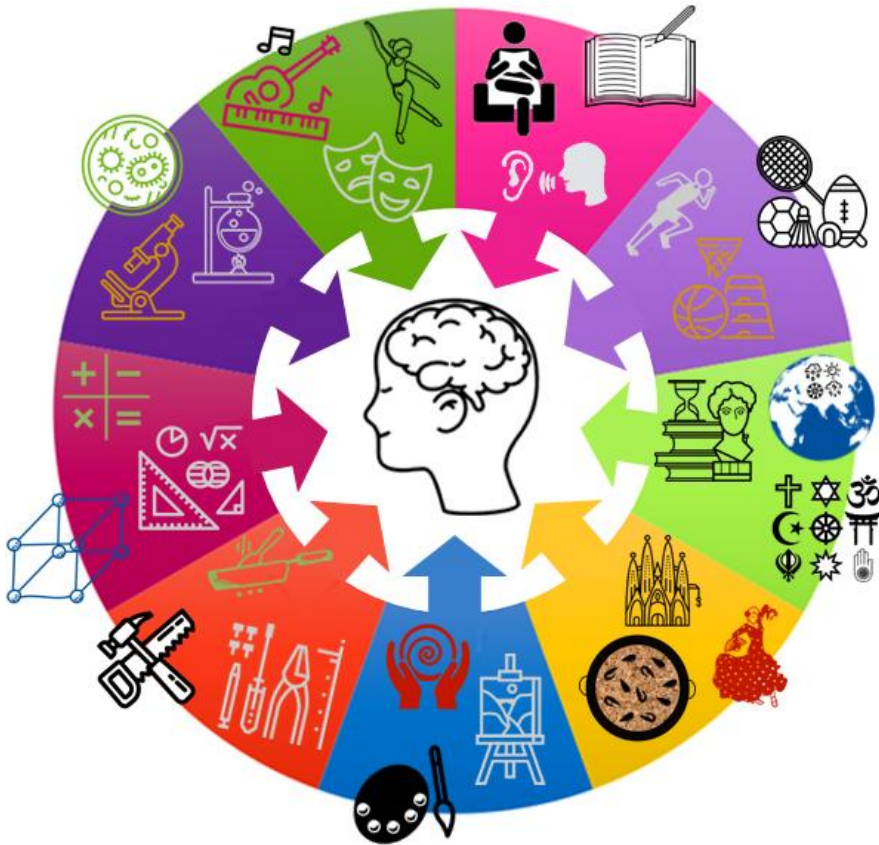


Year 8 – Mainstream Knowledge Organisers

Term 6



Swindon Academy 2025-26

Name:

Tutor Group:

Tutor & Room:

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

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

Using your Knowledge Organiser and Quizzable Knowledge Organiser

Knowledge Organisers

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

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

Quizzable Knowledge Organisers

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

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

Top Tip

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

Expectations for Prep and for using your Knowledge Organisers

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

How do I complete Knowledge Organiser Prep?

Step 1

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

The image shows the Epraise website interface. On the left is a 'Planner' for the week of 20th May to 26th May 2020, with a grid for different subjects. On the right is a 'Knowledge Organiser' for 'Year 7 Term 1 Science/Physics: Topic 10 Particles'. It contains various sections: 'What is particle theory?', 'What is the law of conservation of mass?', 'What are the different changes of state?', and 'What are the different states of matter?'. Each section includes definitions and diagrams.

Step 2

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

This image shows a printed knowledge organiser page with handwritten notes. The date '29th May 2020' and the title 'Particle theory' are written at the top. The page includes sections for 'What is particle theory?', 'What is the law of conservation of mass?', and 'What are the different changes of state?'. There are diagrams for 'Solid', 'Liquid', and 'Gas' showing particle arrangements. A flowchart shows 'Gaining energy' leading to 'Melting' and 'Evaporation', and 'Losing energy' leading to 'Freezing' and 'Condensation'.

Step 3

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

Handwritten notes on lined paper. At the top, the date '29th May 2020' is written. Below it, the title 'Properties of the states of matter' is underlined. The notes define 'Particle theory = all matter is made of particles'. It then lists the states: 'Solid = regular pattern particles vibrate in fixed position', 'Liquid = particles are arranged randomly but are still touching each other particles can slide past each other and move around', and 'Gas = Particles are far apart and are arranged randomly. Particles carry a lot of energy'.

Step 4

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

Handwritten notes on lined paper showing the definition of 'Solid' repeated three times: 'Solid = regular pattern particles vibrate in fixed position'.

Step 5

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

This image shows a 'quizzable' version of the knowledge organiser. It has a similar layout to the previous one but with some sections blanked out for a quiz. Handwritten answers are provided: 'Self quizzing' for the title, and 'Arrangement/movement of matter' for the definition of particle theory. The state definitions are also partially filled in.

Step 6

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

Handwritten notes on lined paper, similar to Step 3, but with corrections. The definition of 'Liquid' is corrected from 'are still touching each other' to 'are still touching each other' (with a checkmark). The definition of 'Gas' is corrected from 'are far apart and are arranged randomly' to 'are far apart and are arranged randomly' (with a checkmark). There are checkmarks next to the corrected parts.

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

'The Tempest' T Knowledge Organiser

Plot Summary

The Tempest Act 1, Scene 1
Alonso, the King of Naples, is on a ship with his son Ferdinand and his companions Sebastian, Antonio, Stephano and Trinculo. They are struck by a terrifying, howling storm. They abandon ship and swim to a nearby island but are washed ashore in different places. The island seems to be abandoned.

After the Storm Act 1, Scene 2
From a nearby island, Miranda watches the huge tempest. She lives with her father Prospero and has little memory of her life before the island. Prospero tells his daughter of their past: he was the Duke of Milan twelve years ago, but he was so involved with his books and secret studies that he did not realise his brother Antonio was stealing power from him. One night, Antonio ordered soldiers to take Prospero and Miranda and put them on a boat to their death. But they were washed ashore this island safely and have lived there ever since. Prospero has been ruler of the island. Prospero has created the storm to bring his brother to the island.

Ariel and Caliban Act 1, Scene 2 into Act 2, Scene 1
Prospero is a powerful magician who controls the spirit Ariel who completes tasks for him. Prospero has agreed to release Ariel after this last mission. Caliban is a deformed savage slave who is also under Prospero's control. He is the son of an old witch, Sycorax, and is a native of the island. Prospero taught Caliban how to speak but Caliban resents the control Prospero has over him.

Kind Alonso Act 2, Scene 1
King Alonso and his younger brother Sebastian, as well as Antonio (the usurping Duke of Milan), wander around the island. King Alonso weeps as he believes his son Ferdinand is dead. Sebastian and Antonio plot to kill Alonso so that Sebastian can be king. They are stopped by Ariel's magical intervention.

Caliban, Stephano and Trinculo Act 2, Scene 2 and Act 3, Scene 2
The monster Caliban is found by Stephano and Trinculo. They give him alcohol to drink and he gets drunk. Caliban offers to serve Stephano because he believes he is a god because of the heavenly drink! Caliban explains to them how Prospero has treated him and that he will be their guide on the island if they overthrow him. The three drunks go to find and kill Prospero.

Ferdinand and Miranda Act 1, Scene 2 and Act 3, Scene 1
Ferdinand has survived the storm. He is safely on the island and is found by Miranda. They fall instantly in love. Prospero wants to test that the love is real. Ferdinand has to endure hard labour to prove his intentions are honourable. Miranda pities Ferdinand and wants to marry him. Prospero blesses their marriage.

The End Act 4, Scene 1 and Act 5, Scene 1
A marriage for Ferdinand and Miranda is arranged and celebrated with a masque attended by spirits. It is interrupted when Prospero recalls the threat from Trinculo, Stephano and Caliban. Prospero and Ariel send spirit dogs to scare them away. King Alonso, Sebastian and Antonio meet Prospero. He explains what has been happening on the island. He shows them Ferdinand and Miranda who are now married. King Alonso is filled with regret and asks for forgiveness from Prospero which he grants.

Epilogue
Prospero declares that he will be giving up his magic. Ariel is released from his service. The party travel back to Milan. We do not know what has happened to Caliban.

Terminology: Keywords

comedy – a play that is funny. It has a happy ending.

soliloquy – when a character is speaking alone on stage to himself/herself or to the audience.

sibilance – figure of speech in which the letter 'S' is repeated. This often creates a hissing sound.

Characters

- Alonso – King of Naples
- Sebastian – Alonso's brother
- Ferdinand – Alonso's son
- Antonio – Prospero's brother. Antonio stole Prospero's title as Duke of Milan.
- Gonzalo – the old counsellor to the King of Naples
- Trinculo – a jester
- Stephano – a drunken butler
- Prospero – the rightful Duke of Milan
- Miranda – Prospero's daughter
- Ariel – an airy spirit; a slave of Prospero's who earns his freedom
- Caliban – a savage and deformed slave of Prospero's; a native of the island

Vocabulary: Keywords

colonialism – when one country establishes itself in another country. When someone **colonises** a new country, they are called a **coloniser**. The original inhabitants of the land are called **natives**.

imperialism - a policy of extending a country's power and influence through colonization, use of military force, or other means.

usurp – to take control of someone else's power when you do not have the right to. Someone who usurps is called a **usurper**.

tempest – a violent storm.

treason – a crime that harms your country or government. Someone who commits treason is a **traitor**.

callous – when someone is cruel and does not care about other people.

pathos – a situation that makes us feel sympathy or sorrow.

exploitation – taking advantage of someone for your own benefit

nurture – to encourage or support the development of someone or something.

dual nature – having two sides.

