br>We get on well with   | Cuidamos de<br>We care for  | Pensamos<br>We think   |  |
|   |  |   |   | Se aguantan<br>They stand / bear  | Se llevan bien con<br>They get on well with  | Cuidan de<br>They care for  | Piensan<br>They think  |  |
| A. Lo que hago por las mañanas – What I do in the mornings  |  | C. Personalidad   |   | D. ¡Te he dicho que no! – I've told you no!   |  | F. En busca de un mundo mejor – In search of a better world   |  |  |
| la rutina<br>desayunar<br>despertar(se)<br>duchar(se)<br>ir al instituto<br>lavar(se) los dientes<br>levantar(se)<br>peinar(se)<br>vestir(se)<br>a menudo<br>a veces<br>antes<br>después<br>durar<br>inmediatamente<br>luego<br>mientras<br>nunca | routine<br>to have breakfast<br>to wake up<br>to shower<br>to go to school<br>to brush your teeth<br>to get up<br>to brush your hair<br>to get dressed<br>often<br>sometimes<br>before<br>afterwards<br>to last<br>immediately<br>then/after<br>while<br>never |   |   | estricto/a<br>incompatible<br>injusto/a<br>justo/a<br>razonable<br>a todas horas<br>el conflicto<br>el lio<br>el permiso<br>la regla<br>raras veces<br>siempre<br>deprisa | strict<br>incompatible<br>unfair<br>fair<br>reasonable<br>all the time<br>conflict<br>mess<br>permission<br>rule<br>rarely<br>always<br>fast / quickly | las películas de acción<br>las películas del Oeste<br>las películas de amor<br>las películas de artes marciales<br>las películas de ciencia ficción<br>los dibujos animados<br>las comedias<br>las películas de guerra<br>las películas de terror<br>las películas policíacas | action films<br>Westerns<br>romantic films<br>martial arts films<br>science fiction films<br>animated films<br>comedies<br>war films<br>horror films<br>Police films |  |
|   |  | trabajador<br>hablador<br>tranquilo<br>serio<br>simpático<br>deportista<br>estudioso<br>sociable<br>Antipático  |   | Hard working<br>Talkative<br>Quiet<br>Serious<br>Friendly/nice<br>Sporty<br>Studious<br>Sociable<br>Unfriendly  | aguantar(se)<br>criticar<br>discutir<br>enfadarse<br>Gritar<br>pelearse<br>respetar  |   | emocionantes<br>graciosas<br>interesantes<br>infantiles<br>divertidas<br>inteligentes<br>tontas<br>aburridas   | exciting<br>Funny<br>Interesting<br>Childish<br>Fun<br>Intelligent<br>Silly/stupid<br>boring |
|   |  | Bastante<br>Un poco<br>Siempre<br>De vez en cuando<br>Nunca<br>Sería<br>Tendría   |   | Quite<br>A little bit<br>Always<br>From time to time<br>never<br>He/she would be<br>He/she would have   | llegar a casa<br>llevarse bien con<br>llevarse mal con<br>volver a casa<br>estar de acuerdo<br>estar en contra   |   | to arrive home<br>to get on well with<br>to get on badly with<br>to return home<br>to agree with<br>to be against  |  |



| G. Translation Practice   |                         |
|---|-------------------------|
| I have breakfast then I clean my teeth  | D l m l d d             |
| I brush my hair while I get dressed   | M p m q m v             |
| My mum wakes up at 6.30 in the morning  | M m s l a l s y m d l m |
| They go to school in the afternoon  | V a c p l t             |
| I get on well with my parents because they respect me                         | M l b c m p p m r       |
| I don't get on with my sister   | N m l b c m h           |
| My dad is very strict   | M p e m e               |
| My mum is very reasonable   | M m e m r               |
| I get on with my teachers because they're hardworking = m l b c m p p s t     |                         |
| From time to time I'm sporty but always I'm hardworking = d v e c s d p s s t |                         |
| Sometimes I'm lazy but often I'm friendly = a v s p p a m s s                 |                         |
| I get on with my teachers because they're hardworking = m l b c m p p s t     |                         |
| I don't get on with my brother because he's annoying – n m l b c m h p e m    |                         |
| I get on well with my parents because they're friendly = m l b c m p p s s    |                         |
| My parents are more friendly than my teachers = m p s m s q m p               |                         |
| My maths teacher is less studious and less hardworking = m p d m e m e y m t  |                         |
| My geography teacher is more chatty = m p d g e m h                           |                         |
| They're less hardworking but more chatty – s m t p m h                        |                         |
| My friends are hardworking and chatty and sociable = m a s t y h y s          |                         |

