

100% book – Year 8 Booster

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

Term 2



Swindon Academy 2025-26

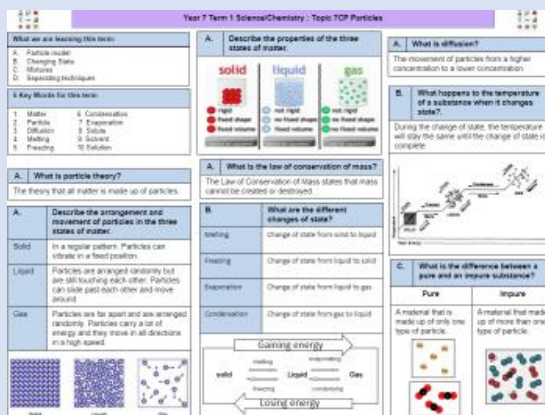
Name:	
Tutor Group:	
Tutor & Room:	

"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

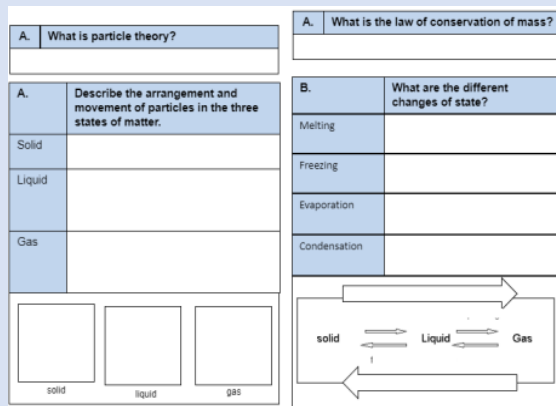
Knowledge Organisers



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.

The screenshot shows the epraise website interface. On the left is a 'Planner' for the dates 10th May to 14th May 2020, with a grid for different subjects (Science, History, Mathematics, English) and years (All Years, Year 7, Year 8, Year 9, Year 10, Year 11). On the right is a 'New 7 Years' Knowledge Organiser for 'Topic: Particles'.

Step 2

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

The screenshot shows a Knowledge Organiser for 'What is particle theory?'. It includes sections for 'What is the law of conservation of mass?', 'What are the different changes of state?', and 'Describe the arrangement and movement of particles in the three states of matter'. Handwritten notes include '29th May 2020' and 'Particle theory'. Diagrams show the arrangement of particles in solid, liquid, and gas states.

Step 3

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

Handwritten notes from a Knowledge Organiser for 'What is particle theory?'. The notes include the date '29th May 2020', the title 'Properties of the states of matter', and definitions for solid, liquid, and gas states of matter.

Step 4

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

Handwritten notes from a Knowledge Organiser for 'What is particle theory?'. The notes show the definition of solid, liquid, and gas states of matter repeated three times.

Step 5

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

The screenshot shows a quizzable Knowledge Organiser for 'What is particle theory?'. It includes sections for 'What is the law of conservation of mass?', 'What are the different changes of state?', and 'Describe the arrangement and movement of particles in the three states of matter'. Handwritten answers include 'Self quizzing', 'Arrangement/movement of matter', and 'Solid = regular pattern particles vibrate in fixed position'.

Step 6

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

Handwritten notes from a Knowledge Organiser for 'What is particle theory?'. The notes show the definition of solid, liquid, and gas states of matter, with corrections and checkmarks indicating correct answers.

