

100% book - Year 8 Mainstream

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



Term 1

Swindon Academy 2025-26

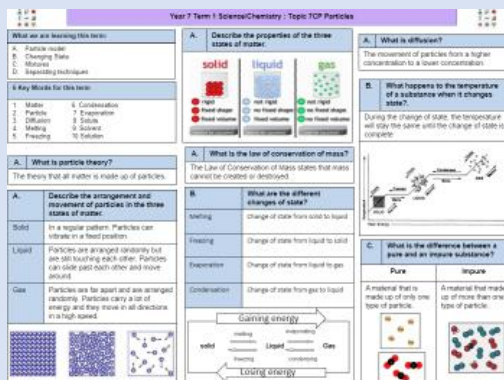
Name:	
Tutor Group:	
Tutor & Room:	

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

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

How to use your 100% book of Knowledge Organisers and Quizzable Organisers

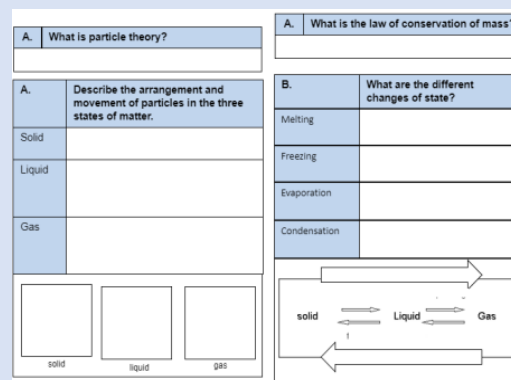
Knowledge Organisers



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

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.

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.

'Animal Farm': Knowledge Organiser		The seven commandments		Key words
Chapter breakdown		1	Whatever goes upon two legs is an enemy.	allegory – a story with two meanings. It has a literal meaning, which is what actually happens in the story. But it also has a deeper meaning. The deeper meaning is often a moral. It teaches you a lesson about life.
1	The animals gather to listen to old Major. He gives them a vision of a life without man.	2	Whatever goes upon four legs, or has wings, is a friend.	
2	The animals rebel and overthrow Jones. The commandments are written.	3	No animal shall wear clothes.	
3	The animals' first harvest is a success. The pigs keep the milk and apples to themselves.	4	No animal shall sleep in a bed.	tyrant – someone who has total power and uses it in a cruel and unfair way. A tyranny is a situation in which a leader or government has too much power and uses that power in a cruel and unfair way.
4	The Battle of the Cowshed: Jones attempts to reclaim the farm.	5	No animal shall drink alcohol.	
5	Snowball and Napoleon debate the windmill. Napoleon uses dogs to chase Snowball from the farm. Napoleon makes himself leader.	6	No animal shall kill any other animal.	
6	Work begins on the windmill. The pigs move into the farmhouse. Winds destroy the windmill.	7	All animals are equal.	rebellion – a rebellion is a situation in which people fight against those who are in charge of them.
7	Work on the windmill starts again. Napoleon demands eggs from the hens. Napoleon slaughters animals at the show trials.	Characters		
8	Napoleon betrays Mr. Pilkington and sells timber to Mr. Frederick. Frederick pays with counterfeit money. Frederick attacks the farm. The animals suffer losses in the Battle of the Windmill. The windmill is destroyed.	Napoleon 'a large, rather fierce-looking Berkshire boar, the only Berkshire on the farm, not much of a talker, but with a reputation for getting his own way.'		
9	Boxer is sold to the knacker's yard.	Snowball 'a more vivacious pig than Napoleon, quicker in speech and more inventive, but was not considered to have the same depth of character.'		harvest – the time when crops are cut and collected from fields.
10	The pigs are leaders on the farm. They start walking on two legs and carrying whips. There is no difference between the pigs and the humans they sought to overthrow at the start of the novel.	Squealer 'with very round cheeks, twinkling eyes, nimble movements, and a shrill voice. He was a brilliant talker, and when he was arguing some difficult point he had a way of skipping from side to side and whisking his tail which was somehow very persuasive. The others said of Squealer that he could turn black into white.'		
		Boxer 'an enormous beast, nearly eighteen hands high, and as strong as any two ordinary horses put together... in fact he was not of first-rate intelligence, but he was universally respected for his steadiness of character and tremendous powers of work.'		
		Biographical information		corrupt – when people use their power in a dishonest way order to make life better for themselves.
		1	'Animal Farm' was written in 1945.	
		2	It was written by George Orwell.	
		3	Orwell was born in 1903.	propaganda – Information that is meant to make people think a certain way. The information may not be true.
		4	'Animal Farm' was influenced by the events of World War II.	
		5	Orwell wanted to write about the cruel leaders of Europe during World War II.	
		6	'Animal Farm' is an allegory for the events of the Russian Revolution.	cult of personality – a cult of personality is where a leader convinces people to worship him or her and treat them like a god.
				treacherous – If you betray someone who trusts you, you could be described as treacherous .
				declarative: describes something that makes information known. A statement
				hierarchy: a system of organising people into different levels of importance
				imperative: a command.

'Animal Farm': Knowledge Organiser		The seven commandments		Key words	
Chapter breakdown		1	Whatever goes upon ____ legs is an ____.	allegory – a story with _____. It has a _____ meaning, which is what _____ in the story. But it also has a _____ meaning. The _____ meaning is often a _____. It _____ you a _____ about _____. tyrant – someone who has _____ power and uses it in a _____ and _____ way. A tyranny is a situation in which a _____ or _____ has too much _____ and uses that _____ in a _____ and _____ way.	
1	The _____ gather to listen to old Major. He gives them a _____ of a life without _____.	2	Whatever goes upon ____ legs, or has _____, is a _____.		
2	The animals _____ and _____ Jones. The _____ are written.	3	No animal shall _____.		
3	The animals' first _____ is a _____. The pigs keep the _____ and _____ to themselves.	4	No animal shall _____ in a _____.		
4	The Battle of the _____: _____ attempts to _____ the farm.	5	No animal shall _____.		
5	_____ and _____ debate the _____. _____ uses _____ to chase _____ from the farm. _____ makes himself _____.	6	No animal shall _____ any other _____.		
6	Work begins on the _____. The _____ move into the _____. _____ the _____.	7	All animals are _____.		
		Characters		rebellion – a _____ is a _____ in which people _____ against those who are in _____ of them. harvest – the _____ when _____ are _____ and _____ from _____. corrupt – when _____ use their _____ in a _____ way order to make life _____ for _____. propaganda – _____ that is meant to make people _____ a certain way. The _____ may not be _____. cult of personality – a cult of personality is where a _____ people to _____ him or her and _____ them like a _____.	
		Napoleon 'a large, rather _____ Berkshire boar, the only _____ on the farm, not much of a _____, but with a _____ for getting his own way.'			
		Snowball 'a more _____ pig than _____, _____ in _____ and more _____, but was not considered to have the same _____ of _____.'			
		Squealer 'with very _____ cheeks, _____ eyes, _____ movements, and a _____ voice. He was a _____, and when he was _____ some difficult point he had a way of _____ from side to side and _____ his _____ which was somehow very _____. The others said of Squealer that he could turn _____ into _____.'			
		Boxer 'an _____ beast, nearly _____ hands high, and as _____ as any _____ ordinary horses put together... in fact he was not of first-rate _____, but he was universally _____ for his _____ of character and _____ powers of _____.'		treacherous – If you _____ someone who _____ you, you could be described as treacherous . declarative: describes something that makes _____ _____. A _____ hierarchy: a _____ of organising _____ into different _____ of _____ imperative: a _____.	
		Biographical information			
		1	'Animal Farm' was written in _____.		
		2	It was written by _____.		
		3	_____ was born in _____.		
		4	'Animal Farm' was _____ by the events of _____.		
		5	_____ wanted to write about the _____ of _____ during _____.		
		6	'Animal Farm' is an _____ for the events of the _____.		



What we are learning this term:

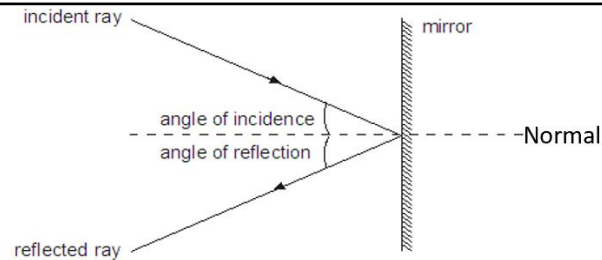
- A. Light and materials
- B. Ray model
- C. Colour
- D. Weight and mass
- E. Astronomical structures and distances
- F. Days, years and seasons

6 Key Words for this term

- 1. Vacuum
- 2. Refraction
- 3. Absorption
- 4. Transmission
- 5. Wavelength
- 6. Reflection

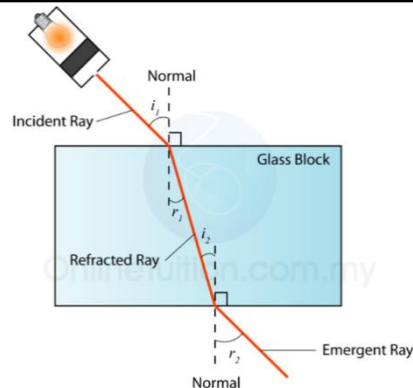
B. What is reflection?

When a ray of light (**incident ray**) reflects off a material and the reflected ray of light then goes into your eye, for you to see it.



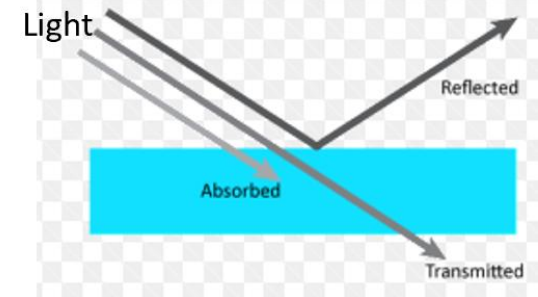
B. What is refraction?