Background Information

Shakespeare was born in the Elizabethan era, named after Elizabeth I. After she died, James I became king. This period of history is called the **Jacobean** era, because Jacob is the Latin for James. Shakespeare lived and worked in both eras.

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

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

'The Tempest' T Knowledge Organiser

The Tempest Plot Summary

The Tempest Act 1, Scene 1

After the Storm Act 1, Scene 2

From a nearby _____, _____ watches the huge _____. She lives with her father _____ and has little _____ of her life before the _____. Prospero tells his daughter of their ____: he was the _____ twelve years ago, but he was so involved with his _____ and secret _____ that he did not realise his _____ was stealing power from him.

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

Prospero is a powerful _____ who controls the spirit _____ who completes tasks for him.

_____ is a deformed savage _____ who is also under Prospero's _____.

Kind Alonso Act 2, Scene 1

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

The monster _____ is found by Stephano and Trinculo.

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

_____ has _____ the storm. He is safely on the island and is found by _____.

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

A marriage _____ is arranged and celebrated with a masque attended by spirits. It is interrupted when Prospero recalls the threat from _____, _____ and _____.

_____ and _____ meet Prospero.

Epilogue

Prospero declares that he will _____

Terminology: Keywords

comedy – _____

soliloquy – _____

sibilance – _____

Characters in *The Tempest*

Alonso – _____

Sebastian – _____

Ferdinand – _____

Antonio – _____

Gonzalo – _____

Trinculo – _____

Stephano – _____

Prospero – _____

Miranda – _____

Ariel – _____

Caliban – _____

'The Tempest' T Knowledge Organiser

Historical Context of *The Tempest*

Shakespeare was born in the _____ era, named after Elizabeth I. _____

Italian city states - A _____ is an area that is _____ by a major _____.

Sea exploration was booming in the Elizabethan era as people 'discovered' new parts of the world. _____ Le _____ by her example, the rest of the country were also fascinated by their stories and goods. _____ has had a lasting _____ on the _____. Many _____ were _____ and killed by the white European colonisers. Issues of _____; such as _____ and _____ are important to the play.

Vocabulary: Keywords

colonialism – _____

_____ The original inhabitants of the land are called _____.

usurp – _____

imperialism – _____

tempest – _____

treason – _____

callous – _____

pathos – _____

exploitation – _____

nurture – _____

dual nature – _____

What we are learning this term:

- A. Forces
- B. Moments
- C. Springs
- D. Energy transfers in mechanical systems
- E. Balanced forces in mechanical systems

5 Key Words for this term

- 1. Internal
- 2. Work
- 3. Equilibrium
- 4. Deformation
- 5. Moment

C. What do these terms mean?

Deformation	Changing of shape by a force
Compression	Changing the shape by squashing
Tension	Changing the shape by stretching

D. What is Internal energy?

Internal energy = kinetic energy of the particles + potential energy of the particles.

Kinetic energy	All matter is made of particles that are moving
Potential energy	Energy due to the relative position of particles, and the attraction between particles.

D. Work Done

work done = force × distance moved in the direction of the force

Applying a force to get an object to move is one way to transfer energy between stores.	Work is done (energy is transferred) when elastic objects are?	What is the amount of work done?
	<ul style="list-style-type: none"> • Extended • Compressed 	The amount of elastic potential energy stored in the elastic object

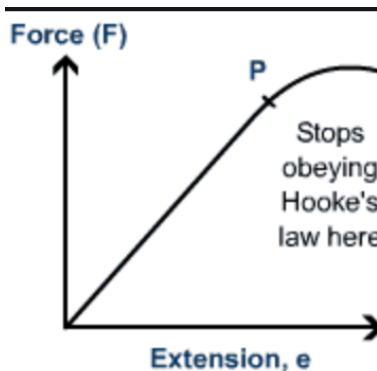
A Forces: Newtons Laws

What is a Resultant Force?	The overall force of 2 or more forces acting in different directions
What is Newton's First Law	<ul style="list-style-type: none"> • A stationary object stays stationary unless a resultant force acts on it. • A moving object keeps moving at a constant speed unless a resultant force acts on it.
What is Newton's Second Law	<ul style="list-style-type: none"> • A resultant force acting on an object causes acceleration, • This depends on the size of the resultant force and the mass of the object. <p>This formula shows the link:</p> $F_R = m \times a$ <p>F_R is the resultant force measured in newtons, m is the mass of the object measured in kilograms, a is the acceleration of the object measured in metres per second per second (m/s/s).</p>
What is Newton's Third Law	<ul style="list-style-type: none"> • Forces are always caused by an interaction between two objects. • Each force has an equal and opposite reaction

All What Unit is usually used?

Force	N (newton)
Energy	J (joule)
Distance	m (metre)
Moments	Nm (newton metres)

C. Hooke's Law is a linear relationship



What does Hooke's law state?

The extension/compression of an elastic object is directly proportional to the force applied.

What is the elastic limit?

When the material stretches to the point that it does not return to its original length.

What is a directly proportional relationship?

The relationship between variables produces a straight line through the origin. If one doubles the other doubles

What we are learning this term:

- A. Forces
- B. Moments
- C. Springs
- D. Energy transfers in mechanical systems
- E. Balanced forces in mechanical systems

5 Key Words for this term

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

C. What do these phrases mean?

Deformation	
Compression	
Tension	

D. What is Internal energy

Internal energy =	
	All matter is made of particles that are moving
	Energy due to the relative position of particles, and the attraction between particles.

D. What is the equation for Work Done?

Applying a force to get an object to move is one way to transfer energy between stores.	Work is done (energy is transferred) when elastic objects are ?	What is the amount of work done?
Transferring energy is also known as 'doing work'.		

A Forces: Newtons Laws

What is a Resultant Force?

What is Newton's First Law

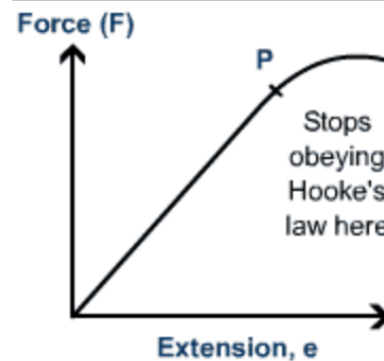
What is Newton's Second Law

What is Newton's Third Law

All What is the Unit usually used?

Force	
Energy	
Distance	
Moments	

C. Hooke's Law is a linear relationship



What does Hooke's law state?

What is the elastic limit?

What is a linear relationship?



E.	Turning effects
Both the effort and load are forces that have a turning effect – they make the lever rotate	
What is the moment of the force?	
The size of the forces turning effect	
How can you increase the moment of a force?	
<ul style="list-style-type: none"> • Increase the force • Increase the perpendicular distance from the pivot to the force 	

E.	What are levers and what are the parts of them?
Levers involve turning, or rotation. Levers allow forces applied to be multiplied	
Pivot	Levers have a pivot, a fixed centre of rotation
Effort	The force applied to a lever
Load	The output force of the lever

E.	Equation to calculate the moment of a force
$moment = force \times perpendicular\ distance\ from\ pivot$	
Moments are measured in a compound measure using the units for force and distance, usually newton metres, Nm.	

E.	Moments
Ways to describe the direction of moments of a force	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> <p>CLOCKWISE</p> </div> <div style="text-align: center;"> <p>ANTI-CLOCKWISE</p> </div> </div>

E.	Moments
Key terms	Definitions
lever	A simple machine that multiplies applied forces (efforts) through rotation around a pivot.
rotation	Turning, with a fixed centre of rotation. Rotation can be clockwise or anticlockwise – see diagram.
turning effect	The rotation of a lever caused by a force (effort OR load force).
moment	Another, more formal, name for ‘turning effect of a force’. See <i>equation</i> .
perpendicular	At right angles to.
equilibrium	Describes a lever that is NOT rotating because the clockwise and anticlockwise moments are equal.

E.	When does equilibrium in lever systems happen?
<ul style="list-style-type: none"> • When a lever is at equilibrium, it is NOT rotating. • Equilibrium happens when: <u>the clockwise moments = the anticlockwise moments</u> 	
<ul style="list-style-type: none"> • The forces in each direction are not necessarily equal, but the <i>moments</i> of the forces in each direction are equal at equilibrium. • Where there are multiple forces in one direction (clockwise or anticlockwise), the TOTAL moment in one direction is found by <u>adding up</u> the moments of each force in a particular direction. 	



E. Turning effects

Both the effort and load are forces that have a turning effect – they make the lever rotate

What is the moment of the force?

How can you increase the moment of a force?

E. What are levers and what are the different parts?

Levers involve turning, or rotation. Levers allow forces applied to be multiplied.

Pivot

Effort

Load

E. What is the equation to calculate the moment of a force?

Moments are measured in a compound measure using the units for force and distance, usually newtonmetres, Nm.