| H . Key Questions: Answer the following in your own words. Use these model answers |  |
|--|--|
| ¿Cómo es tu rutina diaria? – What is your daily routine like?                      | Normalmente me despierto a las siete de la mañana y me levanto muy pronto después. Me lavo los dientes, me visto y salgo de casa a las ocho para ir al colegio.  |
| ¿Te llevas bien con tus padres? – Do you get on well with your parents?            | Sí, me llevo muy bien con mis padres especialmente con mi madre. Ella me respeta mucho y me da permiso para salir con mis amigos todo el tiempo. No me lleva muy bien con mi padre porque es muy estricto y se enfada todo el tiempo.                  |
| ¿Describe tus profesores?  | Mi profesor de matemáticas es muy simpático y divertido. Mi profesora de ingles es más simpática que mi profesor de ciencias pero mi profesor de ciencias es menos generoso. Mi profesor de español es tan guapo como mi profesor de educación física. |
| ¿Qué películas te gustan? What films do you like?                                  | Me encantan las películas de terror porque son emocionantes y entretenidas. Me gustan también las películas cómicas porque en mi opinión son muy graciosas y bastante divertidas   |

| I. Key Questions: Translate these model answers using the KO            |  |
|---|--|
| ¿Cómo es tu rutina diaria? – What is your daily routine like?           | I get up at 8am and then I have a shower. I have my breakfast at 8.20 and then I get dressed. Normally on the weekends I get up later.   |
| ¿Te llevas bien con tus padres? – Do you get on well with your parents? | No, I don't get on well with my parents because they are very strict. I get on very well with my sister because she is fun and she makes me laugh. I also get on well with my brother because he respects me and we have a good relationship.          |
| ¿Describe tus profesores?   | Mi profesor de matemáticas es muy simpático y divertido. Mi profesora de ingles es más simpática que mi profesor de ciencias pero mi profesor de ciencias es menos generoso. Mi profesor de español es tan guapo como mi profesor de educación física. |

| J. Key Grammar                      |   |
|-------------------------------------|---|
| Using reflexive verbs               | <p>Reflexive verbs reflect an action that is done to oneself. When you use reflexive verbs, you need to use the reflexive pronoun before each one (conjugations to the verb apply as normal)</p> <p>e.g. <b>Me</b> levanto (I get (myself) up)</p> <p>e.g. Mi madre <b>se</b> levanta (My mum gets (herself) up)</p> <p>The reflexive pronouns are: <b>me, te, se, nos, os, se</b></p> <p>You can recognise a reflexive verb in the dictionary because it ends in <b>–SE</b></p>  |
| Using direct object pronouns (DOPs) | <p>lo/la/los / las</p> <p>Basically, a DOP means 'it/them' it saves you from having to keep repeating the noun all the time. DOPs must agree with the noun you are replacing / referring to.</p> <p>e.g. Me gusta llevar la camiseta – I like to wear the T-shirt <u>OR</u> you can use DOP and say Me gusta <b>llevarla</b>. (la on the end refers to the noun which in this case is FEM. SINGULAR)</p> <p>e.g. La voy a comprar = I'm going to buy it (the DOP is LA so we know the noun is FEM. SINGULAR).</p> <p>e.g. Voy a comprar el jersey = I'm going to buy the jumper <u>OR</u> lo voy a comprar = I'm going to buy IT. (LO in this case refers to MASC. SINGULAR. noun which is 'el jersey')</p> |





## Year 8 COMPUTER SCIENCE Term 3 – Combined



### What we are learning this term:

A. Strong Passwords      B. Social Engineering      C. File Handling      D. Definitions



| A.                        | Creating Strong Passwords                                     |
|---------------------------|---|
| A strong password should: |   |
| A                         | Use a mixture of 10-15 characters.                            |
| B                         | Use symbols and numbers.                                      |
| C                         | Use upper and lower case letters.                             |
| D                         | Avoid sequences.  |
| E                         | Not contain personal information                              |
| A weak password           |   |
| A                         | Is short (less than 10 characters long)                       |
| B                         | Uses popular terms.   |
| C                         | Uses common phrases.  |
| D                         | Uses sequences of letters or numbers.                         |
| E                         | Uses personal information (individual's name, date of birth). |