When light **changes direction** as it enters or leaves a different medium (material).



A. What are the three different ways light interacts with material?

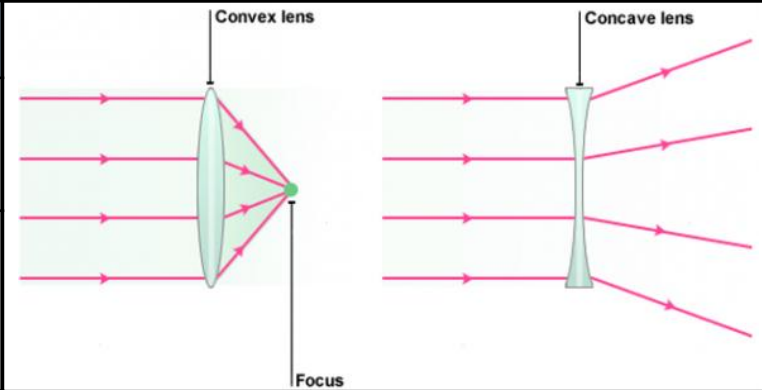
Light is transmitted	it passes straight through
Light is absorbed	it does not pass through
Light is reflected	light bounces off the surface of the material



B. What are the two types of lenses?

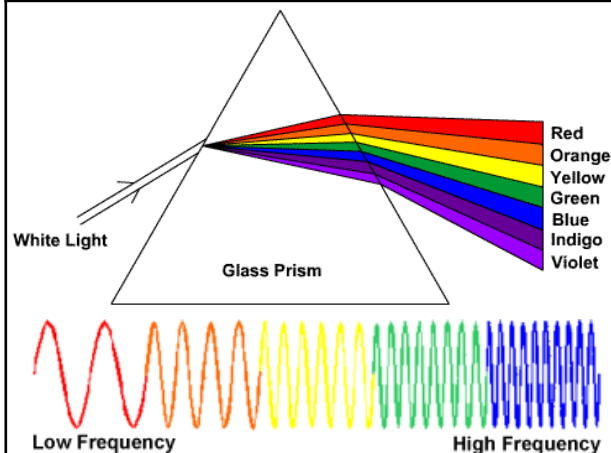
Convex lens – light rays are refracted then **converge** (meet up).

Concave lens – light rays are refracted then **diverge** (move apart).

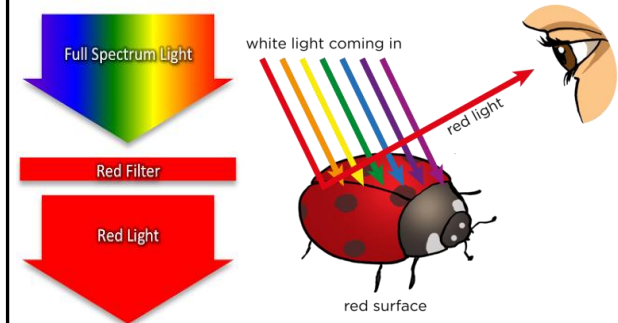


C. What is light dispersion?

The **separation of white light** into colours according to frequency.



- **Black** – all colors absorbed, nothing reflected
- **White** – all colors reflected, nothing absorbed

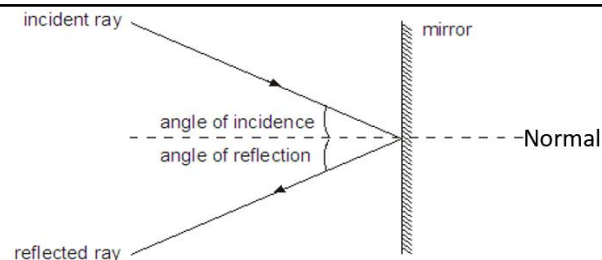
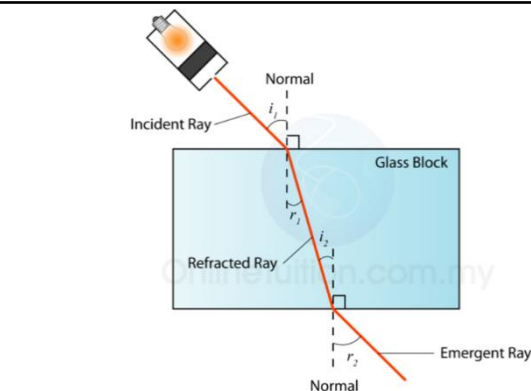


**What we are learning this term:**

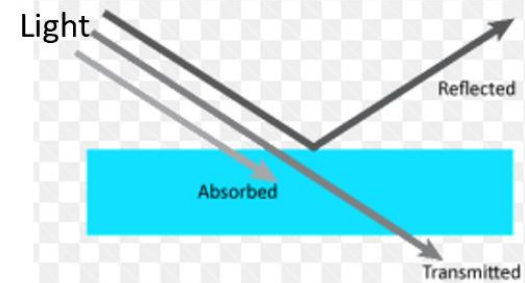
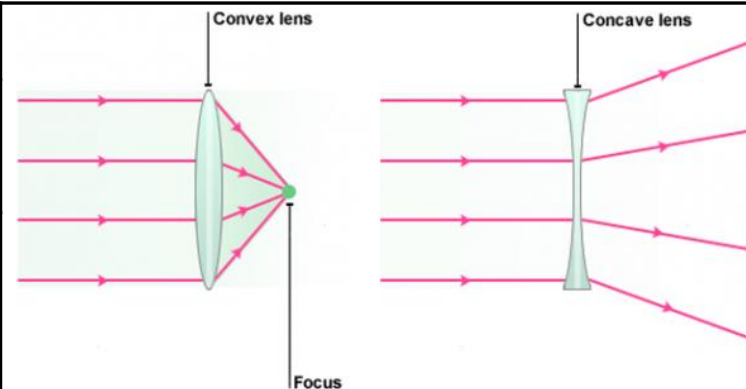
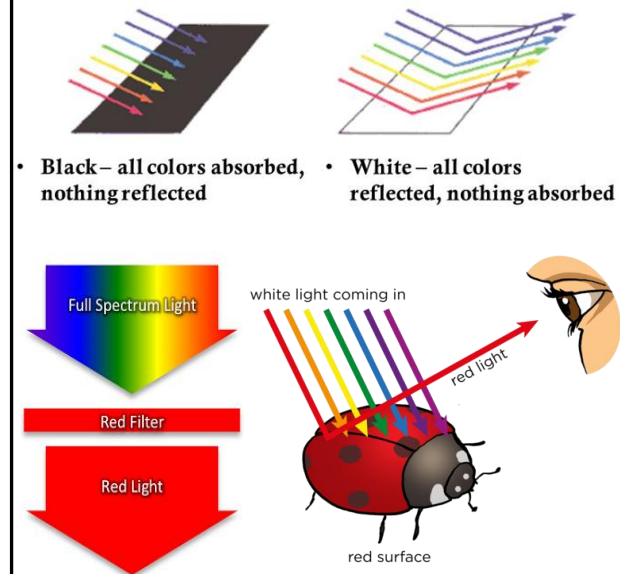
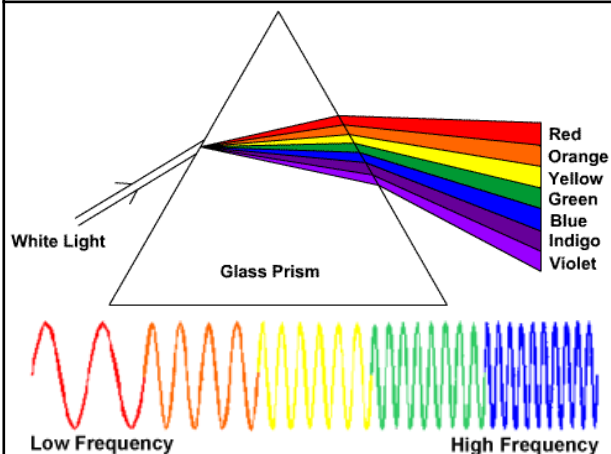
- A. Light and materials
- B. Ray model
- C. Colour
- D. Weight and mass
- E. Astronomical structures and distances
- F. Days, years and seasons

6 Key Words for this term

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

B. What is reflection?**B. What is refraction?****A. What are the three different ways light interacts with material?**

Light is _____	it passes straight through
Light is _____	it does not pass through
Light is _____	light bounces off the surface of the material

**B. What are the two types of lenses?****C. What is light dispersion?**

**D. What is mass?**

Mass measures the amount of material in an object and is measured in kilograms (kg).

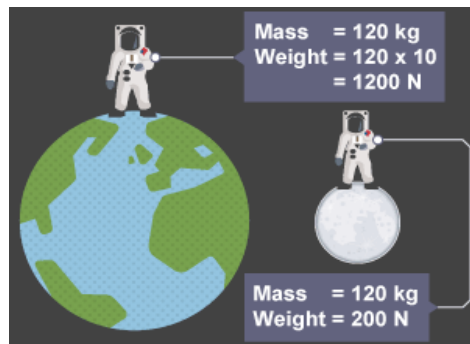
D. What is weight?

Weight is a force, caused by gravity acting on a mass. Since it is a force, it is measured in Newtons (N).

D. What is gravitational field strength?

The measure of how strong the gravitational field of a large object is.

For instance, the gravitational field strength on Earth is about 10 N/kg. This means that a weight of 10 N acts on each kg of mass on Earth.



Planet	Weight of the 50 kg crate
Mercury	190 N
Venus	440 N
Earth	500 N
Mars	190 N
Jupiter	1245 N
Saturn	520 N
Uranus	520 N
Neptune	690 N
Pluto	14.5 N

D. What is the equation for gravitational field strength?

$$W = m g$$

W = weight (Newtons, N)
m = mass (kilograms, kg)
g = gravitational field strength (Newtons per kilogram, N/kg) – on Earth, this is about 10 N/kg)

F. What is the axis?

The imaginary line in the Earth between North and South pole

F. What is a day?

The time taken for a planet to rotate once on its axis. On Earth this is 24 hours.