E. Moments

What ways describe the direction of moments of a force?

E. Moments

Key terms Definitions

lever

rotation

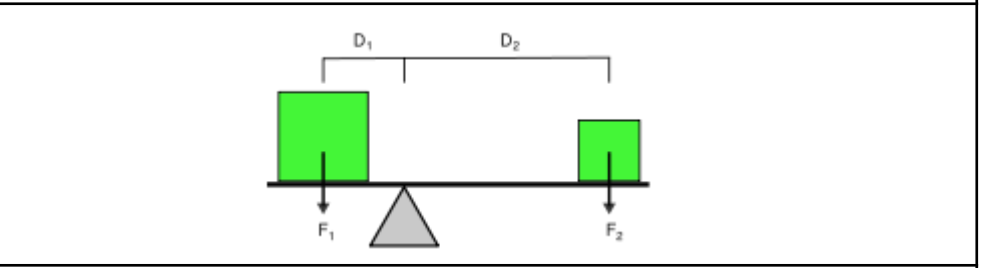
turning effect

moment

perpendicular

equilibrium

E. When does equilibrium in lever systems happen?



- The forces in each direction are not necessarily equal, but the *moments* of the forces in each direction are equal at equilibrium.
- Where there are multiple forces in one direction (clockwise or anticlockwise), the **TOTAL** moment in one direction is found by adding up the moments of each force in a particular direction.

8.06: The Geography of East Africa



Human and Physical Geography in East Africa

Africa is the second-largest continent by land area in the world.

It covers about 20% of the Earth's land area.

Africa is the second-largest continent by population in the world.

It is home to over 1.4 billion people.

Africa consists of 54 recognised countries, the most of any continent.

Eastern Africa is a region within Africa.

1	human geography	(n) the study of how people and their activities are distributed across Earth's surface and how they interact with their environment
2	physical geography	(n) part of geography concerned with the study of natural features and processes of Earth's surface, including landforms, climate, ecosystems and natural hazards
3	relief	(n) the shape of the land surface and its height above sea level
4	inland	(n) areas that are located away from the coast or sea
5	agriculture	(n) the practice of farming, including growing crops and raising animals for food and other products
6	fertile soil	(n) soil rich in nutrients
7	tourism	(n) the activity of traveling to and visiting places for pleasure

Theme 1: Cities in East Africa

1	population density	(n) the number of people who live within 1km ²
2	population distribution	(n) how people are spread out across a given area
3	major city	(n) a large and important urban area with a high population, significant economic activity and key services
4	densely populated	(n) many people per km ²
5	sparsely populated	(n) few people per km ²

Theme 2: Migration in East Africa

1	source country	(n) the home country of a migrant
2	host country	(n) the destination country for a migrant
3	push factor	(n) factor that makes people want to move to an area
4	pull factor	(n) factor that makes people want to leave an area
5	internal migration	(n) when people move within the same country, e.g. from rural areas to cities
6	international migration	(n) when people move from one country to another
7	economic migration	(n) voluntary migration for economic benefits e.g. jobs, wages
8	forced migration	(n) when people are made to move due to conflict, natural disasters, persecution or other dangers beyond their control
9	voluntary migration	(n) when people choose to move to another place, often for reasons such as better job opportunities, education or lifestyle
10	remittance	(n) money that migrants send back to family or friends in their home country, usually to support living costs such as food, housing and education

Theme 3: Tourism in East Africa

1	primary industry	(n) industries which collect or extract natural resources from the environment, such as farming or fishing
2	secondary industry	(n) industries which manufacture goods into products, such as builders, car manufacturers or food processing
3	tertiary industry	(n) industries that provide a service, such as teachers, doctors, sales, hairdressers or bus drivers
4	quaternary industry	(n) industries that involve using technology, design and research, including computer scientists, game designers, computer engineers and research scientists
5	employment	(n) when people are in work, being paid to do a job, receiving a wage and paying tax
6	economy	(n) the system of producing, selling and using goods and services in a society



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- 1 **human geography**
- 2 **physical geography**
- 3 **relief**
- 4 **inland**
- 5 **agriculture**
- 6 **fertile soil**
- 7 **tourism**

Theme 1: Cities in East Africa

- 1 **population density**
- 2 **population distribution**
- 3 **major city**
- 4 **densely populated**
- 5 **sparsely populated**

Theme 2: Migration in East Africa

- 1 **source country**
- 2 **host country**
- 3 **push factor**
- 4 **pull factor**
- 5 **internal migration**
- 6 **international migration**
- 7 **economic migration**
- 8 **forced migration**
- 9 **voluntary migration**
- 10 **remittance**

Theme 3: Tourism in East Africa

- 1 **primary industry**
- 2 **secondary industry**
- 3 **tertiary industry**
- 4 **quaternary industry**
- 5 **employment**
- 6 **economy**



8.06: The Geography of East Africa



Theme 4: The Nile and Water in East Africa

1	dam	(n) a structure built across a river or stream to block or control the flow of water. It creates a reservoir behind it
2	hydroelectric power	(n) the use of fast flowing water to turn turbines which produce electricity
3	irrigation	(n) the artificial supply of water to land or crops to help them grow, especially when there is not enough rainfall
4	delta	(n) a low-lying area of land at the mouth of a river where it splits into smaller channels and deposits sediment
5	distributaries	(n) a smaller river channel created where a river splits, often to form a delta
6	confluence	(n) the point at which two or more rivers meet
7	tributary	(n) a smaller river that joins a larger river
8	economic development	(n) the process of improving the economic and social factors and infrastructure of a country or region
9	displacement	(n) when people are forced to move away from their homes, often due to conflict, natural disasters, or development projects
10	stakeholders	(n) a person with an interest in or concern about something

Theme 5: Coastal Management in East Africa

1	port	(n) a place on the coast where ships load and unload goods and passengers
2	mangrove	(n) a type of tree or shrub that grows in coastal, salty water
3	trade	(n) the exchange of goods and materials between countries
4	settlement	(n) an area where people live in a community
5	coastal erosion	(n) the process by which waves, currents and tides wear away land along the coastline
6	deforestation	(n) the process of cutting down trees
7	climate change	(n) the change in the Earth's long-term weather patterns, including precipitation, wind and temperature
8	unsustainable	(adj) something that cannot be maintained over time because it uses resources faster than they can be replaced or causes long-term harm
9	pollution	(n) the introduction of harmful substances or waste into the environment, which can damage ecosystems and living organisms
10	beach nourishment	(n) when sand and shingle from elsewhere are added to the beach

Theme 6: Tectonics in East Africa

1	earthquake	(n) the sudden shaking of the Earth's surface
2	volcano	(n) an opening in the earth's crust through which material can erupt
3	rift valley	(n) a rift or spreading zone is an area where two tectonic plates are moving apart, causing the Earth's crust to thin, crack and stretch, allowing magma to rise from the mantle to create new crust
4	plate boundary	(n) locations where tectonic plates meet and interact
5	focus	(n) the point inside the Earth's crust where the earthquake starts. It is the place where the rocks first break and release energy in the form of seismic waves
6	geothermal energy	(n) energy produced by heat from beneath the Earth's surface, often used for electricity or heating
7	lava	(n) molten rock that has erupted onto the Earth's surface from a volcano and begins to cool and solidify



8.06: The Geography of East Africa



Theme 4: The Nile and Water in East Africa

- 1 dam
- 2 hydroelectric power
- 3 irrigation
- 4 delta
- 5 distributaries
- 6 confluence
- 7 tributary
- 8 economic development
- 9 displacement
- 10 stakeholders

Theme 5: Coastal Management in East Africa

- 1 port
- 2 mangrove
- 3 trade
- 4 settlement
- 5 coastal erosion
- 6 deforestation
- 7 climate change
- 8 unsustainable
- 9 pollution
- 10 beach nourishment

Theme 6: Tectonics in East Africa

- 1 earthquake
- 2 volcano
- 3 rift valley
- 4 plate boundary
- 5 focus
- 6 geothermal energy
- 7 lava



8.06: The Geography of East Africa



Theme 7: Ecosystems in East Africa

1	ecosystem	(n) a community of living organisms interacting with each other and their environment in a particular area
2	biome	(n) a large-scale ecosystem and an area of the world that, because of a similar climate, have similar landscapes, animals (fauna) and plants (flora)
3	habitat	(n) the place where an organism lives
4	biodiversity	(n) the variety of plants and animals found in a particular ecosystem or biome
5	adaptation	(n) a feature or characteristic that helps a plant or animal survive and reproduce in its environment
6	climate	(n) the average weather conditions of an area over thirty years
7	migration	(n) the regular movement of animals from one place to another, often seasonally, in search of food, water, breeding grounds or more suitable living conditions
8	savanna	(n) a large open area covered mainly with grasses and scattered trees, found in tropical or subtropical regions

