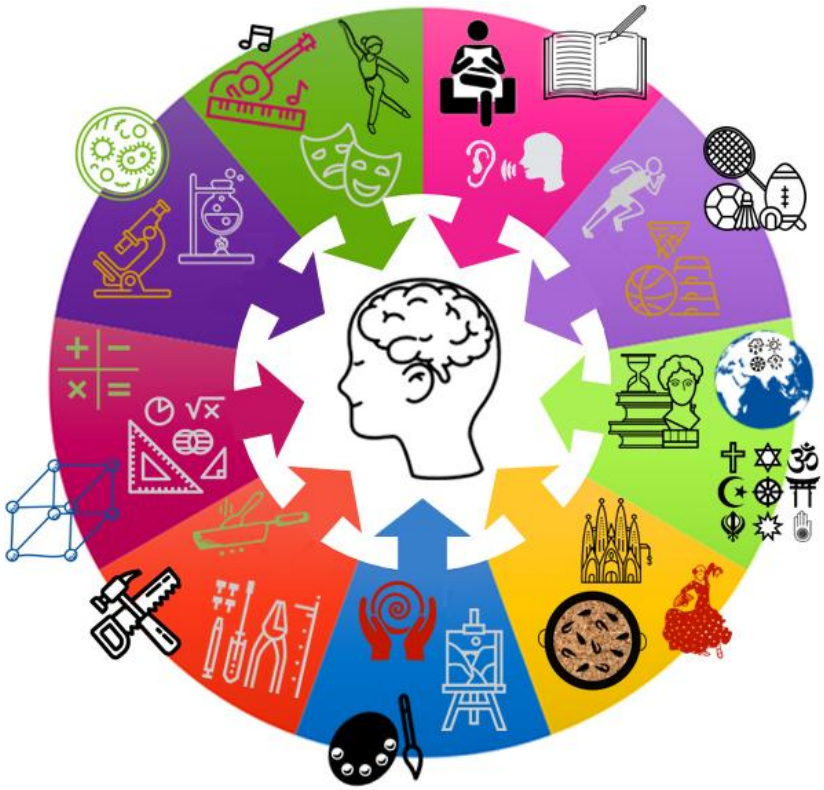
100% book – Year 8 Grammar

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



Term 2

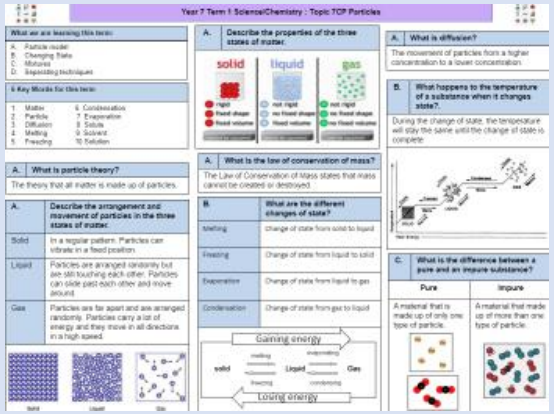
Swindon Academy 2026-27	
Name:	
Tutor Group:	
Tutor & Room:	

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

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Using your Knowledge Organiser and Quizzable Knowledge Organiser

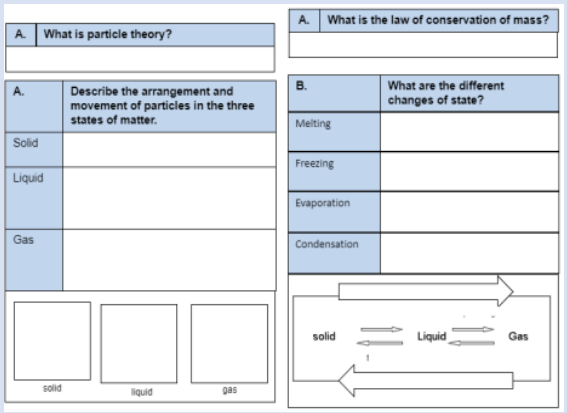
Knowledge Organisers



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!

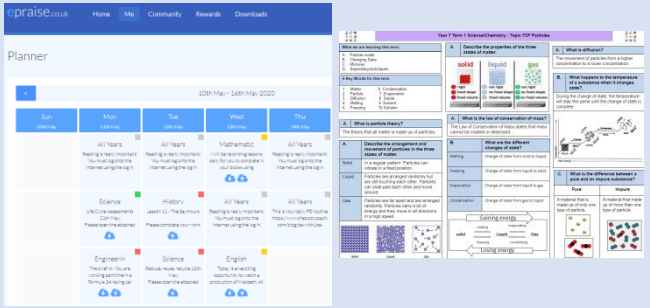
Expectations for Prep and for using your Knowledge Organisers

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?

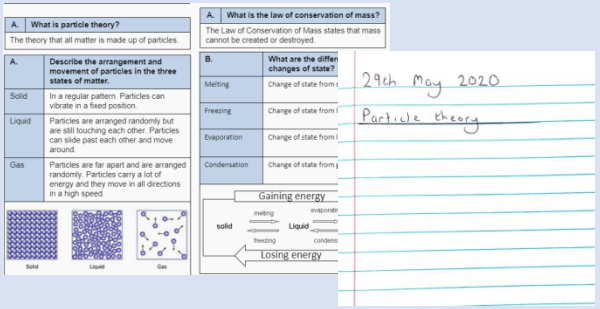
Step 1

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



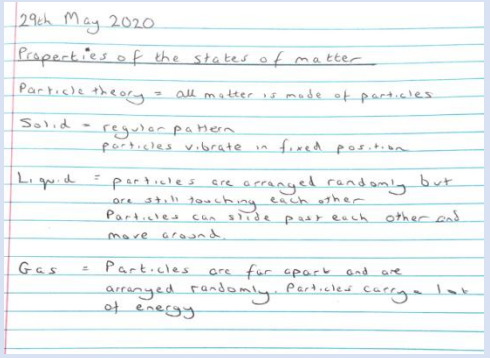
Step 2

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



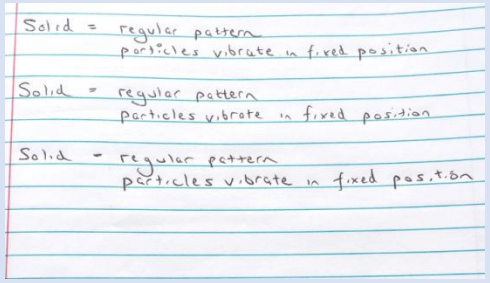
Step 3

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



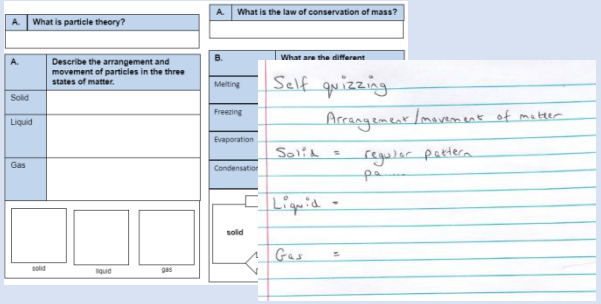
Step 4

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



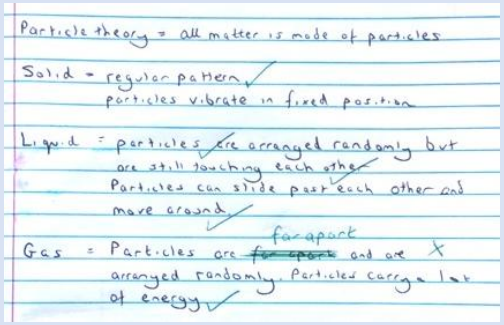
Step 5

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



Step 6

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



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

‘Animal Farm’: Knowledge Organiser

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

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

‘Animal Farm’: Knowledge Organiser

Chapter breakdown

1	The animals gather to _____. He gives them a _____ _____.
2	The animals _____ and _____ Jones. The _____.
3	The animals’ first _____ is a _____. The pigs keep _____ _____.
4	The Battle of the _____: _____ _____.
5	_____ and _____ debate the _____. _____ uses _____ _____ _____. Napoleon _____ _____ _____.
6	Work begins on the _____. The _____ _____ _____. _____ _____ _____.
7	Work on the _____ _____. Napoleon demands _____ _____. Napoleon _____ _____ _____.
8	Napoleon betrays Mr. Pilkington _____ to Mr. Frederick. Frederick _____. Frederick _____ _____. The animals _____. The _____ _____.
9	Boxer is _____.
10	The pigs are _____. They _____ _____ _____. There is _____ _____ _____and the _____ _____ _____.

The seven commandments

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

Characters

Napoleon
‘a large, rather _____ Berkshire boar, the only _____ on the farm, not much of a _____, but with a _____ for getting his own way.’

Snowball
‘a more _____ pig than _____, _____ in _____ and more _____, but was not considered to have the same _____ of _____.’

Squealer
‘with very _____ cheeks, _____ eyes, _____ movements, and a _____ voice. He was a _____ _____, and when he was _____ some difficult point he had a way of _____ from side to side and _____ his _____ which was somehow very _____. The others said of Squealer that he could turn _____ into _____.’

Boxer
‘an _____ beast, nearly _____ hands high, and as _____ as any _____ ordinary horses put together… in fact he was not of first-rate _____, but he was universally _____ for his _____ of character and _____ powers of _____.’

Biographical information

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

Key words

allegory – _____ _____ _____ _____ _____

tyrant – _____ _____. A **tyranny** is _____ _____ _____.

rebellion – _____. _____ _____ _____

harvest – _____ _____.

corrupt – _____ _____ _____

propaganda – _____. _____ _____.

cult of personality – a cult of personality is _____ _____

treacherous – I_____ _____.

declarative: _____ _____.

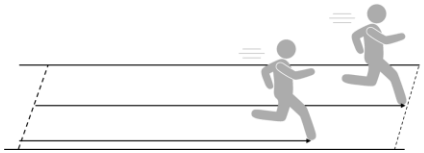
hierarchy: a _____ _____ _____.

imperative: a _____.

8.03: Forces and Motion

Speed

- the rate of change of distance



uniform speed = unchanging speed

Higher speed:

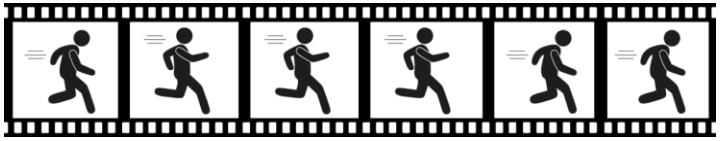
- greater distance in same time interval
- same distance, shorter time interval

$$\text{average speed} = \frac{\text{distance travelled}}{\text{time taken}}$$



Instantaneous Speed

Speed at a particular moment in time.

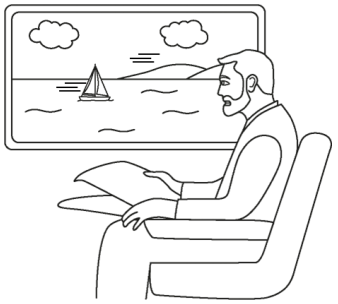


Average Speed

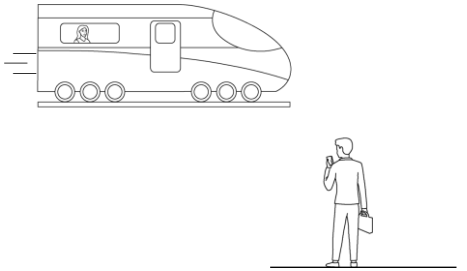
Speed for distance travelled, measured over a longer time interval.

Relative Motion

- movement of one moving object relative to another object
- depends on the frame of reference

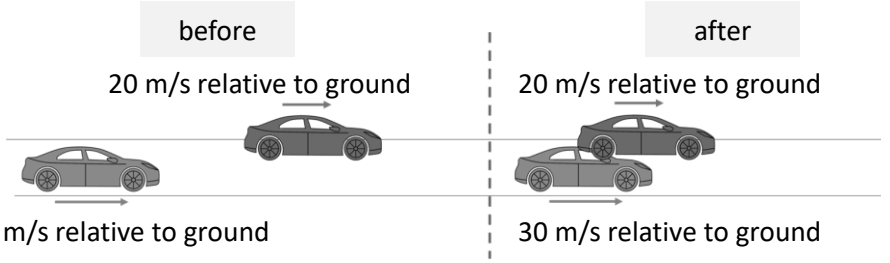


frame of reference: train



frame of reference: ground

Two moving objects relative to the ground



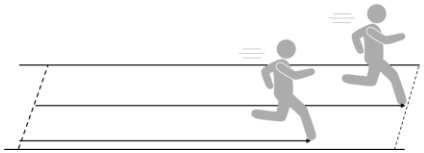
Every second: relative distance changes by 10 m.

Relative speed = 10 m/s

8.03: Forces and Motion

Speed

- the rate of change of distance



uniform speed =

_____ speed

Higher speed:

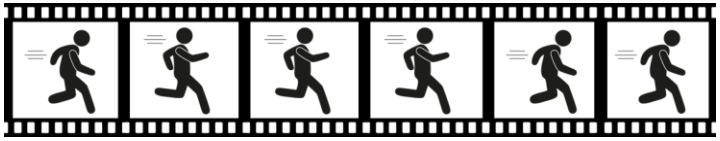
- _____ distance in same time interval
- same distance, _____ time interval

average speed = $\frac{\text{_____}}{\text{_____}}$



Instantaneous Speed

Speed at a particular moment in time.

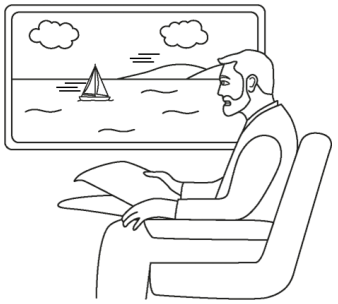


Average Speed

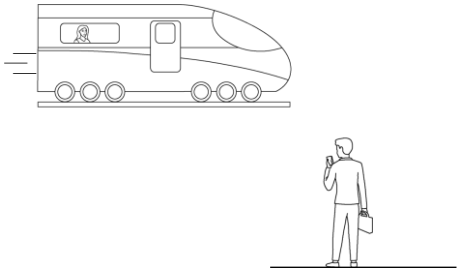
Speed for distance travelled, measured over a longer time interval.