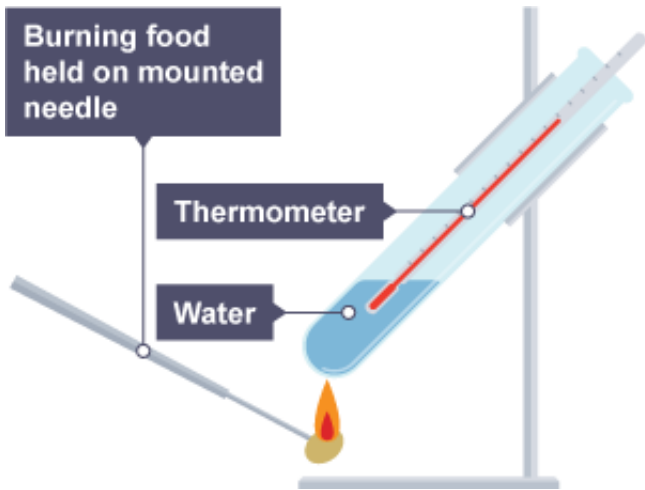
Make sure you bring in your completed Prep notes to demonstrate that you have completed your prep.

'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. tyrant – Someone who has total power and uses it in a cruel and unfair way. A tyranny is a situation in which a leader or government has too much power and uses that power in a cruel and unfair way. rebellion – A rebellion is a situation in which people fight against those who are in charge of them. harvest – The time when crops are cut and collected from fields. corrupt – When people use their power in a dishonest way order to make life better for themselves. propaganda – Information that is meant to make people think a certain way. The information may not be true. cult of personality – A cult of personality is where a leader convinces people to worship him or her, and treat them like a god. treacherous – If you betray someone who trusts you, you could be described as treacherous .													
2	The animals rebel and overthrow Jones. The commandments are written.	2	Whatever goes upon four legs, or has wings, is a friend.														
3	The animals' first harvest is a success. The pigs keep the milk and apples to themselves.	3	No animal shall wear clothes.														
4	The Battle of the Cowshed: Jones attempts to reclaim the farm.	4	No animal shall sleep in a bed.														
5	Snowball and Napoleon debate the windmill. Napoleon uses dogs to chase Snowball from the farm. Napoleon makes himself leader.	5	No animal shall drink alcohol.														
6	Work begins on the windmill. The pigs move into the farmhouse. Winds destroy the windmill.	6	No animal shall kill any other animal.														
7	Work on the windmill starts again. Napoleon demands eggs from the hens. Napoleon slaughters animals at the show trials.	7	All animals are equal.														
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.	Characters		Biographical information <table><tr><td>1</td><td>'Animal Farm' was written in 1945.</td></tr><tr><td>2</td><td>It was written by George Orwell.</td></tr><tr><td>3</td><td>Orwell was born in 1903.</td></tr><tr><td>4</td><td>'Animal Farm' was influenced by the events of World War II.</td></tr><tr><td>5</td><td>Orwell wanted to write about the cruel leaders of Europe during World War II.</td></tr><tr><td>6</td><td>'Animal Farm' is an allegory for the events of the Russian Revolution.</td></tr></table>		1	'Animal Farm' was written in 1945.	2	It was written by George Orwell.	3	Orwell was born in 1903.	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.
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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.'															
		Squealer 'with very round cheeks, twinkling eyes, quick 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.'															
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.	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.'															

'Animal Farm': Knowledge Organiser		The seven commandments		Key words	
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		Boxer 'an ____ beast, nearly eighteen hands high, and as ____ as any two ordinary horses put together... in fact he was ____ of first-rate _____, but he was universally respected for his steadiness of character and tremendous powers of _____.'		4	'Animal Farm' was influenced by the events of _____.
10	The pigs are leaders on the farm. They start walking on ____ legs and carrying _____. There is _____ between the pigs and the humans they sought to overthrow at the start of the novel.			5	Orwell wanted to write about the _____ of Europe during World War II.
				6	'Animal Farm' is an ____ for the events of the _____.

