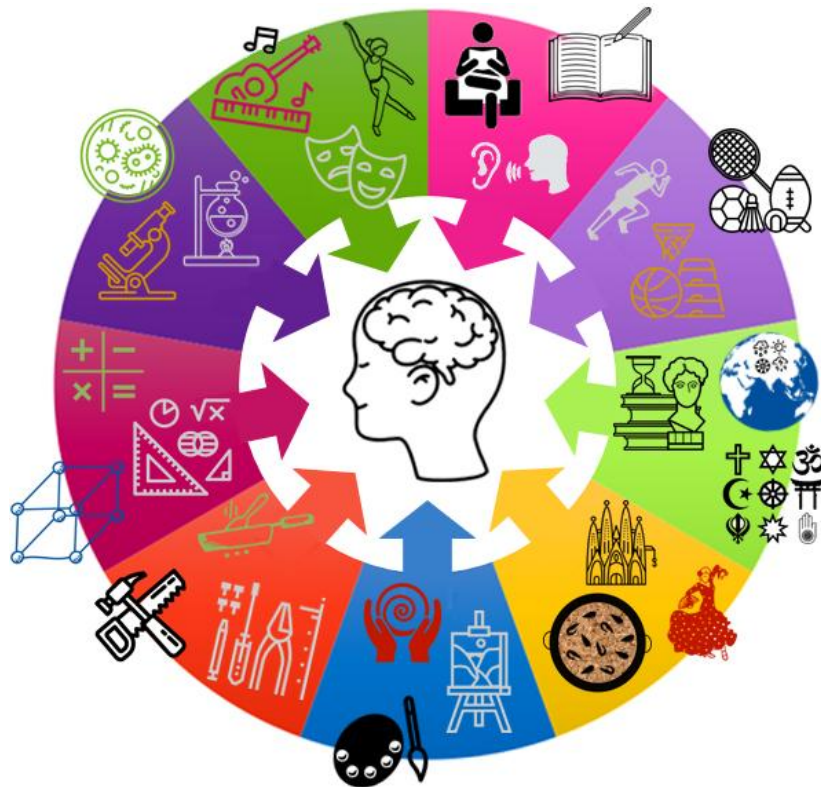


100% book - Year 8 Mainstream

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

Term 3



Swindon Academy 2025-26

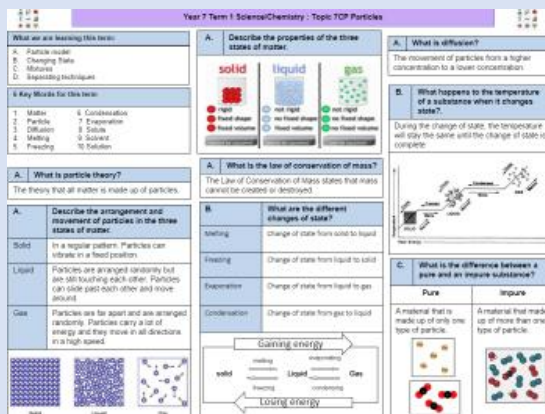
Name:	
Tutor Group:	
Tutor & Room:	

"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

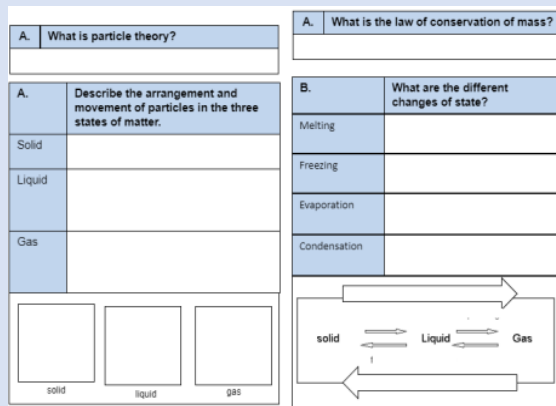
Knowledge Organisers



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.

Expectations for Prep and for using your Knowledge Organisers

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

Top Tip

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

How do I complete Knowledge Organiser Prep?

Step 1

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

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.



Scandal in Bohemia – plot overview

- The King of Bohemia is preparing to marry a Norwegian princess, but his past threatens to complicate the engagement
- Before this, the King had a romantic relationship with Irene Adler, a clever and independent woman.
- Adler possesses a compromising photograph of herself with the King and threatens to use it to ruin his upcoming marriage.
- Sherlock Holmes is hired to recover the photograph and devises an elaborate plan to discover its hiding place.
- Holmes successfully learns where the photograph is kept, but Adler anticipates his move, escapes with the photo, and outsmarts him.
- Ultimately, Adler chooses not to harm the King's reputation.
- She leaves behind a portrait of herself as a token, which Holmes keeps as a lasting reminder of her wit and charm.

Vocabulary: Key words

- enlighten** – to provide someone with information and understanding. People come to Holmes so that they can be enlightened on a crime.
- deduction** – the process of reaching a decision by looking at the facts that are known. Holmes is able to use his skills of deduction to solve crimes.
- scandal** – a scandal is something that shocks people because they think it is morally wrong. The King of Bohemia fears that scandal of his relationship with Irene Adler being exposed.
- introspective** – when you examine your own thoughts, ideas, and feelings. Sherlock Holmes can be **introspective**. This makes him a better detective.
- dual nature** – Holmes has a dual nature: his quiet introspective side, and his manic detecting side.
- fallible** - capable of making mistakes or being wrong.
infallible - incapable of making mistakes or being wrong.
- zealous** - great energy or enthusiasm in pursuit of a cause or an objective
- multifaceted** - having many different aspects or features

Characters in Sherlock Holmes Adventures

Sherlock Holmes – a fictional consulting detective created by Arthur Conan Doyle. He is known for his intelligence, introspection and dual nature. He is described as an 'observing machine' because of his ability to capture the essence of people with seemingly very little evidence.

Dr Watson – Holmes' former flatmate, a doctor and his closest companion. The stories are told from his perspective, working as Holmes' assistant.

Irene Adler – a famous American opera singer who had a relationship with the future King of Bohemia. To Holmes, she is 'the woman' who outsmarted him.

King of Bohemia – in the Victorian era, Bohemia was an area of central Europe; today it is a region of the Czech Republic. The King is engaged to a Scandinavian princess but five years previously was madly in love with Irene Adler. Because of his status, he was unable to marry her at the time, which he regrets. The King still respects Adler.

Terminology: Key words

detective fiction: a sub-genre of crime fiction and mystery fiction in which an investigator or a detective (professional, amateur or retired) investigates a crime, often murder.

periodical/serial – books, magazines or other entertainment that are released on a regular basis. The Strand Magazine was a periodical that published the Sherlock Holmes stories.

Historical Context

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

Crime and Police in the Victorian Era

The police force began in 1829

The Victorian era was a time of Science and discovery

People were interested in crime after a famous Victorian serial killer called Jack The Ripper

At first, people did not like the police because they feared they would act like the army

With the industrial revolution, cities were becoming more densely populated and there was a rise in crime.

**Scandal in Bohemia – plot overview**

- _____ is preparing to marry a Norwegian princess, but _____
- Before this, the King had a romantic relationship with _____, a clever and _____ woman.
- Adler possesses a compromising photograph _____ and _____ to use it to ruin his upcoming marriage.
- Sherlock Holmes is hired to _____ and devises an elaborate plan to discover its hiding place.
- Holmes _____ learns where the photograph is kept, but Adler anticipates his move, _____, and _____
- Ultimately, Adler chooses _____.
- She leaves behind a portrait of herself as a token, _____

Terminology: Key words

detective fiction: a sub-genre of _____ and mystery fiction in which an _____ or a detective (professional, amateur or retired) investigates a _____, often _____.

periodical/serial – books, magazines or other entertainment that are released on a _____ basis. The Strand Magazine was a periodical that published the _____ stores.

Vocabulary: Key words

enlighten –

deduction –

scandal –

introspective –

dual nature –

fallible –
infallible -

zealous -

multifaceted –

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Crime and Police in the Victorian Era

The police force began in _____

The _____ era was a time of Science and discovery

People were interested in crime after a famous Victorian serial killer called _____

At first, people did not like the _____ because they feared they would act like the _____

With the industrial _____, cities were becoming more densely _____ and there was a rise in crime.