Relative Motion

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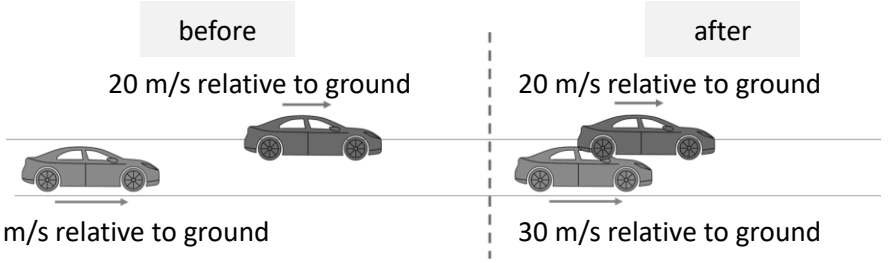
frame of reference: _____



frame of reference: _____

_____

Two moving objects relative to the ground

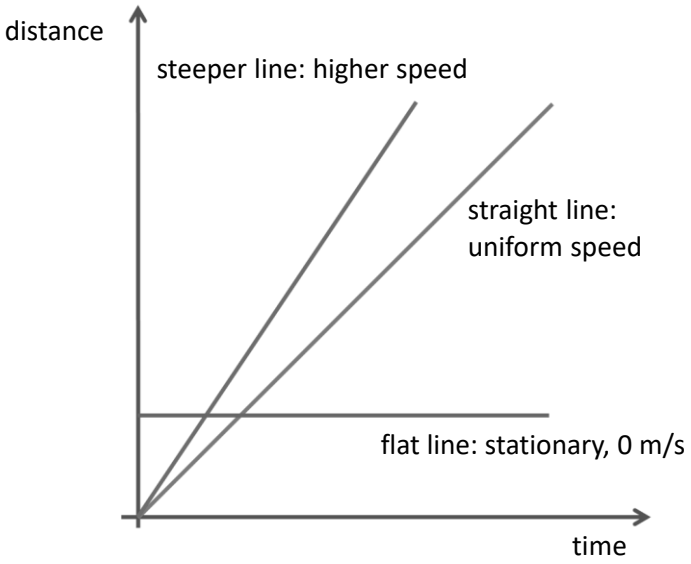


Every second: relative distance changes by ____ m.

Relative speed = ____ m/s

8.03: Forces and Motion

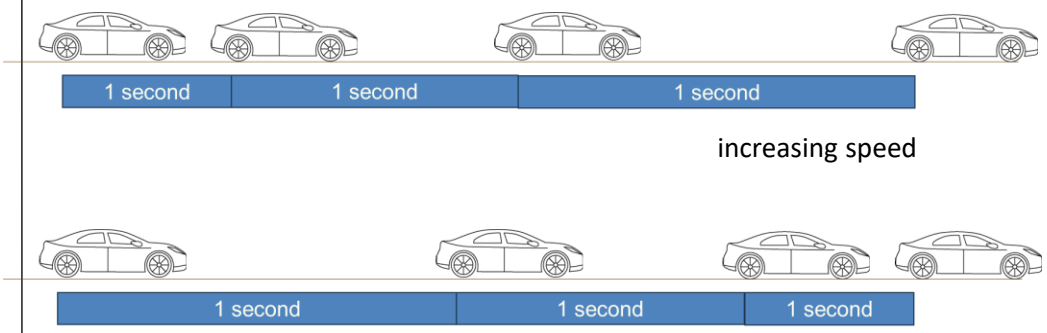
Distance-time Graphs

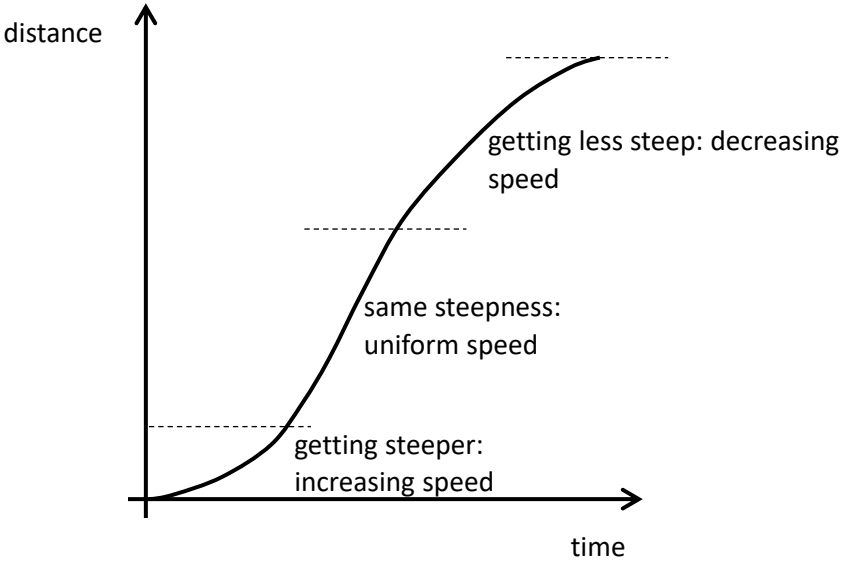


- Measurement results are plotted on a d-t graph.
- Lines-of-best-fit average out an object's position over time.
- Lines indicate general trends of motion.
- Values read off from the line to interpret specific parts of motion.

Acceleration

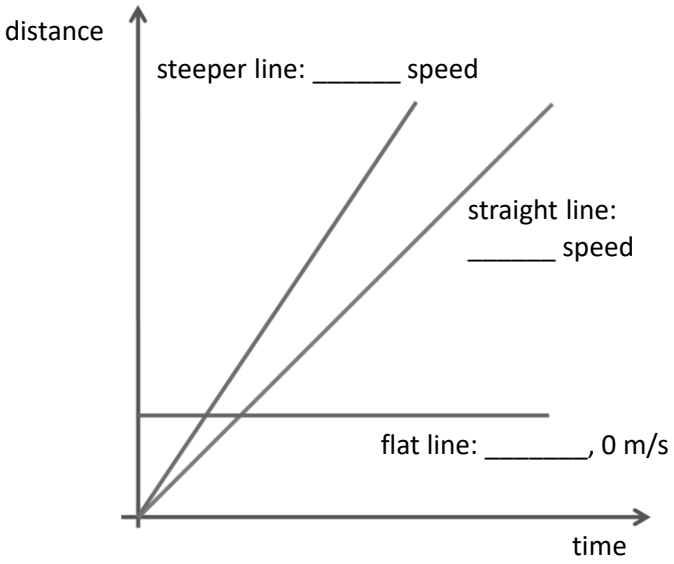
- the change of speed (or direction) over a time interval





8.03: Forces and Motion

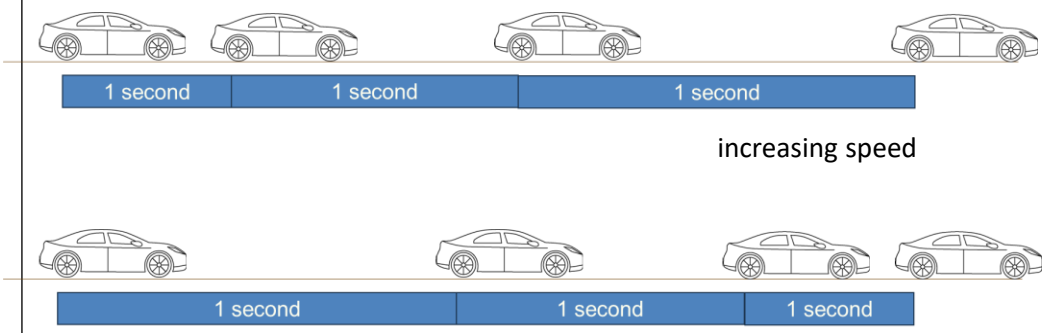
Distance-time Graphs

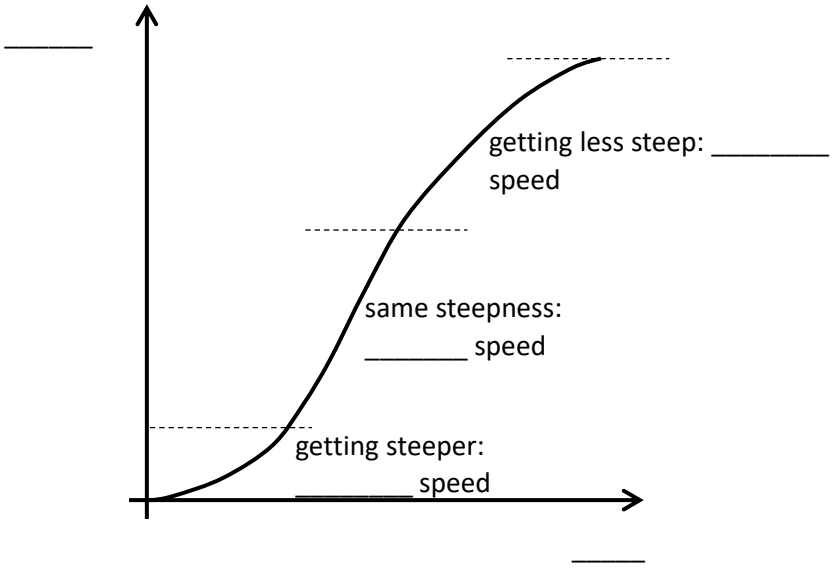


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Acceleration

- the _____ of speed (or direction) over a time interval

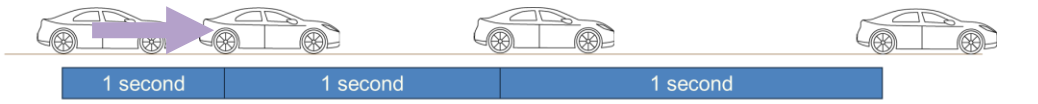




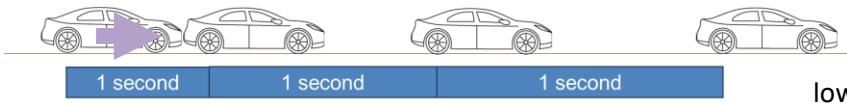
8.03: Forces and Motion

Affects on Acceleration

Greater resultant force causes higher acceleration.

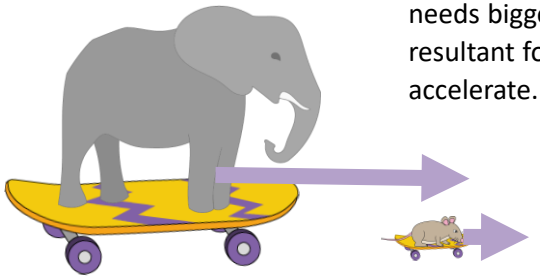


higher acceleration

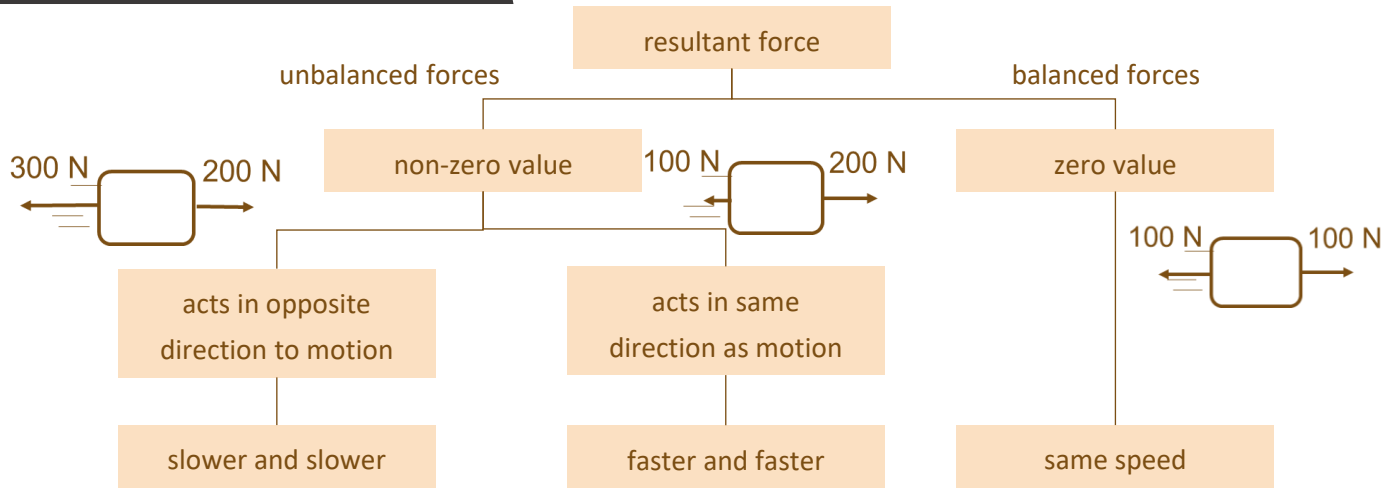


lower acceleration

Greater mass needs bigger resultant force to accelerate.



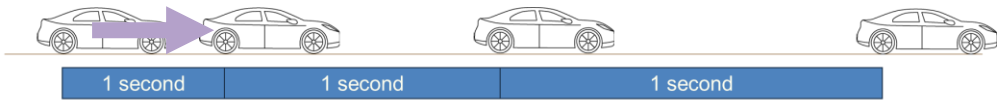
Resultant Force and Acceleration



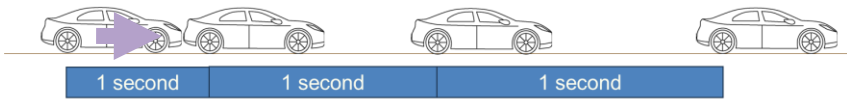
8.03: Forces and Motion

Affects on Acceleration

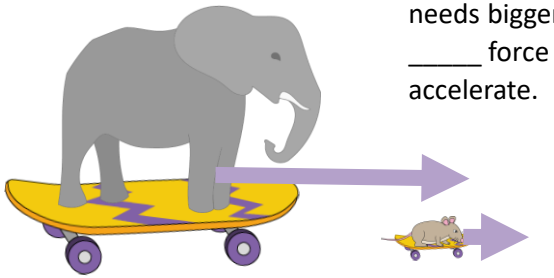
Greater resultant _____ causes higher acceleration.



_____ acceleration

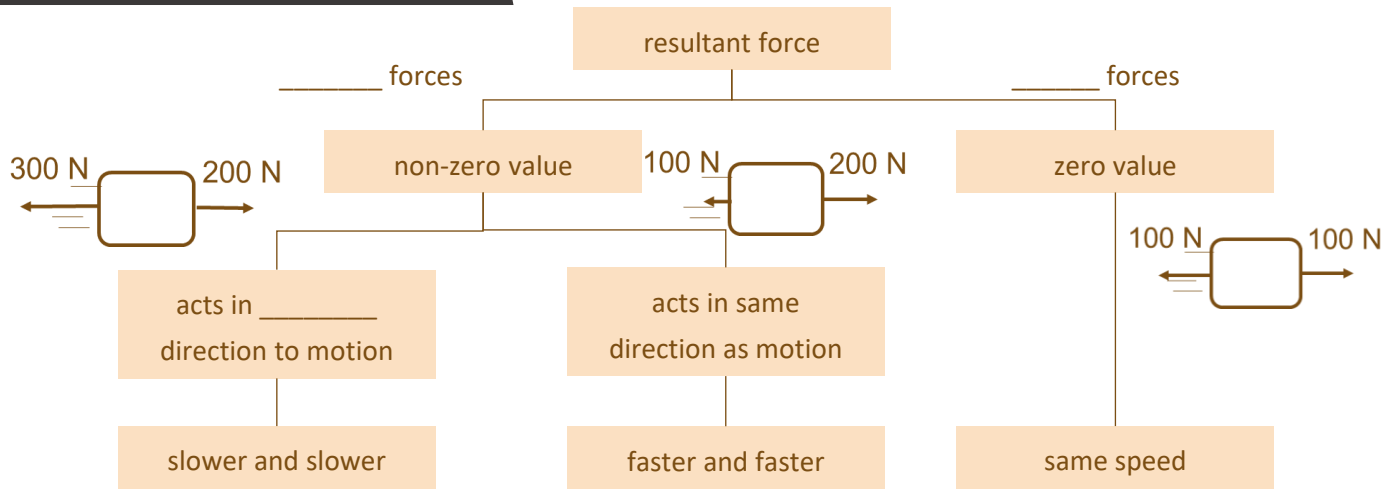


_____ acceleration



Greater _____ needs bigger _____ force to accelerate.