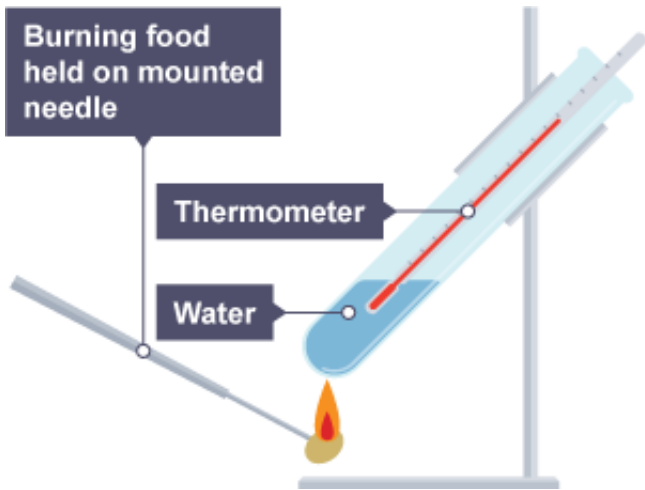


What we are learning this term:	A.	Describe the food tests.
A. Healthy Diet B. Unbalanced Diet C. Digestion	Starch	If iodine is added to starch it will turn blue/black .
	Sugar	If Benedict's solution is added to a sugar and heated it will form an orange precipitate .
5 Key Words for this term	Fat	If a small amount of ethanol and distilled water is added to fat then a milky white emulsion appears.
1. Carbohydrate 4. Amino acid 2. Protein 5. Villi 3. Glucose	Protein	If Biuret solution is added to protein it will turn purple .

A.	What are the food groups?		A.	How can you measure the energy content of food?
Protein	For growth and repair.	Fish, meat, dairy	Set the food on fire, use it to heat up water and measure the temperature change. The temperature change shows how much energy was stored in the food.	
Fat	For long term energy storage and insulation.	Butter, oils, nuts		
Carbohydrate	To provide energy.	Bread, pasta, sugar		
Fibre	To help move food through the gut.	Vegetables, bran		
Minerals	Required in small amounts to remain healthy.	Dairy (calcium for healthy teeth and bones)		
Vitamins	Required in small amounts to remain healthy.	Oranges (vitamin C), carrots (vitamin A)		
Water	To form cytoplasm in cells and other fluids.	Water, fruit juice, milk		



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1. 4. 2. 5.		

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	To provide energy.	Bread, pasta, sugar		
	To help move food through the gut.	Vegetables, bran		
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	Required in small amounts to remain healthy.	Oranges (vitamin C), carrots (vitamin A)		
	To form cytoplasm in cells and other fluids.	Water, fruit juice, milk		

**B. What is a malnutrition?**

If a person has an **unbalanced diet** they are said to be malnourished.

This can lead to people becoming overweight or underweight or having deficiency diseases.

B. What is obesity?

If a person eats **too much food** and does **not do enough exercise** they will gain weight.

If someone becomes **very overweight** they are said to be obese.

B. What is a deficiency disease?

A disease caused by the **lack** of a **specific nutrient**.

- A lack of vitamin C can lead to scurvy which affects the gums.
- A lack of vitamin D can lead to rickets which affects the bones.