**What we are learning this term:**

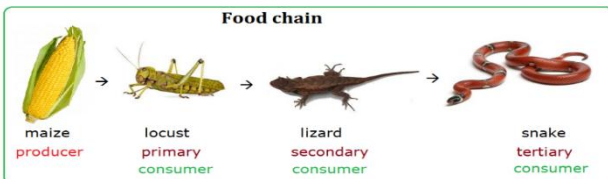
- A. Organisms in an ecosystem
- B. Organisms affected by the environment
- C. Variation by natural selection
- D. Genes
- E. Maintaining biodiversity

3 Key Words for this term

- 1. Pesticide
- 2. Herbivore
- 3. Biomass

A. What are food chains and what is an example of one?

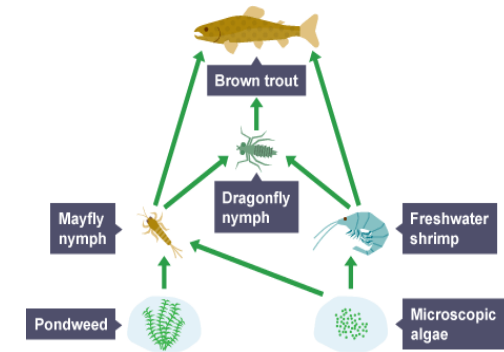
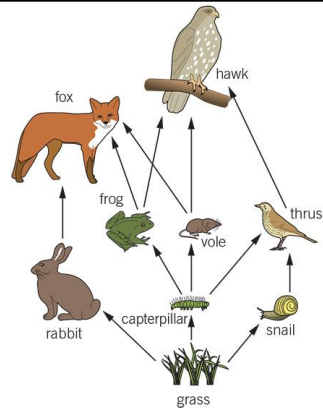
All food chains start with a green plant, producers. Arrows point to the eater and show the flow of energy in a food chain. Each stage is called a trophic level
mahogany tree → caterpillar → song bird → hawk
maize → locust → lizard → snake

**B. What is extinction?**

When all the individuals of a species die.

A. What is a food web and what is an example of a food web?

Organisms eat more than 1 food so food chains link together to make **food webs**

**A. How does the accumulation of toxic materials happen in food (using food webs/chains)?**

Some poisonous materials stay in the environment and do not break down. These substances accumulate in the food chain and damage the organisms in it, particularly in the predators at the end of the chain. This is because accumulating compounds cannot be excreted.

A. How do insects help with plant reproduction?

Through **POLLINATION** (The process in which the pollens produced by anther, the male part of a flower is transferred to stigma, the female part of the flower).

B. What might happen to the individuals in a species if there is a big change in their environment?

Extinction.

B. How are organisms affected by their environment?

- climate change;
- natural disaster like an asteroid striking Earth;
- new diseases in the environment;
- a new predator in the environment;
- new competing species in the environment.

B. How do organisms affect their environment?

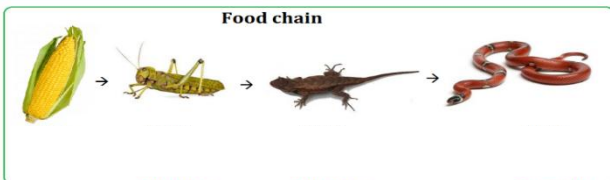
- By eating plants/other animals
- From their waste
- Pollination
- Competition for light & space

**What we are learning this term:**

- A. Organisms in an ecosystem
- B. Organisms affected by the environment
- C. Variation by natural selection
- D. Maintaining biodiversity

3 Key Words for this term

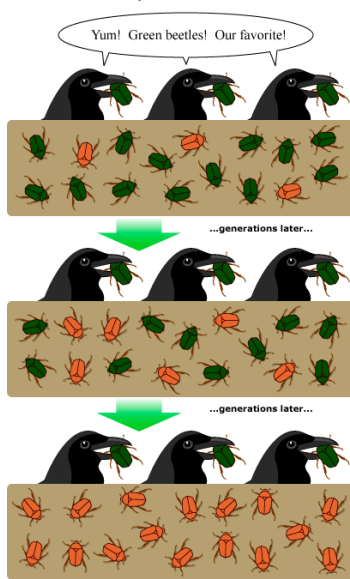
- 1.
- 2.
- 3.

A. What are food chains and what is an example of one?**B. What is extinction?****A. What is a food web and what is an example of a food web?****A. How does the accumulation of toxic materials happen in food webs/chains)?****A. How do insects help with plant reproduction?****B. What might happen to the individuals in a species if there is a big change in their environment?****B. How are organisms affected by their environment?****B. How do organisms affect their environment?**



C.	What are adaptations?
When an organism or species becomes better suited to its environment.	
C.	What is an example of adaptations?
Kangaroo rats never have to drink water, they get all the water they need from seeds.	
C.	What is natural selection?
The process whereby organisms better adapted to their environment tend to survive and produce more offspring	

Natural selection, in a nutshell:

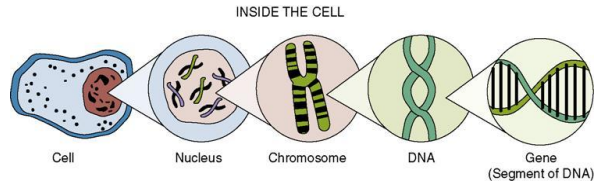


Green beetles have been selected against, and brown beetles have flourished.

C	How does this diagram show natural selection?
<ol style="list-style-type: none">1. The red beetles are adapted to be less favourable to the birds.2. The red beetles survive and breed. The green ones do not.3. As this goes on for generations, there are more red than green beetles.	

E.	How is biodiversity maintained?
<ol style="list-style-type: none">1. Conserve the environment to protect ecosystems.2. Conserve the genetic material of organisms that might be endangered using a gene bank.	

D.	What makes up DNA?
<ul style="list-style-type: none">• DNA has a double helix structure with two sugar-phosphate backbones wound around each other.• Pairs of complementary bases connect the two backbones (strands)	
What are the 4 bases and how are they paired?	
<ul style="list-style-type: none">• The bases are adenine, thymine, cytosine and guanine (A, T, C, and G)• A has a complementary shape to T• C has a complementary shape to G	

What are Chromosomes?
DNA wound up tightly. There are 23 pairs in human cells (but a different number of pairs in other species)
What are Genes?
A short section of DNA which codes for characteristics


E.	How do populations of species change over time, using the ideas of adaptation, competition and reproduction?
1.	In a population of a species , the individuals vary: they have different adaptations .
2.	The individuals with adaptations that help them compete in their environment do survive. The individuals with adaptations that don't help them compete die.
3.	The individuals with adaptations that help them compete in their environment do survive. The individuals with adaptations that don't help them compete die.
4.	The surviving individuals have the chance to reproduce .
5.	When they have offspring, they pass on the useful adaptations in their genes.

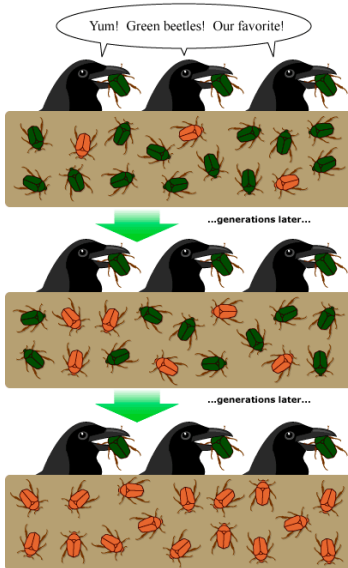
E.	What is a gene bank?
If scientists think a species might become extinct, they can preserve them for the future using a gene bank.	
E.	Why is it important to maintain biodiversity?
It keeps ecosystems going. Prevents extinction of many species. Humans use the plants as resources so need to be maintained.	

E.	What are the 4 different types of gene bank?
<ol style="list-style-type: none">1. Frozen seeds of plants that could be used in the future2. Plant tissue bank – where small parts of plants are kept alive in containers of nutrients3. Frozen sperm cells and egg cells from animals, or pollen and ova from plants, that can be used to produce offspring in the future4. A field gene bank: land is used to grow many species of plants and keep them alive for the future.	



C.	What are adaptations?
C.	What is an example of adaptations?
C.	What is natural selection?

Natural selection, in a nutshell:



Green beetles have been selected against, and brown beetles have flourished.

C.	How does this diagram show natural selection?
1.	
2.	
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E.	How is biodiversity maintained?

D.	What makes up DNA?
What are the 4 bases and how are they paired?	

What are Chromosomes?
What are Genes?
<p>INSIDE THE CELL</p>

E.	How do populations of species change over time, using the ideas of adaptation, competition and reproduction?
1.	
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E.	What is a gene bank?

E.	Why is it important to maintain biodiversity?

E.	What are the 4 different types of gene bank?
1.	
2.	
3.	
4.	

8.03: Ecosystems



Classification of Ecosystem

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 sustainability	(n) Meeting the needs of the present without compromising the ability of future generations to meet their own needs.

Features of an Ecosystem

1 flora	(n) The plants of a particular region, habitat or geological period.
2 fauna	(n) The animals of a particular region, habitat or geological period.
3 food chain	(n) A diagram that models the feeding relationships between populations.
4 food web	(n) A network of interconnected food chains showing how energy and nutrients flow between different organisms in an ecosystem.
5 organism	(n) Something that is living or used to be alive.
6 interdependence	(n) Interdependence refers to the way that species, places, environments and systems are connected, and how a change in one can impact others.
7 adaptation	(n) A feature or characteristic that helps a plant or animal survive and reproduce in its environment.