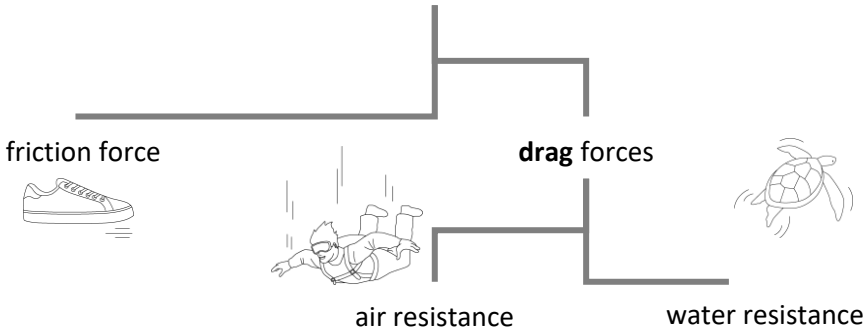
Resultant Force and Acceleration

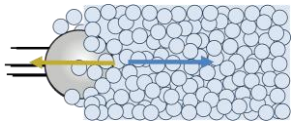


8.03: Forces and Motion

Motion in Fluids

Frictional forces act to **resist motion**

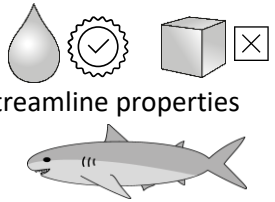




- Relative motion between fluid and object.
- Object pushes forwards on particles of fluid.
- Particles push backwards on object = **drag force**.

Drag force depends on:

- Material of fluid
- Speed of relative motion
- Shape of object
- Size of front surface
- Smoothness of surface

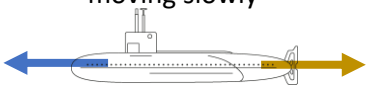


Propelled or Not

Propelled: has driving force

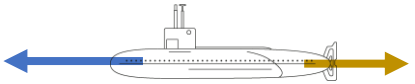
Moving: has drag force

moving slowly



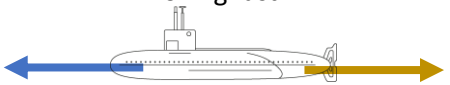
Resultant force is 0 N: uniform speed, no change to forces

increases thrust



Resultant force ← increasing speed, drag will increase

moving fast

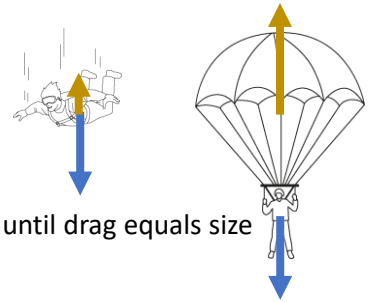


Resultant force is 0 N: uniform speed, no change to forces

remove propulsion



→ Resultant force decreasing speed, drag will decrease



Accelerates until drag equals size of weight.

Parachute released, increases drag, resultant force acts upwards, decreases speed, drag decreases etc.

8.03: Forces and Motion

Motion in Fluids

Frictional forces act to **resist motion**

friction force

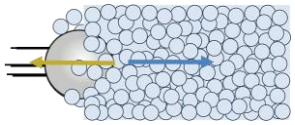


drag forces



__ resistance

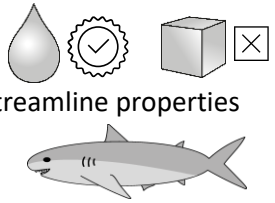
____ resistance



- Relative motion between fluid and object.
- Object pushes forwards on particles of fluid.
- Particles push backwards on object = ____ **force**.

Drag force depends on:

- _____ of fluid
- _____ of relative motion
- ____ of object
- ___ of front surface
- _____ of surface



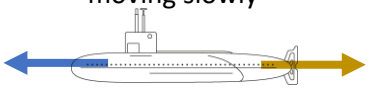
streamline properties

Propelled: has driving force

Moving: has drag force

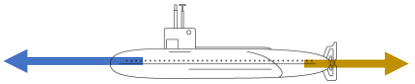
Propelled or Not

moving slowly



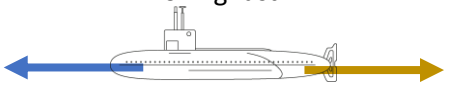
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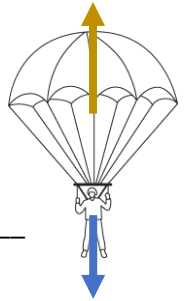
remove propulsion



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8.03: Forces and Motion

High-Quality Data

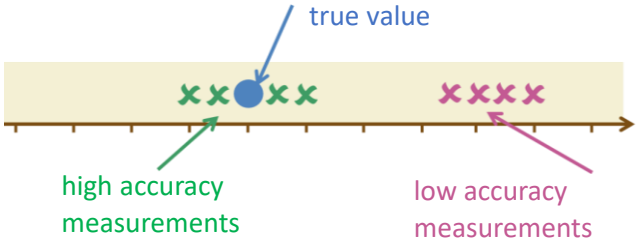
valid data

- with low measurement error
- that is accurate
- that is repeatable
- that is reproducible

- represents the real situation and is trustworthy

accurate data

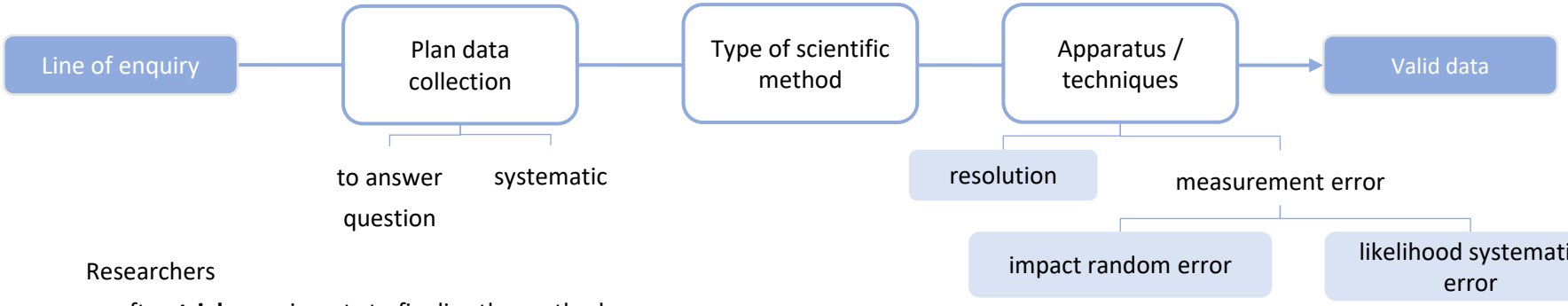
- closeness of a measurement to the true or agreed value.



Developing a Method

Researchers

- select apparatus and techniques known to give accurate data,
- measure over appropriate range, with systematic intervals.



Researchers

- often **trial** experiments to finalise the method.

Safe Practicals

Researchers

- may redesign experiments to reduce risk to acceptable levels.

Hazard	Risk	Control Measure
Falling	• Damage to bones on impact with floor or other fixed objects	• Do not stand on tables, stools etc. • Reduce maximum height to one students can reach.

8.03: Forces and Motion

High-Quality Data

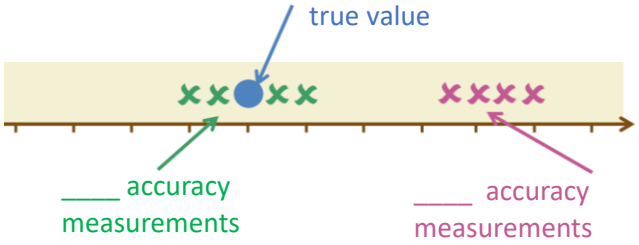
____ data

- with low measurement error
- that is a_____
- that is r_____
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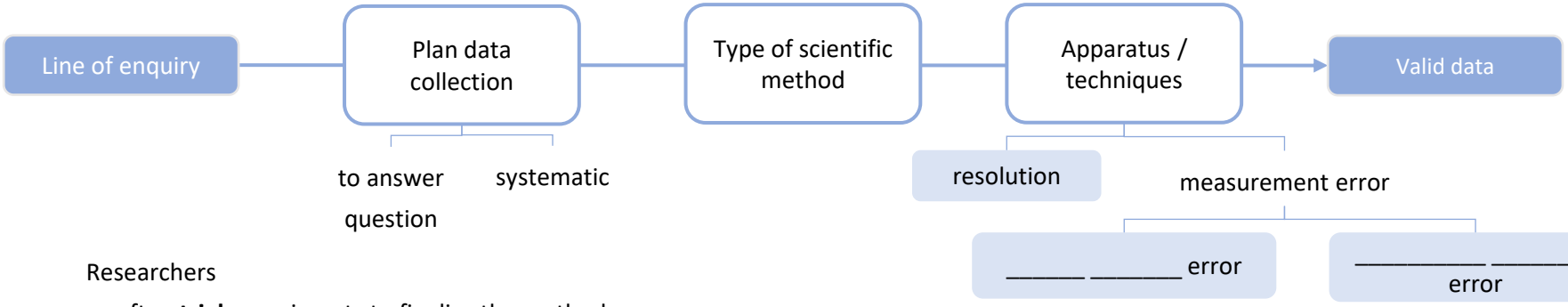
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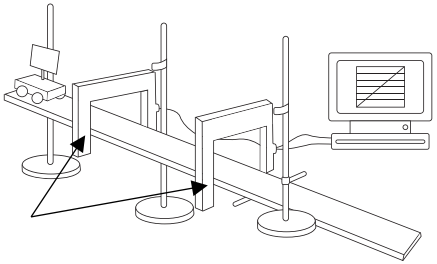
Selecting Apparatus and Techniques

Datalogging

- a process where sensors measure the physical properties of a system

Researcher sets up the constraints on the computer to record data, e.g. time intervals and the logging period.





Each light gate is set up to measure time for card to pass; processor calculates speed at each gate.

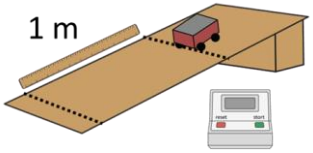
Digital Filming

- multiple images recorded (frames); each frame is over a strict time interval

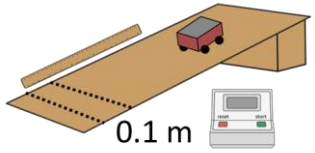


Recorded against a measurement background, any change can be observed.

Measuring Speeds (time and distance)

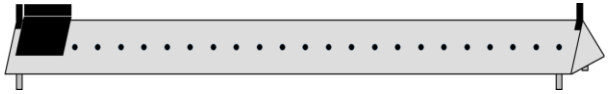


uniform speed – select greater distance



changing speed – select small distances

Ramp is 'banked up' to reduce effect of friction.



Air track removes almost all friction.

Apparatus	Advantages
Datalogging	• over very short intervals • consistent and not subjective • high resolution • removes reaction time (timing)
Digital filming	• not subjective • removes reaction time (timing) • removes measurement error while object moving (distance)

8.03: Forces and Motion

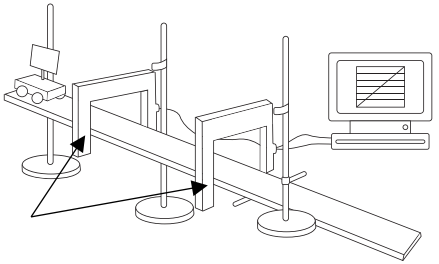
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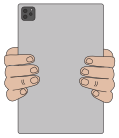
_____ data _____



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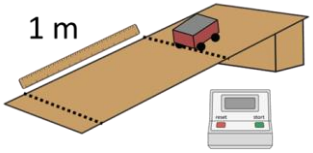
_____ _____

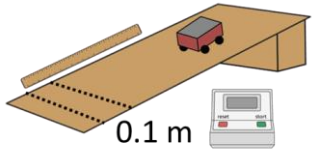
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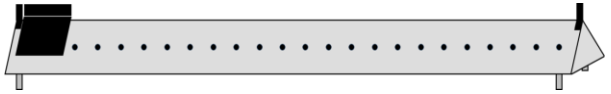




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8.03: Forces and Motion

Recording Data

Collected data is generally recorded in a table.

Column headings (describe quantities and units).

IV far left column

Raw data processed, e.g. speed = d ÷ t

Data processed: mean = sum ÷ number

All raw data included

DV furthest right-hand column: processed DV

Repeated measurements with anomalies identified

Rows' values change systematically

CV included

Situation	Distance travelled (m)	Time taken (s)	Average Speed (m/s)	Average Speed (m/s)
Parachute	2.00	1.49	1.34	1.19
	2.00	1.78	1.12	
	2.00	1.78	1.12	
No parachute	2.00	0.17		2.43
	2.00	0.86	2.33	
	2.00	0.79	2.53	

Constant mass

Quantitative values recorded with appropriate significant figures and consistent

Processed values rounded:
Formulae
s.f. same as measurement
Mean
s.f. same as worst measurement

8.03: Forces and Motion

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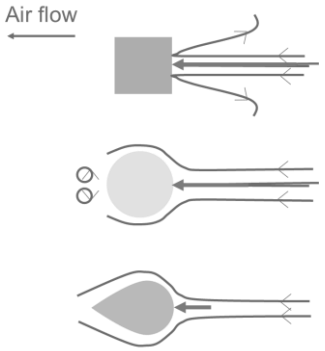
Applications of Technology on Science

Researchers select apparatus that:

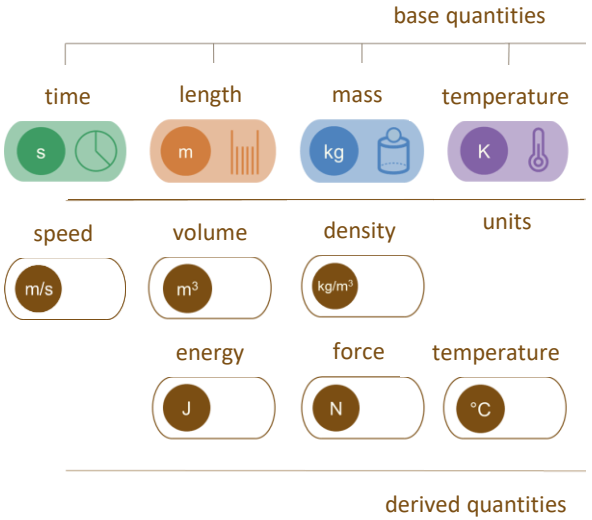
- Restricts control variables.
- Has higher resolution.
- Automates measurement (more often, longer duration).
- Removes random error related to human judgement (subjectivity).