F. What is a year?

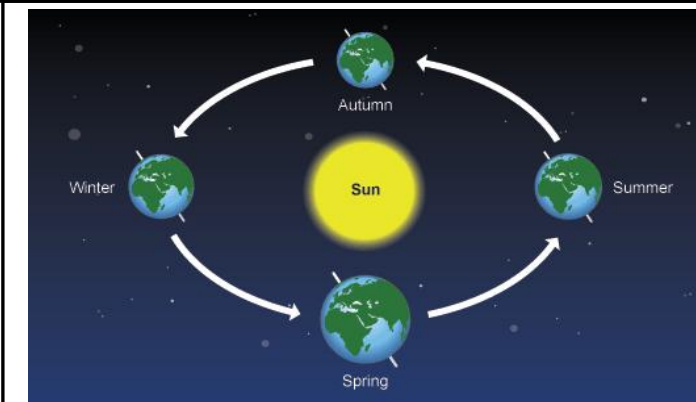
The time taken for a planet to completely orbit the Sun. It takes Earth 365.25 days.

F. What causes the seasons?

The tilt of the earth's axis.

When the northern hemisphere is tilted **towards** the sun we get **summer** in the UK.

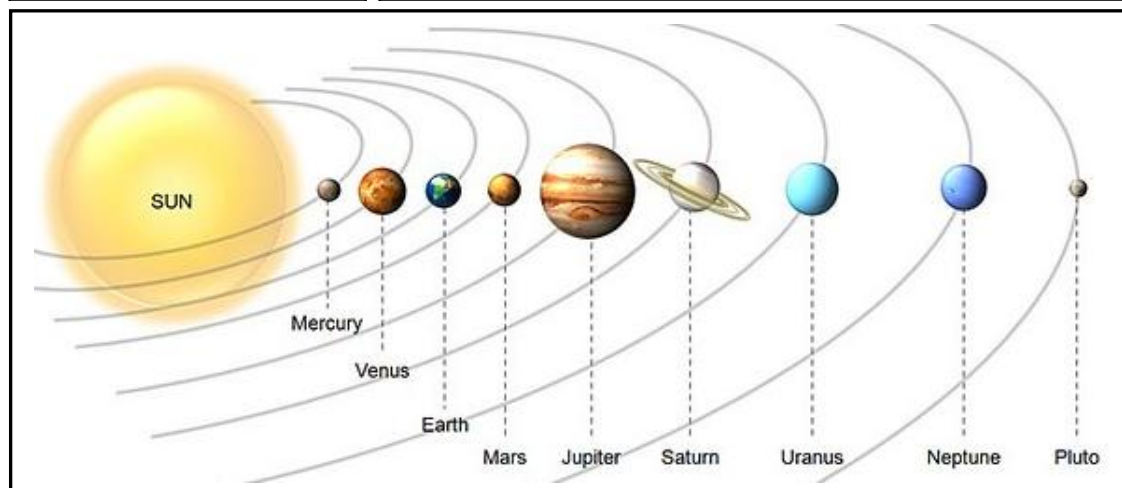
When the northern hemisphere is tilted **away** from the sun we get **winter** in the UK

**E. What is a lightyear?**

The distance travelled by light in one year.

E. Order these from largest to smallest

asteroid → moon → planet → star → solar system → galaxy





D. What is mass?

D. What is weight?

D. What is gravitational field strength?

For instance, the gravitational field strength on Earth is about 10 N/kg. This means that a weight of 10 N acts on each kg of mass on Earth.

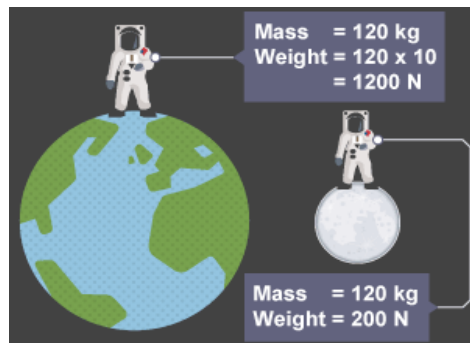
D. What is the equation for gravitational field strength?

___ = ___ (Newtons, N)
___ = ___ (kilograms, kg)
___ = ___ (Newtons per kilogram, N/kg) – on Earth, this is about 10 N/kg)

F. What is the axis?

F. What is a day?

F. What is a year?

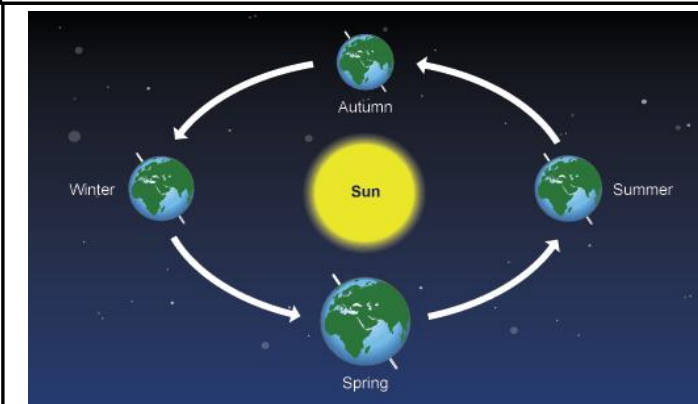


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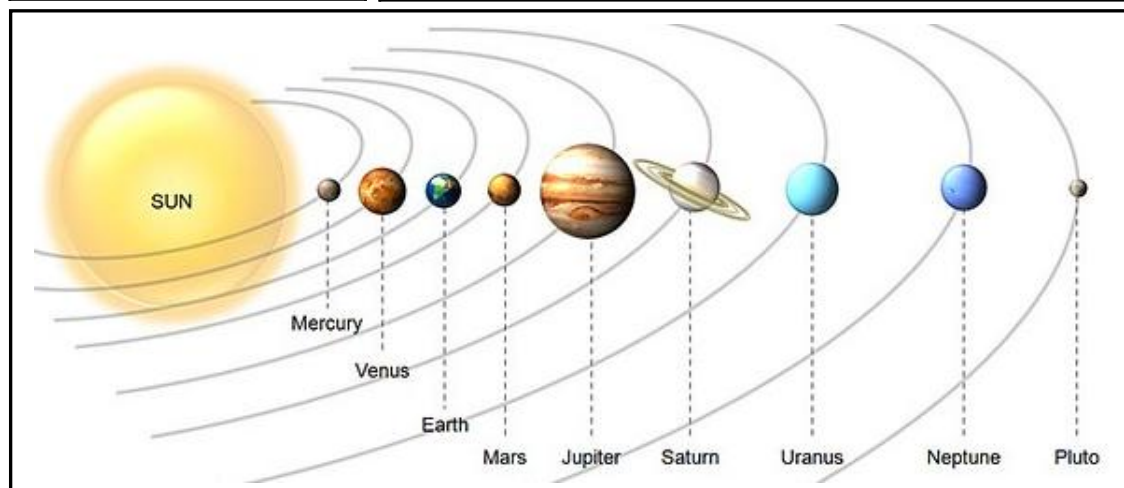
E. What is a lightyear?

F. What causes the seasons?

When the northern hemisphere is tilted **towards** the sun we get _____ in the UK.
When the northern hemisphere is tilted **away** from the sun we get _____ in the UK



E. Order these from largest to smallest:
Asteroid, Solar system, Star, Planet, Galaxy, Moon



**What we are learning this term:**

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

5 Key Words for this term

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

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

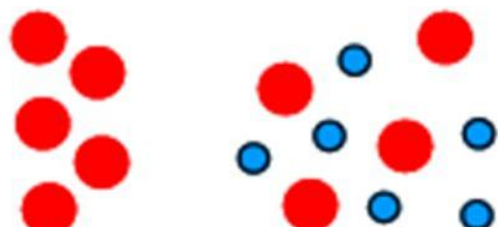
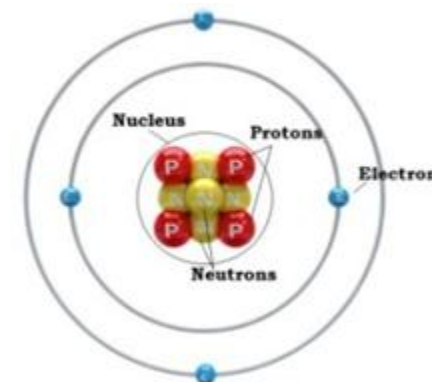
in the nucleus and have a positive charge.

Neutron

in the nucleus and have no charge.

Electron

in the shells and have a negative charge.



element

mixture



element

compound

A. What is an atom?

What all matter is made up off.

A. What is an element?

A substance that contains only one type of atom.

A. What is a compound?

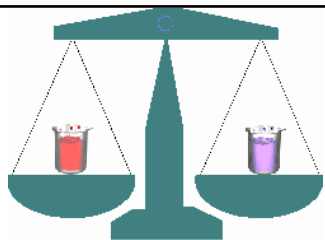
A substance that contains 2 or more elements that are chemically bonded together.

A. What is a mixture?

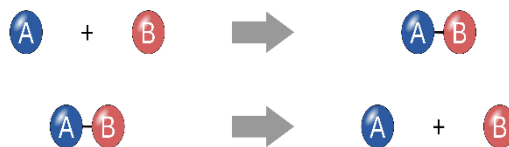
A substance that contains 2 or more types of atom that are not chemically bonded together.

B. What is the conservation of mass?

The total starting mass must equal the total final mass.