Theme 8: Extreme Weather in East Africa

1	weather	(n) the short-term atmospheric conditions in a specific place at a specific time
2	climate	(n) the average weather conditions of an area over thirty years
3	precipitation	(n) water falling to the ground in all forms (rain, snow, sleet or hail)
4	high-pressure system	(n) an area of sinking air where the air pressure is higher than the surrounding area
5	drought	(n) a long period of unusually low rainfall, which leads to a shortage of water
6	groundwater	(n) the storage of water in the rock layer
7	borehole	(n) a deep, narrow hole drilled into the ground to access underground water (groundwater) for use by people
8	crop yield	(n) the number of crops produced on a given area of land, usually measured in tonnes per hectare (t/ha)
9	famine	(n) an extreme shortage of food affecting large numbers of people, leading to widespread hunger and malnutrition

Opportunities and Challenges in East Africa

Economic migration from rural Tanzania to Mombasa Kenya

Sarari, coastal and mountain tourism in Tanzania

The Grand Ethiopian Renaissance Dam (GERD)

Coral reef, mangrove damage and coastal erosion along the East African coast

Tectonic activity in the Great Rift Valley

Biodiversity in the Serengeti

Extreme droughts in the Horn of Africa (climate change)



8.06: The Geography of East Africa



Theme 7: Ecosystems in East Africa

Theme 8: Extreme Weather in East Africa

1 ecosystem

2 biome

3 habitat

4 biodiversity

5 adaptation

6 climate

7 migration

8 savanna

1 weather

2 climate

3 precipitation

4 high-pressure system

5 drought

6 groundwater

7 borehole

8 crop yield

9 famine

Opportunities and Challenges in East Africa



Year 8 History : Empire

What we are learning this term:

We will explore the start and development of the British Empire in greater depth. We will look at India and Africa as case studies of the British Empire. We will also look at decolonisation.

A.	Can you define these key words?
Empire	A group of countries ruled by a single ruler.
Scramble for Africa	The rapid invasion, partition and colonisation of nearly 90% of Africa by seven Western European powers..
British Raj	The rule of the British Crown on the Indian subcontinent, lasting from 1858 until 1947.
EIC	A powerful British joint-stock company chartered to trade in the Indian Ocean.
Cartridge	A casing containing a charge and a bullet for shot for small arms (guns).
Mutiny	An open rebellion against the proper authorities, especially soldiers or sailors against their superior officers.
Caste system	A system of dividing society based on ritual purity or social status.
Decolonisation	The process of colonies gaining independence.
Colonialist	A person who supports or is involved in the system of colonialism.
Commonwealth	An independent country or community.
British Empire	In the 16 th Century Britain began to establish overseas colonies. By 1783, Britain had built a large empire with colonies in America and the West Indies.

B. The building of the British Empire

1. Reason 1- Wealth	2. Reason 2- Power	3. How the Empire was formed
<ul style="list-style-type: none"> - Access to new raw materials - Access to new markets - Increase overseas trade and Slave Trade 	<ul style="list-style-type: none"> - Rival other European nations and empires, especially Germany, France and Spain and the Netherlands. - Establish dominance of chartered British companies e.g. the EIC. - Allowed establishment of new naval bases 	<ul style="list-style-type: none"> - First colonies found in North America- official establishment of Jamestown as a colony in 1607. - Then colonies were founded in the Caribbean - Other colonies followed such as New Zealand, Canada, Australia, Africa and India.

C. Experiences of Empire

1. British views	2. Experiences in India	3. Experiences in Africa
<ul style="list-style-type: none"> - Many in Britain took pride in the Empire. - They wanted to bring the British government and Christianity to other nations. - However, other countries did not feel the same way. America, for example, gained independence in 1776 and marked the start of calls for decolonisation. 	<ul style="list-style-type: none"> - The EIC disregarded Indian traditions and cultures. Many were forced out of their government jobs and had to pay high taxes. There was fury amongst Muslim and Hindu soldiers when they discovered the cartridges in their guns contained pig lard and cow fat. - This led to a mutiny in 1857 which lasted until June 1858. - However, it was a failure and led to the British Crown taking control of India from the EIC= British Raj, 	<ul style="list-style-type: none"> - The Berlin Conference set rules for the partition of Africa. - Britain was able to gain nearly 1/3 of land in Africa due to private investors such as the Rothschilds. Its strong navy and the use of the Maxim gun. - There was no consideration of traditional African borders, cultures or beliefs. - Many native populations rebelled and experienced brutal force at the hands of the colonialists.

C.

Consequences of the British Empire: demand for decolonisation

1775-1776 American War of Independence	<ul style="list-style-type: none"> • British American colonies declared themselves independent and stopped paying taxes to Britain. • However, British expansionist aims continued.
Impact of WW1	<ul style="list-style-type: none"> • Britain could no longer afford an empire • Britain had no right to rule countries which did not want to be ruled by them • The Royal Navy could not protect all British colonies • Self-determination= the right to rule yourself • Soldiers from these countries had fought for the British- did they not deserve independence in return? • Continued calls for decolonisation after WW2.
Commonwealth	<ul style="list-style-type: none"> • Independent countries could voluntarily join a 'commonwealth'- aims to promote peace and stability. • 1947- India and Pakistan given independence • 1960s- many African and Caribbean colonies gained independence • Hong Kong not given back to China until 1997.

Year 8 History : Empire

What we are learning this term:

We will explore the start and development of the British Empire in greater depth. We will look at India and Africa as case studies of the British Empire. We will also look at decolonisation.

A.	Can you define these key words?
Empire	
Scramble for Africa	
British Raj	
EIC	
Cartridge	
Mutiny	
Caste system	
Decolonisation	
Colonialist	
Commonwealth	
British Empire	

B. The building of the British Empire

1. Reason 1- Wealth	2. Reason 2- Power	3. How the Empire was formed

C. Experiences of Empire

1. British views	2. Experiences in India	3. Experiences in Africa

C.	Consequences of the British Empire: demand for decolonisation
1775-1776 American War of Independence	
Impact of WW1	
Commonwealth	

Year 8 Religious Education: Buddhism		B.	<u><i>The Buddha and Enlightenment</i></u>	
A.	<i>Can you define these key words?</i>			
Key word	Key definition			
Ascetic	Characterized by severe self-discipline and avoiding all forms of indulgence, typically for religious reasons			
Enlightenment	Understanding and accepting the truth about life and suffering and entering the state of pure happiness			
Caste	A Hindu social order of higher and lower class			
Impermanence	The state of fact of lasting for only a limited period of time			
Craving	A powerful desire for something			
Karma	The force produced by a person's actions in one life that influences what happens to them in future lives			
Samsara	The cycle of birth, death and rebirth to which life in the material world is bound			
Cessation	Ending something or being brought to an end			
Puja	Ceremonies that involve meditation, prayer and offerings			
Meditation	Thinking quietly as a way to calm the mind			
E.	<u><i>Four noble truths</i></u>			
Dukkha	There is suffering as a part of life because of sickness or frustration and unhappiness with life			
Tanha	Craving for more because everything is constantly changing			
Niroda	Cessation – to stop suffering you need to stop craving more and more things			
Magga	The Middle Way – set out in the form of a path of eight steps – these are 8 features of Buddhist life			
	Religion in India		Hinduism was the most common religion – Hinduism and Buddhism have common origins and have lots of similarities. Hinduism, Buddhism and Sikhism are known as Dharmic religions	
	Caste system		Determined at birth and channels them into the caste's occupation, their place in society, who they can marry People don't do jobs which don't fit their caste and the lowest caste is treated badly by others	
	The Buddha's early childhood		Born as a prince and lived in a palace - family belonged to the Kshatriya caste which was associated with rulers and leaders He was expected to follow his father as a local ruler but a seer predicted he would become a great ruler	
	Religious quest		Siddhartha saw 4 things which changed his perspective - old man, a sick person, a corpse, a holy man He realised that he no longer needed to live a luxury life but wanted to live a life on "The Middle Way"	
	The middle way		The Buddha experienced wealth and poverty but didn't get satisfaction so he meditated until he achieved enlightenment	
	C.		<u><i>Three Marks of Existence (Universal Truths)</i></u>	
	Anicca (Impermanence)		All things are constantly changing – nothing is fixed & Everything depends on conditions which can also change - Even stars and galaxies are changing	
	Anatta (No soul)		No permanent identity/no separate self As conditions change, people change too e.g. our personality and the way that we act - Nothing has a fixed or permanent nature so there is no soul which is eternal	
	Dukkha (dissatisfaction)		If life is always changing, all that we know will eventually stop existing -Even if we escape illness, we will one day face death The world is unsatisfactory because every time you gain happiness, things change again	
	D.	<u><i>Karma and rebirth</i></u>		
	Karma	If someone does a good action, they will get good karma - You can be free from the negative effects of negative karma if you forgive what happened in the past, accept it and understand it		
	Samsara	When someone dies, their energy passes into another form which depends on their actions in their past life The cycle ends when they achieve enlightenment		
	F.	<u><i>Puja and meditation</i></u>		
	Samatha meditation	Used to try and focus the mind by concentrating on breathing and to concentrate at a deeper level Might use visual objects to aid meditation e.g. a coloured desk		
	Vipassana meditation	Helps Buddhists to seek truth about reality and develop wisdom so they can reach enlightenment Gaining insight into true reality by reflecting on the teachings of the Buddha Usually practised in a sitting position with legs crossed		
	G.	<u><i>Ethical way of living</i></u>		
	Abstain from taking life (don't harm or kill living things)	Abstain from misusing senses (no over indulgence)	Abstain from taking drugs and alcohol which cloud the mind and could also include not playing video games or forms of work which numb the mind	
	Abstain from taking what is not freely given (against stealing and exploiting people)	Abstain from wrong speech (lying, slander, gossip, harsh speech and idle chatter)		

Year 8 Religious Education: Buddhism		B.	<u>The Buddha and Enlightenment</u>	
A.	<i>Can you define these key words?</i>		Religion in India	
Key word	Key definition		Caste system	
Ascetic			The Buddha's early childhood	
Enlightenment			Religious quest	
Caste			The middle way	
Impermanence			C. <u>Three Marks of Existence (Universal Truths)</u>	
Craving			Annica (Impermanence)	
Karma			Anatta (No soul)	
Samsara			Dukkha (dissatisfaction)	
Cessation			D.	<u>Karma and rebirth</u>
Puja			Karma	
Meditation			Samsara	
			F. <u>Puja and meditation</u>	
E.	<u>Four noble truths</u>		Samatha meditation	
Dukkha			Vipassana meditation	
Tanha			G. <u>Ethical way of living</u>	
Niroda			Abstain from taking life (don't harm or kill living things)	
Magga			Abstain from taking what is not freely given (against stealing and exploiting people)	

Year 8 Term 6 SPANISH Knowledge organiser: Topic = ¡Vamos a Texas!