Applications of Science on Industry

Knowledge of fluid flow around objects allows engineers to produce better designs, e.g. more efficient cars.



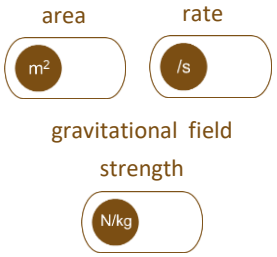
Measurement Values



Quantities and their units:

Base quantities: length, mass, time, temperature (K).

Derived quantities also include:



8.03: Forces and Motion

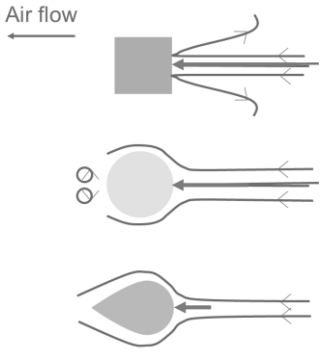
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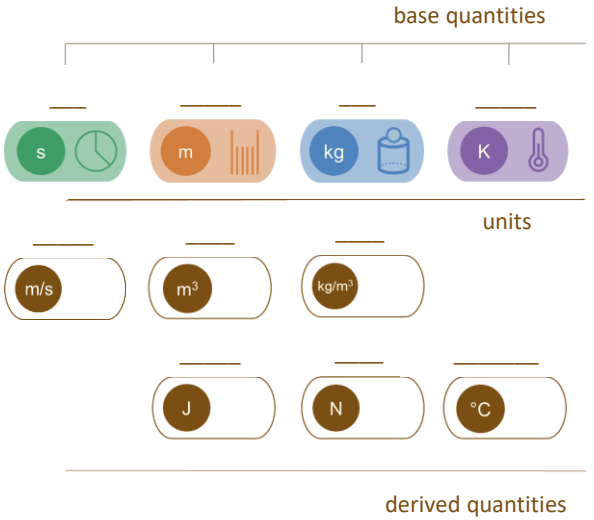
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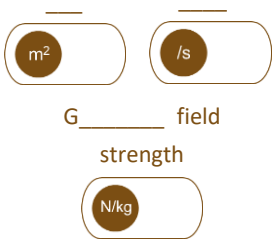
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8.06 Interactions and Interdependence

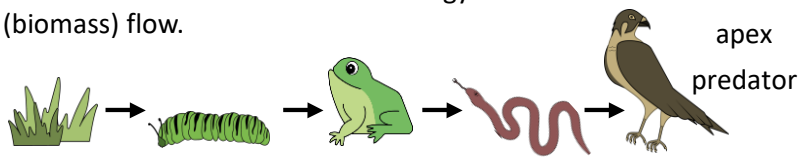
Interdependence

Key term	Definition
Population	A group of organisms of the same species living in an area
Community	A group of different populations living in the same area and interacting
Ecosystem	A community of living organisms interacting with each other and their non-living surroundings (e.g. soil, rocks, water, air, light)

Feeding relationships are shown in food chain diagrams. The trophic level is the position of an organism in a **food chain**. Food chains always start with a **producer** and end with a **consumer**.

Biomass is the dry mass of one or more organisms. It is transferred through feeding relationships.

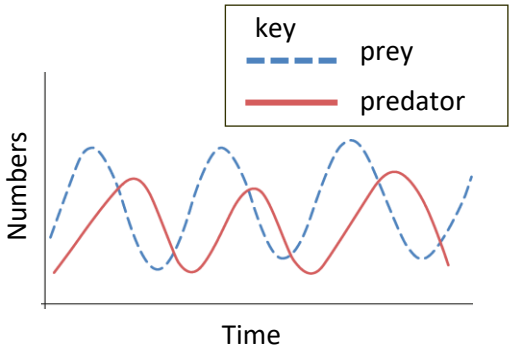
Arrows indicate the direction of energy (biomass) flow.



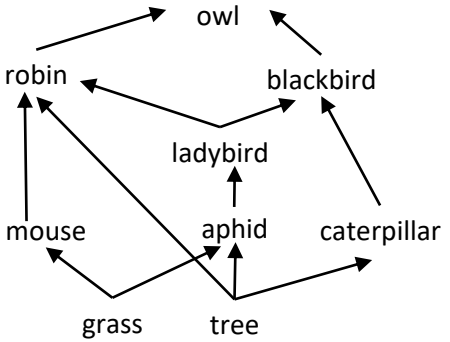
The **size of a population** is the number of organisms of one species living in a particular area and **changes due to births**, **deaths** and **migration**. These processes are affected by factors such as **new predators**, **disease**, **seasonal changes**, **natural disasters** and **human activities** like habitat destruction or conservation.

All species in an ecosystem are **interdependent.** They depend on each other for resources like food, shelter, oxygen and minerals.

Changes in one population affects others.



- **Predator** and **prey** populations are **interdependent**: more prey means predator numbers rise, but as predators increase, prey numbers fall, causing predator numbers to drop later.
- This cycle, with a time **lag between peaks**, helps maintain a **stable community** where populations stay relatively constant.



Food webs show interconnected food chains and energy transfer, giving a more realistic picture of feeding relationships. Changes in one population can have impacts throughout the food web, including indirect impacts through competition or shared resources. Human activities can also disrupt this balance.

8.06 Interactions and Interdependence

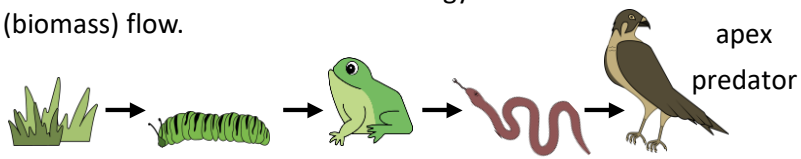
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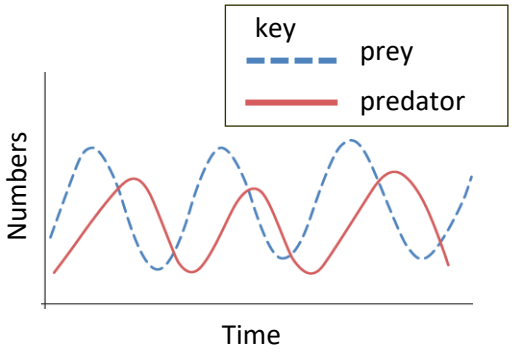
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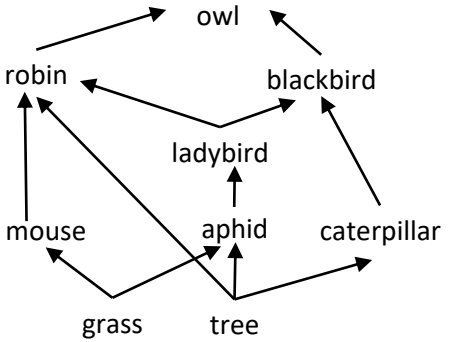
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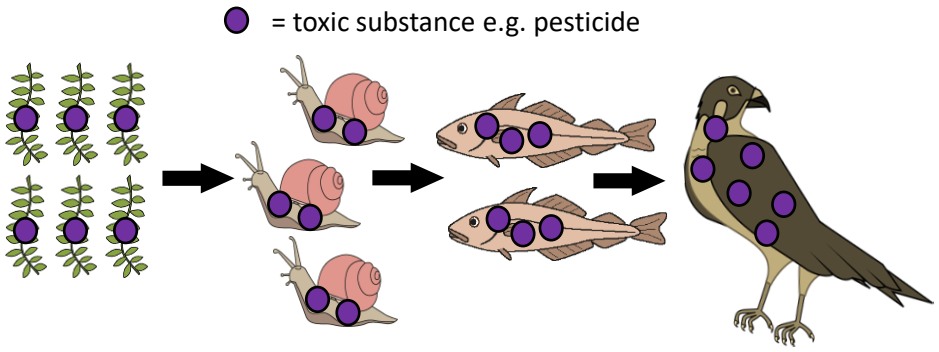
8.06 Interactions and Interdependence

Bioaccumulation

- **Fertilisers** supply minerals like nitrates and phosphates to help plants grow and boost food production.
- **Fertilisers** can reduce minerals in soils and pollute water, causing algae to overgrow on the top of the water and block sunlight. This kills producers and disrupts food chains.

- **Pesticides** kill pests to protect crops. **Herbicides** kill producer pests and **insecticides** kill consumer pests.
- Pesticides can also harm pollinators, beneficial insects, and other nearby plants. This reduces producers and pollinators, disrupting food chains and ecosystems, and can even lower crop production in the long term.

Bioaccumulation happens when **toxic substances**, like pesticides, build up in organisms because they cannot be broken down. These toxic substances pass along food chains and become more concentrated at each trophic level, which can harm or kill top predators.



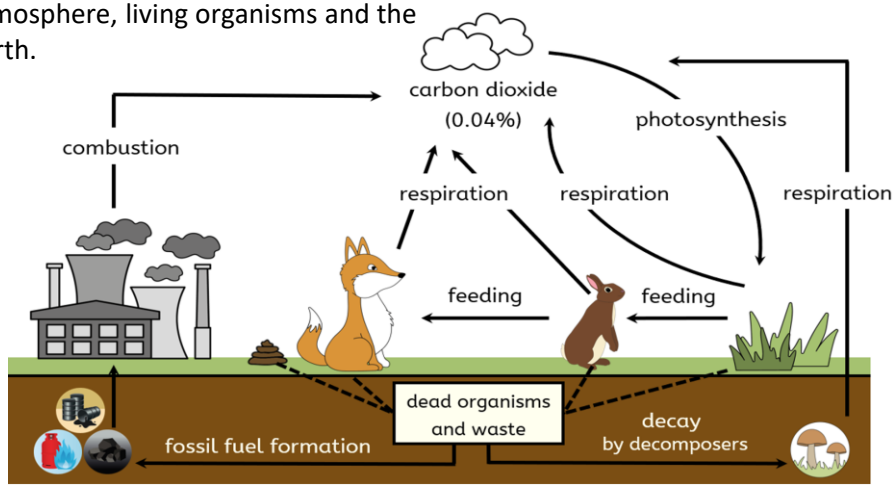
Materials Cycling

- **Decay** is the breakdown of dead organisms and waste by **decomposers**.
- Decay recycles nutrients by releasing them back into the ground, so that it can be used for new plant growth and to support food chains.
- Decay also returns carbon dioxide to the atmosphere for photosynthesis, cleans the environment, and helps with fossil formation by breaking down the soft tissues of a dead organism and leaving behind hard parts.

The **ideal conditions** for decay are:

1. **Plenty of oxygen**, so that decomposers can respire.
2. **Warm temperatures** so that decomposers are more active.
3. **Moisture** to allow chemical reactions to take place.

The **carbon cycle** is a closed system that continuously recycles carbon between the atmosphere, living organisms and the Earth.



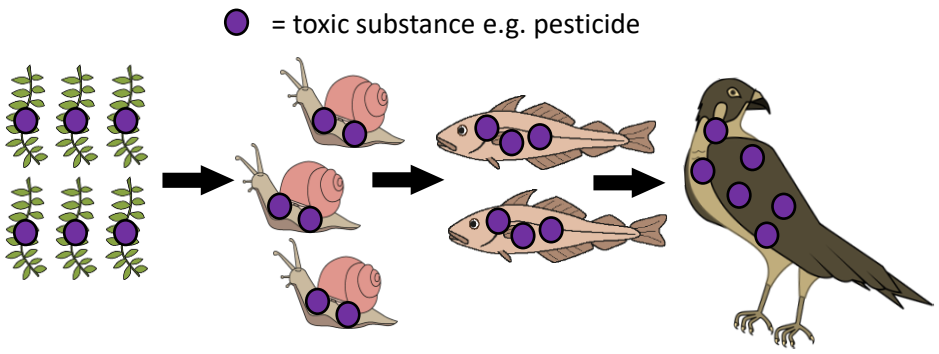
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- Pesticides can also harm _____, beneficial insects, and other nearby plants. This reduces producers and pollinators, disrupting food chains and ecosystems, and can even lower crop production in the long term.

_____ happens when **toxic substances**, like pesticides, build up in organisms because they cannot be broken down. These toxic substances pass along food chains and become more concentrated at each _____ level, which can harm or ____ top predators.



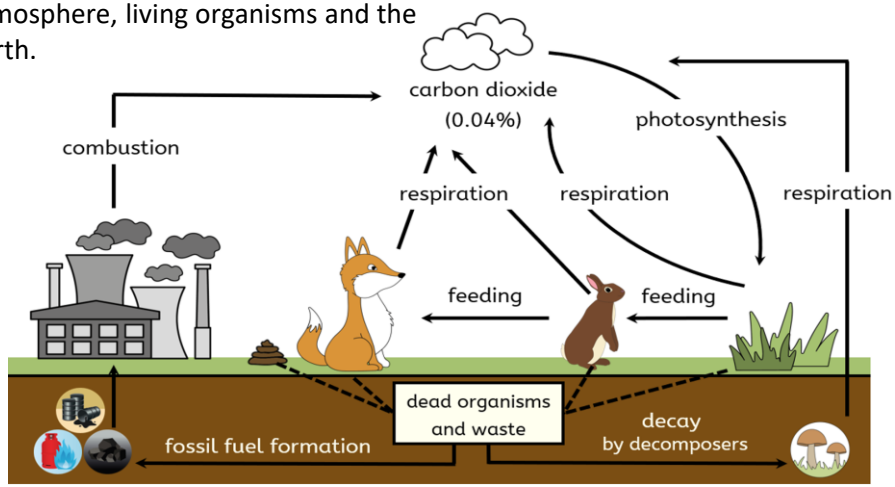
Materials Cycling

- _____ is the breakdown of dead organisms and waste by **decomposers**.
- Decay recycles nutrients by releasing them back into the _____, so that it can be used for new _____ growth and to support food chains.
- Decay also returns carbon dioxide to the atmosphere for _____, cleans the environment, and helps with _____ formation by breaking down the soft tissues of a dead organism and leaving behind hard parts.

The **ideal conditions** for decay are:

1. **Plenty of** _____, so that decomposers can respire.
2. _____**temperatures** so that decomposers are more active.
3. _____ to allow chemical reactions to take place.

The _____ is a closed system that continuously recycles carbon between the atmosphere, living organisms and the Earth.



8.06 Interactions and Interdependence

Classification

- **Classification** is the sorting of items into groups based on shared characteristics. The scientific practice of classifying organisms is called **taxonomy**.
- Organisms can be classified based on observable physical features and microscopic characteristics such as cell structure.
- **Carl Linnaeus** developed the modern classification system. Organisms are grouped into kingdom, phylum, class, order, family, genus and species.
- **Kingdom** is the largest group, with many organisms.
- **Species** is the smallest group, with just one type of organism.
- Classification helps scientists identify and name organisms accurately, track species for conservation, predict characteristics, understand relationships and study evolution.



An **adaptation** is a characteristic that allows an organism to compete, survive and reproduce in its environment. Adaptations can be:

- **Structural** (physical features like thick fur, sharp claws and spines on plants)
- **Behavioural** (actions like migration, huddling for warmth and growing towards light)
- **Functional** (internal processes like producing venom, conserving water and slowing heart rate during hibernation).