| B   | Social Engineering  |
|---|---|
| The manipulation of people to hand over confidential information or access. |   |
| Blagging  | Making up a story to get monetary assistance or access.                             |
| Pharming  | Redirecting a user from a genuine website to a fraudulent one.                      |
| Phishing  | Sending an email which appears to be from a legitimate source.                      |
| Shouldering   | Observing personal information over the shoulder when entering a password or a pin. |
| Spear-phishing  | A phishing attack targeting a specific organisation or group.                       |
| Whaling   | . A phishing attack targeting a specific individual.                                |

| B.                 | File Handling  |
|--------------------|--|
| Keyboard shortcuts |  |
| Renaming a file    | F2   |
| Copy               | Ctrl+C   |
| Paste              | Ctrl+V   |
| Cut                | Ctrl+X   |
| New folder         | Ctrl+Shift+N   |
| D                  | Definitions  |
| Esafety            | The safe and responsible use of technology, the internet and other means of communication. |
| Cyber-attack       | Using computers or other technology to modify programs or data to cause harm or damage.    |
| Cyber-security     | The technology and practices needed to protect devices and data from cyberattacks.         |

## Year 8 COMPUTER SCIENCE Term 3 – Combined



### What we are learning this term:

A. Strong Passwords      B. Social Engineering      C. File Handling      D. Definitions

| A.                        | Creating Strong Passwords |
|---------------------------|---------------------------|
| A strong password should: |                           |
| A                         |                           |
| B                         |                           |
| C                         |                           |
| D                         |                           |
| E                         |                           |
| A weak password           |                           |
| A                         |                           |
| B                         |                           |
| C                         |                           |
| D                         |                           |
| E                         |                           |

| B   | Social Engineering  |
|---|---|
| The manipulation of people to hand over confidential information or access. |   |
|   | Making up a story to get monetary assistance or access.                             |
|   | Redirecting a user from a genuine website to a fraudulent one.                      |
| Phishing  |   |
|   | Observing personal information over the shoulder when entering a password or a pin. |
|   | A phishing attack targeting a specific organisation or group.                       |
| Whaling   |   |

| C.                 | File Handling  |
|--------------------|--|
| Keyboard shortcuts |  |
| Renaming a file    |  |
| Copy               |  |
| Paste              |  |
| Cut                |  |
| New folder         |  |
| D                  | Definitions  |
| .                  | The safe and responsible use of technology, the internet and other means of communication. |
| Cyber-attack       |  |
| Cyber-security     |  |



## Year 8 Art Term 5: Topic : Inner Self



### What we are learning this term:

- Research and Key Words
- Drawing
- Mind Mapping
- Designing
- Making
- Decorating

### B. What equipment do you need to complete a successful grid method?

- Sharp pencil
- Ruler
- Image you are drawing and plain paper.

### C. Similarities and differences between Eva Funderberg and Anya Stasenka (Images on top banner)

#### Similarities:

- 1. Both made from ceramic
- 2. Both outcomes explore emotions
- 3. Both made using the pinch pot technique

#### Differences

- 1. Anya hopes to make people smile with her work
- 2. Eva tried to portray a dark emotion
- 3. Eva creates her objects based on what humans feel on the inside.

### A. Key word for this term?

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

### E. Step by step to making a pinch pot and then score and slip:

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

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



### Images of tools.



### D. Mind Mapping for Inner Self

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

#### Goals

- Get amazing GCSE grades
- Bungee jump

#### Strengths

- Kind
- Sporty
- Ambitious
- Funny

### Inner Self

#### Emotions

- Happy
- Cheerful

#### Weakness

- Face my fear of heights

### D. Tools needed for working with clay:

|   |                  |
|---|------------------|
| 1 | Clay             |
| 2 | Wooden board     |
| 3 | Rolling pin      |
| 4 | Slats            |
| 5 | Clay tools       |
| 6 | Plastic bags     |
| 7 | Sponges or wipes |
| 8 | Spray water      |



**What we are learning this term:**

- A. Research and Key Words
- B. Drawing
- C. Mind Mapping
- D. Designing
- E. Making
- F. Decorating

**A. Key word for this term?**

Key word                      Key definition

1. Sculpture

2. Materials

3. Formal Elements

4. Mental Health

5. Ceramic

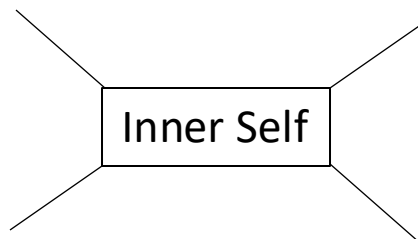
6. Artist study

7. Tone

8. Pinch Pot

**D. Mind Mapping for Inner Self**

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



**B. What equipment do you need to complete a successful grid method?**

- 1.
- 2.
- 3.