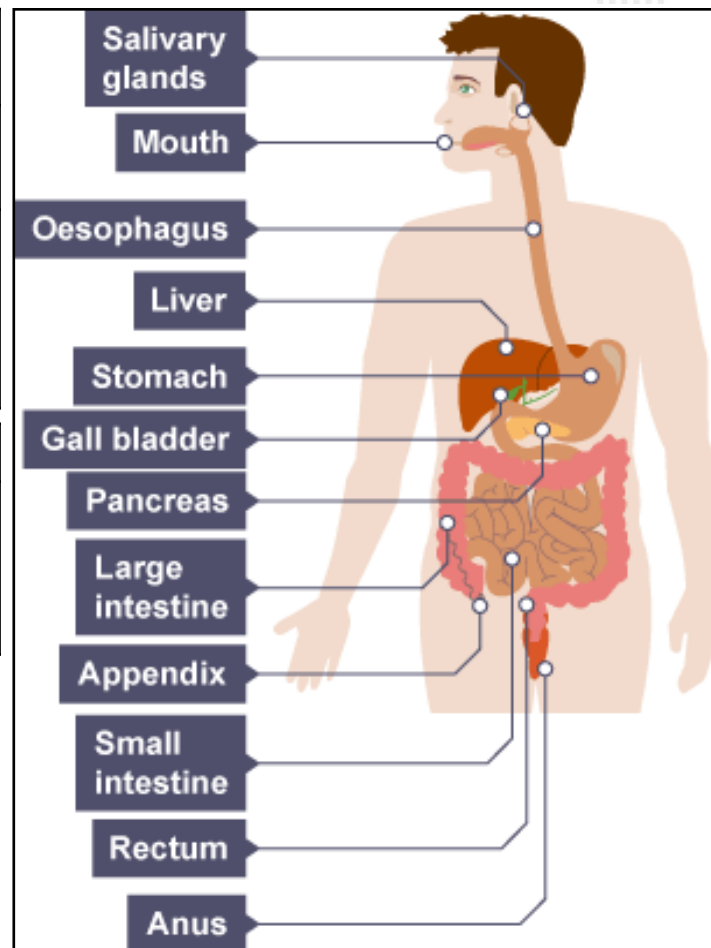
B. What is starvation?

If a person does not **eat enough food** they will **lose weight**. In the extreme this can lead to starvation.

C. Describe the function of enzymes in the digestive system.

Enzymes help to break down larger food molecules into smaller ones, so that they can be absorbed through the walls of our small intestines, into our blood stream.

Enzyme	Made in...	What it breaks down and where
Amylase	Salivary glands, pancreas, small intestine	Starch into sugars , in the mouth and small intestine
Protease	Stomach, pancreas, small intestine	Protein into amino acids , in the stomach and small intestine
Lipase	Pancreas and small intestine	Lipids into fatty acids and glycerol , in the small intestine

**C. Describe the role of bacteria in the digestive system.**

1. Digesting certain carbohydrates that our own enzymes cannot.
2. Reduce the chances of harmful bacteria multiplying and making us ill.
3. They produce some vitamins that we need that we cannot (e.g: vitamins K and B).

**B. What is a malnutrition?**

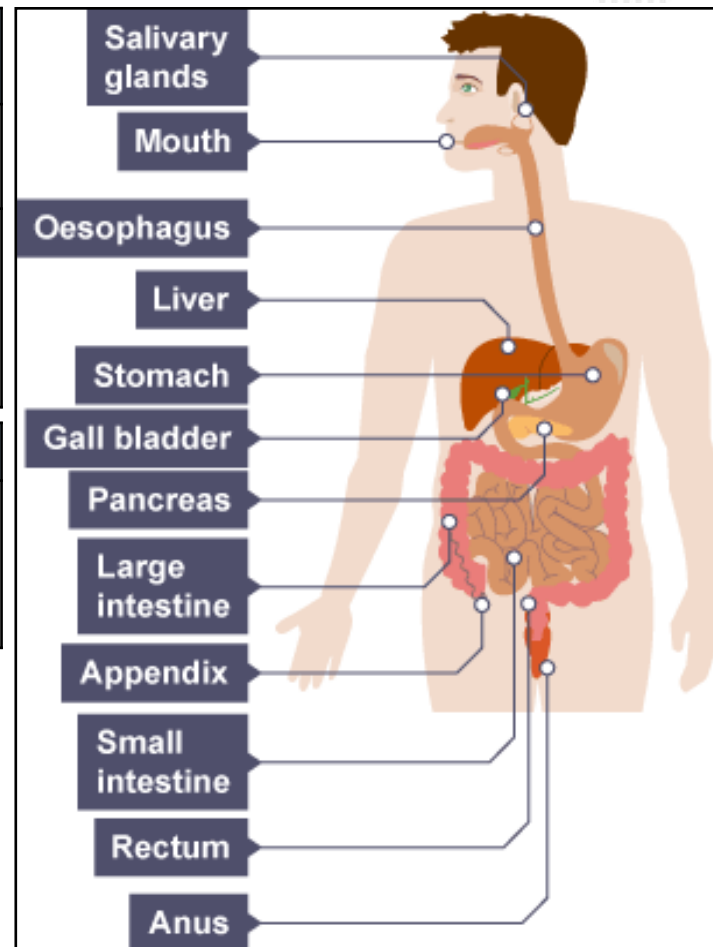
This can lead to people becoming overweight or underweight or having deficiency diseases.