Competition and Adaptation

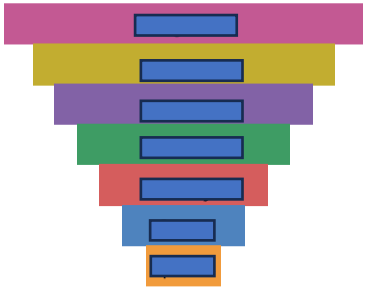
- **Competition** is the struggle between organisms for the same limited resource. The more similar the needs, the more intense the competition.
- Animals compete for food, water, shelter and mates.
- Plants compete for sunlight, water, minerals, space, pollinators and seed dispersers.
- **Interspecific competition** occurs between different species and **intraspecific competition** occurs within the same species.

 Polar bear	White coat → camouflage Large paws → spread weight over ice Thick layer of fat → insulation to keep warm Thick coat → insulation to keep warm Small ears → small surface area Small tail → small surface area Sharp claws →kill prey and grip ice Sharp teeth → kill and eat prey
 Camel	Hump with fat → stay cool (fat in one place) Sandy colour → camouflage Large feet → spread weight over sand Long eyelashes → keep sand out Minimal sweat/ urine → conserve water
 Cactus	Shallow long roots → absorb water quickly Waxy skin → minimise water loss Thick fleshy stems → store water Spines instead of leaves → reduce water loss Spines → protection from being eaten

8.06 Interactions and Interdependence

Classification

- _____ is the sorting of items into groups based on shared characteristics. The scientific practice of classifying organisms is called _____
- Organisms can be classified based on observable _____ features and microscopic characteristics such as _____ structure.
- **Carl L_____** developed the modern classification system. Organisms are grouped into k_____ p_____, c____, o___, f_____, g___ and s_____.
- **K_____** is the largest group, with many organisms.
- **S____** is the smallest group, with just one type of organism.
- Classification helps scientists identify and name organisms accurately, track species for c_____, predict characteristics, understand relationships and study e_____.



- many organisms
- fewer similarities

- one type of organism
- many similarities

An **a_____** is a characteristic that allows an organism to compete, survive and r_____ in its environment. Adaptations can be:

- **S_____** (physical features like thick fur, sharp claws and spines on plants)
- **B_____** (actions like migration, huddling for warmth and growing towards light)
- **F_____** (internal processes like producing venom, conserving water and slowing heart rate during hibernation).

Competition and Adaptation

- _____ is the struggle between organisms for the same limited resource. The more similar the needs, the more intense the competition.
- Animals compete for f___, w____, sh__ and m____.
- Plants compete for su____, w____, m_____, sp___, pollinators and seed dispersers.
- **____specific competition** occurs between different species and **_____specific competition** occurs within the same species.

 Polar bear	White coat → c_____ Large paws → spread weight over ice Thick layer of __ → insulation to keep warm Thick coat → insulation to keep warm Small ears → small surface area Small tail → small surface area Sharp _____ →kill prey and grip ice Sharp teeth → kill and eat prey
 Camel	Hump with fat → stay cool (fat in one place) Sandy colour → c_____ Large feet → spread weight over sand Long eyelashes → keep _____ out Minimal sweat/ urine → conserve _____
 Cactus	Shallow long roots → absorb water quickly W____ skin → minimise water loss Thick fleshy stems → store _____ Sp___ instead of leaves → reduce water loss Spines → protection from being _____

8.06 Interactions and Interdependence

Natural Selection, Evolution and Extinction

Individuals within a species show genetic variation because offspring inherit a random mix of **genes** from their parents. This causes differences in **characteristics**, some of which give an **advantage in competition** and make individuals **better adapted to survive and reproduce**.

- **Natural selection** is a process by which organisms that are better adapted to their environment (due to genetic variation) are more likely to survive, reproduce and pass on their genes to their offspring.
- Over many generations, these beneficial characteristics become more common in the population.
- This idea was proposed by Charles Darwin.
- The process of natural selection involves the following steps:

1. Variation	Individuals within a species have different characteristics due to random genetic variation.
2. Advantage	Some characteristics can give individuals an advantage.
3. Competition	This advantage make them more likely to compete successfully.
4. Survival	This makes them more likely to survive.
5. Reproduction	They are more likely to reproduce and have offspring.
6. Inheritance	They are more likely to pass on their genes to their offspring. Over generations these characteristics become more common.

- **Evolution** is the process in which the characteristics of species change over many generations, sometimes leading to new species.
- Darwin's theory of natural selection explains how evolution occurs : organisms better adapted to their environment survive, reproduce and pass on their genes.
- Over billions of years, life evolved from simple ancestors into more complex organisms.
- **Fossil evidence** supports this scientific theory, showing older rocks contain simple organisms and newer rocks contain more complex ones, despite gaps in the fossil record.

- **Extinction** is the complete loss of all members of a species because it could not adapt to its environment.
- Causes of extinction include climate change, habitat destruction, pollution, new diseases, new predators, new competitors and natural disasters.
- Human activities like deforestation, overhunting, introducing species and climate change make extinction more likely.
- Species at risk of extinction are called **endangered**.

Datalogging and Technology in Science

Researchers use GPS and datalogging technology to monitor populations, studying predator-prey interactions, behaviour and habitats. This supports conservation efforts.

8.06 Interactions and Interdependence

Natural Selection, Evolution and Extinction

Individuals within a species show genetic variation because offspring inherit a random mix of _____ from their parents. This causes differences in **c_____**, some of which give an **a_____ in competition** and make individuals **better adapted to s_____ and reproduce**.

- **N_____** is a process by which organisms that are better adapted to their environment (due to genetic variation) are more likely to survive, reproduce and pass on their genes to their offspring.
- Over many generations, these beneficial characteristics become more common in the population.
- This idea was proposed by Charles _____.
- The process of natural selection involves the following steps:

	Individuals within a species have different characteristics due to random genetic variation.
	Some characteristics can give individuals an advantage.
	This advantage make them more likely to compete successfully.
	This makes them more likely to survive.
	They are more likely to reproduce and have offspring.
	They are more likely to pass on their genes to their offspring. Over generations these characteristics become more common.

- _____ is the process in which the characteristics of species change over many generations, sometimes leading to new species.
- Darwin's theory of natural _____ explains how evolution occurs : organisms better adapted to their environment survive, reproduce and pass on their genes.
- Over _____ of years, life evolved from simple ancestors into more complex organisms.
- **F_____ evidence** supports this scientific theory, showing older rocks contain simple organisms and newer rocks contain more complex ones, despite gaps in the fossil record.

- _____ is the complete loss of all members of a species because it could not adapt to its environment.
- Causes of extinction include _____ change, _____ destruction, p_____, new D_____, new p_____, new c_____ and natural d_____.
- Human activities like d_____, overhunting, introducing species and climate change make extinction more likely.
- Species at risk of extinction are called _____.

Datalogging and Technology in Science

Researchers use GPS and datalogging technology to monitor populations, studying predator-prey interactions, behaviour and habitats. This supports conservation efforts.

8.02: Coasts

1. Wave features

1	**swash**	(n) the movement of a wave up the beach. The direction is dependent upon the wind direction.
2	**backwash**	(n) the movement of water down a beach. This is caused by gravity and happens at 90 degrees to the shore.
3	**constructive wave**	(n) waves that have a strong swash and a weak backwash. Deposition is the dominant process.
4	**destructive wave**	(n) waves that have a weak swash and a strong backwash. Erosion is the dominant process.
5	**fetch**	(n) the distance a wave has travelled
6	**prevailing wind**	(n) the direction that the wind usually comes from in a particular area over a long period of time

2. Weathering and erosion

1	**hydraulic action**	(n) the erosion caused by the force of the water hitting the rocks, which traps and compresses air in the cracks and causes the cracks to weaken and break
2	**abrasion**	(n) the erosion caused when rocks and sediment carried by waves (or a river) are thrown against a cliff or riverbank
3	**attrition**	(n) the erosion caused when rocks and sediment carried by waves (or a river) hit each other and cause each other to break into smaller pieces
4	**weathering**	(n) the slow breakdown of rocks while they are in place

3. Geology

1	**geology**	(n) the scientific study of the Earth, including its structure, materials (such as rocks and minerals) and the processes that act upon it
2	**igneous rock**	(n) rocks formed from the cooling and crystallisation of molten rock. Examples include basalt and granite.
3	**metamorphic rock**	(n) rocks formed when very high temperature and pressure cause existing rocks to change. Examples include slate and marble.
4	**sedimentary rock**	(n) rocks formed when sediments of rock are transported, deposited, compacted and cemented together in layers. Examples include chalk, clay and limestone.

4. Coastal processes

1	**transportation**	(n) the movement of sediment
2	**deposition**	(n) when waves drop the sediment they are transporting, either due to a loss of energy or change in the direction of the coastline
3	**longshore drift**	(n) the process by which sediment (such as sand and pebbles) is transported along a coastline by the action of waves. It creates beaches.

5. Headlands and bays

1	**resistant**	(aj) does not easily erode or wear away
2	**headland**	(n) a piece of land that sticks out into the sea and is usually made of hard, resistant rock
3	**bay**	(n) a curved or indented area of the coastline where the land curves inward

Alternating hard and soft rock → destructive waves → hydraulic action → soft rock less resistant → erodes quickly → hard rock more resistant → erodes slowly → soft rock retreats → bay forms → hard rock remains → headland forms

6. Caves, arches, stacks and stumps

1	**cave**	(n) a hollow or opening in a cliff face, usually at the base, formed when waves erode a weakness in the rock, such as a fault or crack
2	**arch**	(n) a natural bridge of rock with an opening underneath, formed when a cave is eroded all the way through a headland.
3	**stack**	(n) a tall, isolated pillar of rock that is left standing in the sea after the roof of an arch collapses
4	**stump**	(n) the remains of a collapsed stack, which has been eroded by waves down to a small, flat rock just above or below sea level

Weakness or crack in headland → destructive waves → hydraulic action and abrasion → cave formed → headland erodes through → arch formed → unsupported roof collapses → vertical stack left → stack collapses leaving a stump

8.02: Coasts

1. Wave features

1	swash
2	backwash
3	constructive wave
4	destructive wave
5	fetch
6	prevailing wind

2. Weathering and erosion

1	hydraulic action
2	abrasion
3	attrition
4	Weathering

3. Geology

1	geology
2	igneous rock
3	metamorphic rock
4	sedimentary rock

4. Coastal processes

1	transportation
2	deposition
3	longshore drift

5. Headlands and bays

1	resistant
2	headland
3	bay

6. Caves, arches, stacks and stumps

1	cave
2	arch
3	stack
4	stump

8.02: Coasts

6. Beaches and longshore drift

1	**sand**	(n) loose material made up of fine rock particles, usually smaller than 2 mm in diameter
2	**shingle**	(n) loose, rounded pebbles and small stones found on beaches, usually between 2 mm and 200 mm in size
3	**sediment**	(n) solid material that is moved and deposited in a new location
4	**beach**	(n) a landform made of loose material, such as sand, pebbles or shingle, that lies along the edge of a sea, ocean or lake
5	**longshore drift**	(n) the process by which sediment (such as sand and pebbles) is transported along a coastline by the action of waves. It creates beaches.

Direction of prevailing wind at an angle → swash happens at an angle → transports material up the beach → backwash takes material down the beach at 90 degrees → due to the force of gravity → process repeats → sediment moves across the beach → zigzag pattern

7. Coastal management

1	**soft engineering**	(n) adaptations to work with nature **beach nourishment –** Sand and shingle from elsewhere are added to the beach. **managed retreat -** Engineers do nothing, people are moved and the coast is left to erode and flood naturally.
2	**hard engineering**	(n) human-made structures that help to deal with coastal erosion **seawalls –** concrete walls that reflect the waves' energy back out to sea **groynes –** wooden posts that trap sediment and interrupt longshore drift

8. Other threats to the coast

1	**plastic pollution**	(n) when plastic waste ends up in the environment, especially in the sea
2	**sewage pollution**	(n) when untreated or poorly treated wastewater (including human waste) is released into rivers or the sea
3	**oil spill**	(n) when oil accidentally leaks into the sea, usually from a ship or drilling platform
4	**sea level rise**	(n) the increase in the average level of the world's oceans
5	**sustainability**	(n) meeting the needs of the present without compromising the ability of future generations to meet their own needs

9. Coastal erosion case study: Happisburgh, Norfolk coast

Background: Norfolk coast in between Cromer and Sea Palling.
A small village with a population of approx. 1400 people.

Vulnerability: soft boulder clay, long fetch, longshore drift, limited sea defences

Impacts	Management strategies
homes destroyed or had to be knocked down	1950s: groynes and revetments
roads lost to the sea	
car parks relocated	2000s: rock armour
homes valued at £1 on Beach road	
farmland lost: 1 field per year	2007 onwards: managed retreat
businesses lost, e.g. caravan parks	

8.02: Coasts

6. Beaches and longshore drift

1 **sand**	
2 **shingle**	
3 **sediment**	
4 **beach**	
5 **longshore drift**	

7. Coastal management

1 **soft engineering**	
2 **hard engineering**	

8. Other threats to the coast

1 **plastic pollution**	
2 **sewage pollution**	
3 **oil spill**	
4 **sea level rise**	
5 **sustainability**	

9. Coastal erosion case study: Happisburgh, Norfolk coast

Impacts	Management strategies

Year 8 History : Elizabethan England

What we are learning this term:

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

A.	*Can you define these key words?*
Transubstantiation	the conversion of the substance of the Eucharistic elements into the body and blood of Christ at consecration, only the appearances of bread and wine still remaining.
Illegitimate	a child born of parents not lawfully married to each other.
Papacy	the office or authority of the Pope.
Poverty	the state of being extremely poor.
Recusant	someone who refused to attend Protestant church services
Puritan	an extreme protestant
Armada	a fleet of warships
Vagrant	a person without a settled home or regular work who wanders from place to place and lives by begging

C.	Elizabeth's Middle Way
Catholic (**stayed the same** as under Mary I)	• Churches can be run by bishops • Churches should be decorated and some ceremonies should be allowed • Bright robes should be allowed
Protestant (**changes made** by Elizabeth after becoming queen)	• Priests are allowed to marry • A person can be saved by faith alone (no need for prayers/ indulgences) • There should be no Mass (no transubstantiation) • Church services and the Prayer Book should be in English • Saints should receive no special prayers.

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

1. Edward VI	2. Mary I	3. Elizabeth I
• Strong Protestant • Two very strongly Protestant advisors (Dukes of Northumberland and Somerset) that influenced him • He allowed priests to be married (1549) • Introduced a new prayer book written in English (1549) so common folk could understand it • Made a change to the line of succession and was succeeded by Lady Jane Grey (ruled for 9 days) who was a Protestant	• Strong Catholic • Changed language back to Latin • Reverted churches back to how they looked before (colourful, images, statues) • Made the Pope head of the church once again. • Made priests choose between the church and their families • Burned nearly 300 people at the stake – majority were Protestants (heretics) • Burned the Archbishop of Canterbury at the stake (Thomas Cranmer) as he refused to convert to Catholicism.	• Protestant (mild/moderate) • Did not want any more major religious change and upheaval. • She introduced the Middle Way – this was a comprise of both Catholic and Protestant features • The Middle Way leaned more towards Protestantism as this was Elizabeth's own belief. • Tolerant of Catholics at the start of her reign but after numerous plots to depose and kill her and the threat of Mary Queen of Scots her toleration of Catholics lessened. • Known as the 'Virgin Queen'- never married/ never had an heir.