**C. Similarities and differences between Eva Funderberg and Anya Stasenko (Images on top banner)**

Similarities:

- .
- .
- .

Differences:

- .
- .
- .

**E. Step by step to making a pinch pot and then score and slip:**

1.

2.

3.

4.

5.

6.

7.

8.

Images of tools.

**D. Tools needed for working with clay:**

1

2

3

4

5

6

7

8

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














## Year 8 PRODUCT DESIGN Rotation Knowledge Organiser



What we are learning this term:

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

### A. Workshop Tools

| Steel Rule   | Wooden Vice   | Clamp   | Bench Hook  | Tenon Saw   | Pillar Drill   | Bandfacer   |
|--|---|---|---|---|--|---|
|  |  |  |  |  |  |  |

### B. Materials

**Timbers** come from **trees**

**Scots pine** – which you used for your clock base – is a **softwood**

**Softwoods** come in planks and boards

**Manufactured Boards** come from **wood pulp**

**Plywood** – which you used as your Memphis shapes – is a **manufactured board**

**Manufactured Boards** come in sheets

**Polymers** come from **crude oil**

**Acrylic** – which you used as your Memphis shapes – is a **polymer**

**Polymers** come in sheets, graduals and filament

### C. CAD

**Computer-aided design (CAD)** is the process of using computer software to create **2D** or **3D** designs.

#### Advantages of CAD

Designs can be **created**, **saved** and **edited** quickly, saving time

Designs or parts of design can be easily viewed from **different angles**, **copied** or **repeated**

CAD is **very accurate**

#### Disadvantages of CAD

CAD takes a **long time** to learn

Software can be **very expensive**

CAD files can become **corrupted** or **lost**

### D. CAM

By using **computer aided manufacture (CAM)**, designs can be sent to **CAM machines** such as **laser cutters** and **3D printers**

#### Advantages of CAM

**Quick** – Speed of production can be **increased**

**Consistency** – All parts manufactured are all the **same**

**CAM is very accurate**

#### Disadvantages of CAM

CAM takes a **long time** to learn

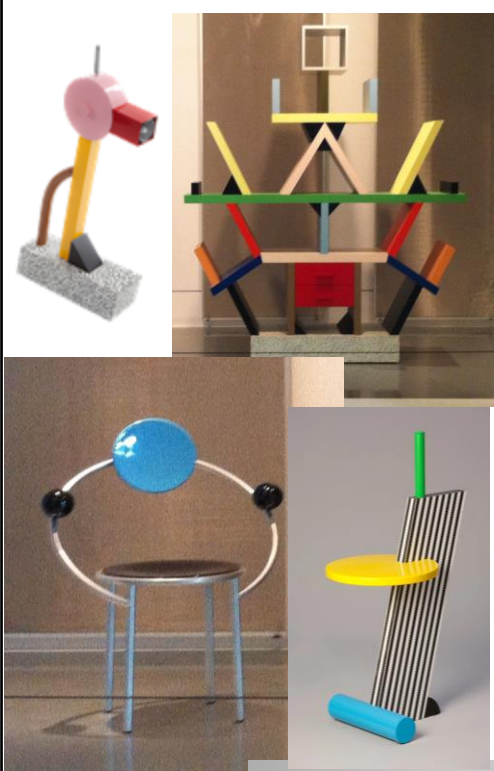
High initial cost can be **very expensive**

Production **stoppage** – If the machines break down, the production will **stop**

### E. Memphis Design Movement

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**.



#### Key Designer

Ettore  
Sottsass



#### Key Features:

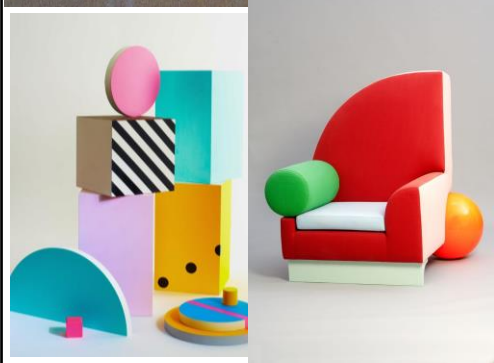
Crazy patterns;  
animal print,  
geometric,  
pinstripes.  
Strange shapes  
thrown together.  
**Contrast!**

#### Colours:

Bright, bold,  
Contrasting primary  
and secondary  
colours. Black  
patterns.