What we are learning this term:	
A. Discovering Texan culture B. Comparing Madrid and Barcelona C. Discovering Mexico City D. Finding out about Peru E. Learning about life in Cuba F. Planning a trip across South America G. Translation practice	
6 Key Words for this term	
1. la artesanía	4. el mural
2. la bandera	5. pasear
3. prehispánico/a	6. la plantación

C. CDMX: la superurbe – CDMX: The megacity	
ser canela fina somos una y carne construir ocurrir proponer precioso/a prehispánico/a la artesanía la bandera los chapulines el lugar el mural el objeto el / la pintor(a)	to be brilliant we are like peas in a pod to build / construct to occur to propose beautiful prehispanic arts and crafts flag grasshoppers place mural object painter

Key Verbs				
Pasear To stroll	Viajar To travel	Subir To upload	Ir To go	Esperar To wait / hope for
Paseo I stroll	Viajo I travel	Subo I upload	Voy I go	Espero I wait / hope for
Paseas You stroll	Viajas You travel	Subes You upload	Vas You go	Esperas You wait/hope for
Pasea s/he strolls	Viaja s/he travels	Sube s/he uploads	Va s/he goes	Esperas s/he waits/hopes for
Paseamos We stroll	Viajamos We travel	Subimos We upload	Vamos We go	Esperamos We wait/hope for
Pasan They stroll	Viajan They travel	Suben They upload	Van They go	Esperan They wait/hope for

A. ¡Vamos a Texas! – Let's go to Texas!

el béisbol la comida Tex – Mex el estado los frijoles la frontera la mezcla la montana el río el rodeo encontrar montar a caballo me muero por cerca exquisito/a el arquitecto la avenida la catedral el cocido	baseball Tex – Mex food state beans border mixture mountain river rodeo to find to ride a horse I'm dying to... near / close exquisite / Delicious architect avenue cathedral chickpea stew
--	--

D. Machu Picchu me fascinó – Machu Picchu fascinated me

la plaza el poncho el quiosco de comida el vuelo el zoo decidir subir trabajar la altura la hacienda la infancia el micro la plantación de cacao la ruina el tamal gracioso/a refrescante rico/a planear viajar Sudamérica Los estados Unidos las vistas los viajeros el viaje las vacaciones bajar andar el camino el transporte los turistas	square (town/city) poncho streetfood stall flight zoo to decide to go up to work height ranch / estate childhood small bus cocoa plantation ruin tamale (food) funny refreshing delicious / rich to plan to travel South America USA sights travellers flight holidays to go down to walk the way / path transport tourists
--	---

B. Madrid vs. Barcelona

el edificio el garbanzo el guiso el palacio la pintura la rivalidad el sabor el trozo esperar morir pasear cuesta un ojo de la cara es pan comido	building chickpea stew palace painting rivalry flavour piece to hope / to wait for to die to stroll It costs an arm and a leg! It's a piece of cake
---	---

E. ¡Vente al Caribe! – Come to the Caribbean!

abierto/a amable caribeño/a cualificado/a cubano/a relajado/a único/a el / la agente de viajes el analfabetismo la cadena el / la cliente la década el destino disfrutar de el origen la razón desconectar	open kind caribbean qualified cuban relaxed unique travel agent illiteracy chain customer decade destination to enjoy origin reason to switch off
--	---

F. De Colombia a Venezuela – From Colombia to Venezuela

acompañar hacer submarinismo hacer windsurf me muero de ganas de pasar la Aventura la expedición el aguacate la arepa el coral la corrida de toros el edificio la lulada	to accompany to do / to make to do scuba diving to do windsurfing I'm dying to... to spend (time) adventure expedition avocado cornflour pancake coral bullfight building traditional colombian fruit juice bullring cable car
la plaza de toros el teleférico	

What we are learning this term:	
A. Discovering Texan culture B. Comparing Madrid and Barcelona C. Discovering Mexico City D. Finding out about Peru E. Learning about life in Cuba F. Planning a trip across South America G. Translation practice	
6 Key Words for this term	
1. la artesanía	4. el mural
2. la bandera	5. pasear
3. prehispánico/a	6. la plantación

C. CDMX: la superurbe – CDMX: The megacity	
_____	to be brilliant
_____	we are like peas in a pod
_____	to build / construct
ocurrir	_____
proponer	_____
precioso/a	_____
_____	prehispanic
_____	arts and crafts
la bandera	_____
_____	grasshoppers
_____	place
_____	mural
_____	object
_____	painter

Key Verbs				
Pasear To stroll	Viajar To travel	Subir To upload	Ir To go	Esperar To wait / hope for
Paseo _____	Viajo I travel	Subo I upload	Voy I go	_____ I wait / hope for
Paseas You stroll	_____ You travel	Subes You upload	Vas _____	Esperas You wait/hope for
Pasea s/he strolls	Viaja s/he travels	_____ s/he uploads	Va s/he goes	Esperas s/he waits/hopes for
Paseamos We stroll	Viajamos _____	Subimos We upload	Vamos _____	Esperamos We wait/hope for
_____ They stroll	Viajan They travel	Suben They upload	Van They go	_____ They wait/hope for

A. ¡Vamos a Texas! – Let's go to Texas!

_____	baseball
_____	Tex – Mex food
_____	state
los frijoles	_____
la frontera	_____
la mezcla	_____
_____	mountain
el río	_____
el rodeo	_____
encontrar	_____
_____	to ride a horse
_____	I'm dying to...
_____	near / close
exquisito/a	_____
el arquitecto	_____
la avenida	_____
_____	cathedral
_____	chickpea stew

D. Machu Picchu me fascinó – Machu Picchu fascinated me

_____	square (town/city)
_____	poncho
_____	streetfood stall
_____	flight
_____	_____
el zoo	_____
decidir	_____
subir	_____
trabajar	_____
_____	height
_____	ranch / estate
_____	childhood
_____	small bus
la plantación de cacao	_____
la ruina	_____
el tamal	_____
gracioso/a	_____
refrescante	_____
_____	delicious / rich
_____	to plan
_____	to travel
Los estados Unidos	South America
las vistas	_____
los viajeros	_____
el viaje	_____
_____	holidays
_____	to go down
_____	to walk
_____	the way / path
_____	_____
el transporte	_____
los turistas	_____

E. ¡Vente al Caribe! – Come to the Caribbean!

_____	open
_____	kind
_____	caribbean
_____	qualified
_____	cuban
_____	relaxed
_____	unique
_____	_____
el / la agente de viajes	_____
el analfabetismo	_____
la cadena	_____
el / la cliente	_____
la década	_____
el destino	_____
disfrutar de	_____
el origen	_____
la razón	_____
desconectar	_____

F. De Colombia a Venezuela – From Colombia to Venezuela

_____	to accompany
_____	to do / to make
_____	to do scuba diving
_____	to do windsurfing
_____	_____
me muero de ganas de pasar	_____
_____	adventure
_____	expedition
_____	avocado
_____	cornflour pancake
_____	coral
la corrida de toros	_____
el edificio	_____
_____	Traditional
_____	colombian fruit
_____	juice
_____	bullring
_____	_____
el teleférico	_____

B. Madrid vs. Barcelona

_____	building
_____	chickpea
_____	_____
el guiso	_____
el palacio	_____
la pintura	_____
la rivalidad	_____
_____	flavour
_____	piece
_____	to hope / to wait for
morir	_____
pasear	_____
_____	It costs an arm and a leg!
_____	It's a piece of cake

G. Translation Practice	
We are going to Barcelona next year	V a B e a q v
We went to Texas last year	F a T e a p
I saw some grasshoppers	V a c
We saw the very famous mural	V e m m f
We met in the town square	N e e l p m
There are lots of streetfood stalls in Texas	H m q d c e T
The flight to South America is very expensive	E v a S e m c
It is very tasty	E m s
He went to Cuba	F a C
I would love to go to the Carribean	M e i a C
It's important to switch off on holiday	E i d e l v
I love avocados	M e l a
I went windsurfing	H e w
The food is a mixture of flavours	L c e u m d s
The river is very long	E r e m l
We went on a boat	F e b
The arts and crafts in Cuba are amazing	L a e c e m
There are very famous painters in Cuba	H p m f e C