D. Was the Elizabethan Period a Golden Age?

YES	NO
Renaissance – a high point, or a renaissance in drama, art, music and literature. - Elizabeth's Golden Age opened up the arts to every class of society e.g. the theatre.	**Rising population** – led to an increase in poverty ad growing social problems especially in towns.
Victory, exploration and expansion – the defeat of the Spanish armada in 1588, expansion of the British empire into the New World, the founding of Virginia	**Religious division returned** – recusants and Catholic threats to Elizabeth
Religious settlement – very little religious tension during this period. Elizabeth was able to avoid the religious strife and political turmoil that had dominated the reigns of her siblings.	**Four poor harvests** in a row paired with changes in farming (enclosures) led to a **rise in unemployment and homelessness**.
Improvement in quality of life – Business and industry developed and it was possible for merchants to become extremely wealthy and rise in social status (gentry class). Life improved for the lower classes - **Elizabethan Poor Laws**.	**Intense rivalry at court** led to an **unsuccessful rebellion-** Essex Rebellion (1601)- Earl of Sussex tries to take over the privy council.

E.	What was life like for the poor in Elizabethan England?		
No welfare state – if you were out of a job you had to beg, steal or starve	Dissolution of the Monasteries – after this life became harder for the poor and these places had looked after people in times of hardship or distress.	Vagrancy – some homeless and jobless people roamed around in gangs stealing or bulling people into giving them alms	Punishments for vagrancy, begging or stealing were brutal e.g. flogging, branding, whipping and hanging.
The Poor Laws (1597 and 1601) helped to ease the lives of the poor by making sure that each Parish looked after their poor e.g. a poor relief tax was collected, food, money and clothes were donated and dispensed, work or apprenticeships were provided etc.			

Year 8 History : Elizabethan England

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A.	*Can you define these key words?*
Transubstantiation	
Illegitimate	
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Armada	
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C.	Elizabeth's Middle Way
Catholic (**<u>stayed the same</u>** as under Mary I)	
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B. What were the religious policies/beliefs of these Tudor monarchs and what changes did they make?

1. Edward VI (1537-1553	2. Mary I (1516-1558)	3. Elizabeth I (1533-1603)

D. Was the Elizabethan Period a Golden Age?

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

E.	What was life like for the poor in Elizabethan England?		

Introduction to Ethics

Key Vocabulary

1	Morality	Ideas about right and wrong
2	Ethics	The study of how we decide what is right and wrong
3	Ethical dilemma	A situation where all options have moral advantages and disadvantages
4	Utilitarianism	The theory that actions are right if they produce the greatest happiness for the greatest number
5	Hedonic Calculus	A way of measuring how much pleasure or pain an action might cause
6	Higher / Lower Pleasures	Mill's idea that some pleasures (thinking, learning) are better than others (basic physical pleasure)
7	Natural Law	Aquinas' theory that says actions are right if they follow our natural purpose, given by God
8	Primary Precepts	Basic moral principles in Natural Law (e.g. preserve life, reproduce)
9	Absolute morality	The idea that some actions are always right or wrong, no matter the situation
10	Relative (morality)	The idea that what is right or wrong can change depending on the situation
11	Situation Ethics	The belief that the most loving action is always the right one
12	Agape	Selfless, unconditional love for others
13	Autonomy	The right to make your own decisions about your life
14	Sanctity of Life	The belief that life is sacred because it is created by God
15	Quality of Life	A measure of how good a person's life is in terms of wellbeing

Introduction to Ethics

Key Vocabulary

1	Morality	
2	Ethics	
3	Ethical dilemma	
4	Utilitarianism	
5	Hedonic Calculus	
6	Higher / Lower Pleasures	
7	Natural Law	
8	Primary Precepts	
9	Absolute morality	
10	Relative (morality)	
11	Situation Ethics	
12	Agape	
13	Autonomy	
14	Sanctity of Life	
15	Quality of Life	

Introduction to Ethics

Key Vocabulary

16	Personhood	The qualities that give a being moral value and rights
17	Revelation	The belief that God reveals truth or guidance to humans
18	Qur'an	The holy book of Islam, believed to be the word of Allah
19	Hadith	Recorded sayings and actions of the Prophet Muhammad
20	Sharia	Islamic laws based on the Qur'an and Hadith
21	Authority	A source people trust for guidance (e.g. religious texts or leaders)
22	Empathy	The ability to understand and share the feelings of others

Introduction to Ethics

Key Vocabulary

16	Personhood	
17	Revelation	
18	Qur'an	
19	Hadith	
20	Sharia	
21	Authority	
22	Empathy	

Islam

Key Vocabulary

1	Abu Bakr	The first Caliph chosen by Sunni Muslims after Muhammad's death
2	Ali	Muhammad's cousin and son-in-law, considered by Shia Muslims as his rightful successor
3	Allah	The Arabic word for God in Islam
4	burqa	A full-body covering worn by some Muslim women for reasons of modesty
5	caliph	A leader in Sunni Islam who succeeded Muhammad in leading the Muslim community
6	charity	Giving to those in need, especially through zakat
7	Constitution of Medina	A document created by Muhammad to establish peace and cooperation in Medina
8	Eid-al-Fitr	A festival marking the end of Ramadan
9	Fatima	Muhammad's daughter, especially respected in Shia Islam
10	Hadith	Recorded sayings and actions of Muhammad
11	Hajj	A pilgrimage to Makkah that Muslims aim to complete once in their lifetime
12	hijab	A headscarf worn by some Muslim women as a sign of modesty
13	Hijrah	The migration of Muhammad and his followers from Makkah to Medina
14	imam	A leader in Shia Islam or someone who leads prayer in Sunni Islam
15	Islam	A monotheistic religion revealed to the Prophet Muhammad
16	Jahannam	Hell; a place of punishment after death for those who reject faith or do wrong
17	Jannah	Paradise; a place of reward after death for the righteous
18	Kaaba	The sacred cube-shaped structure in Makkah that Muslims face during prayer
19	Khadija	Muhammad's first wife and the first person to accept Islam
20	Makkah	The birthplace of Muhammad and the holiest city in Islam

Religious Authority

Qur'an	The holy book of Islam, believed to be the literal word of God
Surah	A chapter of the Qur'an
Muhammad	The final prophet in Islam, believed to have received the Qur'an
Sunnah	The example of Muhammad's life used as a guide by Muslims

Tools for Studying Religion

Theology is the study of God and ideas about God. Theologians look at how ideas about God influence beliefs in religions and the actions people will do.

Social Scientists use evidence to see how people are influenced by society. Social Scientists look at patterns in what people believe about God and how this may change due to time and place.

Islam

Key Vocabulary

1	Abu Bakr	
2	Ali	
3	Allah	
4	burqa	
5	caliph	
6	charity	
7	Constitution of Medina	
8	Eid-al-Fitr	
9	Fatima	
10	Hadith	
11	Hajj	
12	hijab	
13	Hijrah	
14	imam	
15	Islam	
16	Jahannam	
17	Jannah	
18	Kaaba	
19	Khadija	
20	Makkah	

Religious Authority

Qur'an	
Surah	
Muhammad	
Sunnah	

Tools for Studying Religion

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Social Scientists use evidence to see how people are influenced by society. Social Scientists look at patterns in what people believe about God and how this may change due to time and place.

Islam

Key Vocabulary

21	Medina	The city where Muhammad established the first Muslim community
22	modesty	A principle in Islam often expressed through clothing and behaviour
23	Muhammad	The final prophet in Islam, believed to have received the Qur'an
24	niqab	A face veil worn by some Muslim women as part of modest dress
25	prophet	A messenger chosen by God to deliver His message
26	Qur'an	The holy book of Islam, believed to be the literal word of God
27	Ramadan	The ninth month of the Islamic calendar, observed with fasting
28	salah	Ritual prayer performed five times a day
29	sawm	Fasting from dawn to dusk during Ramadan
30	Seal of the Prophets	A title for Muhammad, indicating he is the final prophet
31	shahada	The Islamic declaration of faith
32	Sharia	Islamic law derived from the Qur'an and Sunnah
33	Shia	A branch of Islam that believes Ali was Muhammad's rightful successor
34	shirk	The sin of associating partners with Allah
35	Sunnah	The example of Muhammad's life used as a guide by Muslims
36	Sunni	The largest branch of Islam, following the elected caliphs
37	Surah	A chapter of the Qur'an
38	tawhid	The belief in the oneness of Allah
39	ummah	The global Muslim community
40	wudu	Ritual washing before prayer
41	zakat	Compulsory act of charity, for those who can afford it

Islam

Key Vocabulary

21	Medina	
22	modesty	
23	Muhammad	
24	niqab	
25	prophet	
26	Qur'an	
27	Ramadan	
28	salah	
29	sawm	
30	Seal of the Prophets	
31	shahada	
32	Sharia	
33	Shia	
34	shirk	
35	Sunnah	
36	Sunni	
37	Surah	
38	tawhid	
39	ummah	
40	wudu	
41	zakat	

Year 8 Term 2 SPANISH Knowledge organiser: Topic = Dieta y Salud

What we are learning this term:

A. Talking about what you eat and drink
B. Giving opinions on food and drink
C. Ordering food in a restaurant
D. Discussing what makes a healthy diet
E. Saying what parts of the body are hurting
F. Key words across topics
G. Translation practice

6 Key Words for this term

1. la dieta	4. comer
2. sano/a	5. beber
3. vegano/a	6. usted

A. ¡Qué hambre! – I'm so hungry!

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

B. Más Comida – More Food

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

C. ¡Una de bravas por favour! – One bravas please!

la verdura	vegetables
el yogur	yoghurt
¿Qué desea?	What wld you like?
¿Qué va a tomar?	What are you going to have?
el primer/Segundo plato	first/second course
el postre	dessert
alérgico/a	allergic
el apetito	appetite
el/la camarero/a	the waiter/ress
la cuenta	the bill
el menú	the menu
servir	to serve
fresco/a	fresh

D. ¡Nam nam! – Yum Yum!

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



Key Verbs

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

E. Mi dieta sana – My healthy diet

la proteína	protein
diario/a	daily
grasiento/a	fatty
lácteo/a	lactose
nutritivo/a	nutritious
poco sano/a	unhealthy
saludable	healthy
sano/a	healthy
el aceite	olive oil
el caramelo	sweet
la comida rápida	fast food
derivado/a de	derived from
la dieta	diet
las fajitas	fajitas
la hamburguesa	hamburger
el helado	ice cream
el huevo	egg
la manzana	apple
el pan	bread
las sardinas	sardines
aconsejable	advisable
esencial	essential
ideal	ideal
importante	important
recomendable	recommended
variado/a	varied
un estilo de vida sano	a healthy lifestyle
llevar una vida sana	to have a healthy life
la salud	health

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

Me duele	It hurts…
el brazo	arm
la cabeza	head
el codo	elbow
el cuello	neck
el dedo	finger
el dedo del pie	toe
la espalda	back
el estómago	stomach
el hombro	shoulder
la mano	hand
la nariz	nose
el pie	foot
la pierna	leg
la rodilla	knee
los oídos	ears
los ojos	eyes
el tobillo	ankle
estoy…	I am…
cansado/a	tired
mal	bad
mareado/a	dizzy
tengo…	I have…
tos	a cough
vómitos	sickness
¿Qué te duele?	What hurts you?
¿Estás bien?	Are you ok?
¿Cómo te sientes?	How do you feel?
Me siento mal	I feel bad
enfermo/a	ill
mejorar	to get better

Year 8 Term 2 SPANISH Knowledge organiser: Topic = Dieta y Salud

G. Translation Practice	
I ate chips and I drank coke in the cafe	C p f y b u c c e e c
We ate a sandwich and we drank water	C u b y b a
The chicken is delicious	E p e d
The salad is tasty	L e e s
The tarts are sweet	L t s d
The hot dogs are more tasty	E p c s m s
The sausages are more fatty	L a s m g
Eating fruit is healthy	C f e m s
This dish has lots of protein and minerals	E p t m p y m
My back hurts but his head hurts	M d l e p l d l c
Are you ok?	¿E b?
My head and my neck hurt a lot	M d m m c y m c
Her feet hurt a lot	L d m l p
What hurts?	¿Q t d?
How do you feel?	¿C t s?
For my first course I would like soup.	P m p p m g l s
And for a second course I would like a seafood paella	Y p e s p m g u p d m
Can I have the bill please?	¿P t l c p f?

H . Key Questions: Answer the following in your own words. Use these model answers	
¿Qué te gusta comer y beber y por qué?	Me gusta comer una dieta muy sana así que como muchas verduras. También me gusta mucho comer fruta como uvas y plátanos porque son muy sanos. Mi bebida preferida es el té con un poco de azucar pero sé que beber agua es mucho más sano.
¿Qué comiste ayer y qué vas a comer mañana?	Ayer comí una paella de mariscos y fue muy rico! Después de comer la paella tomé un helado de chocolate para postre. Mañana desgraciadamente no voy a comer lo mismo pero voy a comer un bocadillo de queso que hace mi madre y voy a beber un coca-cola.
¿Qué te duele?	Me duele mucho la cabeza desde hace tres días. No puedo concentrar. También me duele mucho el cuello y me siento un poco mareada.
¿Qué desea para el primer plato?	Para el primer plato me gustaría tomar la sopa de tomate con un vaso de agua por favor y para el segundo plato me gustaría tomar el pollo con verduras. Muchas gracias.

I. Key Questions: Translate these model answers using the KO	
¿Qué te gusta comer y beber y por qué? – What do you like to eat and drink and why?	I like to eat toast with fruit for breakfast because it is healthy. Sometimes I eat cereals for breakfast. For lunch I like to eat a chicken salad with some crisps and sometimes I eat a cheese sándwich. I like to drink lemonade because it's sweet and gives me energy.
¿Qué comiste ayer y qué vas a comer mañana? – What did you eat yesterday & what are you going to eat tomorrow?	Yesterday I ate a lot of fruit and a pizza. I also drank a tea with my family and we had ice cream after dinner. Tomorrow I am going to eat cereals with milk for breakfast and for lunch I'm going to eat a meat paella with some bread. I am going to snack some biscuits with a glass of milk in the afternoon with my brother when we watch TV.
¿Qué te duele? – What hurts you?	My feet have been hurting for a week. My legs also hurt me too. And you?
¿Qué desea para el primer plato? – What wld you like for 1st course?	For my first course I would like mushroom soup and strawberries. For my second course I would like salmon with vegetables please.