#### Line Styles:

Very geometric;  
rectangles,  
triangles, squares,  
circles and arcs.





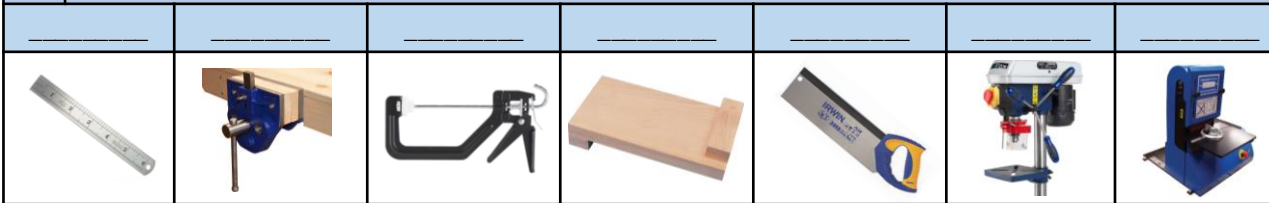
## Year 8 PRODUCT DESIGN Rotation Knowledge Organiser



What we are learning this term:

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

### A. Workshop Tools



### B. Materials

Timbers come from \_\_\_\_\_



**Scots pine** – which you used for your clock base – is a **softwood**

**Softwoods** come in \_\_\_\_\_ and \_\_\_\_\_

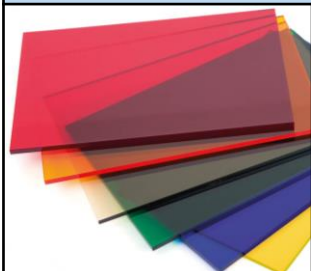
Manufactured Boards come from \_\_\_\_\_



**Plywood** – which you used as your Memphis shapes – is a **manufactured board**

**Manufactured Boards** come in \_\_\_\_\_

Polymers come from \_\_\_\_\_



**Acrylic** – which you used as your Memphis shapes – is a **polymer**

**Polymers** come in \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_

### C. CAD

**Computer-aided design (CAD)** is the process of using \_\_\_\_\_ to create **2D** or **3D** designs.

#### Advantages of CAD

|       |
|-------|
| _____ |
| _____ |
| _____ |
| _____ |
| _____ |

#### Disadvantages of CAD

|       |
|-------|
| _____ |
| _____ |
| _____ |
| _____ |
| _____ |

### D. CAM

By using **computer aided manufacture (CAM)**, designs can be sent to \_\_\_\_\_ such as \_\_\_\_\_

#### Advantages of CAM

|       |
|-------|
| _____ |
| _____ |
| _____ |
| _____ |
| _____ |

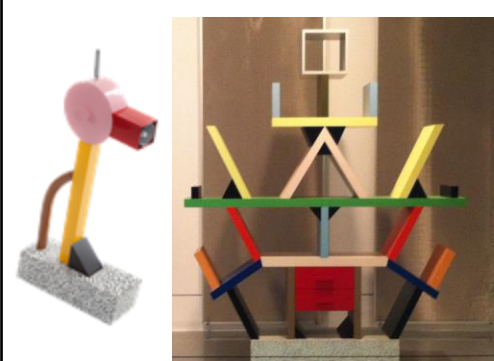
#### Disadvantages of CAM

|       |
|-------|
| _____ |
| _____ |
| _____ |
| _____ |
| _____ |

### E. Memphis Design Movement

The **Memphis Design** movement was a collection of designers and artists that wanted to create something \_\_\_\_\_ and still function in the sense of traditional design.

The idea was for the products to be \_\_\_\_\_



#### Key Designer

Ettore  
Sottsass



#### Key Features:

|       |
|-------|
| _____ |
| _____ |
| _____ |
| _____ |

#### Colours:

|       |
|-------|
| _____ |
| _____ |
| _____ |
| _____ |



#### Line Styles:

|       |
|-------|
| _____ |
| _____ |
| _____ |

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

### What we are learning this term:

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

### 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



### 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?

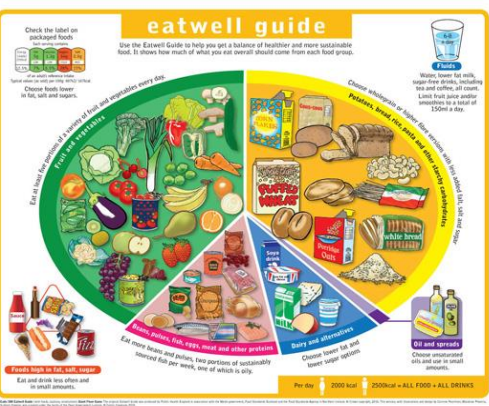
#### Rule

- 1 to get rid of bacteria on the food
- 2 to make the food taste better
- 3 to make food chewable
- 4 to ensure that food is not raw
- 5 to add colour to the food