Reactants → Products



**What we are learning this term:**

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

5 Key Words for this term

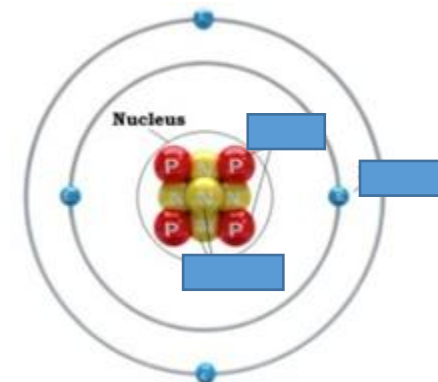
- | | |
|----|----|
| 1. | 4. |
| 2. | 5. |
| 3. | |

A. What is an atom made up of?

in the nucleus and have a positive charge.

in the nucleus and have no charge.

in the shells and have a negative charge.

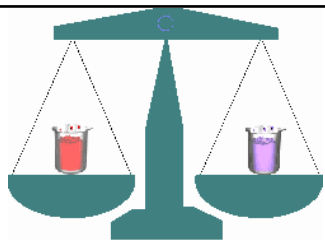
**A. What is an atom?****A. What is an element?****A. What is a compound?****A. What is a mixture?**

element

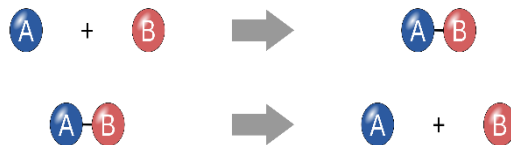
mixture

element

compound

B. What is the conservation of mass?

Reactants → Products





The horizontal rows of elements in the periodic table.

8.01: Population



Population distribution

1	population density	(n) the number of people who live within one square kilometre (km ²).
2	population distribution	(n) how people are spread out over a particular area.
3	densely populated	(n) many people per km ²
4	sparsely populated	(n) few people per km ²

Population change

1	birth rate	(n) the number of live births per 1,000 people in a population per year.
2	death rate	(n) the number of deaths per 1,000 people in a population per year.
3	natural increase	(n) the difference between the birth rate and death rate.
4	population explosion	(n) the rapid increase in the world's population since the 1950s.
5	overpopulation	(n) when the number of people in a region exceeds the capacity of that region's resources to support them.

Managing population

1	ageing population	(n) A population with a high and increasing proportion of people aged 65 and over, often due to low birth rates and longer life expectancy.
2	youthful population	(n) A population with a high proportion of young people (typically under the age of 15), often found in countries with high birth rates and lower life expectancy.

Population structure

1	population structure	(n) The number/ proportion of people in each age range, for each gender.
2	population pyramid	(n) a graphical representation of a country's population structure, showing the distribution of different age groups and sexes.
3	working age population	(n) The group of people typically aged 15 to 64 who are considered old enough to work and support the economy.
4	young dependents	(n) Children and young people aged 0 to 14 who are usually not working and depend on others for care and support.
5	elderly dependents	(n) Older adults, usually aged 65 and over, who are often retired and may rely on others or the government for financial and healthcare support.

Migration

1	voluntary migration	(n) When people choose to move to another place, often for reasons like better job opportunities, education, or lifestyle.
2	forced migration	(n) When people are made to move due to conflict, natural disasters, persecution, or other dangers beyond their control.
3	international migration	(n) When people move from one country to another.
4	internal migration	(n) When people move within the same country e.g., from rural areas to cities.
5	push factor	(n) Factors that make people want to leave an area.
6	pull factor	(n) Factors that make people want to leave an area.
7	source country	(n) The home country of a migrant.
8	host country	(n) The destination country for a migrant.

8.01: Population



Population distribution

1 population density

2 population distribution

3 densely populated

4 sparsely populated

1 population structure

2 population pyramid

3 working age population

4 young dependents

5 elderly dependents

Population structure

Population change

1 birth rate

2 death rate

3 natural increase

4 population explosion

5 overpopulation

Migration

1 voluntary migration

2 forced migration

3 international migration

4 internal migration

5 push factor

6 pull factor

7 source country

8 host country

Managing population

1 ageing population

2 youthful population

8.01: Population



Factors influencing population distribution

1 physical	<ol style="list-style-type: none"> 1. Relief of the land. 2. Availability of natural resources. 3. Climate. 4. Fertility of soil. 5. Access to freshwater.
2 human	<ol style="list-style-type: none"> 1. Transport network. 2. Job opportunities. 3. Investment in basic and wider services.

Factors affecting birth and death rate

1 Birth rate	<ol style="list-style-type: none"> 1. Cost of childcare. 2. Access to contraception. 3. Children seen as an economic asset. 4. Average age of marriage.
2 Death rate	<ol style="list-style-type: none"> 1. Access to safe drinking water. 2. Access to food.
3 both	<ol style="list-style-type: none"> 1. Access to healthcare. 2. Infant mortality rate. 3. Access to education. 4. War.

Population structure and development

1 developing countries	<ol style="list-style-type: none"> 1. High birth rates, so a large young dependent population. 2. A lower life expectancy, so a small elderly dependent population.
2 developed countries	<ol style="list-style-type: none"> 1. A declining birth rate, so a small young dependent population. 2. A rising life expectancy, so a large elderly dependent population.

Ageing population

1 Advantages	<ol style="list-style-type: none"> 1. The grey pound 2. Family support with childcare. 3. Jobs in health and social care.
2 Disadvantages	<ol style="list-style-type: none"> 1. Pressure on the public services including healthcare. 2. Strain on housing supply. 3. Increased tax revenue required for pensions.
3 Management strategies	<ol style="list-style-type: none"> 1. Increase the retirement age 2. Increase tax for the working age population. 3. Access to free or funded childcare.

Youthful population

1 Advantages	<ol style="list-style-type: none"> 1. Large future workforce. 2. Increased tax revenue in the future. 3. Future business development.
2 Disadvantages	<ol style="list-style-type: none"> 1. Strain on natural resources. 2. Overpopulation. 3. Education requirements.
3 Management strategies	<ol style="list-style-type: none"> 1. Invest in healthcare. 2. Family planning. 3. Investment in education. 4. Improving women's rights.

Factors affecting migration

Push factors	Pull factors
War and conflict	Peace (no war)
Low wages	Higher wages
Education is difficult to access	Good education system
Droughts and water scarcity	Better access to healthcare
Gender inequality	Good job opportunities

8.01: Population



Factors influencing population distribution

1 physical

2 human

Factors affecting birth and death rate

1 Birth rate

2 Death rate

3 both

Population structure and development

1 developing countries

2 developed countries

Ageing population

1 Advantages

2 Disadvantages

3 Management strategies

Youthful population

1 Advantages

2 Disadvantages

3 Management strategies

Factors affecting migration

Push factors

Pull factors

Year 8 History : Henry VIII and the Reformation
What we are learning this term:
<p>The factors that contributed to Henry VIII's Break with Rome and the Protestant Reformation in England.</p> <p>SECOND-ORDER CONCEPTS- change and continuity. How did the Reformation change religion and politics in England?</p>

A.	Can you define these key words?
Reformation	Means change to the church
Catholicism	The faith and practice of the Roman Catholic Church
Protestantism	People who protest against the Roman Catholic Church
Heretic	Someone whose actions or beliefs go against the accepted religion
Excommunicated	Means you are not allowed to be a member of the Church any more
Machiavellian	Cunning, scheming, dishonest and unfair especially in politics
Renaissance	A period of time from the 14th to the 17th century in Europe. It was a rebirth of education, science, art, literature, music, and a better life for people in general.
Monasteries	Buildings occupied by a community of monks or nuns living under religious vows
Dissolution	The action of formally ending or dismissing an assembly, partnership, or official body.

B.	How are the Catholic Church and Protestant Church different?
Catholic	<ol style="list-style-type: none"> 1.Pope was the head of the Roman Catholic Church 2. There were 7 sacraments 3. Transubstantiation (bread and wine turned into body and blood of Jesus) 4. Church services and Bible in Latin 5. Prayers were said for the dead, and indulgences could be sold to help people get into heaven 6. Images and statues were worshipped in Churches 7. Going on a pilgrimage was seen as a good Catholic duty and a way to get God's approval 8. Priests had a special statue which was reflected in their ornate vestments (clothes)
Protestant	<ol style="list-style-type: none"> 1.The monarch (king or queen) was head of the Church 2. There were 3 sacraments 3. Consubstantiation (bread and wine DID NOT turn into body and blood of Jesus) 4. Church services and Bible in English (so everyone could read/understand it) 5. Prayers for the dead were seen as a waste of time, and indulgences were seen as corrupt. 6. Images and statues were seen as superstitious (not in Churches) 7. Going on a pilgrimage was seen as a waste of time 8. Priests were regarded as ordinary men and did not wear special clothing.