J. Key Grammar	
Using 'Me duele(n)' correctly	Remember to use the correct pronoun for who you are referring to. *e.g. Le duele la nariz = His/her nose is hurting* *Me duele el ojo = My eye hurts* Remember to add **N** for plural body parts *e.g. Me duelen los pies = My feet hurt*
Using the verbs "to be" and "to have" correctly	Tengo = I have (you just need one word in Spanish not 2 like in English) but remember each person needs a different word *eg he has = tiene, we have = tenemos*
Adjective placement Adjective agreement	Remember adjectives go after the noun Remember adjectives have to agree with the noun in number and gender *e.g. Los caramelos son muy dulces*
Use **porque** to describe your opinions Use singluar and plurals correctly	Me gusta comer fruta **porque** es sana. BUT No me gusta comer sardinas **porque** son asquerosas.

Completra esta seccion. Complete these translations

What we are learning this term:

A. Talking about what you eat and drink
B. Giving opinions on food and drink
C. Ordering food in a restaurant
D. Discussing what makes a healthy diet
E. Saying what parts of the body are hurting
F. Key words across topics
G. Translation practice

6 Key Words for this term

1. la dieta
2. sano/a
3. vegano/a
4. comer
5. beber
6. usted

A. ¡Qué hambre! – I'm so hungry!

_____
_____
_____
comer
_____
merendar
tomar
_____
_____
el desayuno
_____
el agua
_____
la leche
_____
el zumo de piña
_____
vegetariano/a

to have lunch
to drink
to have dinner
_____
to have breakfast
_____
_____
dinner
food / lunch
_____
the snack
_____
drink
_____
juice
_____
the canteen
_____

B. Más Comida – More Food

_____
_____
_____
la fruta
el marisco
las patatas fritas
el pescado
el pollo
_____
_____
_____
la sopa
el tomate
las tostadas

rice
meat
salad
_____
_____
_____
_____
_____
cheese
sausages
salmon
_____
_____
_____

C. ¡Una de bravas por favour! – One bravas please!

_____
_____
_____
_____
_____
_____
el postre
alérgico/a
el apetito
el/la camarero/a
la cuenta
_____
_____
_____

vegetables
yoghurt
What wld you like?
What are you going to have?
first/second course
_____
_____
_____
_____
the bill
the menu
to serve
fresh

D. ¡Nam nam! – Yum Yum!

_____
_____
el champiñón
los guisantes
el pimiento
_____
_____
_____
asqueroso/a
delicioso/a
dulce
insípido/a
_____
_____
_____
_____
contener
el ingrediente
la energía
la grasa
_____
_____
la porción

my favourite dish
onion
_____
_____
_____
banana
fizzy drink
bitter
_____
_____
_____
_____
spicy
tasty
salty
traditional
_____
_____
_____
_____
mineral
nutrient
_____

Key Verbs

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

E. Mi dieta sana – My healthy diet

_____
_____
_____
lácteo/a
nutritivo/a
poco sano/a
_____
_____
_____
el caramelo
la comida rápida
_____
_____
las fajitas
la hamburguesa
el helado
el huevo
_____
_____
las sardinas
aconsejable
esencial
_____
_____
_____
variado/a
un estilo de vida
sano
_____
_____

protein
daily
fatty
_____
_____
_____
healthy
healthy
olive oil
_____
_____
derived from
diet
_____
_____
_____
_____
apple
bread
_____
_____
_____
ideal
important
recommended
_____
_____

to have a healthy life
health

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

Me duele
el brazo
la cabeza
el codo
_____
_____
_____
_____
el estómago
el hombro
la mano
_____
_____
_____
la rodilla
los oídos
los ojos
el tobillo
_____
_____
_____
mareado/a
tengo…
_____
_____
¿Qué te duele?
¿Estás bien?
_____
_____
enfermo/a
mejorar

_____
_____
_____
_____
neck
finger
toe
back
_____
_____
_____
nose
foot
leg
_____
_____
_____
_____
I am…
tired
bad
_____
_____
a cough
sickness
_____
_____
How do you feel?
I feel bad
_____
_____

Los Alimentos en español



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

What we are learning during these term:

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

6 Key Words for this project

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



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

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



D. How to make a positive/negative collage.

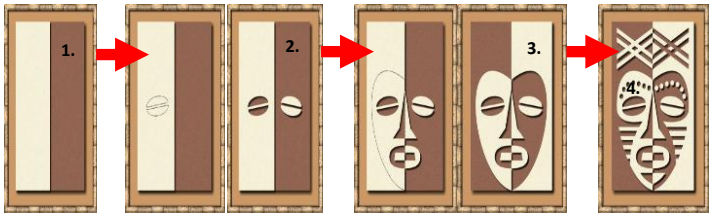
Collage is a form of art by cutting and ripping paper to create interesting artworks.

Steps for making your collage:

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

What each tool is used for:

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



Keywords for this project in detail:

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

A. About Day of the Dead, Mexican Holiday.

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

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

How?
Different things happen on each day….
DAY 1:
- ❖ Relatives put flowers on graveyards or in vases.
- ❖ They create an altar somewhere in the house with pictures of the dead, along with favourite objects. The rest of this day is spent making the favourite foods of the person(s).

DAY 2:
- ❖ Families have big celebrations at their homes. They serve all the food they made the day before. They eat candies shaped like skeletons. Friends stop by and people dance and sing.

DAY 3:
- ❖ The holiday expands to the town. There are parades and floats and characters in costume.

C. DOTD artists: Thaneeya McArdle and Laura Barbosa.

Thaneeya McArdle



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

Laura Barbosa



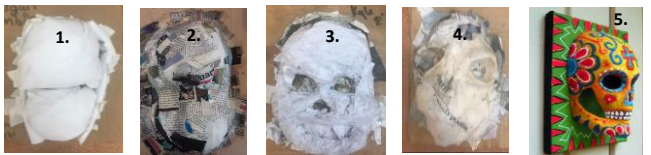
- Self-taught painter
- Produces artwork based on the theme Mexican day of the dead
- Uses fluorescent and vibrant colours that also have contrasting areas.
- Her brush strokes are dominant in her work and
- Her use of patterns are simplistic.

E. How to make a papier mâché sugar skull.

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

Steps for making your sugar skull:

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



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

What we are learning during these term:

A. About Day of the Dead (DOTD) Mexican Holiday.
B. How to use the Grid Method for accurate drawing of a skull.
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D. Positive/negative collage.
E. Papier mâché sugar skulls.

6 Key Words for this project

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



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

1
2
3
4
5



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

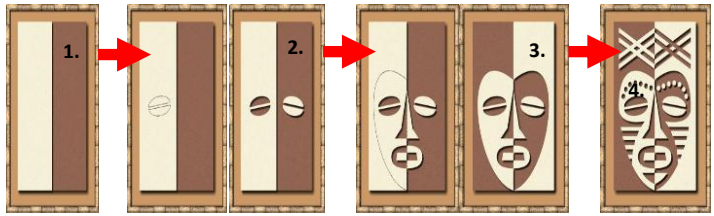
Collage is:

Steps for making your collage:

1
2
3
4

What each tool is used for:

Cutting mat	
Craft knife	
Glue stick	



Keywords for this project in detail:

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

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

Papier mâché is:

Steps for making your sugar skull:

1
2
3
4
5



YEAR 8 GRAPHIC COMMUNICATION

What are we learning this term?

A	B	C	D	E
Stencil design	Step up card	Accordion card	Key words	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

 Cutting Mat

 Craft Knife

 Stencil design

 Card

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	B	C	D	E
Stencil design	Step up card	Accordion card	Key words	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

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.
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E | Evaluation

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

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Y8 Food technology

What we are learning this term:

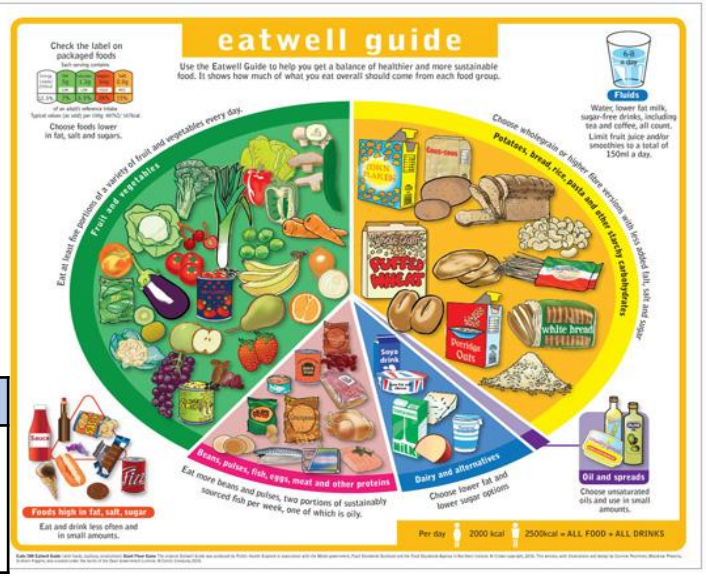
1. Health, safety and hygiene in the kitchen
2. The Eatwell guide and nutrients
3. Storing food safely
4. Causes and solutions for food and food packaging waste
5. Influences on people's food choice
6. Practical skills

A. What are the nutrients required in the diet?

Carbohydrates	To give the body energy e.g bread.
Protein	To grow and repair the body, and to give energy e.g eggs.
Fats	To insulate your body, give you energy, and protect your organs i.e butter.
Vitamins	For general body health and function i.e carrots for eyesight.
Minerals	For general body health and function i.e iron to make blood cells.

B. What are the 5 different sections of the Eatwell plate?

1 **Fruit and Vegetables** – provides minerals, vitamins & fibre
2 **Carbohydrates** – provides carbs and fibre
3 **Protein** - provides protein, omega 3, come vitamins
4 **Dairy** - provides vitamins, minerals (calcium)
5 **Fats and Oils**



C. Storing food safely

Perishable foods should be stored out of the **temperature danger zone** to reduce the risk of **food poisoning.**
Hot foods should be kept above 63ºC and cold foods should be kept below 5ºC.

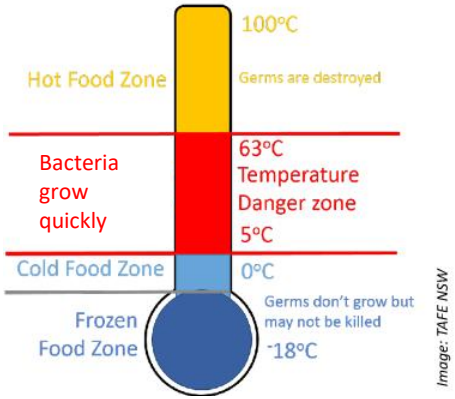


Image: TAFE NSW

C. Food related waste

Reasons for wasting food:
- Confusion over best before dates and other date marks
- Too much food was cooked
- Preparing food incorrectly
- Food is spoiled

Reducing Waste:
- Plan meals and correct portion sizes
- Correctly storing food and paying attention to use by dates
- Use up contents of your fridge before buying more food
- Use leftovers in meals the day after or freeze them
- Use the whole food e.g. bones for stock
- Choose products with recyclable packaging
- Bring your own shopping bags
- No single use plastic i.e straws
- Buy food loose i.e apples

E. Keywords

Cross contamination	The transfer of contaminants onto food through either the hands, the equipment or the surfaces. Causes food poisoning.
Spoilage	When food becomes unsafe to eat i.e rot, mould.
Use-by date	A date that informs you when the food will have **spoiled.**
Best-before date	You can still wat the food after this date but it may be worse quality.
Fibre	Foods that keep your digestive system healthy and avoid constipation.
Allergen	A substance (sometimes food) that causes an immune system response that can be fatal i.e throat swelling up. Nuts are common allergens.
Intolerance	When the body cannot digest a food and rejects it i.e vomiting, diarrhea. Many people are lactose intolerant (milk intolerance).
Coeliac	When someone cannot eat gluten (wheat), similar to an intolerance but more dangerous.
Vegan	When someone does not eat anything that comes from an animal including eggs, milk, honey.

C. Influences on food choice

- A person's **physical activity level (PAL)**
- Whether they want to **eat healthily**
- The **cost** of the food vs their income
- Whether they are influenced by **peer pressure** or online trends
- Their cooking skills (**culinary skills**)
- Their **lifestyle** and how much time they have to cook/eat
- Whether they have rules in their **religion, culture or ethical rules**
- Whether the food is **available** in that season
- Whether they **enjoy** that food
- Whether there is a **special occasion** with special food

Y9 Food technology

What we are learning this term:

1. Health, safety and hygiene in the kitchen
2. The Eatwell guide and nutrients
3. Storing food safely
4. Causes and solutions for food and food packaging waste
5. Influences on people's food choice
6. Practical skills

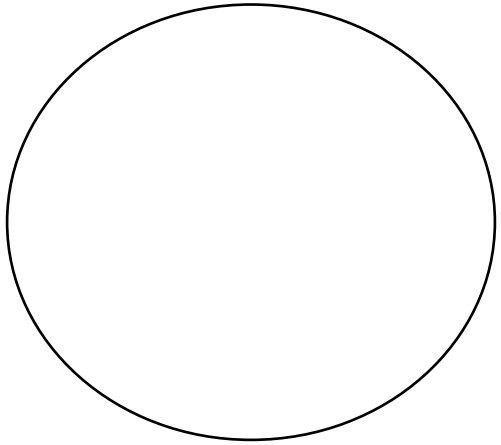
A. What are the nutrients required in the diet?

Carbohydrates	To give the body _____ e.g bread.
Protein	To _____the body, and to give energy e.g eggs.
Fats	To insulate your body, give you _____, and protect your organs i.e butter.
Vitamins	For general body health and function i.e carrots for _____.
Minerals	For general body health and function i.e iron to make _____.

B. What are the 5 different sections of the Eatwell plate?

1 F _____ and _____
2 C_____ provides _____
3 _____
4 _____ - provides vitamins, minerals (calcium)
5 **Fats and Oils**

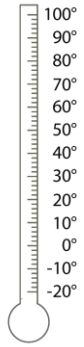
Divide the circle below into 5 sections as on the eatwell guide and annotate it with one healthy eating guideline .



C. Storing food safely

Perishable foods should be stored out of the **temperature danger zone** to reduce the risk of **food poisoning.**
Hot foods should be kept above 63ºC and cold foods should be kept below 5ºC.

Annotate the thermometer to show key food safety temperatures.



C. Food related waste

Reasons for wasting food:
- Confusion over best before dates and other date marks
- Too much food was cooked
- Preparing food incorrectly
- Food is spoiled

Reducing Waste:
1.
2.
3.
4.

E. Keywords

Hygiene	A method of keeping yourself and equipment clean
Cross contamination	
	When food becomes unsafe to eat i.e rot, mould.
Perishable food	Food that spoils if not kept in the fridge or freezer e.g ham.
Fibre	
Allergen	
	When the body cannot digest a food and rejects it i.e vomiting, diarrhea. Many people are lactose intolerant (milk intolerance).
Coeliac	When someone cannot eat _____ (wheat), similar to an intolerance but more dangerous.
	When someone does not eat anything that comes from an animal including eggs, milk, honey.