#### Why it is important

- 1 to stop food poisoning
- 2 to make the food more appealing
- 3 it could be raw or a choking hazard
- 4 to stop food poisoning
- 5 to make it look more appetising or change its use

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



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

### What we are learning this term:

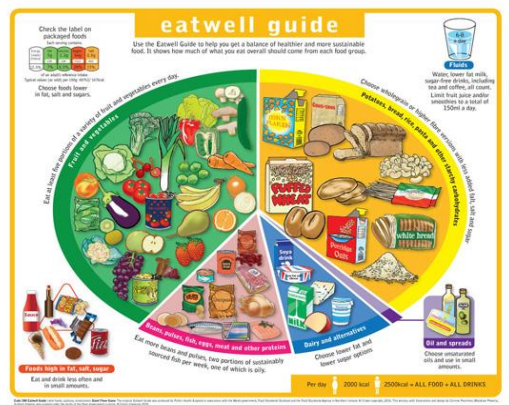
- A. Health, safety and hygiene in the kitchen
- B. The Eatwell guide and nutrients
- C. Design Ideas
- D. Weighing
- E. Practical skills
- F. Evaluation Work

### 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 GRAPHIC COMMUNICATION

## What are we learning this term?

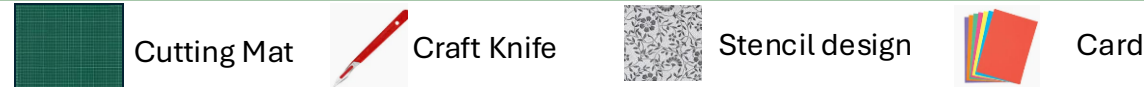
|                     |                   |                     |                |                 |
|---------------------|-------------------|---------------------|----------------|-----------------|
| A<br>Stencil design | B<br>Step up card | C<br>Accordion card | D<br>Key words | E<br>Evaluation |
|---------------------|-------------------|---------------------|----------------|-----------------|

### A | Stencil design

List 3 health and safety rules for using a cutting knife

Three health and safety rules to consider that could be considered when using a craft knife are to hold the knife in the correct way with finger and thumb on base of knife to support the blade, to cut pushing the blade away from you, to tuck tie in and tie hair up.

List the materials you need to create a stencil



### B | Draw the inside of the pop up card

Annotate the different steps, materials you need to make the card

2 pieces of card, both folded in half  
A ruler to measure the cut out  
A pencil to draw the guidelines  
Scissors to make the incisions

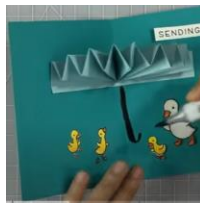


Coloured paper to add to the design  
Cut any incisions

### C | Draw the inside of an accordion card

Annotate the different steps, materials you need to make the card

2 pieces of card, one folded in half  
A ruler to measure the folds  
Second card folded to create the accordion



Coloured paper to add to the design

## D | Key words

|          |  |
|----------|--|
| Material | The matter from which a thing can be made. E.g. a pop-up card would be made from paper and card  |
| Stencil  | a thin sheet of card, plastic, or metal with a pattern or letters cut out of it, used to produce the cut design on the surface below by the application of ink or paint through the holes. |
| Design   | a plan or drawing produced to show the look and function or workings of a building, garment, or other object before it is made   |

## E | Evaluation

Evaluation: To judge or give an opinion

Designers will evaluate their products to see what works well and what doesn't. This way they can make any improvements on their current designs to ensure a high-quality product.

**When writing an evaluation it is important to include the following three things:**

1. Positives – what works well
2. Negatives – what doesn't work well
3. Possible improvements – how could you make it better?

**For example:**

My tote bag looks great, the colours are bright which appeals to the audience of the festival. However, I have not designed a combined logo. One improvement I could make is to use images and text to create a combined logo.