C. Why did Henry decide to Break with Rome?						
1. The Succession		2. The state of the Church			3. Money	
Catherine of Aragon was too old to bear any more children and had only provided Henry with a daughter, Mary I. Henry needed to divorce Catherine so he could remarry to produce a son.		The church was very corrupt – priests were gambling, drinking and getting married/having children. This went against their vows of poverty, chastity and obedience.			The church was a very powerful institution at the time. They owned over a third of the land in England – if Henry broke with Rome and became head of the Church he would have control over this land (could sell it, rent it, use it)	
Henry thought Mary wouldn't have a strong enough hold on the throne and was determined to have a son so that the Tudor Dynasty would safely continue.		The church was selling indulgences as a way to get into heaven or reduce time in purgatory – using peoples fear of hell to exploit them.				
To try and secure his divorce, Henry argued that God was punishing him by not giving him a son as he had married his brothers widow. He even found an extract from the Bible that supported his argument.		Anti-clericalism - ordinary people especially merchants and lawyers who felt let down by the Catholic Church primarily due to the corruption of the church Act of Supremacy 1534- Henry becomes head of Protestant Church in England.			All clergy paid a tax called Annates. If Henry broke with Rome he would be able to benefit financially - use this money to help to pay off his extensive war debts and to fund ongoing wars	
Henry had fallen in love with Anne Boleyn who was much younger and able to bear children. He hoped that she would give him the son he desperately wanted. Act of Succession 1534- Mary made illegitimate and Henry's first marriage was invalid.		Richard Hunne – His baby son died and he could not afford the funeral fees and so was arrested and charged with owning Protestant literature. Later found dead hanging in his cell - suspicious circumstances. People suspected the clergy were involved.				
D. What opposition did Henry face to the changes he made?						
Change		Opposition				
Dissolution of the Monasteries (1536)		The Pilgrimage of Grace – 2 rebellions in the north of England (Lincolnshire and Yorkshire) led by Robert Aske. People were not happy with the dissolution of the monasteries as they now had no access to education/shelter/healthcare if they needed it. They also resented Cromwell for his influence in the dissolution and wanted to weaken his power at court. Ultimately, after negotiations with the king, the rebellion was unsuccessful as the rebels achieved none of their aims. However, it is still significant as it was the largest uprising of the Tudor period and they forced the king to negotiate.				
Oath of Succession (1534)		Elizabeth Barton – A Nun who claimed to been visited by the Virgin Mary in a vision and cured by here. Then began to have her own visions which spoke against Henry's plans to divorce Catherine of Aragon and marry Anne Boleyn – problematic for Henry. Directly spoke out against the Royal Supremacy in her visions – got persecuted for treason and was executed. John Fisher – Was very outspoken against the king's efforts to secure a divorce and opposed Henry's Break with Rome. He believed that by claiming the powers used by the pope as his own, Henry was committing a mortal sin. In 1533 he was charged for treason for his links with Elizabeth Barton but was only given a fine of £300. In April 1534, Henry demanded that he take the Oath of Succession but he refused to acknowledge Anne Boleyn as the true queen and was sentenced to death. Thomas More – More was a devout Catholic and he believed that Protestantism threatened the souls of the English people. His principles went against Henry's wish to divorce Catherine and marry Anne, however, he was a loyal subject and did not wish to oppose the king and so planned to retire from public life and remain silent about Henry's divorce and Break with Rome. Unfortunately, this was not good enough for Henry, if you weren't with him you were against him . Because More would not offer his public support by taking the Oath of succession he was imprisoned in the Tower of London. He was eventually put on trial for treason and executed 2 weeks after John Fisher.				
Treason Act (1534)						
E.		Was Henry VIII a Renaissance Prince or a Machiavellian King?				
Renaissance Prince		Henry made England a strong and powerful country.	Henry used England's money to create the English Navy and help keep England safe.	Henry forged a union with Wales.		Henry was a clever scholar.
Machiavellian King		Henry shut down the monasteries and took all their riches for himself and his friends.	Henry quarrelled with the Pope and made himself Head of the Church of England.	Henry stopped foreign interference with England's business	Henry beheaded Anne Boleyn and Katherine Howard.	Henry executed men who opposed him, such as Sir Thomas More.
						Henry dealt savagely with an uprising in the north called the Pilgrimage of Grace.

F. Black Tudor History	
Name	Background
John Blanke	<ul style="list-style-type: none"> Employed as a trumpeter in the courts of Henry VII and Henry VIII. As a trumpeter, John played at many royal events including the funeral of Henry VII and coronation of Henry VIII. John's annual wage of £12 was double that of an agricultural worker and three times that of an average servant wage, yet John must have been close to King Henry VIII as he soon asked for a wage increase that was agreed by the king.
Cattelena of Almondsbury	<ul style="list-style-type: none"> Lived in a small Gloucestershire village near Bristol Cattelena was an unmarried woman who owned a cow and relied on this to make butter and milk which she sold to non-farming neighbours. Her status as unmarried was not unusual as 30% of women were unmarried at this time. The only record we have of her is an inventory of what she owned when she died in 1625 which listed her possessions. At a time when Africans in other parts of the world were considered property, it is remarkable that she legally owned anything. She was not only free from enslavement but also appeared to be independent from a family and work. With the help of her cow, she was able to sustain herself.
Jacques Francis	<ul style="list-style-type: none"> Deep-sea diver and was part of an 8 man team employed by Henry VIII to save as much as possible from the Mary Rose when it sank in 1545. The fact that Francis was chosen to give evidence shows he was not enslaved (enslaved people were not allowed to give evidence in court) but also that he was an important member of the team. We do not know how he came to England only that he was from an island in west Africa known as 'guinea'. Francis was highly skilled in free diving and had the ability to dive up to 90ft underwater for a long time without apparatus.

Year 8 History : Henry VIII and the Reformation		C. Why did Henry decide to Break with Rome?									
What we are learning this term: The factors that contributed to Henry VIII’s Break with Rome and the Protestant Reformation in England. SECOND-ORDER CONCEPTS- change and continuity. How did the Reformation change religion and politics in England?		1. The Succession		2. The state of the Church			3. Money				
		D. What opposition did Henry face to the changes he made?									
		Change		Opposition							
		Dissolution of the Monasteries (1536)		The Pilgrimage of Grace -							
		Oath of Succession (1534)		Elizabeth Barton –							
		Treason Act (1534)		John Fisher –							
				Thomas More –							
		E.		Was Henry VIII a Renaissance Prince or a Machiavellian King?							
		Renaissance Prince									
		Machiavellian King									

B.		How are the Catholic Church and Protestant Church different?	
Catholic	1		
	2		
	3		
	4		
	5		
	6		
	7		
	8		
Protestant	1		
	2		
	3		
	4		
	5		
	6		
	7		
	8		

F. Black Tudor History	
Name	Background
John Blanke	
Cattelena of Almondsbury	
Jacques Francis	

A.	Can you define these key words?	Year 8 Religious Education: Islam	
Key word	Key definition	B	Pre-Islamic Arabia
Tawhid	The belief in the oneness of God in Islam	1	Religion included polytheism, Christianity, Judaism and other religions but the dominant religion was Arabian polytheism.
Polytheism	Belief in or worship of more than one God	2	There were many tribes who lived a nomadic lifestyle looking for food and water and lots of tight knit communities and there was violence due to lack of resources to survive
Qur'an	Holy book in Islam	3	In Mecca, the Quraysh tribe made sure people could come to Mecca to trade safely without the violence they usually faced
Ummah	The worldwide Muslim community	C.	Muhammad and the Qur'an
Hijrah	The migration of Muhammad from Mecca to Medina	1	Muhammad felt troubled by what was happening in Mecca and went to meditate. He received his first revelation of the Qur'an on the night of power
Hadith	The sayings of the Prophet Muhammad	2	The Qur'an is important because it is the word of Allah and must not be changed. Messages include only worshipping one God, rules on how to live in order to get to Heaven, etc.
Sunni/Shi'a split	A division in Islam which occurred after the death of the Prophet Muhammad on who should lead the Ummah	D	The Hijrah and conquest of Mecca
Caliphate	An area ruled by a Muslim leader	Muhammad escaped from violence in Mecca to Medinah and grew the first Ummah. Returned to Mecca with 10,000 others and conquered Mecca, returned Ka'aba to the worship of one God. They did not use violence and this is part of lesser jihad.	
Hajj	Annual Islamic pilgrimage to Mecca, Saudi Arabia	G	Caliphates
Greater jihad	The spiritual struggle with oneself against sin	Rashidun	<ul style="list-style-type: none"> - Expanded the influence of Islam to the North - Created the first diwan to deal with taxes and gain money from the new territories - Completed the compilation of the Qur'an which is still used today – helped build the umma
Lesser jihad	Defending Islam from threat but must meet a range of strict conditions to be declared	Umayyad	<ul style="list-style-type: none"> - Caused damage to the Kaaba and were very greedy and corrupt which made people angry
E	The final sermon	Abbasid	<ul style="list-style-type: none"> - Gained support from many people because the Umayyad represented greed and hypocrisy - Islamic golden age – tried to translate and gather all the world's knowledge into Arabic
The hadith: this is the writings about the life of Muhammad. It teaches Muslims how to live their lives		H	Five pillars – what are they and why are they significant
<i>Before his death, Muhammad delivered a sermon during the Hajj. It contained many important teachings about equality of all people including between men and women</i>		Shahadah	<ul style="list-style-type: none"> - Declaration of faith – “There is no God but Allah and Muhammad is His messenger”. - Provides the foundation for the other pillars because it shows belief in one God. Said many times in the day/life
F	The first Caliph: Abu Bakr	Salah	<ul style="list-style-type: none"> - Prayer 5x a day, reciting from the Qur'an/washing before to cleanse body/mind before communicating with God - Strengthens relationship with God, strengthens Ummah, earn a place in Heaven, fulfil a duty - Jummah = congregational Friday prayer, reward 27x greater, strengthens the Ummah, in the mosque
1	Abu Bakr was one of Muhammad's closest friends. Some wanted Muhammad's cousin Ali to be leader instead	Zakah	<ul style="list-style-type: none"> - Giving 2.5% of money to charity 1x per year to help the Muslim community/people in need - Seen as a duty, given in private, distributed by Islamic government or by Mosque // Sadakah = voluntary charity
2	Muslims who believe Ali was the rightful successor to Muhammad are called Shi'a Muslims, and those who believe Abu Bakr was the rightful successor are called Sunni Muslims	Sawm	<ul style="list-style-type: none"> - Fasting between sunrise and sunset during the month of Ramadan - Learn self-discipline and compassion for those who are more disadvantaged, duty in the Qur'an, strengthen community, renew faith for the year ahead
I	Jihad	Hajj	<ul style="list-style-type: none"> - Pilgrimage to Mecca, Saudi Arabia to strengthen community, re-enact actions of important figures e.g. Ibrahim - E.g. circle Ka'aba, throw stones at Jamarat, pray at Mt Arafat, run between Safa and Marwa, Zam Zam well - Receive forgiveness, strengthen ummah, recognise equality of all Muslims, pray, duty in the Qur'an, renew or strengthen faith
Lesser	Defending faith from enemies e.g. people not allowing others to practice Islam		
Greater	Internal struggle to follow rules of faith e.g. Salah		
Rules	Hard to declare because of strict conditions which must be followed		