Climatic Features

1 climate	(n) The average weather conditions of an area over thirty years.
2 temperature	(n) A measure of how hot or cold something is, often recorded in degrees Celsius (°C).
3 precipitation	(n) Water falling to the ground in all forms (rain, snow, sleet or hail).
4 climate graph	(n) A visual that shows the average monthly temperature and rainfall for a particular location, allowing us to see patterns in climate throughout the year.
5 solar insolation	(n) The amount of the sun's energy received at the Earth's surface in a specific place and time.

Major Global Biomes

1 tundra	(n) A cold, treeless biome found at high latitudes or at high altitudes, where the ground is frozen for most of the year (permafrost).
2 hot desert	(n) A dry biome with very low rainfall, high daytime temperatures and sparse vegetation, such as the Sahara Desert.
3 temperate forest	(n) A forest biome found in regions with moderate temperatures and rainfall, usually with four distinct seasons.
4 savannah grasslands	(n) A large open area covered mainly with grasses and scattered trees, found in tropical or subtropical regions (savannah).
5 tropical rainforest	(n) Found in both the northern and southern hemisphere mainly on or around the equator. Vegetation is vast and varied, climate is humid, hot and wet year-round.



8.03: Ecosystems



Classification of Ecosystem

1	ecosystem
2	biome
3	habitat
4	biodiversity
5	sustainability

Features of an Ecosystem

1	flora
2	fauna
3	food chain
4	food web
5	organism
6	interdependence
7	adaptation

Climatic Features

1	climate
2	temperature
3	precipitation
4	climate graph
5	solar insolation

Major Global Biomes

1	tundra
2	hot desert
3	temperate forest
4	savannah grasslands
5	tropical rainforest

8.03: Ecosystems



Biome 1: The Taiga, Russia

1	taiga	(n) A cold forest biome found in northern regions, made up mainly of coniferous (pine) trees; also called a boreal forest.
2	permafrost	(n) Ground that remains continuously frozen for two or more consecutive years, often found in polar and subarctic regions.
3	deciduous	(adj) Trees or plants that shed their leaves annually.
4	evergreen	(adj) Trees or plants that retain their leaves throughout the year.
5	logging	(n) The cutting down of trees to sell the wood for profit (legally or illegally).
6	deforestation	(n) The permanent removal of trees, often to make space for farming or construction.
7	Indigenous communities	(n) Groups of people who are the original inhabitants of a region and have distinct cultural traditions, languages, and ways of life that are closely connected to their natural environment.

Location: Northern Hemisphere, along the Arctic circle. Siberia, Russia.

Features: Low biodiversity, infertile soils, very cold and dry climate.

Animal and plant adaptations: Moose and black spruce tree

Threats	Management strategies
Logging	Selective logging
Mining and energy resources	Mine zoning
Tourism	Low impact tourism
Threats to Indigenous communities	Cultural protection

Biome 2: The Coral Triangle, Philippines

1	coral reef	(n) A large underwater structure made of the skeletons of coral polyps, providing habitat for many marine species.
2	polyp	(n) A small, soft-bodied organism that builds coral skeletons; the basic living unit of a coral reef.
3	colony	(n) A group of organisms of the same species living closely together, often for mutual benefit.
4	Marine Protected Areas (MPAs)	(n) Specific zones in the ocean where human activities such as fishing, mining, and tourism are restricted or carefully managed.
5	ecotourism	(n) Tourism directed towards natural environments, intended to support conservation efforts and observe wildlife responsibly.

Location: Shallow tropical waters, around coastlines and islands.

Features: High biodiversity, warm water 23-29°C, shallow clear water 60m or less.

Animals and plant adaptations: Clown fish, sea turtle, seagrass

Threats	Management strategies
Coral bleaching	MPAs
Overfishing	The Bantay Dagat sea patrols
Pollution from land	Funding reef-positive businesses
Tourism	Green fins ecotourism

8.03: Ecosystems



Biome 1: The Taiga, Russia

1	taiga
2	permafrost
3	deciduous
4	evergreen
5	logging
6	deforestation
7	Indigenous communities

Location:

Features:

Animal and plant adaptations:

Threats	Management strategies

Biome 2: The Coral Triangle, Philippines

1	coral reef
2	polyp
3	colony
4	Marine Protected Areas (MPAs)
5	ecotourism

Location:

Features:

Animals and plant adaptations:

Threats	Management strategies



Year 8 History : English Civil War and Glorious Revolution
What we are learning this term:
We will explore the reign of Charles I, the role of Parliament in 17 th century England, Laud's religious reforms and the English Civil War.

A.	Can you define these key words?
Gunpowder Plot	The attempt of Guy Fawkes to blow up parliament in 1605. Fawkes was a Catholic who despised Protestantism under Charles I's father, James I.
Divine Right	The right of a sovereign to rule directly from God and not from the people.
Personal Rule	The period from 1629 to 1640, when King Charles I of England ruled without Parliament
Parliament	The group of (usually) elected politicians or other people who make the laws for their country (comprised of the House of Lords and House of Commons)
Restoration	The return of a monarch to a throne, a head of state to government, or a regime to power. Charles II restored the English monarchy in 1660.
Tyranny	Cruel and oppressive government or rule
Commonwealth	An independent country or community, especially a democratic republic
Presbyterian	A denomination of Protestantism
Parliamentarians	A supporter of Parliament in the English Civil War; a Roundhead
Royalists	A supported of the monarch in the English Civil War; a Cavalier
Civil War	War between citizens of the same country

E. What key events occurred between 1649-1660 that led to England having a monarch again?

1. English Civil War	2. Commonwealth	3. Restoration
<p>- 1642-1649 (Battle of Naseby 1645)</p> <p>- Charles I lost and was found guilty of treason (private letters) and beheaded (Jan 1649)</p> <p>- Cromwell then took over and became Lord Protector – introduced the commonwealth and military dictatorship to England.</p>	<p>- England was made a commonwealth (1649) as there was no longer a monarch - it was now being ruled in the best interests of the people.</p> <p>- Banned theatre, pubs, dancing, Christmas, sports and shops on Sundays.</p> <p>- After Cromwell's death (1658) his son Richard took over.</p> <p>- He was a weak leader and stepped down after a year (1659).</p> <p>- This left the door open for Charles II to return as king.</p>	<p>- Charles II was accepted back as king but only on the condition that he did not punish those involved in the ECW, he ruled alongside parliament and was tolerant of religion (Declaration of Breda 1660).</p> <p>He was welcomed into London in May 1660 with excited crowds glad to have their king back.</p> <p>Scientific revolution.</p>

B. How did Charles I's belief in the Divine Right of Kings lead him to make mistakes?		
1. Personal Rule	2. Marriage to Henrietta Maria	3. Appointment of Laud
<p>- Charles's belief in the Divine Right of Kings meant that he thought anyone who challenged his power was challenging the power of God. This meant he did not respond well to being controlled.</p> <p>- Many Puritans were in Parliament during Charles's rule – they repeatedly questioned and tried to limit his power</p> <p>- As a result, Charles dissolved parliament in 1629 and ruled without them for 11 years until 1640.</p>	<p>- An attempt to make peace with France and create an alliance – this was a failure as war continued</p> <p>- She was Catholic which the people of England did not like – they saw this as Charles being a Catholic sympathiser and some even suspected him as a secret Catholic.</p> <p>- She became involved in the running of court – this caused problems as she was not a Protestant and was a foreigner so many thought that she was meddling in the affairs of the nation.</p>	<p>- Suspicions that Charles was a secret catholic were strengthened after the appointment of Archbishop Laud.</p> <p>- Laud brought back many aspects of Catholic services e.g. stain glass windows and stone altars.</p> <p>- Laud punished those who defied him e.g. in 1637 he cut off the ears of 3 Puritans that were writing pamphlets that criticised his beliefs.</p> <p>- These changes and punishments disturbed the Protestant people of England as Charles was allowing Catholic changes to be made.</p>

C.	Consequences of Charles's 11 Year Tyranny
Ship Money	<ul style="list-style-type: none"> An old tax only meant to be applied to coastal towns when England was at war. Charles applied this to every town in order to raise new money without the assistance of parliament. As a result, people lost faith and trust in Charles and began to turn against him.
Bishops' War	<ul style="list-style-type: none"> Presbyterians (Protestants) in Scotland rebelled to the Catholic elements of Laud's prayer book. This resulted in 2 conflicts between England and Scotland in 1639 and 1640. Despite fighting back both times, the king was defeated and as a result needed to pay Scotland reparations (damages) – he did not have the funds to do this so needed to find a solution.
Long Parliament	<ul style="list-style-type: none"> Charles needed to raise money to pay these reparations and called parliament for the first time in 11 years. This became known as the Long Parliament as they remained in session on and off for 20 years. The conditions given by the MP's were that they would meet every 3 years, ship money would be stop and they no longer wanted the king to have the power to dissolve parliament.