# YEAR 8 GRAPHIC COMMUNICATION

## What are we learning this term?

|                     |                   |                     |                |                 |
|---------------------|-------------------|---------------------|----------------|-----------------|
| A<br>Stencil design | B<br>Step up card | C<br>Accordion card | D<br>Key words | E<br>Evaluation |
|---------------------|-------------------|---------------------|----------------|-----------------|

### A | Stencil design

List 3 health and safety rules for using a cutting knife

List the materials you need to create a stencil



### B | Draw the inside of the pop up card

Annotate the different steps, materials you need to make the card

### C | Draw the inside of an accordion card

Annotate the different steps, materials you need to make the card

## D | Key words

|          |  |
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## What we are learning this term:

- A. 12 Bar Blues Structure (Chords)
- B. Playing the Keyboard – left hand / right hand
- C. History of Blues Music – Check out this youtube video here!

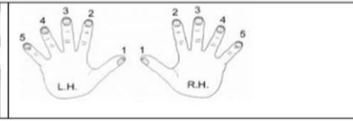


SCAN ME

C

## Playing the Keyboard

- Remember to use your right hand when playing notes in the treble clef



## Chords:

C = CEG

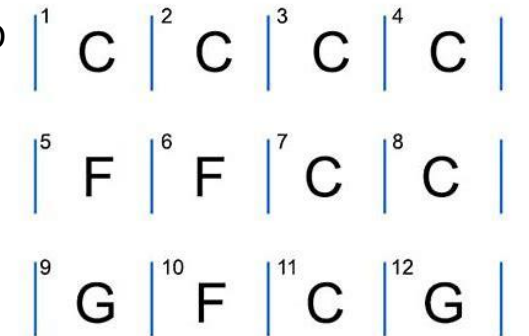
F = FAC

G = GBD

C

## 12 bar blues Structure

## 12 Bar Blues Chord Progression in C



E

## What are the music symbols?

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

G

## How to read music – treble clef and Bass Clef

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

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

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 of the song/music

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 and beats

The speed of the music





## What we are learning this term:

- A. 12 Bar Blues Structure (Chords)
- B. Playing the Keyboard – left hand / right hand
- C. History of Blues Music – Check out this youtube video here!

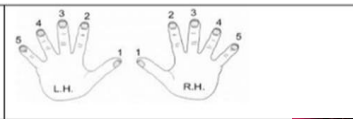


SCAN ME

C

## Playing the Keyboard

- Remember to use your right hand when playing notes in the treble clef



## Chords:

C = CEG

F = FAC

G = GBD

C

## 12 bar blues Structure

## 12 Bar Blues Chord Progression in C

|   |  |    |  |    |  |    |  |
|---|--|----|--|----|--|----|--|
| 1 |  | 2  |  | 3  |  | 4  |  |
| 5 |  | 6  |  | 7  |  | 8  |  |
| 9 |  | 10 |  | 11 |  | 12 |  |



E

## What are the music symbols?

| Note | Name | Beats | Rest | Note | Name   | Beats | Rest |
|------|------|-------|------|------|--------|-------|------|
|      |      |       |      |      | Dotted |       |      |
|      |      |       |      |      |        |       |      |
|      |      |       |      |      |        |       |      |
|      |      |       |      |      |        |       |      |

G

## How to read music – treble clef and Bass Clef

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

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

G

## Describing music – MAD T SHIRT

M

A

D

T

S

H

I

R

T

## BLOCKING

Planning your positioning and movement around the stage, including entrances and exits.

# Year 8 TEACHERS Term 2/5

## SET DESIGN

Deciding on the different elements that will be used to create a visual interpretation of the environment/setting of the scene.

## PERFORMANCE SKILLS



**Vocals - Pitch:** How high or low your voice is.

**Vocals - Pace:** The speed that you speak at.



**Vocals - Emphasis:** 'Highlighting' a specific word or phrase, by changing at least one aspect of your vocals.

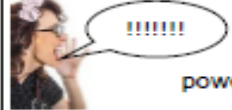


*'Teetechers' is a play written by John Godber in 1985. It is a play within a play in which three students perform for their teachers. The three actors multirole throughout the performance providing an account of their time in secondary school.*

### Key Characters:

Lillian Hobson "Hobby" – fed up with her friends.  
Gail Saunders – The flirty one  
Ian Salt "Salty" – The fired soul, doesn't know what he'll do with his life after leaving school.  
Mr Nixon – the drama teacher  
Mrs. Hudson – the headmistress, renamed Mrs. Parry for the play, loud and large with a terrible dress sense.  
Bobby Moxon – (Oggy Moxon) Bully of the school who scares teachers and students alike.  
Ms. Whitham – Hopeless English teacher, eager to leave  
Mr. Basford – The deputy head and maths teacher. Hates children, typically nasty.  
Miss Jackie Prime – The sports teacher, young and bouncy.  
Doug – The caretaker. Grouchy and assertive.  
Mr. Dean – A teacher who thinks that all of the kids love him.