B. What is obesity?**B. What is a deficiency disease?**

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B. What is starvation?**C. Describe the function of enzymes in the digestive system.**

Enzyme	Made in...	What it breaks down and where
	Salivary glands, pancreas, small intestine	Starch into _____, in the mouth and small intestine
	Stomach, pancreas, small intestine	Protein into _____, in the stomach and small intestine
	Pancreas and small intestine	Lipids into _____ and _____, in the small intestine

**C. Describe the role of bacteria in the digestive system.**

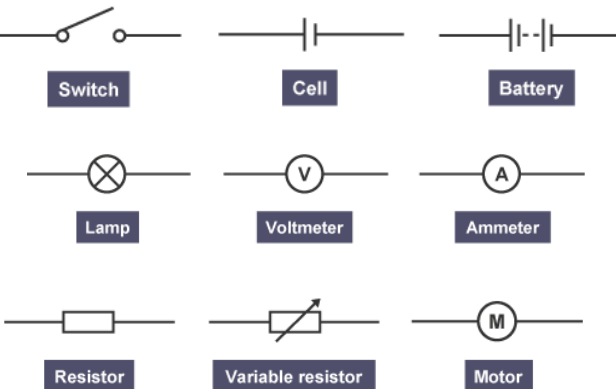
- 1.
- 2.
- 3.

**What we are learning this term:**

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

4 Key Words for this term

- 1. Current
- 2. Field
- 3. Component
- 4. Resistance

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

$$V = I \times R$$

V = **potential difference** (volts, V)
 I = **current** (amperes, A)
 R = **resistance** (ohms, Ω)

A.**Describe current, potential difference (voltage) and resistance****Current**

The **rate** of flow of **charge**.

Amps
A

Measured by an
ammeter

Potential difference

The **energy provided by the cell** to the charges. This energy is then used by the charges in electrical components.

Volts
V

Measured by a
voltmeter

Resistance

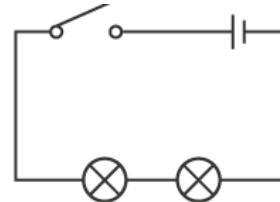
How difficult it is for current to flow. Eg. with high current, low resistance.

Ohms
 Ω

Calculate using the current and potential difference $R=V/I$

A.**Define a series circuit?**

Linking components one after another, making **one loop**.



These two lamps are in **series** with each other.

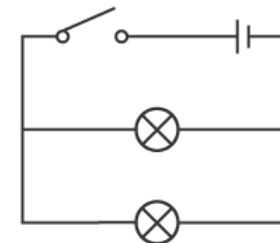
A.**What is an insulator?**

A material that can be charged but **does not let the charges flow**.

Examples: almost any non-metal materials, like rubber, fabrics, paper, plastics, wood

A.**Define a parallel circuit?**

Linking components so they are in **separate loops**.



These two lamps are in **parallel** with each other.

A.**What is a conductor?**

A material that **does let the charges flow**.