D. Why was Charles disgraced after the Battle of Naseby (1645)?
<ol style="list-style-type: none"> The New Model Army (NMA) – This was the first major battle fought by the NMA. Royalist troops were outnumbered. The NMA destroyed the Royalist army; by the end of the battle the Royalists had 6000 casualties and the Parliamentarians only had 400. This was a crippling blow to Charles as it demonstrated to the Royalists that the NMA were a strong army and a force to be reckoned with. Loss of Support – After the battle, evidence was found amongst items that Parliamentarians had seized that Charles was asking the Irish and French armies to invade England and reinstate him as king. To show his gratitude for their support, Charles has promised to abolish the anti-Catholic laws in England. Parliament used this evidence to show that the King was committing treason against his people. This ultimately caused Parliament to gain support and the King to lose his. Strategic Advantage – During the battle, the NMA moved to a weaker starting position. To begin with, Sir Thomas Fairfax decided to start on the steep slopes of Naseby ridge. However, Cromwell believed that the Royalists would not attack such a strong position and persuaded Fairfax to move the troops back. This meant that although Charles had the upper-hand he was still defeated which disgraced him.

Year 8 History : English Civil War

What we are learning this term:

We will explore the reign of Charles I, the role of Parliament in 17th century England, Laud's religious reforms and the English Civil War.

A.	Can you define these key words?
Gunpowder Plot	
Divine Right	
Personal Rule	
Parliament	
Restoration	
Tyranny	
Commonwealth	
Presbyterian	
Parliamentarians	
Royalists	
Civil War	
Union	

E. What key events occurred between 1649 and 1660 that led to England having a monarch again?

1. English Civil War	2. Commonwealth	3. Restoration

B. How did Charles I's belief in the Divine Right of Kings lead him to make mistakes?

1. Personal Rule	2. Marriage to Henrietta Maria	3. Appointment of Laud

C.	Consequences of Charles's 11 Year Tyranny
Ship Money	
Bishops' War	
Long Parliament	

D. Why was Charles disgraced after the Battle of Naseby?

1. The New Model Army (NMA) –
2. Loss of Support –
3. Strategic Advantage –

Year 8 History : English Civil War and Glorious Revolution	
What we are learning this term:	
We will explore the end of the Stuart era, especially royal, political and religious changes due to the Glorious Revolution.	
A.	Can you define these key words?
Glorious Revolution	The attempt of Guy Fawkes to blow up parliament in 1605. Fawkes was a Catholic who despised Protestantism under Charles I's father, James I.
Divine Right	The right of a sovereign to rule directly from God and not from the people.
Royalists	A supported of the monarch in the English Civil War; a Cavalier
Civil War	War between citizens of the same country
Union	The joining together
Jacobites	Supporters of James II who wanted to restore the Stuart dynasty

B. The Glorious Revolution	
1. Causes	2. Consequences
<ul style="list-style-type: none"> - During the Glorious Revolution of 1688, the Catholic James II of England and James VII of Scotland was replaced as king. Parliament invited his Protestant daughter, Mary, and her husband, William of Orange, to rule. Mary's Protestant sister Anne inherited the throne in 1702 after the death of William III and reigned until 1714. She was the last Stuart monarch and the first sovereign of the Kingdom of Great Britain. - James II forced to give up the throne by Parliament as he was a Catholic and was undermining Parliament. 	<ul style="list-style-type: none"> - William of Orange and Mary II become joint monarchs (both Protestant). - Bill of Rights (1689)- freedom of speech in Parliament and that the monarch needed the support of Parliament to raise an army, impose taxes and make laws. - Act of Settlement (1701)- said if Anne had no children, the throne would pass to the Protestant Sophia of Hanover and her successors.

C.	What was the impact of the Act of Union?
Causes	<ul style="list-style-type: none"> • The 1701 Act of Settlement said that the English throne would pass to the Protestant House of Hanover in Germany if Queen Anne died without heirs. • The English government worried that Scotland might restore a Stuart (a Catholic) to the throne.
Main terms	<ul style="list-style-type: none"> • The Parliaments of England and Scotland were merged into a single British Parliament based in Westminster. Scotland were allowed to send 45 MPs to the House of Commons (England was allocated 513 MPs) and 16 to the House of Lords. • Both countries would have the same monarch. • The Union Flag (Union Jack) was adopted to symbolise the union between England and Scotland.
Impact	<ul style="list-style-type: none"> • Jacobite Rebellion (1715)- saw an attempt to overthrow the British government formed after the 1707 Act of Union. • Many Scots were unhappy with the Union. • After Queen Anne's death, the crown went to George I of Hanover, a Protestant, which angered the Jacobites. They believed the throne belonged to James Francis Edward Stuart, the Catholic son of James II of England (warming-pan baby).

D. Witchcraft	
1. Why did people believe in witches?	2. Witch trials
<ul style="list-style-type: none"> - Witches were thought to possess powers such as destroying livestock, raising storms or driving people mad. - Matthew Hopkins was the witchfinder general. He used the 'swimming test' to identify witches. A witch's toes and thumbs were tied together, and the person was thrown into the water. If they were rejected by the water and floated, they were a witch, while the innocent would sink. - 250 people ('witches) were investigated and 100 condemned. - James I heavily believed in witches- he wrote about this in <i>Daemonologie</i>. 	<p>Scotland: 3,837 accusations and 2,500 executions</p> <p>Salem: 19 people hanged and 150 more accused</p> <p>Germany: In 1611, 430 men and women were executed. In 1620, 40 children were executed as witches.</p>

Year 8 History : English Civil War and Glorious Revolution

What we are learning this term:

We will explore the end of the Stuart era, especially royal, political and religious changes due to the Glorious Revolution.

A.	Can you define these key words?
Glorious Revolution	
Divine Right	
Royalists	
Civil War	
Union	
Jacobites	

D. Witchcraft	
1. Why did people believe in witches?	2. Witch trials

B. The Glorious Revolution	
1. Causes	2. Consequences

C.	What was the impact of the Act of Union?
Causes	
Main terms	
Impact	



What we are learning this term:		C. Las Películas – Films		Key Verbs												
A. Discussing the internet and social media B. Discussing TV programmes C. Watching films at the cinema and at home D. Discussing music tastes E. Creating an online profile F. Discussing jobs and careers G. Translation practice		el dispositivo la experiencia hacer un maratón la programación la variedad una película cómica de aventuras de ciencia ficción de dibujos animados de miedo de misterio del oeste	device experience to binge watch TV schedule variety a film comedy adventure science fiction animated/cartoon horror mystery western	<u>Ver</u> <u>To watch/ to see</u>	<u>Acabar de</u> <u>To just finish</u>	<u>Subir</u> <u>To upload</u>	<u>Descargar</u> <u>To download</u>	<u>Etiquetar</u> <u>To tag</u>								
				Veo I watch	Acabo de I just finish	Subo I upload	Descargo I download	Etiqueto I tag								
				Ves You watch	Acabas de You just finish	Subes You upload	Descargas You download	Etiquetas You tag								
				Ve s/he watches	Acaba de s/he just finishes	Sube s/he uploads	Descarga s/he downloads	Etiqueta s/he tags								
				Vemos We watch	Acabamos de We just finish	Subimos We upload	Descargamos We download	Etiquetamos We tag								
				Ven They see	Acaban de They just finish	Suben They upload	Descargan They download	Etiquetan They tag								
6 Key Words for this term																
1. las redes sociales 2. acabar de... 3. en línea		4. etiquetar 5. en directo 6. chatear														
A. Generación Digital – Digital Generation		D. ¿Qué piensas? – What do you think?		E. Quiero ser – I want to be...		F. Somos melóman@s – We are music lovers										
descargar música gastar batería hacer la compra por internet jugar a videojuegos llamar por videollamada sacar fotos subir fotos ver videos la aplicación / la app las compras la conexión wifi la cuenta el navegador la radio digital el supermercado virtual la tableta		músical romántica cautivador(a) complejo/a decepcionante entretenido/a espeluznante impactante mejor memorable nuevo/a peor predicible profundo/a sangriento/a triste me da miedo me hace pensar me hace reír me recuerda a lo/la recomiendo porque emocionante maravilloso/a grave largo/a corto/a el cortometraje grabar ver el Actor la Actriz la trama		musical romantic captivating complex disappointing entertaining terrifying striking better memorable new worse predictable deep / insightful bloody sad it scares me it makes me think it makes me laugh it reminds me of I recommend it because exciting amazing serious long short a short film to record to watch / see actor actress the plot line		el / la actor/actriz el / la arquitecto/a el / la bibliotecario/a el / la bloguero/a el / la carnicero/a el / la científico/a el / la cocinero/a el / la dentista el / la electricista el / la enfermero/a el / la escritor(a) el / la fontanero/a el / la fotógrafo/a el / la granjero/a el / la jugador(a) de fútbol el / la mecánico/a el / la médico el / la pescadero/a el / la piloto de avión el / la policía el / la profesor(a) el / la recepcionista el / la secretario/a el / la jefe/jefa la libertad el sueldo agradable estimulante exigente gratificante		actor/actress architect librarian blogger butcher scientist chef dentist electrician nurse writer plumber photographer farmer football player mechanic doctor fishmonger airline pilot police officer teacher receptionist secretary boss freedom salary pleasant stimulating demanding satisfying			los instrumentos la música tocar la batería la flauta la gaita la guitarra la pandereta el piano la trompeta el violín el / la artista la banda el / la cantante el concierto el / la melónamo/a la pasión los datos personales el estado la obsesión el perfil de internet la tendencia el tuit dar 'me gusta' estar de moda estar bien informado/a poner filtros poner efectos subir selfis			instruments music to play (instrument) the drums the flute the bagpipes the guitar the tambourine the piano the trumpet the violin the artist the band / group the singer concert music lover passion personal details status obsession internet profile trend the tweet to 'like' something to be in fashion to be well informed to add filters to add effects to upload selfies		
B. ¿Qué ponen en la television? –What do they put on TV?																
el concurso los dibujos animados el documental la película el programa de deportes el programa de humor el programa musical la serie el telediarario la telenovela a la carta el canal el capítulo		game show cartoons documentary film sports programme comedy programme music programme series the news soap opera on demand channel episode/chapter														