H . Key Questions: Answer the following in your own words. Use these model answers	
¿Qué ciudad prefieres; Barcelona o Madrid? – Which city do you prefer: Barcelona or Madrid?	Prefiero la ciudad de Barcelona porque hay mucho más cultura y la gente en Barcelona es muy diferente. Además de eso, Barcelona tiene mucha historia y mucho arte. A pesar de esto, me gustaría ir a Madrid en el futuro para visitar las galerías de arte. Hay una pintura muy famosa de Picasso que está en la galería de arte en Madrid.
¿Te gustaría ir al Caribe? – Would you like to go to the Carribean?	Me encantaría ir al Caribe en el futuro con mi familia y con mis amigos. Me parece un lugar muy bonito con la gente muy amable. Tengo muchas ganas de bañarme en el mar caribeño. Ir de vacaciones al Caribe sería un sueño hecho realidad.
¿Crees que es importante viajar? – Do you think it's important to travel?	Sí, creo que es muy importante ir de vacaciones sólo para relajar y desconectar del mundo. Aunque ir de vacaciones es muy caro a veces, creo que es esencial para la salud. Se puede hacer muchas actividades nuevas en las vacaciones.

I. Key Questions: Translate these model answers using the KO	
¿Qué ciudad prefieres; Barcelona o Madrid? – Which city do you prefer: Barcelona or Madrid?	I prefer the city of Madrid because it is much bigger than Barcelona and it has more department stores and shops. Madrid has lots of art galleries and the public transport is cheaper too. Travelling to Madrid from London is cheaper than travelling to Barcelona from London.
¿Te gustaría ir al Caribe? – Would you like to go to the Carribean?	I would love to go to the Carribean one day with my best friend. We would have a really good time. I would love to try Carribean food because it's very healthy and tasty. I would also like to take lots of selfies on the beaches in the Carribean.
¿Crees que es importante viajar? – Do you think it's important to travel?	I think it is nice to travel if you can but I don't think that it's essential. Sometimes, travelling can be very expensive so if you want to save money you should stay at home.

J. Key Grammar	
Forming the perfect tense	<p>The perfect tense is the 'have done' tense. It uses the verb 'haber' (to have – auxiliary verb) exactly as we do in English. The 6 conjugations of 'haber' are as follows: he, has, ha, hemos, habéis, han</p> <p>You then add the past participle of the verb. If the verb ends in –AR you add –ado. If the verb ends in –ER or –IR you add –ido.</p> <p><i>E.g. The past participle of the verb 'jugar' (to play) would be jugado (played)</i> <i>E.g. the past participle of the verb 'comer' (to eat) would be comido (eaten)</i> <i>E.g. He viajado a Francia = I have travelled to France</i> <i>E.g. Has viajado a Grecia = You have travelled to Greece</i> <i>E.g. ¿Has viajado a Grecia? = Have you travelled to Greece?</i></p>
Forming the imperfect tense	<p>The imperfect tense is the 'used to' tense. Used for descriptions / setting the scene in the past / no specific start or end time. The conjugations are as follows: if the verb ends in –AR: -aba, -abas, -aba, -abamos, -abáis, -aban. If the verb ends in –ER/ –IR: -ía, -ías, -ía, -íamos, -íais, -ían e.g. <i>Cuando hablaba con ella = When I used to speak to her...</i></p>



Year 8 Art Term 5: Topic : Inner Self



What we are learning this term:	
A.	Research and Key Words
B.	Drawing
C.	Mind Mapping
D.	Designing
E.	Making
F.	Decorating

B.	What equipment do you need to complete a successful grid method?	
	1. Sharp pencil 2. Ruler 3. Image you are drawing and plain paper.	
C.	Similarities and differences between Eva Funderberg and Anya Stasenko (Images on top banner)	
	<u>Similarities:</u> <ul style="list-style-type: none"> 1. Both made from ceramic 2. Both outcomes explore emotions 3. Both made using the pinch pot technique 	<u>Differences</u> <ul style="list-style-type: none"> 1. Anya hopes to make people smile with her work 2. Eva tried to portray a dark emotion 3. Eva creates her objects based on what humans feel on the inside.

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

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



D.	Mind Mapping for Inner Self	
	Use the space below to design and create your own mind map for Inner Self.	
	<div style="display: flex; justify-content: space-between;"> <div style="width: 30%;"> <p>Goals</p> <ul style="list-style-type: none"> -Get amazing GCSE grades -Bungie jump </div> <div style="width: 30%; text-align: center;"> <p>Inner Self</p> </div> <div style="width: 30%;"> <p>Strengths</p> <ul style="list-style-type: none"> - Kind - Sporty - Ambitious - Funny </div> </div> <div style="display: flex; justify-content: space-between; margin-top: 10px;"> <div style="width: 30%;"> <p>Emotions</p> <ul style="list-style-type: none"> -Happy -Cheerful </div> <div style="width: 30%; text-align: center;"> <p>Weakness</p> <ul style="list-style-type: none"> -Face my fear of heights </div> </div>	



D.	Tools needed for working with clay:	
1	Clay	
2	Wooden board	
3	Rolling pin	
4	Slats	
5	Clay tools	
6	Plastic bags	
7	Sponges or wipes	
8	Spray water	



Year 8 Art Term 5: Topic : Inner Self

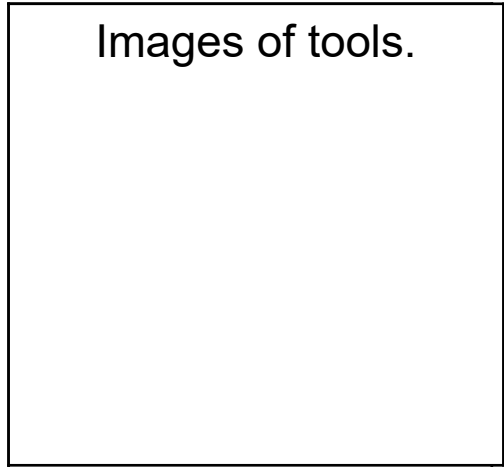


What we are learning this term:	
A.	Research and Key Words
B.	Drawing
C.	Mind Mapping
D.	Designing
E.	Making
F.	Decorating

B.	What equipment do you need to complete a successful grid method?
1.	
2.	
3.	
C.	Similarities and differences between Eva Funderberg and Anya Stasenko (Images on top banner)
<u>Similarities:</u>	
<ul style="list-style-type: none"> • . • . • . 	
<u>Differences:</u>	
<ul style="list-style-type: none"> • . • . • . 	

A.	Key word for this term?
Key word	Key definition
1. Sculpture	
2. Materials	
3. Formal Elements	
4. Mental Health	
5. Ceramic	
6. Artist study	
7. Tone	
8. Pinch Pot	

E.	Step by step to making a pinch pot and then score and slip:
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	



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

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

D.	Tools needed for working with clay:
1	
2	
3	
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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
						

C. Key Words

Research	An investigation of resources and materials to help inspire ideas
Template	A pre-designed structure you can use as a starting point for creating something new. It saves time and keeps things accurate.
component	Part of a whole
symmetrical	balanced or the same on both sides