A.		Can you define these key words?		Year 8 Religious Education: Islam	
Key word		Key definition		B	Pre-Islamic Arabia
Tawhid		1			
Polytheism		2			
Qur'an		3			
Ummah					
Hijrah		C.	Muhammad and the Qur'an		
Hadith		1			
Sunni/Shi'a split		2			
Caliphate		D	The Hijrah and conquest of Mecca		
Hajj					
Greater jihad		G	Caliphates		
Lesser jihad		Rashidun			
E	The final sermon		Umayyad		
			Abbasid		
			G	Five pillars – what are they and why are they significant	
F	The first Caliph: Abu Bakr		Shahadah		
1			Salah		
2			Zakah		
H	Jihad		Sawm		
Lesser			Hajj		
Greater					
Rules					



What we are learning this term:		C. Más cosas de vacaciones – More holiday things		Key Verbs									
A. Talking about transport and holiday travel B. Describing holiday activities C. Extending holiday descriptions D. Describing a past holiday E. Describing future holiday plans F. Translation practice		recoger conchas en los charcos visitar el museo arqueológico arriesgado/a educativo/a estimulante peligroso/a relajante la aventura la tribú el tucán el valle el vuelo	to collect shells in the rockpools visit archeological museum risky educational stimulating dangerous relaxing adventure tribe toucan valley flight	Viajar To travel	Ir To go	Alojarse To stay	Hacer – to do/make	Probar To try (food etc)					
6 Key Words for this term				Viajo I travel	Voy I go	Me alojo I stay	Hago I do	Pruebo I try					
				Viajas You travel	Vas You go	Te alojas You stay	Haces You do	Pruebas You try					
				Viaja s/he travels	Va s/he goes	Se aloja s/he stays	Hace s/he does	Prueba s/he tries					
				Viajamos We travel	Vamos They go	Nos alojamos We stay	Hacemos We do	Probamos We try					
1. soler 2. las vacaciones 3. ir		4. viajar 5. Mi aventura 6. Voy a...		Viajan They travel	Van They go	Se alojan They stay	Hacen They do	Prueban They try					
A. Tengo mucho que hacer – I have a lot to do		D. ¡Allá voy! – Here I come!		E. Te cuento que pasó – I'll tell you what happened...		Mi aventura – My adventure							
alojarme en un hotel comer en restaurantes típicos ir de compras a mercados jugar al vóley – playa nadar en el mar pasear por la playa sacar fotos tomar el sol visitar los monumentos históricos la arena la estrella el plato el puerto estar de vacaciones ir de vacaciones		el autocar el avión el barco la Bicicleta el coche la motocicleta el tren Voy a ... a pie en autocar en avión en barco en Bicicleta en coche en motocicleta en tren Alemania Egipto Escocia Estados Unidos Francia Gales Grecia Inglaterra Irlanda Italia Turquía ir de visita una escapada a la ciudad unas vacaciones en la playa un viaje cultural		coach plane boat bike car motorbike train I go to... by foot by coach by plane by boat by bike by car by motorbike by train Germany Egypt Scotland USA France Wales Greece England Ireland Italy Turkey to go on a visit an escape to the city a beach holiday a cultural trip		el año pasado el mes pasado en mis últimas vacaciones el verano pasado al aire libre la barbacoa el camping la isla bailar en una discoteca comprar recuerdos hacer ciclismo nadar en la piscina probar la gastronomía local sacar selfis salir con los amigos ver un partido hacer una visita guiada observar la naturaleza planear subir una montana el capibara la deforestación el delfín la experiencia el hostel la rana venenosa		last year last month on my last holidays last summer in the open air barbeque camping island to dance at a disco to buy souvenirs to go cycling to swim in the pool to try the local cuisine to take selfies go out with friends to watch a match to do a guided tour to observe nature to plan to climb a mountain large rodent deforestation dolphin experience hostel poisonous frog		el río amazonas la selva tropical el año que viene el miércoles que viene la semana que viene el verano que viene Voy a ... dar de comer a las llamas dormir mucho no hacer nada hacer un crucero pescar en el río planear mis vacaciones en internet trabajar de voluntario/a ganar la lotería ver muchos animales salvajes viajar alrededor del mundo volar en un avión privado el comedor social incluido/a el mar mediterráneo		The Amazon river tropical rainforest next year next Wednesday next week next summer I'm going to... feed the llamas sleep a lot not do anything go on a cruise fish in the river plan my hols on the internet work as a volunteer to win the lottery to see a lot of wild animals to travel around the world to fly in a private plane soup kitchen included The Mediterranean Sea	
B. ¡Esto es la pera! – This is amazing!													
¡Es flipante! ¡Es la pera! ¡Es muy guay! ¡Es un rollo! ¡Mola mucho! ¡Qué aburramiento! ¡Qué chulo! ¡Qué fastidio! hacer un picnic hacer senderismo montar en globo montar en moto acuática aproximado/a		It's amazing! It's incredible! It's very cool! It's a pain! It's out of this world! What a bore! How awesome! How annoying! to make a picnic to go hiking go in a hot air balloon to go on a jet ski approximate											

What we are learning this term:		C. Más cosas de vacaciones – More holiday things		Key Verbs				
A. Talking about transport and holiday travel B. Describing holiday activities C. Extending holiday descriptions D. Describing a past holiday E. Describing future holiday plans F. Translation practice		_____	to collect shells in the rockpools	Viajar To _____	Ir _____	Alojarse To stay	Hacer – _____	Probar To try (food etc)
		_____	visit archeological museum	Viajo I travel	Voy I go	Me alojo _____	Hago I do	_____
		arriesgado/a educativo/a estimulante	_____	Viajas _____	You go	Te alojas You stay	You do	Pruebas _____
6 Key Words for this term		_____	dangerous relaxing	Viaja s/he travels	Va _____	s/he stays	Hace s/he does	_____
1. soler	4. viajar	la aventura	_____	Viajamos We travel	Vamos They go	Nos alojamos We stay	Hacemos _____	_____
2. las vacaciones	5. Mi aventura	la tribú	_____	Viajan They travel	_____	Se alojan They stay	Hacen They do	Prueban They try
3. ir	6. Voy a...	el tucán	valley		They go			
		el vuelo	_____					
A. Tengo mucho que hacer – I have a lot to do		D. ¡Allá voy! – Here I come!		E. Te cuento que pasó – I'll tell you what happened...		Mi aventura – My adventure		
_____	to stay in a hotel	_____	coach	_____	last year	el río amazonas	_____	
_____	to eat in typical restaurants	_____	plane	_____	last month	la selva tropical	_____	
típicos	to go shopping to the markets	el barco	_____	_____	on my last holidays	el año que viene	_____	
i _____	to play beach volleyball	la Bicicleta	_____	_____		el miércoles que viene	_____	
_____	_____	el coche	_____	_____		_____	next week	
nadar en el mar	_____	_____	motorbike	el verano pasado	_____	_____		
pasear por la playa	_____	_____	train	al aire libre	_____	el verano que viene		
sacar fotos	_____	_____	I go to...	la barbacoa	_____	Voy a ...		
tomar el sol	_____	_____	by foot	el camping	_____	dar de comer a las llamas		
visitar los monumentos históricos	_____	en autocar	_____	la isla	_____	_____	feed the llamas	
_____	sand	en avión	_____	bailar en una discoteca	_____	_____	sleep a lot	
_____	star	en barco	_____	_____	to buy souvenirs	_____	not do anything	
el plato	_____	en Bicicleta	_____	_____	to go cycling	_____	go on a cruise	
el puerto	_____	_____	by car	_____	to swim in the pool	pescar en el río		
_____	to be on holiday	_____	by motorbike	probar la gastronomía local	_____	planear mis vacaciones en internet		
_____	to go on holiday	Alemania	by train	_____	_____	trabajar de voluntario/a		
B. ¡Esto es la pera! – This is amazing!		Egipto		_____	to take selfies	_____	to win the lottery	
¡Es flipante!	_____	Escocia		_____	go out with friends	ver muchos animales salvajes		
¡Es la pera!	_____	Estados Unidos		_____	to watch a match	_____	to travel around the world	
_____	It's very cool!	_____	France	_____	to do a guided tour	_____		
_____	It's a pain!	Grecia	Wales	_____	_____	volar en un avión privado		
_____	It's out of this world!	Inglaterra		observar la naturaleza	_____	el comedor social incluido/a		
¡Qué aburramiento!	_____	_____	Ireland	_____	to plan	el mar mediterráneo		
¡Qué chulo!	_____	_____	Italy	_____	to climb a mountain			
¡Qué fastidio!	_____	_____	Turkey	_____	large rodent deforestation			
_____	to make a picnic	ir de visita	_____	_____	_____			
montar en globo	to go hiking	_____	an escape to the city	el delfín	_____			
_____	to go on a jet ski	_____	a beach holiday	la experiencia	_____			
_____	approximate	un viaje cultural	_____	el hostel	_____			
aproximado/a				la rana venenosa	poisonous frog			



G. Translation Practice	
There is a beach	H u p
There is a theme park	H u p t
I go on holiday by car and by plane	V e v e c y e a
How do you travel on holiday?	C v e l v?
We go on holiday by plane and boat	V d v e a y b
On holiday I go to discos	e l v v a l d
I like to relax and I love to sunbathe	M g d y m e t e s
On holiday we went to France	E l v f a f
I visited the beach	V l p
I went to the park	F a p
I went to Spain but he went to Italy	F a E p f a l
Next year I'm going to visit the tropical rainforest	E a q v v a v l s t
Where do you go on holiday?	A d v d v?
I played beach volleyball	J a v
I like to visit historic monuments	M g v m h
My Mum likes to take selfies	A m m l g s s
I like to go on holiday with my friends	M g i d v c m a
I normally go on holiday by plane or sometimes by car.	N v d v e a o a v e c