G. Translation Practice	
I like to go online and upload selfies	M g i e l y s s
I download music	D m
I like to watch horror films because they are terrifying	M g v l p d m p s e
I prefer to watch films at home because it's cheaper	P v l p e c p e m b
What film do you want to watch?	¿Q p q v
I play the trumpet	T l t
I can't play the tambourine	N p t l t
I like the tweets	M g l t
I like to tag my friends in photos on Facebook	M g e a m a e f e F
I like to use Instagram because it's fun	M g u l p e d
Do you have a Wifi connection?	¿T u c d w?
I don't have Wifi	N t w
I use my phone to listen to music	U m m p e m
My favourite app is Spotify because I love music	M a f e S p m e l m
I want to be a dentist	Q s d
My brother is a plumber	M h e f
My sister is a police officer	M h e p
I want to be a teacher	Q s p

H . Key Questions: Answer the following in your own words. Use these model answers	
¿Qué tipo de película te gusta y por qué?	Me gustan mucho las películas de ciencia ficción porque me fascinan los caracteres en las películas y pienso que son muy interesantes. Creo que las películas de ciencia ficción son una escapada de la realidad. Me gusta ver también los documentales porque son importantes.
¿Qué tipo de música te gusta y por qué?	Prefiero la música rock porque me da mucha energía y me banda favorita es una banda de rock se llama The Eagles. Me gusta el ritmo de sus canciones y su pasión por música.
¿Para qué usas tu móvil?	Uso mi móvil para sacar selfis en Instagram y grabo videos en TikTok con mis amigos. Es muy divertido porque nos encanta reír. También descargo música en mi móvil.
¿Qué quieres hacer en el futuro?	En el futuro me gustaría ser profesora de historia porque me interesa mucho el pasado.
I. Key Questions: Translate these model answers using the KO	
¿Qué tipo de película te gusta y por qué?- What type of film do you like and why?	My favourite type of film is a romantic film because I think they are exciting and interesting but my friend hates romantic films because she says that they are boring. I also like to watch action films because they are very entertaining.
¿Qué tipo de música te gusta y por qué? – What type of music do you like and why?	I love pop music because it makes me feel very happy and I love to dance in my bedroom when I listen to pop music. My favourite band is One Direction because they are very good. I hate rock music because it's too loud.
¿Para qué usas tu móvil? – What do you use your mobile for?	I use my mobile to send messages to my family and I use whatsapp to speak to my friends. I love to take photos and upload them onto Instagram. I add filters to my photos and special effects.
¿Qué quieres hacer en el futuro? - What do you want to do in the future?	In the future I would like to be a dentist. I think that teeth are very important. My dad is a dentist and he really likes his work. I would not like to be a policía officer because the work is very dangerous. My mum works in the supermarket in the town centre.
J. Key Grammar	
Use the personal 'a' when using the verb etiquetar (to tag)	e.g. <i>Me gusta etiquetar A mis amigos en Instagram porque es divertido.- I like to tag my friends on Instagram because it's fun.</i> <i>¿Me puedes etiquetar en esta foto? – Can you tag me in this photo?</i>
Using ACABAR DE... to just finish something or to have just finished something:	e.g. <i>Acabo de ver esta película – I have just finished watching this film</i> <i>Acabamos de estudiar para hoy – We have just finished studying for today</i>
Making comparisons with más que and menos que / mejor and peor	e.g. <i>Esta película es mejor que la otra – This film is better than the other one</i> <i>Esta película es peor que la otra – This film is worse than the other one</i> <i>Esta película es más divertida que la otra – This film is more fun than the other one</i> <i>Esta película es menos interesante que la otra – this film is less interesting than the other</i>
SER AND ESTAR both mean TO BE	SER is for PERMANENT things. <i>E.g Soy español – I am Spanish</i> ESTAR is for TEMPORARY things: e.g. <i>Está enfadado contigo – He is angry with you</i>

What we are learning this term:		C. Las Películas – Films		Key Verbs												
A. Discussing the internet and social media B. Discussing TV programmes C. Watching films at the cinema and at home D. Discussing music tastes E. Creating an online profile F. Discussing jobs and careers G. Translation practice		el dispositivo _____ la programación _____ una película _____ de aventuras de ciencia ficción de dibujos animados de miedo _____ _____		experience to binge watch _____ variety _____ comedy _____ _____ mystery western _____		Ver To watch/ to see	Acabar de _____	To upload	Descargar To download	Etiquetar To tag						
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1. las redes sociales 2. acabar de... 3. en línea		4. etiquetar 5. en directo 6. chatear				You watch	You just finish	You upload	Descargas You _____	Etiquetas _____						
						Ve s/he watches	Acaba de s/he just finishes	s/he uploads	s/he downloads	Etiqueta s/he tags						
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A. Generación Digital – Digital Generation		D. ¿Qué piensas? – What do you think?		E. Quiero ser – I want to be...			F. Somos melóman@s – We are music lovers									
_____ hacer la compra por internet jugar a videojuegos llamar por videollamada sacar fotos subir fotos ver videos _____ la conexión wifi la cuenta el navegador _____ el supermercado virtual _____		to download music to waste battery _____ _____ _____ _____ app shopping _____ digital radio _____ tablet		_____ cautivador(a) complejo/a _____ _____ espeluznante impactante mejor memorable _____ predicible _____ sangriento/a triste _____ _____ me recuerda a _____ emocionante maravilloso/a grave _____ el cortometraje _____ ver _____ la Actriz la trama		musical romantic _____ disappointing entertaining _____ _____ new worse _____ deep / insightful _____ it scares me it makes me think it makes me laugh _____ I recommend it because _____ _____ long short _____ to record _____ actor _____ _____		el / la arquitecto/a el / la bibliotecario/a el / la bloguero/a _____ el / la cocinero/a el / la dentista el / la electricista _____ el / la fontanero/a el / la fotógrafo/a _____ el / la jugador(a) de fútbol el / la mecánico/a _____ el / la piloto de avión el / la policía _____ el / la recepcionista el / la secretario/a el / la jefe/jefa _____ agradable estimulante _____ gratificante			actor/actress _____ _____ butcher scientist _____ nurse writer _____ farmer _____ _____ doctor fishmonger _____ teacher _____ _____ freedom salary _____ demanding _____			los instrumentos la música _____ _____ la gaita la guitarra la pandereta el piano _____ _____ la banda el / la cantante _____ el / la melónamo/a _____ los datos personales el estado _____ la tendencia el tuit _____ estar bien informado poner filtros poner efectos _____ to 'like' something to be in fashion _____ to upload selfies		
B. ¿Qué ponen en la television? –What do they put on TV?																
los dibujos animados _____ la película el programa de deportes el programa de humor _____ la serie _____ la telenovela _____ el canal el capítulo		game show _____ documentary _____ _____ music programme _____ the news _____ on demand _____ _____														