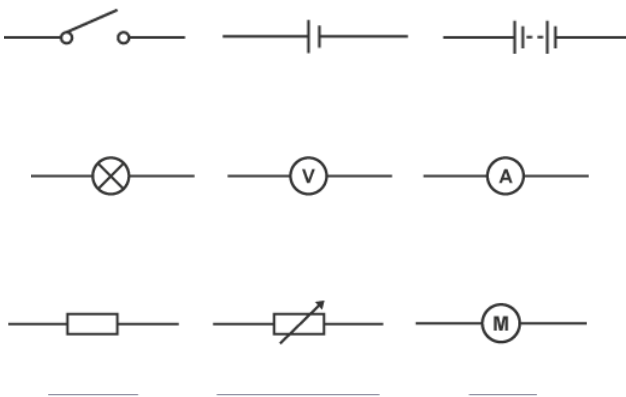
Examples: all metals, and graphite (in your pencil!)

**What we are learning this term:**

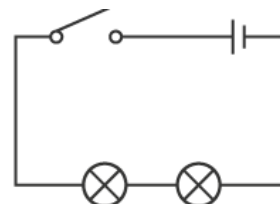
- A. Circuits
- B. Charges and Static Electricity
- C. Magnetism and Electromagnetism

4 Key Words for this term

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

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

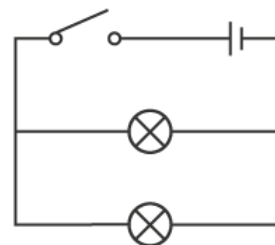
___ = **potential difference** (volts, V)
___ = **current** (amperes, A)
___ = **resistance** (ohms, Ω)

A.**Describe current, potential difference (voltage) and resistance****Current****Amps**
A**Measured by an**
ammeter**Potential**
difference**Volts**
V**Measured by a**
voltmeter**Resistance****Ohms**
 Ω **Calculate** using the
current and potential
difference**A.****Define a series circuit?**

These two lamps
are in **series** with
each other.

A.**What is an insulator?**

Examples: almost any non-metal
materials, like rubber, fabrics,
paper, plastics, wood

A.**Define a parallel circuit?**

These two lamps are
in **parallel** with
each other.

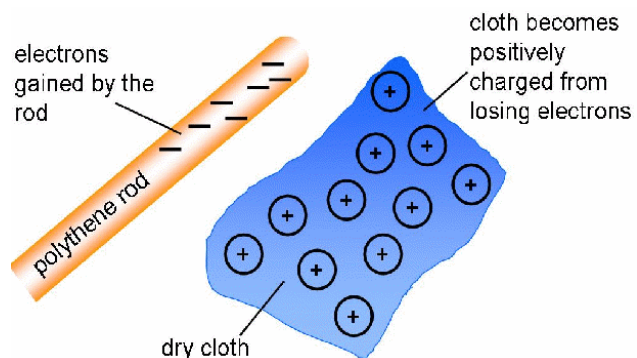
A.**What is a conductor?**

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

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

Negative electrons are transferred from one material to another.

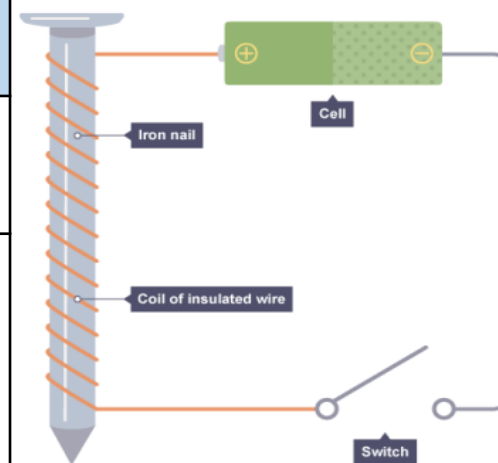
The material that loses electrons becomes positively charged whereas the material that gains electrons becomes negatively charged.

**C. What is an electromagnet?**

A magnet created by the flow of electric current.