**Vocals - Power:** The amount of tension in your voice. This is not the same as volume - you can have large vocal power at a low volume.

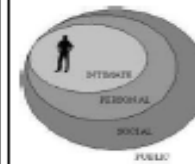
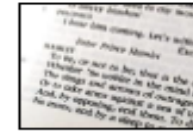


**Spatial Awareness:** The ability to see yourself, (in relation to other actors/set), in the stage space to create a specific effect.



## DRAMA TERMS

**Script:** The entire play written down. Scripts include all the dialogue that the characters speak, stage directions and a brief overview of the setting.



**Proxemics:** The use of space/distance to communicate relationship.

**Given Circumstances:** Everything that the script tells you. The 'world' of the play - the things that make the play that play and not a different play.

- **Environmental** - Geographic location (inc. climate), date, year, season, time of day. Also includes the economic environment: the character's relationship to wealth or poverty, and the class of the character in relationship to the society in which they live.



- **Previous Action** - Any action mentioned in the play's dialogue that reveals any incident or action that took place before the current action of the play/scene began. Often called, 'exposition'.

- **Polar Opposition/Attitude** - Beliefs held by a character that are in direct opposition to the world in which the character lives. This opposition creates conflict. Conflict creates dramatic action.



## DIG DEEPER QUESTIONS

How could you use vocal skills to communicate subtle changes to a character's emotions?  
How might environmental given circumstances influence a set designer?  
How might you as an actor use given circumstances to craft your character?  
What do you think is the most important part of the 'page to stage' process?

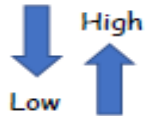
Why is blocking an important part of the 'page to stage' process?  
Why are proxemics so important when creating meaning?  
How can eye contact change the meaning of a line of dialogue?  
What makes a successful, scripted performance?

## BLOCKING

# Year 8 TEECHERS Term 2/5

Deciding on the different elements that will be used to create a visual interpretation of the environment/setting of the scene.

## PERFORMANCE SKILLS



**Vocals - Pitch:** How high or low your voice is.

**Vocals - Pace:**



*'Teachers'* is a play written by John Godber in It is a play within a play in which students perform for their teachers. The three actors throughout the performance providing an account of their time in secondary school.

Key Characters:

"Hobby" - fed up with her friends.

- The flirty one

"- The fired soul, doesn't know what

he'll do with his life after leaving school.

Mr - the drama teacher

- the headmistress, renamed Mrs. Parry for the play, loud and large with a terrible dress sense.

- (Oggy Moxon) Bully of the school who scares teachers and students alike.

- Hopeless English teacher, eager to leave

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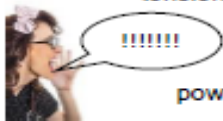
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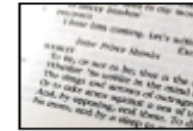


The ability to see yourself, (in relation to other actors/set), in the stage space to create a specific effect.



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What makes a successful, scripted performance?

# SWINDON ACADEMY READING CANON

## Year 7



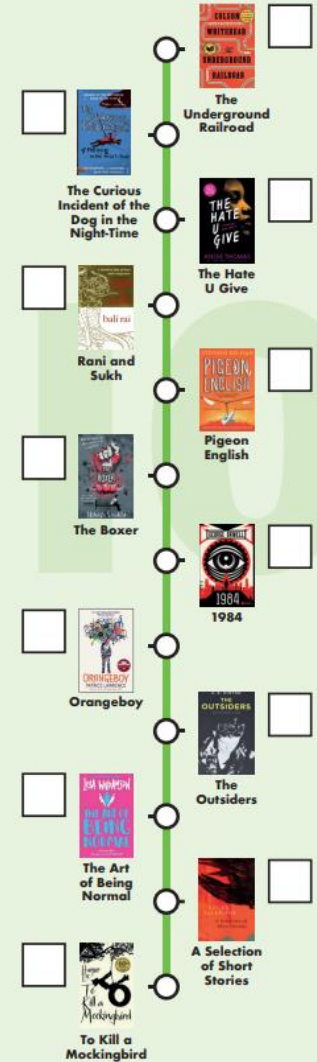
## Year 8



## Year 9



## Year 10



#ReadingisPower