		C.	What is the Trimurti?
A. Key words. B. Hindu understanding of God. C. The meaning of Trimurti	D. Hindu Sacred texts E. Hindu beliefs about the afterlife F. The principles of Ahimsa.	Trimurti	The triad of Gods (meaning "three forms" of God) consisting of Brahma the creator, Vishnu the preserver, and Shiva the destroyer as the three highest manifestations of the one ultimate reality.
		Representation of Brahma	The creator shown with 4 heads facing 4 directions- shows that it has created the whole universe and represents the four vedas. Holds rosary (mala) to symbolise that he meditates to recreate the universe after each era. Sits on a lotus flower to symbolise its purity.
		Representation of Vishnu	Vishnu means pervading. He is the preserver, protector, guard. His job is to maintain and preserve the order and harmony of the universe. Blue in colour to represent endless bliss, mind and infinity like the sky.
		Representation of Shiva	The destroyer, re-creator, transformer. Blue skin to show how he swallowed poison to save the world. Holding a trident which represents the Trimurti and a cobra to represent power over danger.
A. Can you define these key words?		D.	What are the sacred texts in Hindu Dharma?
Key word	Key definition	Core and most holy texts	The most holy texts are the four Vedas. The Vedas are Shruti (that which is heard – this means they are believed to be the words of God). Contains the Upanishads – texts about the nature of life and the soul.
Mandir	The Hindu temple (place of worship)	Other important texts	The Bhagavad Gita is An epic poem about a battle fought by Prince Arjuna.
Trimurti	The triad of gods consisting of Brahma, Vishnu and Shiva.		In the Bhagavad Gita Krishna advises Arjuna to follow his dharma and not worry about the result.
Atman	Sanskrit name for soul. It is a deep self hidden in all beings.		The Ramayana is an epic story about the triumph of good over evil. Rama defeats Ravana and rescues Sita.
Samsara	The cycle of birth, death and rebirth to which life in the material world is bound.		The Ramayana is remembered during the Diwali festival (the festival of lights)
Pervading	Be present and apparent throughout, everywhere.	E. What are the Hindu beliefs about worship and the afterlife?	
Eternal	Everlasting or existing forever; without end.	Puja	This means 'worship'. It can be done at a mandir or at a home shrine. It involves offering prasad (blessed sweets or fruits) to the murti (statue/picture of the deity), chanting mantras and doing arti.
Dharma	Duty. There is sanatana (universal) dharma and varnashrama (individual) dharma.	Arti	This is a ritual where diya lamps are lit and waved around a deity (god). It can be done during daily puja or on pilgrimage at the River Ganges (Ganga arti). It represents removing darkness.
Karma	The force produced by a person's actions in one life that influences what happens to them in future lives.	The cycle of Death and rebirth.	Hindus believe that the soul passes through a cycle of successive lives (samsara) and its next incarnation is always dependent on how the previous life was lived (karma). Moksha is the end of the death and rebirth cycle and is the ultimate goal. Hindus are cremated after death to release the soul towards moksha
Moksha	The release from the cycle of rebirth, the perfect peace, happiness and bliss of union with Brahman	How these beliefs affect everyday life	Karma literally means is 'action'. Every action has an equal reaction at some point in the future. So Hindus try to conduct good actions in their lives. Namakarana (naming) ceremony is done at 11 days to set the baby on a good spiritual path. After death, cremated ashes may be put in the Ganges river which can purify sins.
Ahimsa	Ahimsa means harmlessness or non-violence carried out in words, in thought and in action		
Reincarnation	The rebirth of a soul in another body.		
B. How do Hindus understand God?		F.	What is meant by Ahimsa.
Polytheism	This is the belief in or worship of more than one God. However, Hindus believe in One God, Brahman- who can take many forms.	1	Meaning- Showing respect for all living things and avoidance of violence towards others
Concept of Brahman	Brahman is understood as the life-giving force that is the 'origin of all that comes into being'. This power dwells within all living beings but is also beyond the universe. Brahman is often described as 'it' showing there is no gender as God is not a physical being.	2	Why do Hindus follow the principle of Ahimsa? Hindus believe Ahimsa is a universal vow that is required for self-realisation. It is a necessity for anyone who aims to control their mind.
Understanding of God	They believe there is one supreme universal spirit, Brahman. This power dwells in all living beings. God is invisible, formless and pervading.	3	How is the principle of Ahimsa shown in practice? By being a vegetarian, refusing to fight in war and being a pacifist, protecting the environment



What we are learning this term:			C.	What is the Trimurti?					
A. Key words.		D. The sacred texts E. Hindu beliefs about the afterlife F. The principles of Ahimsa.	Trimurti						
B. Hindu understanding of God.			Representation of Brahma						
C. The meaning of Trimurti			Representation of Vishnu						
			Representation of Shiva						
A.	Can you define these key words?		D.				What are the sacred texts in Hindu Dharma?		
Key word		Key definition							
Mandir									
Trimurti									
Atman									
Samsara		Other important texts							
Pervading									
Eternal									
Dharma									
Karma		Puja							
Moksha		Arti							
Ahimsa		The cycle of Death and rebirth.							
Reincarnation		How these beliefs affect a Hindus everyday life							
B		How do Hindus understand God?			F.	What is meant by Ahimsa.			
Polytheism					1				
Concept of Brahman					2				
Understanding of God					3				



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



What we are learning during these term:

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

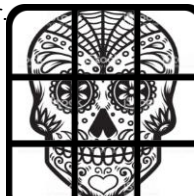
6 Key Words for this project

- Sugar Skull
- Mexican Day of the Dead
- Symmetry
- Armature
- Papier Mâché
- Outcome



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

- Use a ruler to draw an equally spaced grid onto your image.
- Draw an identical grid **LIGHTLY** onto paper.
- 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.
- Add main details before erasing the grid on the paper.
- Add fine **details** and build in **tone**.



D. How to make a positive/negative collage.

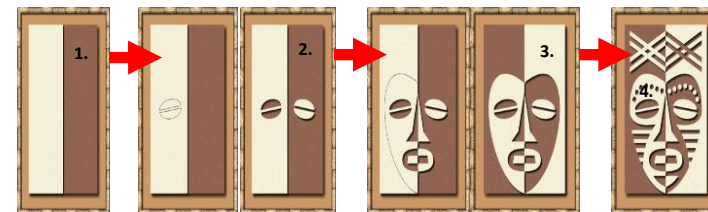
Collage is a form of art by cutting and ripping paper to create interesting artworks.

Steps for making your collage:

- 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.
- 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.**
- 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.
- Add additional details on the face and in the background, following the same technique as step 2.

What each tool is used for:

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



Keywords for this project in detail:

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

A. About Day of the Dead, Mexican Holiday.

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

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

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

C. DOTD artists: Thaneeya McArdle and Laura Barbosa.

Thaneeya McArdle



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

Laura Barbosa



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

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:

- 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.
- Apply the first layer of papier mâché using newspaper as smoothly as possible using PVA glue.
- 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.
- Apply a final thin layer of newsprint and PVA papier mâché for a smooth and even finish.
- Paint the sugar skull with white emulsion paint and allow to dry. Apply colourful poster paint in the background and use acrylic paint and pens to add the final details.



**What we are learning during these term:**

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

6 Key Words for this project

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

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

- 1
- 2
- 3
- 4
- 5

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

Collage is:

Steps for making your collage:

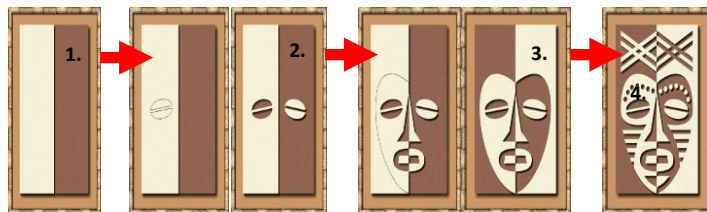
- 1
- 2
- 3
- 4

What each tool is used for:

Cutting mat

Craft knife

Glue stick

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

Papier mâché is:

Steps for making your sugar skull:

- 1
- 2
- 3
- 4
- 5

**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 31 st October to 2 nd November every year to remember the deceased.
Symmetry		Same on both sides, like a reflection.
Armature		A support and foundations (starting point) for a sculpture.
Papier Mâché		A technique using watered down PVA glue and paper.
Outcome		The final piece of art for a project, which shall be the DOTD papier mâché sugar skull sculptures.

A.	About Day of the Dead, Mexican Holiday.	C.	DOTD artists: Thaneeya McArdle and Laura Barbosa.
What?	<ul style="list-style-type: none">It is a Mexican Christian holiday.It began as a day of thanks for the harvest.The festival lasts 3 days. It Occurs 31st October – 2nd November every year.	Thaneeya McArdle 	<ul style="list-style-type: none">Inspired by Indian Art.Works with a range of materials including acrylic. paint and various programmes on the computer.Her work shows a creative and personal. interpretation of Day of the Dead and has Indian like qualities.Designs are vibrant, symmetrical and include the use of intricate patterns.
Why?	It is a festival that celebrates the lives of those who have died.	Laura Barbosa 	<ul style="list-style-type: none">Self-taught painterProduces artwork based on the theme Mexican day of the deadUses fluorescent and vibrant colours that also have contrasting areas.Her brush strokes are dominant in her work andHer use of patterns are simplistic.
How?	Different things happen on each day.... DAY 1: <ul style="list-style-type: none">Relatives put flowers on graveyards or in vases.They create an altar somewhere in the house with pictures of the dead, along with favourite objects. The rest of this day is spent making the favourite foods of the person(s). DAY 2: <ul style="list-style-type: none">Families have big celebrations at their homes. They serve all the food they made the day before. They eat candies shaped like skeletons. Friends stop by and people dance and sing. DAY 3: <ul style="list-style-type: none">The holiday expands to the town. There are parades and floats and characters in costume.		