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**

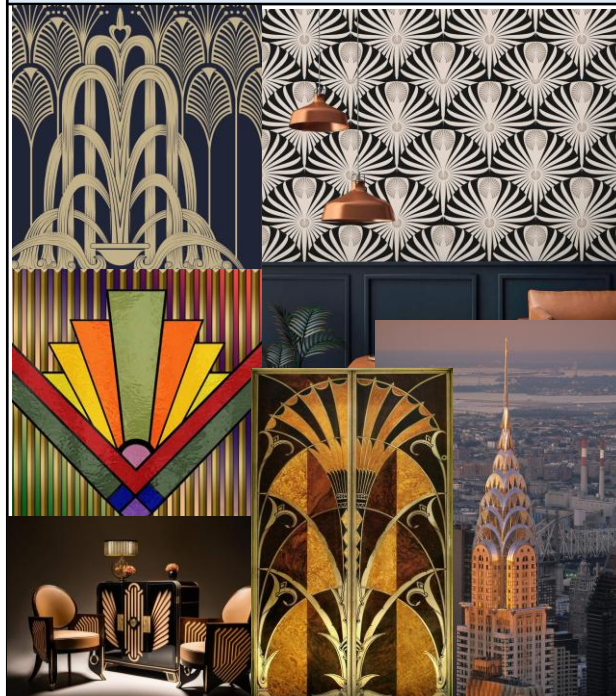


Acrylic – which you used as your Memphis shapes – is a **polymer**

Polymers come in sheets, graduals and filament

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

Template

component

Symmetrical

B. Materials

Timbers come from _____



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

Softwoods come in _____ and _____

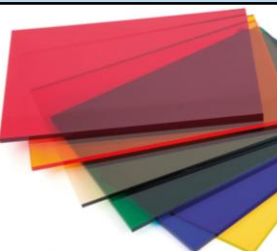
Manufactured Boards come from _____



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

Manufactured Boards come in _____

Polymers come from _____

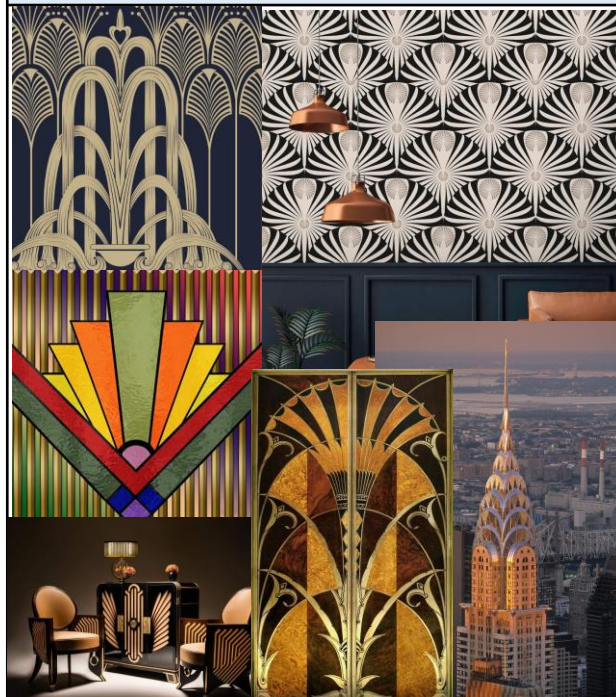


Acrylic – which you used as your Memphis shapes – is a **polymer**

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:

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.

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 63°C and cold foods should be kept below 5°C.

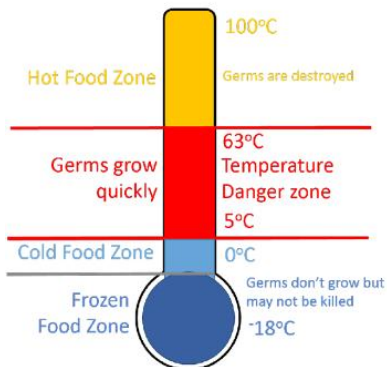
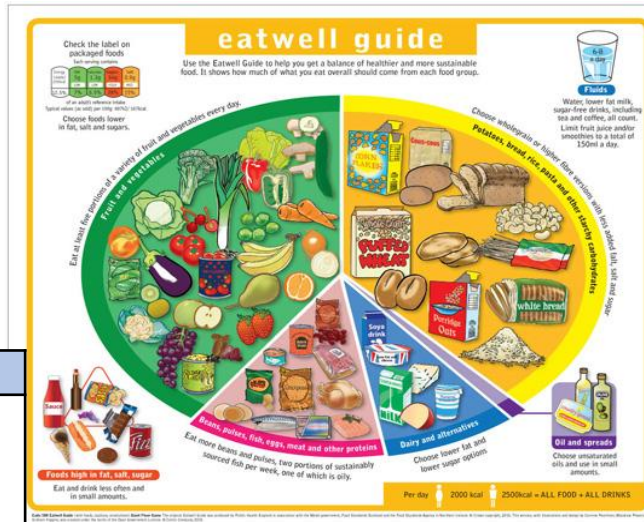


Image: TAFE NSW

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, some vitamins
- 4 **Dairy** - provides vitamins, minerals (calcium)
- 5 **Fats and Oils**



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
Hygiene	A method of keeping yourself and equipment clean
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.
Perishable food	Food that spoils if not kept in the fridge or freezer e.g ham.
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

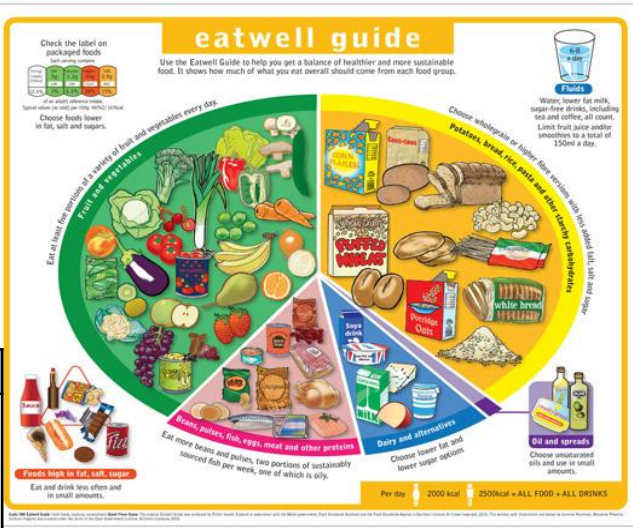
- A person's **physical activity level (PAL)**
- Whether they want to **eat healthily**
- The **cost** of the food vs their income
- Whether they are influenced by **peer pressure** or online trends
- Their cooking skills (**culinary skills**)
- Their **lifestyle** and how much time they have to cook/eat
- 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

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	
Protein	
Fats	
Vitamins	
Minerals	

c.	Storing food safely
<p>Perishable foods should be stored out of the temperature danger zone to reduce the risk of food poisoning. Hot foods should be kept above 63°C and cold foods should be kept below 5°C.</p>	

B	What are the 5 different sections of the Eatwell plate?
<ol style="list-style-type: none"> 1 Fruit and Vegetables – provides minerals, vitamins & fibre 2 Carbohydrates – provides carbs and fibre 3 Protein - provides protein, omega 3, some vitamins 4 Dairy - provides vitamins, minerals (calcium) 5 Fats and Oils 	



E.	Keywords
Hygiene	
Cross contamination	
Spoilage	
Perishable food	
Fibre	
Allergen	
Intolerance	
Coeliac	
Vegan	

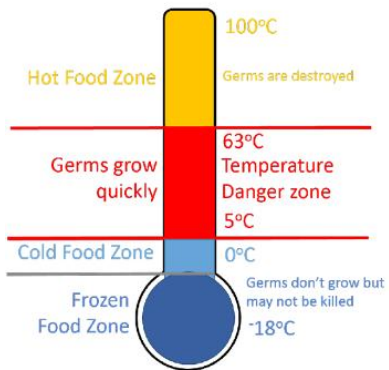


Image: TAFE NSW

c.	Food related waste
Reasons for wasting food:	Reducing Waste:

c.	Influences on food choice
<ul style="list-style-type: none"> - 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 	

YEAR 8 GRAPHIC COMMUNICATION

What are we learning this term?

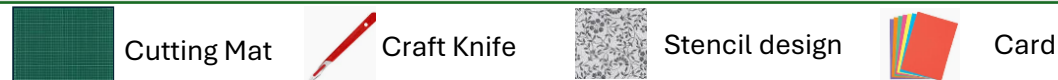
A Stencil design	B Step up card	C Accordion card	D Key words	E Evaluation
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A | Stencil design

List 3 health and safety rules for using a cutting knife

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

List the materials you need to create a stencil



B | Draw the inside of the pop up card

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

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

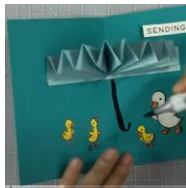


Coloured paper to add to the design
Cut any incisions

C | Draw the inside of an accordion card

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

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



Coloured paper to add to the design

D | Key words

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

E | Evaluation

Evaluation: To judge or give an opinion

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

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

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

For example:

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

YEAR 8 GRAPHIC COMMUNICATION

What are we learning this term?

A
Stencil design

B
Step up card

C
Accordion card

D
Key words

E
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.

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

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

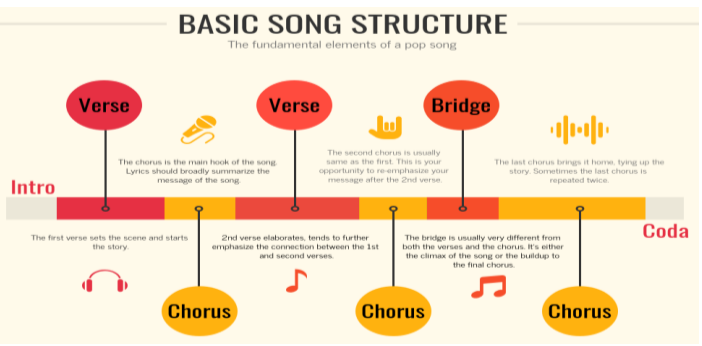
1. Positives – what works well
2. Negatives – what doesn't work well
3. Possible improvements – how could you make it better?