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

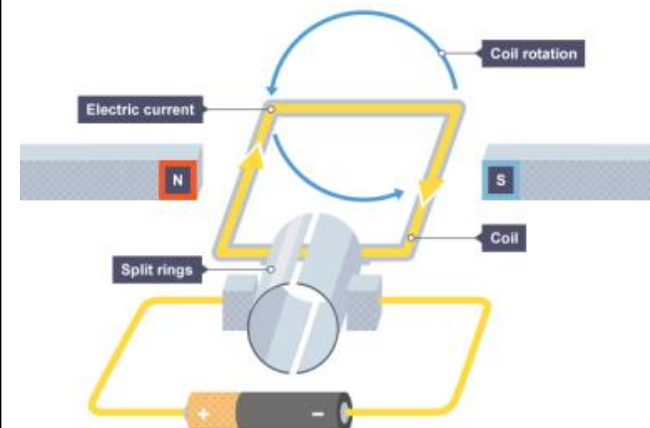
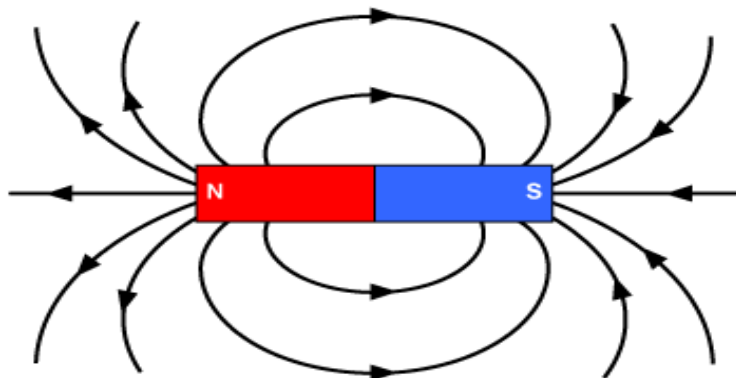
1. Increase the number of coils
2. Increase the current
3. Add an iron core

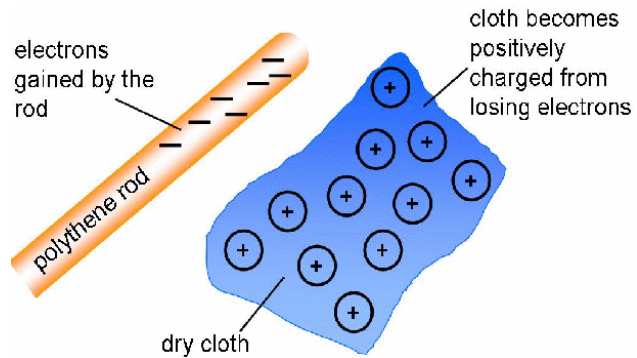
**C. What is a magnetic field?**

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

C. What is the motor effect?

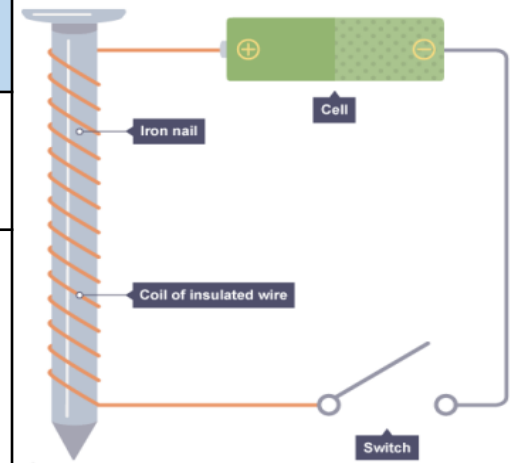
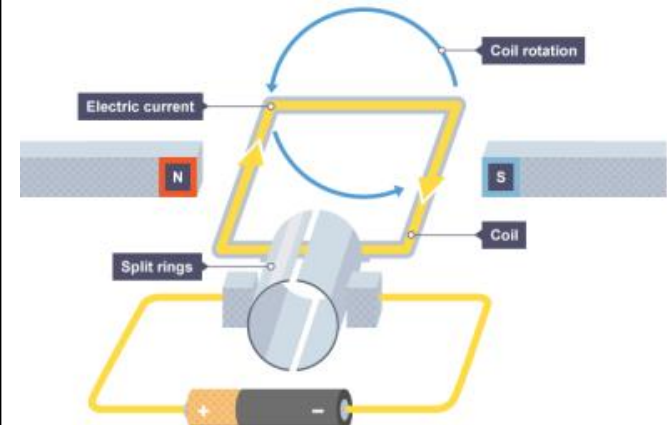
When an electric current flows through a coil, the magnetic field around the coil and the magnetic field of the magnet cause forces of attraction and repulsion. This causes the coil of wire to spin around.