H . Key Questions: Answer the following in your own words. Use these model answers	
¿Qué haces normalmente en vacaciones?	Normalmente en las vacaciones hago muchas cosas. Por ejemplo; visito monumentos históricos y lugares de interés. Saco selfis enfrente de los monumentos y mando las selfis a mis amigos. Me gusta también tomar el sol y probar la gastronomía local.
¿Qué hiciste el año pasado en vacaciones?	El año pasado en mis vacaciones hice senderismo con mi padre en las montañas. Fuimos a los mercados para comprar regalos y bailamos en la discoteca. Comí mucha comida típica de España.
¿A dónde vas de vacaciones normalmente?	Normalmente voy de vacaciones a Italia con mi familia porque es un país muy bonito con mucha cultura.
¿A dónde te gustaría ir de vacaciones y por qué?	Me encantaría ir de vacaciones a Chipre porque allí hace mucho sol y hace mucho calor. Me encantaría bañarme en el mar en Chipre sería muy lujoso.
I. Key Questions: Translate these model answers using the KO	
¿Qué haces normalmente en vacaciones? – What do you normally do on holiday?	Normally on holiday I like to take selfies and send them to my friends. I usually sunbathe, take photos, read and swim in the sea. I love to try the local cuisine and eat in the restaurants with my family. I like to buy souvenirs for my friends in England.
¿Qué hiciste el año pasado en vacaciones? – What did you do last year on holiday?	Last year I played football on the beach with my brother. I sunbathed, went to museums and I travelled to Madrid by train. We went for a walk along the beach every night. I didn't read my book because I didn't have time.
¿A dónde vas de vacaciones normalmente? – Where do you normally go on holiday?	Normally I go to Spain on holiday because it's cheap and the journey there is quick.
¿A dónde te gustaría ir de vacaciones y por qué? – Where would you like to go on hol and why?	I would really like to go to Greece on holiday because it looks really pretty in photos. I would also like to travel to the Caribbean because I can experience the culture.
J. Key Grammar	
Forming the preterite (past tense) with irregular verb too.	Remember the preterite (past) tense endings for –AR, -ER, -IR verbs. They are: -AR: -é, -aste,-ó, -amos, -astéis, -aron -ER: -í, -iste, -ió, -imos, -istéis, -ieron -IR : -í, -iste, -ió, -imos, -istéis, -ieron Some verbs have irregular preterites be sure to note these down and try to learn them.
Using the verb SOLER (to usually)	This verb is irregular meaning it doesn't follow any strict rules. In present tense: suelo = I usually... e.g. Suelo tomar el sol (I usually sunbathe) suele = he/she usually...
Using the immediate future tense IR + A + INFINITIVE	Voy a tomar el sol = I'm going to sunbathe Va a viajar a Francia = He / She is going to travel to France



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.

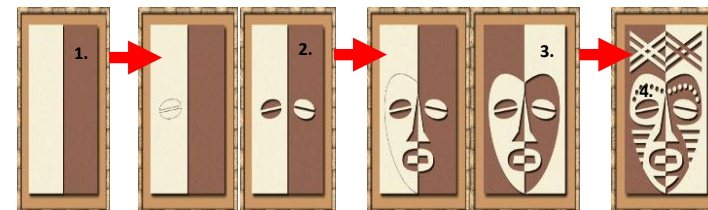
Collage is a form of art by cutting and ripping paper to create interesting artworks.

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?	<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.
Why?	It is a festival that celebrates the lives of those who have died.
How?	<p>Different things happen on each day....</p> <p>DAY 1:</p> <ul style="list-style-type: none"> 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). <p>DAY 2:</p> <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. <p>DAY 3:</p> <ul style="list-style-type: none"> 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	 <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.
Laura Barbosa	 <ul style="list-style-type: none"> 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:

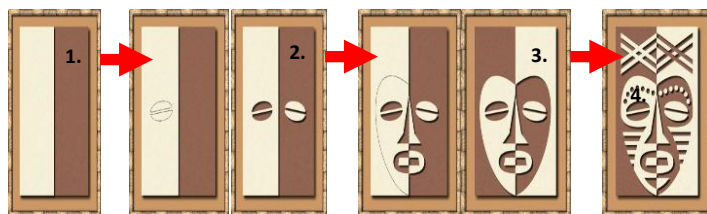
- 1
- 2
- 3
- 4

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

- Inspired by Indian Art.
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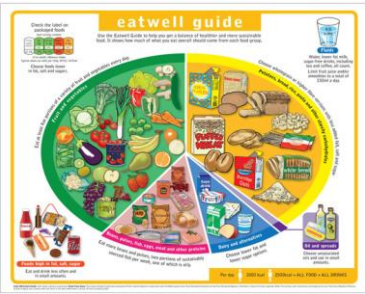
Laura Barbosa

- 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.

What we are learning this term:
A. Health, safety and hygiene in the kitchen B. The Eatwell guide and nutrients C. Design Ideas D. Weighing E. Practical skills F. Evaluation Work

6 Key Words for this term
1 Hygiene 2 Health 3 Food Poisoning 4 Balanced 5 Nutritional 6 Target Market

A.	What are the three macronutrients in the diet?
Carbohydrates	Foods that are eaten to give the body energy
Protein	Food that are eaten to build and repair muscles and cells
Fats	Food that are eaten to protect your vital organs and insulate your body.



Year 8 Term 1 : Topic = Planning a Healthy Meal

B.	Can you give 5 reasons for why someone should eat healthily?
	1 to avoid obesity 2 it can be less expensive 3 to keep a healthy heart 4 to keep your body fit 5 it can make a positive impact on your family



A.	What is cross contamination and how can it be prevented?
	Cross contamination happens when you use the wrong chopping board or equipment to prepare food which can therefore result in food poisoning.
B.	What is the image on the left showing and how is it used?
	In the photo you can see a food temperature probe. You use it to check that food is cooked. First you need to make sure that the probe is clean, then you insert it into the thickest part of the food and then check the temperature. If the food is cooked it can be served, if the food is not the correct temperature it needs to be cooked for longer.

C.	Can you list 5 reasons for why we cook food and why it is important?
<u>Rule</u> <ul style="list-style-type: none"> 1 to get rid of bacteria on the food 2 to make the food taste better 3 to make food chewable 4 to ensure that food is not raw 5 to add colour to the food 	<u>Why it is important</u> <ul style="list-style-type: none"> 1 to stop food poisoning 2 to make the food more appealing 3 it could be raw or a choking hazard 4 to stop food poisoning 5 to make it look more appetising or change its use

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

What we are learning this term:	
A.	Health, safety and hygiene in the kitchen
B.	The Eatwell guide and nutrients
C.	Design Ideas
D.	Weighing
E.	Practical skills
F.	Evaluation Work

6 Key Words for this term	
1 Hygiene	4 Balanced
2 Health	5 Nutritional
3 Food Poisoning	6 Target Market

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Year 8 Term 1 : Topic = Planning a Healthy Meal

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1	
2	
3	
4	
5	



A.	What is cross contamination and how can it be prevented?
B. What is the image on the left showing and how is it used?	

E.	Keywords	
Hygiene		
Research		
Nutritious		
Target Market		
Carbohydrates		
Protein		
Fibre		
Calcium		
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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
						

B. Materials

Timbers come from **trees**



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

Softwoods come in planks and boards

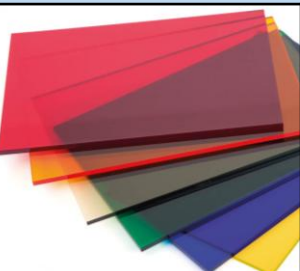
Manufactured Boards come from **wood pulp**



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

Manufactured Boards come in sheets

Polymers come from **crude oil**

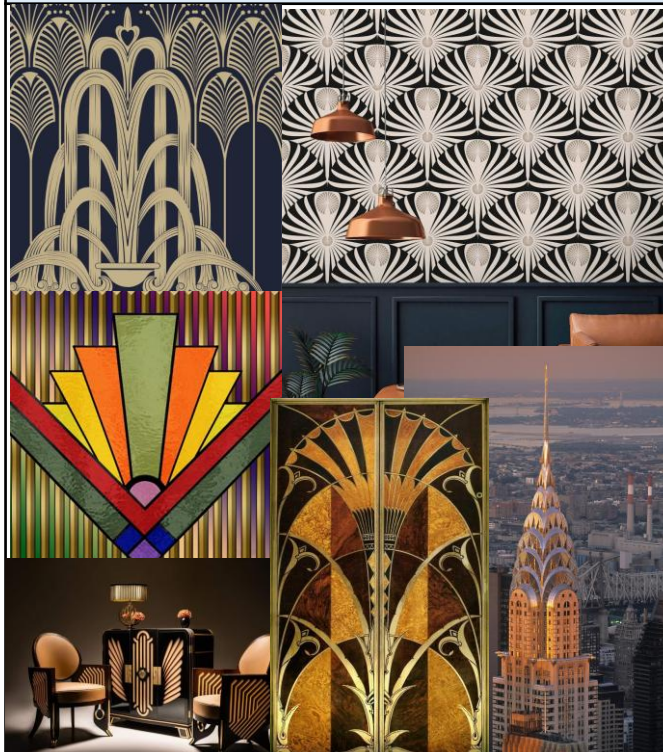


Acrylic – which you used as your Memphis shapes – is a **polymer**

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.



C.