- What we are learning this term:**
- A. Basic Song Structure
 - B. How to write a perfect Evaluation
 - C. Playing the Keyboard / Chords
 - D. What are the musical elements?
 - E. What are the music symbols – Note Values
 - F. Keywords
 - G. How to read music – treble clef and bass clef

- 6 Key Words for this term**
- 1 Instrumental Break
 - 2 Song Structure
 - 3 Verse
 - 4 Chorus
 - 5 Bridge/Middle 8
 - 6 Outro/Coda

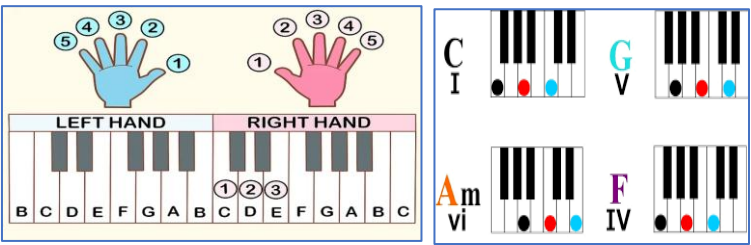
A *Basic Song Structure – POP songs*



B **How to write a perfect Evaluation?**

1	Write a full sentence explaining what your musical performance or music composition was about
2	Explain what you were trying to communicate to an audience and how you did it
3	Pick out at least two moments that worked really well, using specific examples and say what you did that made them successful
4	Pick out one moment that you could make better. Explain why it needed improving and how you would make it better if you did your performance again
5	Sum up your evaluation and discuss one thin that you will take forward into your next work

C **Playing the Keyboard / Chords**



D **What are the musical elements?**

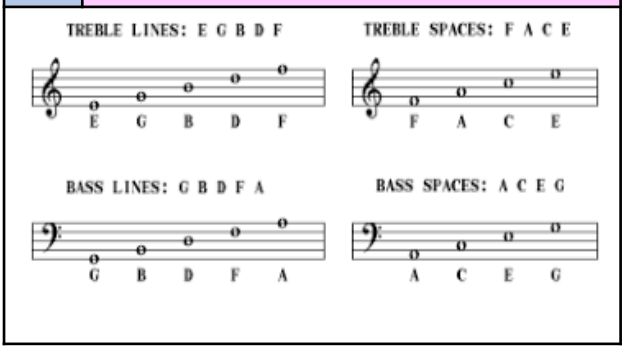
Timbre	Sound quality
Pitch	High or low sounds
Texture	How many sounds
Tempo	Fast or slow
Duration	Long or short
Structure	The musical plan
Dynamics	Loud or quiet
Silence	No sound / rests in the music
Attack/Decay	How notes start and stop

E **What are the music symbols?**

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

F	Keywords
Instrumental Break	An instrument section during a song – no singing
Lyrics	The words of a song
Song Structure	The different sections of a song
Verse	A section of a song telling the story , followed by a chorus
Chorus	Repeated idea within a song, lyrics and music usually remain the same
Bridge/Middle 8	Passage of music that contrasts the verse and chorus
Outro/Coda	Passage of music that brings the song to an end
Album	A collection of audio recordings
Arrangement	A rework of a musical composition so that it can be played by different combinations of instruments
Genre	a style or category of art, music, or literature
Cover Song	A performance of a song by someone other than the original artist/band

G **How to read music – treble clef and Bass Clef**





What we are learning this term:

- A. Basic Song Structure
- B. How to write a perfect Evaluation
- C. Playing the Keyboard / Chords
- D. What are the musical elements?
- E. What are the music symbols – Note Values
- F. Keywords
- G. How to read music – treble clef and bass clef

6 Key Words for this term

1		
2		
3		

C Playing the Keyboard / Chords

Diagram illustrating hand positions for playing the keyboard. It shows a left hand (blue) and a right hand (pink) with fingers numbered 1 to 5. Below the hands is a keyboard diagram with keys labeled C, D, E, F, G, A, B, C. To the right are five chord diagrams labeled I, V, VI, and IV, each showing the corresponding finger placement on the keyboard.

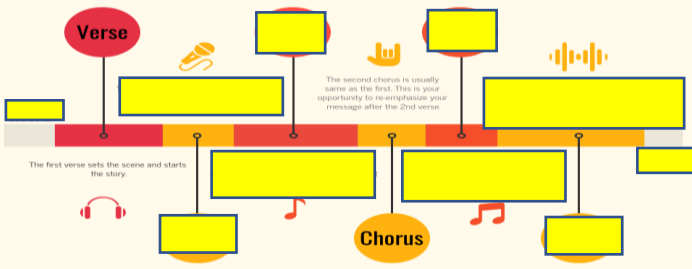
F	Keywords
Instrumental Break	
Lyrics	
Song Structure	
Verse	
Chorus	
Bridge/Middle 8	
Outro/Coda	
Album	
Arrangement	
Genre	
Cover Song	

A	Basic Song Structure – POP songs
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D	What are the musical elements?
	Sound quality
	High or low sounds
	How many sounds
	Fast or slow
	Long or short
	The musical plan
	Loud or quiet
	No sound / rests in the music
	How notes start and stop

BASIC SONG STRUCTURE

The fundamental elements of a pop song



B	How to write a perfect Evaluation?
1	
2	Explain what you were trying to communicate to an audience and how you did it
3	
4	Pick out one moment that you could make better. Explain why it needed improving and how you would make it better if you did your performance again
5	

E	What are the music symbols?						
Note	Name	Beats	Rest	Note	Name	Beats	Rest
				Dotted Semibreve, Dotted Whole Note			
		2 beats		Dotted Minim, Dotted Half Note			
				Dotted Crotchet, Dotted Quarter Note			
				Dotted Quaver, Dotted Eighth Note			

G How to read music – treble clef and Bass Clef

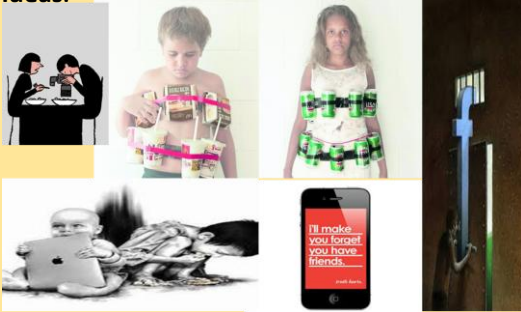
TREBLE LINES: E G B D F TREBLE SPACES: F A C E

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

DEVISING

Frequently called **collective creation** - is a method of theatre-making in which the script or (if it is a predominantly physical work) performance score originates from collaborative, often improvisatory work by a performing ensemble.

Stimulus- A starting point or catalyst for your ideas.



What words do you think of looking at these pictures?
What stories do you think of?
What characters come to mind?



This term you are challenged with making a group performance that lasts up to 5 minutes and is based on a stimulus that you will be given in a lesson this term.

It **MUST** be ORIGINAL (cannot involve stories / characters that already exist) and **EVERYONE** must be involved.

Tips for success

Don't try and make a STORY – instead, create scenes based on a theme

Listen to everyone's ideas

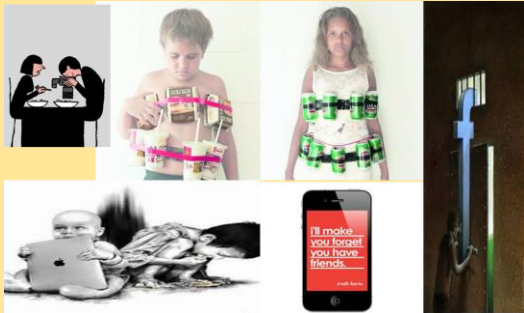
Think of at least 3 ways to show the message and then pick the best one

Would technical elements help to get your message across?

DEVISING

Frequently called devised theatre or (if it is a predominantly physical work) performance score originates from collaborative, often improvisatory work by a performing ensemble. - is a method of theatre-making in which the

Stimulus-



What words do you think of looking at these pictures?
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Tips for success

SWINDON ACADEMY READING CANON

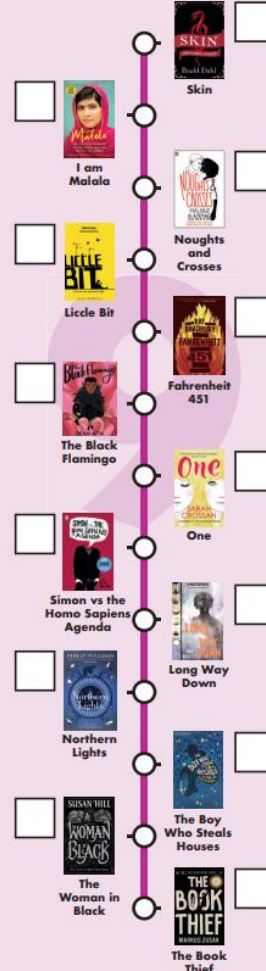
Year 7



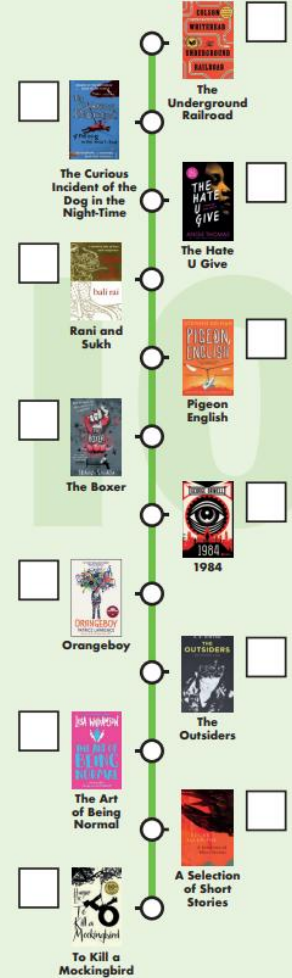
Year 8



Year 9



Year 10



#ReadingisPower