Year 8 PRODUCT DESIGN Rotation Knowledge Organiser



What we are learning this term:

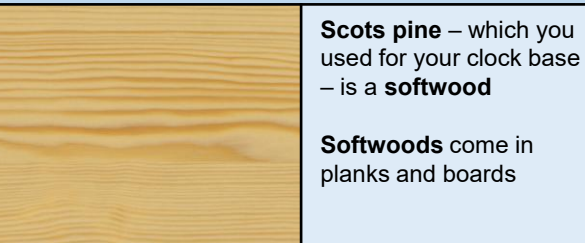
A. Workshop Tools B. Materials C. Key words D. Art Deco Design Movement

A. Workshop Tools

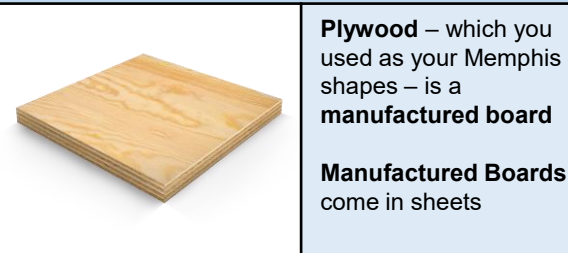
Steel Rule	Wooden Vice	Clamp	Bench Hook	Tenon Saw	Pillar Drill	Bandfacer
						

B. Materials

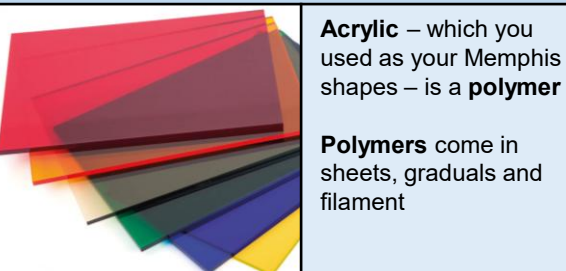
Timbers come from **trees**



Manufactured Boards come from **wood pulp**



Polymers come from **crude oil**

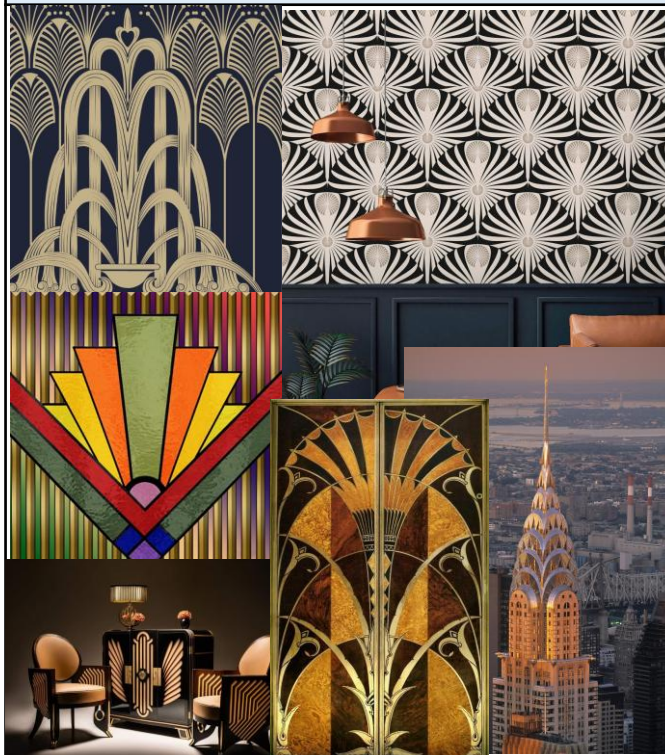


C. Key Words

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

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 palettes,
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



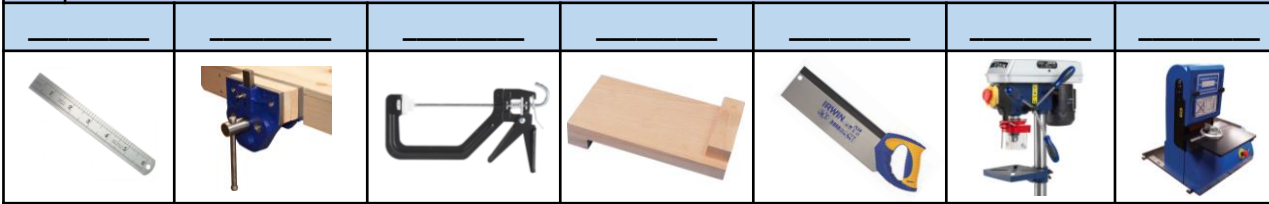
Year 8 PRODUCT DESIGN Rotation Knowledge Organiser



What we are learning this term:

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

A. Workshop Tools



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 _____

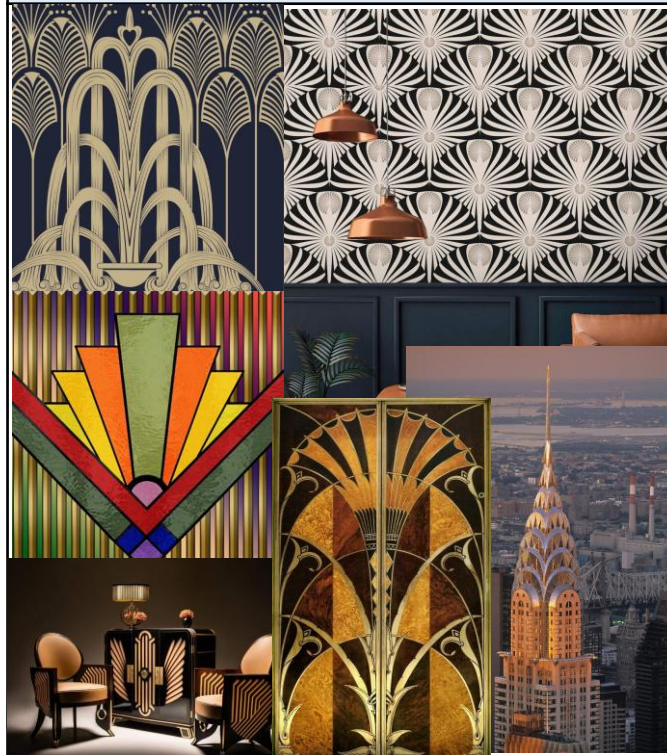


Acrylic – which you used as your Memphis shapes – is a **polymer**

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.

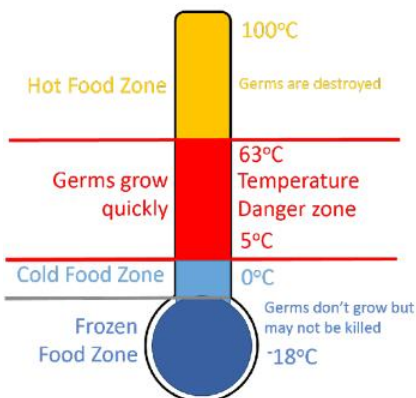
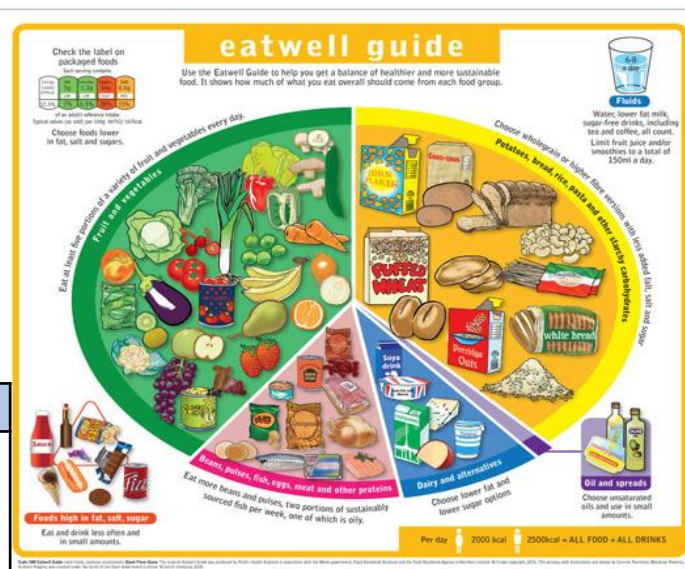


Image: TAFE NSW

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, come 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

Y8 Food technology

What we are learning this term:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

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

- 1 **Fruit and Vegetables**
- 2 **Carbohydrates**
- 3 **Protein**
- 4 **Dairy**
- 5 **Fats and Oils**