C. Influences on food choice

- A person's **physical activity level (PAL)**
- Whether they want to **eat healthily**
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- Their cooking skills (**culinary skills**)
- Their **lifestyle** and how much time they have to cook/eat
- Whether they have rules in their **religion, culture or ethical rules**
- Whether the food is **available** in that season
- Whether they **enjoy** that food
- Whether there is a **special occasion** with special food

Year 8 PRODUCT DESIGN Rotation Knowledge Organiser

What we are learning this term:

A. Workshop Tools **B. Materials** **C. Key words** **D. Art Deco 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**

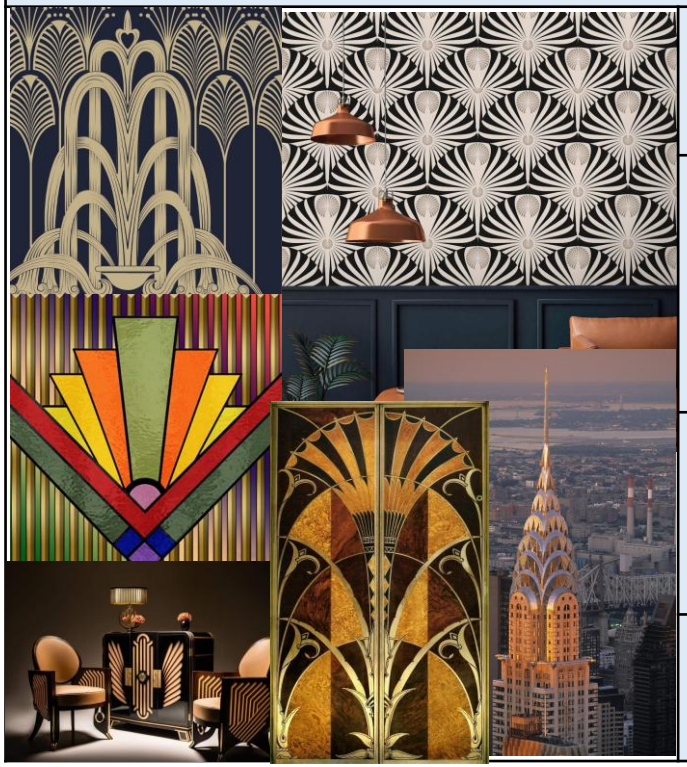
Polymers come in sheets, graduals and filament

C. Key Words

Research	An investigation of resources and materials to help inspire ideas
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
component	Part of a whole
Manufacture	The degree to which the result of a measurement, conforms to the correct value

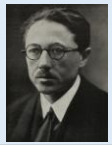
D. Art Deco Design Movement

Art Deco was a decorative art and architectural style that originated in France in the 1920s and flourished until the start of World War II. It's characterized by its geometric shapes, luxurious materials, and bold colors, often reflecting a sense of glamour and modernity.



Key Designer

Émile-Jacques Ruhlmann



Key Features:

Geometric shapes and patterns,

Bold colours and contrasting pallets,

Symmetry and rectangular forms

Streamlined and elongated forms

Stepped or Setback forms

Colours:

Rich, bold, contrasting colour palettes

Key colours include; red, blue, green often contrasted with black, gold or silver.

Line Styles:

Very geometric, straight lines, symmetry, streamlined forms, repetitive patterns

Year 8 PRODUCT DESIGN Rotation Knowledge Organiser

What we are learning this term:

A. Workshop Tools B. Materials C. Key words D. Art Deco Design Movement

A. Workshop Tools

_____	_____	_____	_____	_____	_____	_____
						

C. Key Words

Research	
Design	
component	
Manufacture	

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 _____

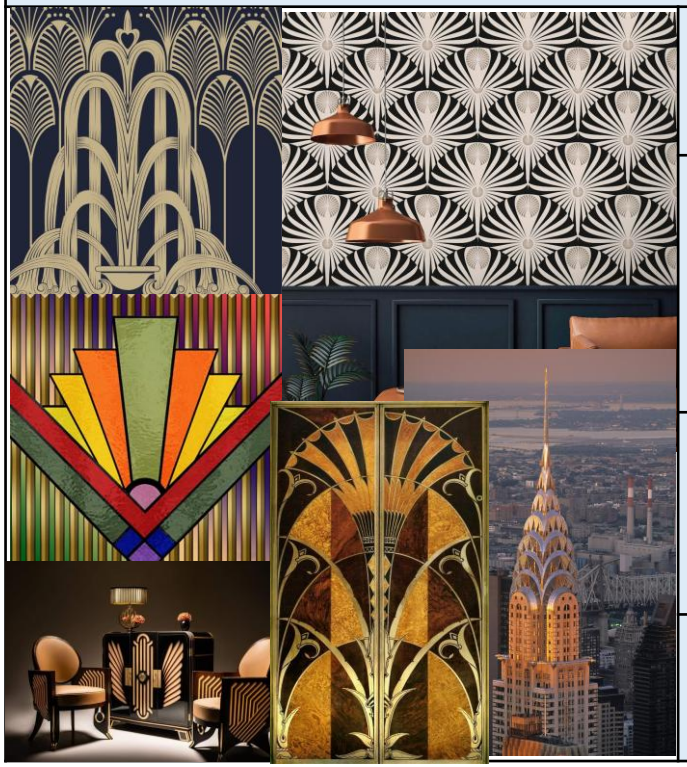


Acrylic – which you used as your Memphis shapes – is a **polymer**

Polymers come in _____, _____ and _____

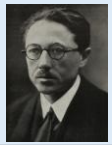
D. Art Deco Design Movement

Art Deco was a decorative art and architectural style that originated in France in the 1920s and flourished until the start of World War II. It's characterized by its _____



Key Designer

_____



Key Features:

_____ shapes and _____,

_____colours and contrasting _____,

_____ and rectangular forms

_____ and elongated forms

Stepped or _____

Colours:

_____

_____

_____

Line Styles:

_____

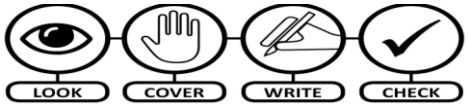
_____

Year 8: tonality and Structure

Term 2

A What we are learning about this term…

1	Develop music reading skills
2	Treble / Bass clef notation
3	Sharp, Flats and Natural notes
4	Structure and Tonality

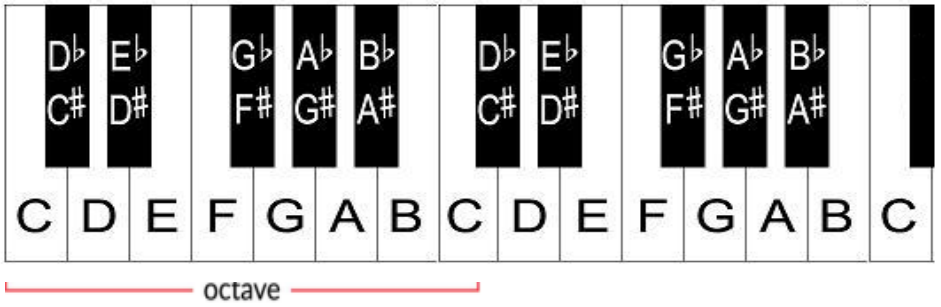


B Keywords

Binary	*A piece of music divided into 2 sections*
Ternary	*A piece of music divided into 3 sections*
Chromatic	*The full 12 notes of a scale, including sharps and flats*
Pentatonic	*A set of 5 musical notes that are being played as a scale*
Atonal	*Music that is neither major or minor, sounding clashing*
Structure	*The way the Music is put together – overall plan of the music*



C Layout of a Keyboard

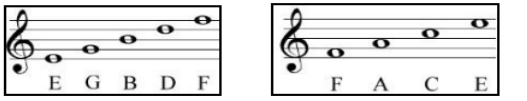


A piano or keyboard is laid out with **WHITE KEYS** and **BLACK KEYS** (as above). **C** is to the left of the two **BLACK KEYS** and the notes continue to **G** when they go back to **A** again. Notes with the same letter name/pitch are said to be an **OCTAVE** apart. **MIDDLE C** is normally in the centre of a piano keyboard.

D Treble Clef & Treble Clef Notation

A **STAVE** or **STAFF** is the name given to the five lines where musical notes are written. The position of notates on the stave or staff shows their **PITCH** (how high or low a note is). The **TREBLE CLEF** is a symbol used to show high-pitched notes on the stave and is usually used for the right hand on a piano or keyboard to play the **MELODY** and used by high pitched instruments such as the flute and violin. The stave or staff is made up of 5 **LINES** and 4 **SPACES**.

Every Green Bus Drives Fast. Notes in the **SPACES** spell **"FACE"**



Notes from **MIDDLE C** going up in pitch (all of the white notes) are called a **SCALE**.

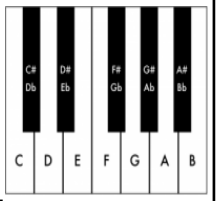


E Black Keys and Sharps and Flats

There are five different black notes or keys on a piano or keyboard. They occur in groups of two and three right up the keyboard in different pitches. Each one can be a **SHARP** or a **FLAT**. The **#** symbol means a **SHARP** which raises the pitch by a semitone (e.g. C# is higher in pitch(to the right) than C). The *b* symbol means a **FLAT** which lowers the pitch by a semitone (e.g. B*b* is lower in pitch(to the left) than B).

Each black key has two names – C# is the same as D*b* – there's just two different ways of looking at it!

Remember, black notes or keys that are to the **RIGHT** of a white note are called **SHARPS** and black notes to the **LEFT** of a white note are called **FLATS**.



F Note Values and Dotted Note Values

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	1½ beats	𝄽.
♪	Quaver, Eighth Note	1/2 beat	𝄾	♪.	Dotted Quaver, Dotted Eighth Note	3/4 beat	𝄾.

G Describing music – MAD T SHIRT

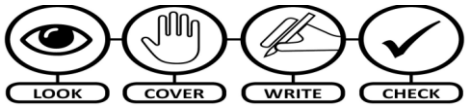
M	A	D	T	S	H	I	R	T
Melody	**Articulation**	**Dynamics**	**Texture**	**Structure**	**Harmony/Tonality**	**Instruments**	**Rhythm**	**Tempo**
The tune	How notes are played	Loud/quiet and any other volume changes	Layers of sound / how they fit together	The sections and organising	Chords used / the mood	Types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

Year 8: tonality and Structure

Term 2

A What we are learning about this term…

1	Develop music reading skills
2	Treble / Bass clef notation
3	Sharp, Flats and Natural notes
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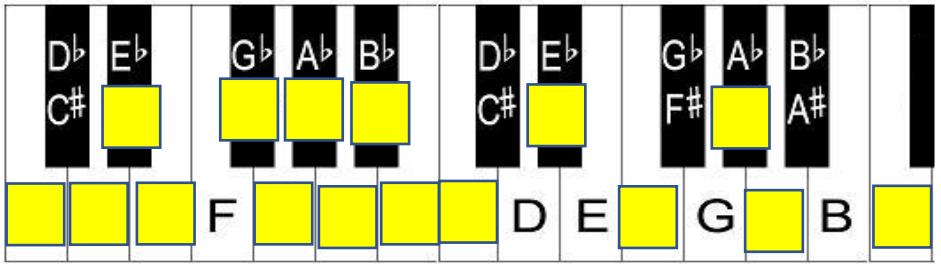


B Keywords

Binary	
Ternary	
Chromatic	
Pentatonic	
Atonal	
Structure	



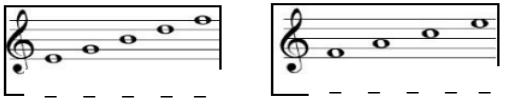
C Layout of a Keyboard



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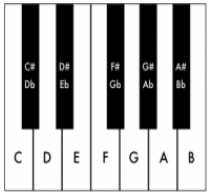
Every Green Bus Drives Fast. Notes in the **SPACES** spell **"FACE"**



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E Black Keys and Sharps and Flats



F Note Values and Dotted Note Values

Note	Name	Beats	Rest	Note	Name	Beats	Rest
𝅝			𝄻	𝅝.	Dotted		𝄻.
𝅗𝅥			𝄼	𝅗𝅥.			𝄽.
♩			𝄽	♩.			𝄾.
♪			𝄾	♪.			𝄿.

G Describing music – MAD T SHIRT

M	A	D	T	S	H	I	R	T
M_____	A_____	D_____	T_____	S_____	H_____/T_____	I_____	R_____	T_____

Drama – Year 8 Term 2



SLAPSTICK

For GCSE drama, you need to understand and be able to apply techniques from different genres of performance. This genre is COMEDY

Background	Characters
Its roots go back to Ancient Greece and Rome. The term arises from a device developed for use in the physical comedy style known as commedia dell'arte The slapstick was a two-piece paddle that actors would use to accentuate the impact of a hit. Shakespeare incorporated slapstick into his comedies, such as in his play *The Comedy of Errors*	BOSS- The only character who talks. Always thinks they have control. Has pain inflicted on them more so than the sidekick.
The BOSS character is the only one to talk. Deliberately clumsy actions and humorously embarrassing events. There are elements of stage combat	SIDEKICK- Works against the boss character. Inflicts pain towards the boss. Does not speak.
Simple and predictable storylines. Music and sound effects are key Genre of COMEDY	KEY WORDS- Exaggeration, Mime Pain, comedic timing, gestures, sound effects, music.







How can you create humour without the use of words?
Why is it important that the characters have specific roles?
How would you mark the moment of the sidekick inflicting pain?

Why ?
What is a BOSS CHARACTER?
What role do sound effects play in this genre?

Drama – Year 8 Term 2



SLAPSTICK

For GCSE drama, you need to understand and be able to apply techniques from different genres of performance. This genre is

Background	Characters
Its roots go back to _____ and _____. The term arises from a device developed for use in the physical comedy style known as _____ The _____ was a _____-piece paddle that actors would use to accentuate the impact of a hit. Shakespeare incorporated slapstick into his comedies, such as in his play *The Comedy of Errors*	BOSS-.  
The _____ character is the only one to talk. Deliberately clumsy actions and humorously embarrassing events. There are elements of _____ 	SIDEKICK-
Simple and predictable _____ Music and _____ are key Genre of _____	KEY WORDS-

How can you create humour without the use of words?
Why is it important that the characters have specific roles?
How would you mark the moment of the sidekick inflicting pain?

Why ?
What is a BOSS CHARACTER?
What role do sound effects play in this genre?

SWINDON ACADEMY READING CANON

Year 7

- The Canterbury Tales
- War Horse
- Adventures of a Young Naturalist
- A Monster Calls
- The Pearl
- Number the Stars
- The Hunger Games
- Chinese Cinderella
- Sir Gawain and the Green Knight

Year 8

- The Dark Lady
- Trash
- The Diary of a Young Girl
- Ghost Boys
- The Amazing Maurice
- The Bone Sparrow
- Salt to the Sea
- The Giver
- Witch Child

Year 9

- Skin
- I am Malala
- Noughts and Crosses
- Liccle Bit
- Fahrenheit 451
- The Black Flamingo
- One
- Simon vs the Homo Sapiens Agenda
- Long Way Down
- Northern Lights
- The Boy Who Steals Houses
- The Woman in Black
- The Book Thief

Year 10

- The Curious Incident of the Dog in the Night-Time
- The Underground Railroad
- Rani and Sukh
- The Hate U Give
- The Boxer
- Pigeon English
- Orangeboy
- 1984
- The Art of Being Normal
- The Outsiders
- To Kill a Mockingbird
- A Selection of Short Stories

#ReadingisPower