Key Words

Research	An investigation of resources and materials to help inspire ideas
Design	A plan or drawing produced to show the look and function or workings of a building, garment or other object before it is made
component	Part of a whole
Manufacture	The degree to which the result of a measurement, conforms to the correct value

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



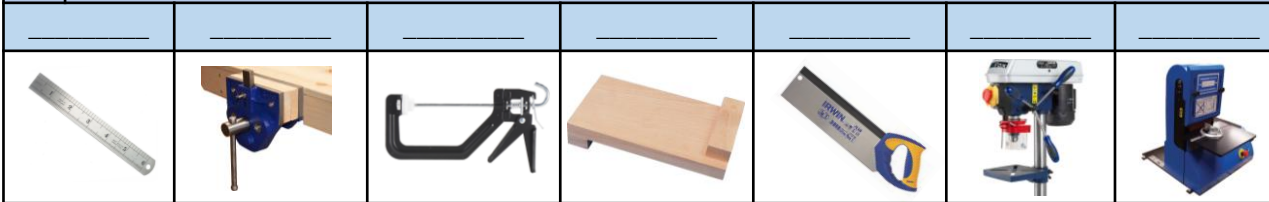
Year 8 PRODUCT DESIGN Rotation Knowledge Organiser



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 _____

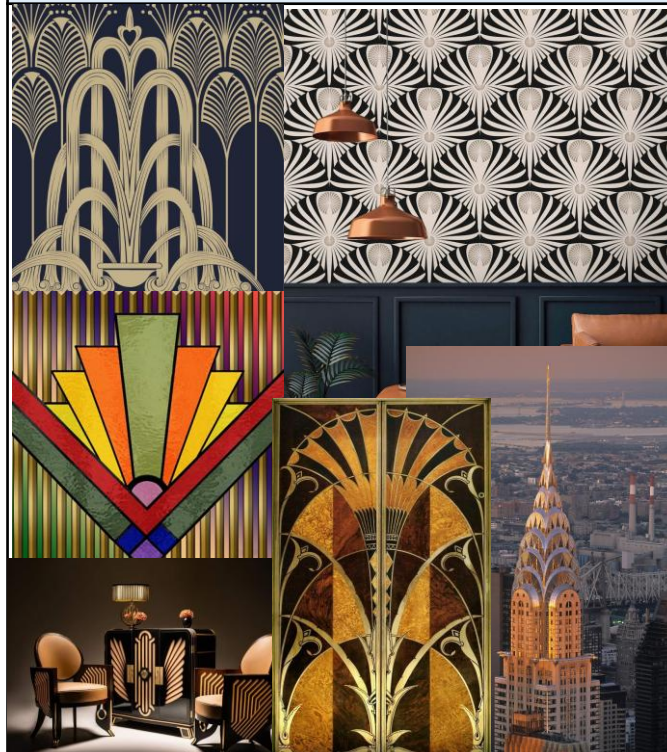


Acrylic – which you used as your Memphis shapes – is a **polymer**

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:

YEAR 8 GRAPHIC COMMUNICATION

What are we learning this term?

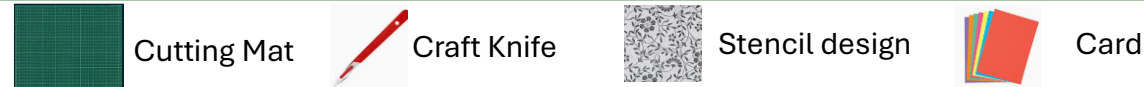
A Stencil design	B Step up card	C Accordion card	D Key words	E Evaluation
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A | Stencil design

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

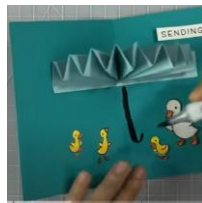


Coloured paper to add to the design
Cut any incisions

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



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

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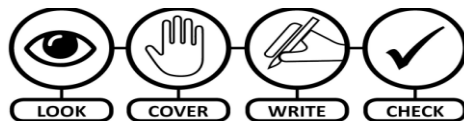
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A	What we are learning about this term...
1	Pulse and Rhythm, including triplets and 6/8
2	Polyrhythms
3	Music in West Africa
4	Call and Response



C	African Drumming Techniques

Bass

Tone

Slap

D	Analysing music from West Africa (Listening)
---	--

Listen and watch this video... Which West African instruments are being used? Can you hear the **call and response** being played by the **master drummer** and the rest of the performers?

Listen for the **fast tempo (allegro)**, as the music is designed for dancing and social gatherings. Because of gatherings being outside the dynamics are usually loud = **forte (f) or fortissimo (ff)** however, the master drummer can indicate changes in both dynamics and tempo if they want!



Mamady
Kéïta: Kuku ->



Bolokada Conde

Ladysmith Black
Mambazo

E	African Drums and Melody Instruments

Djembe

dununba

sangban

kenkeni

BALAFON	MBIRA	FLUTE	GOURD	MARACAS	KORA

F	Basic Note Values
---	-------------------

Basic Rhythm Values in 4/4 time				
	Beat 1	Beat 2	Beat 3	Beat 4
Technical name SEMI BREVE (4 beats)				
Remember it... Hold for 4 beats				
Technical name Minim (2 beats)				
Remember it... L - ong				
Technical name Crotchet (1 beat)				
Remember it... tea				
Technical name Quavers (1/2 beat)				
Remember it... Cof - fee				
Technical name Semi quaver (1/4 beat)				
Remember it... Ca - pu - cci - no				

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

**What we are learning this term:**

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

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

Lazzi	Rehearsed 'gags' or stock jokes which could be added into a performance
Mask	Most important characters have distinctive masks that represent their personalities
Stock-characters	stereotypical fictional characters who audiences recognise from their frequent recurrences.
Comedy	A genre in drama.
Marking the moment	Using a range of techniques such as a still image, slow motion, thoughts aloud or lighting and sound to highlight a key moment in a scene.
Exaggeration	Over the top gestures or facial expressions
Gesture	An expressive movement of the body, or something that is said or done to show a feeling, i.e. a wave.
Still image	This is a frozen picture which communicates meaning.
Mime	Using gesture and bodily movement without the use of words

C.**Who are the key characters?**

Pantalone	Venetian Merchant, rich and mean
Il Dottore	The Doctor, a fat windbag.
Columbina	Only female servant, clever.
Arlecchino	The best-known of the zanni or comic servant characters

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

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

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

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Stock Character	
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Pantalone

Il Dottore

Columbina

Arlecchino

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Sentence Stems: Year 5 to Year 9



Listen and Mark

Pay close attention to others and point out important moments.

- I notice you used the word ____, which made me wonder ____.
- When you said ____, it made me think about ____.
- Did anyone notice what ____ said about ____? This seems important because ____.

Defend and Unpack

Defend your perspective and explain your thought process.

- I understand your perspective, but have you thought about ____?
- I actually think this because, firstly, ____ . (Secondly, Thirdly).
- Actually, [evidence] suggests that ____.

Introduce and Invite

Begin your contribution and encourage others to participate.

- I think that ____ because ____.
- ____, what do you think?
- We should discuss ____ because ____.

Build and Support

Add to others' ideas and bolster points by giving evidence.

- You said ____, and I want to add that by saying ____.
- ____ supports the idea that ____.
- The points made by ____ and ____ link together because ____.

Challenge and Verify

Disagree and ask others to prove or clarify information.

- You said ____ . How do you know?
- I think you said ____ . Is that right?
- I disagree with what you said about ____ because ____.

Summarise and Map

Draw together big themes and track the discussion.

- Our main findings were ____.
- On the whole, we believe that ____.
- Initially, we thought ____, but we eventually decided ____.








#AIMHIGH CHALLENGE TASKS Y8

Hard Work ... Kindness... Responsibility



Subject	Reading	Watching	Other Opportunities
English	Read: https://www.theguardian.com/childrens-books-site/2014/jan/06/book-doctor-sherlock-detective-novels-teens	Watch: https://www.bbc.co.uk/iplayer/episodes/b018ttws/shearlock	https://co-decode.co.uk/
Maths	Read: What do Runway Numbers Mean. 	Listen: The Golden Ratio 	Try the N-Rich Activity below: 
Science	Read The Astronomy Book- big ideas simply explained	Watch The reason for seasons https://www.youtube.com/watch?v=tX3Y5bzNDiU	Look at the different constellations you can spot https://www.twinkl.co.uk/teaching-wiki/constellations And see if you can see them
Geography	Read Rainforest Rough Guide: Age 10-11, average readers - White Wolves Non Fiction	Watch: BBC One - Planet Earth II - Available now	Coate water. Write down all the ways this area is different to your home street. This shows the comparison between urban and rural areas.
History	Read Y8 Term 1 Reading.pdf	Watch: https://www.youtube.com/watch?v=3ozlZXGBW2E	Visit: Steam museum of the Great Western Railway. SN25 2DA
Spanish	Read: the Spanish and English whilst watching this video of a tour of Barcelona: https://www.youtube.com/watch?v=I7bHX9Wkr0E	Watch this clip: about Spanish people and their holidays: https://www.youtube.com/watch?v=n1MRm83KDWY	Check out how many Spanish destinations EasyJet Fly to. Find out a little bit about each destination: https://www.easyjet.com/en
Art	Read: Using shape in art https://www.bbc.co.uk/bitesize/guides/z3ssgdm/revision/1	Watch: Recognizing shapes in art https://www.youtube.com/watch?v=sb-U6U2V87Q	Try visiting an art gallery to see how an artist has created artwork in real life. The Tate website is an amazing tool to find 100's of established artists https://www.tate.org.uk/art

SWINDON ACADEMY READING CANON

Year 7



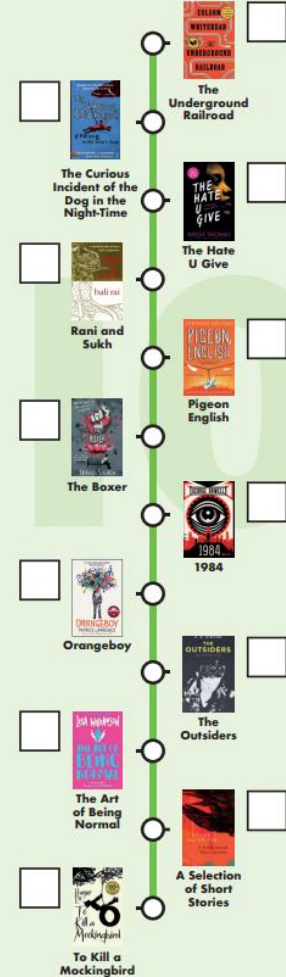
Year 8



Year 9



Year 10



#ReadingisPower