A. What are the nutrients required in the diet?

Carbohydrates

Protein

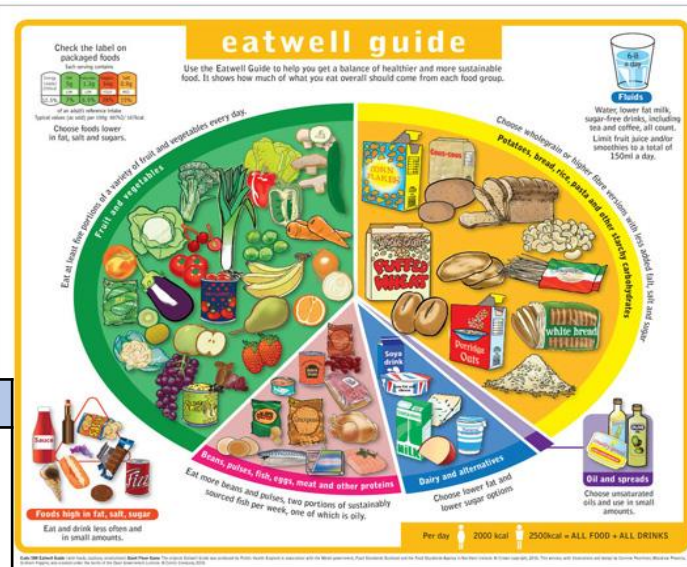
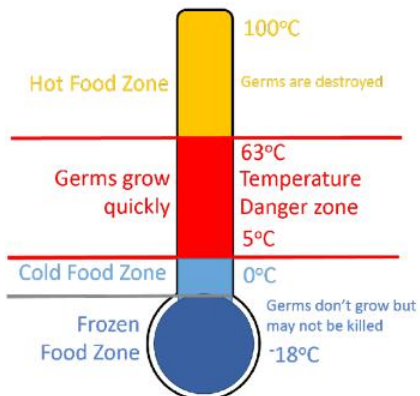
Fats

Vitamins

Minerals

c. Storing food safely

Perishable foods should be stored out of the **temperature danger zone** to reduce the risk of _____.
Hot foods should be kept above _____ and cold foods should be kept below _____.



E. Keywords

Hygiene

Cross contamination

Spoilage

Perishable food

Fibre

Allergen

Intolerance

Coeliac

Vegan

c. Food related waste

Reasons for wasting food:

Reducing Waste:

c. Influences on food choice

YEAR 8 GRAPHIC COMMUNICATION

What are we learning this term?

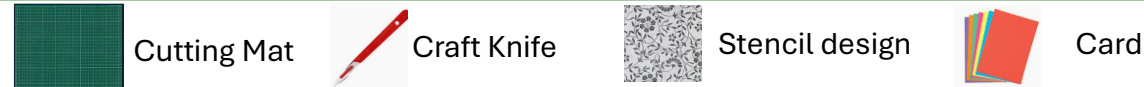
A Stencil design	B Step up card	C Accordion card	D Key words	E Evaluation
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A | Stencil design

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

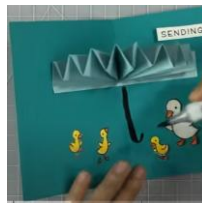


Coloured paper to add to the design
Cut any incisions

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.

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Evaluation: To judge or give an opinion

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

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What we are learning this term:

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

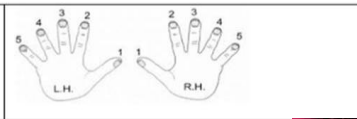


SCAN ME

C

Playing the Keyboard

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



Chords

:

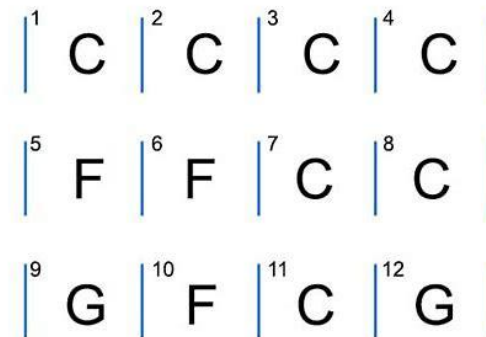
C =
CEG

FAC

C

12 bar blues Structure

12 Bar Blues Chord Progression in C



F

Keywords

Chord	A group of notes played together .
Accompaniment	A musical line that supports the melody
12 Bar Blues	A chord progression used in Blues music using chords 1,4,and 5.
Improvisation	Music that is created spontaneously , or without preparation
Walking Bass	Bass line that moves up and down the scale note by note.
Riff	Similar to ostinato . A repeating chord progression, pattern or melody.
Syncopation	A placement of rhythmic stresses/accents where they wouldn't normally occur. Off-beat sounding .
Blues Music	A musical style originating in the US at the end of the 19 th century, mostly performed by Black Americans.
Blues Scale	A six-note scale based on the major/minor pentatonic

E

What are the music symbols?

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

G

How to read music – treble clef and Bass Clef

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

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

G

Describing music – MAD T SHIRT

M

A

D

T

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R

T

Melody

Articulation

Dynamics

Texture

Structure

Harmony/Tonality

Instruments

Rhythm

Tempo

The tune of the song/music

How notes are played

Loud/quiet and any other volume changes

Layers of sound / how they fit together

The sections and organising

Chords used / the mood

Types of instruments heard

Pattern of notes and beats

The speed of the music



What we are learning this term:

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



SCAN ME

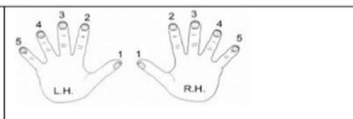
F

Keywords

C

Playing the Keyboard

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



Chords

•

C =
CEG

FAC

C

12 bar blues Structure

12 Bar Blues Chord Progression in C

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

E

What are the music symbols?

Note	Name	Beats	Rest	Note	Name	Beats	Rest
					Dotted		

G

How to read music – treble clef and Bass Clef

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

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

G

Describing music – MAD T SHIRT

M

A

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BLOCKING

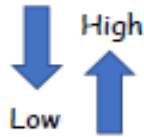
Planning your positioning and movement around the stage, including entrances and exits.

Year 8 TEECHERS Term 3

SET DESIGN

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

PERFORMANCE SKILLS



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

Vocals - Pace: The speed that you speak at.



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



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

Key Characters:

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

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

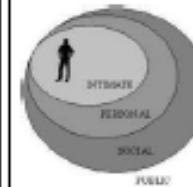
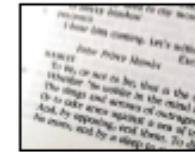


Spatial Awareness: The ability to see yourself, (in relation to other actors/set), in the stage space to create a specific effect.



DRAMA TERMS

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



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

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

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



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



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



DIG DEEPER QUESTIONS

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

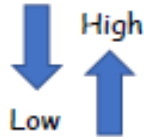
Why is blocking an important part of the 'page to stage' process?
Why are proxemics so important when creating meaning?
How can eye contact change the meaning of a line of dialogue?
What makes a successful, scripted performance?

BLOCKING

Year 8 TEECHERS Term 3

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

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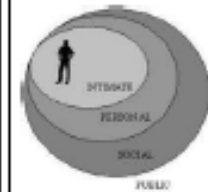
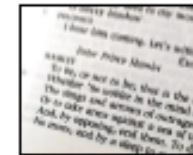
- Hopeless English teacher, eager to leave
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What makes a successful, scripted performance?

SWINDON ACADEMY READING CANON

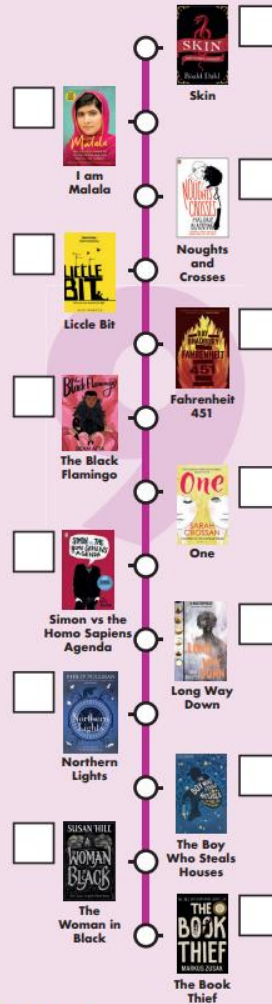
Year 7



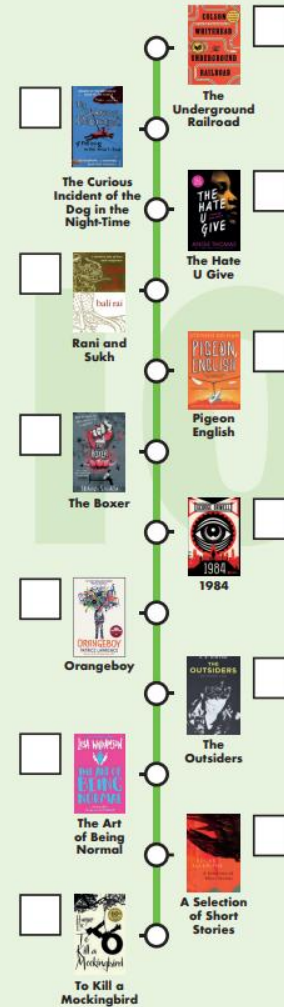
Year 8



Year 9



Year 10



#ReadingisPower