C. Show the magnetic field.

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

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

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

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

8.02: Coasts



1. Wave features

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

2. Weathering and erosion

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

3. Geology

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

4. Coastal processes

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

5. Headlands and bays

1 resistant	(aj) does not easily erode or wear away
2 headland	(n) a piece of land that sticks out into the sea and is usually made of hard, resistant rock
3 bay	(n) a curved or indented area of the coastline where the land curves inward
Alternating hard and soft rock → destructive waves → hydraulic action → soft rock less resistant → erodes quickly → hard rock more resistant → erodes slowly → soft rock retreats → bay forms → hard rock remains → headland forms	

6. Caves, arches, stacks and stumps

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



8.02: Coasts



1. Wave features

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

2. Weathering and erosion

1	hydraulic action
2	abrasion
3	attrition
4	Weathering

1	geology
2	igneous rock
3	metamorphic rock
4	sedimentary rock

1	transportation
2	deposition
3	longshore drift

1	resistant
2	headland
3	bay

1	cave
2	arch
3	stack
4	stump

3. Geology

4. Coastal processes

5. Headlands and bays

6. Caves, arches, stacks and stumps



8.02: Coasts



6. Beaches and longshore drift

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

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

7. Coastal management

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

8. Other threats to the coast

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

9. Coastal erosion case study: Happisburgh, Norfolk coast

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

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

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

8. Other threats to the coast

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

9. Coastal erosion case study: Happisburgh, Norfolk coast

- | 9. Coastal erosion case study: Happisburgh, Norfolk coast | |
|---|-----------------------|
| | |
| | |
| Impacts | Management strategies |
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Year 8 History : Elizabethan England

What we are learning this term:

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

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

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

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

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

D. Was the Elizabethan Period a Golden Age?

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

E.

What was life like for the poor in Elizabethan England?

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

Year 8 History : Elizabethan England

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A.	Can you define these key words?
Transubstantiation	
Illegitimate	
Papacy	
Poverty	
Recusant	
Puritan	
Armada	
Vagrant	

C.	Elizabeth's Middle Way
Catholic (<u>stayed the same</u> as under Mary I)	
Protestant (<u>changes made</u> by Elizabeth after becoming queen)	

B. What were the religious policies/beliefs of these Tudor monarchs and what changes did they make?		
1. Edward VI (1537-1553)	2. Mary I (1516-1558)	3. Elizabeth I (1533-1603)

D. Was the Elizabethan Period a Golden Age?	
<u>YES</u>	<u>NO</u>

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

Knowledge Organiser | Islam

1	Islam	The religion of the Muslims, a monotheistic faith regarded as revealed through Muhammad as the Prophet of Allah.	11	Sunnah	The traditions and practices of the Prophet Muhammad.
2	Allah	“The God” in Arabic.	12	Sunni	The branch of Islam with the majority of followers, Sunni meaning followers of the Sunnah.
3	Tawhid	The belief in the oneness of God.	13	Shia	The branch of Islam with the minority of followers, Shi’a meaning ‘House of Ali’.
4	Revelation	A message from God to human beings.	14	Sunni/Shia Split	A division in Islam which occurred after the death of the Prophet Muhammad on who should lead the Ummah.
5	Prophet Muhammad	An Arab religious, social, and political leader and the founder of Islam.	15	Caliphate	An area ruled by a Muslim leader.
6	Qur’an	The central religious text of Islam, believed by Muslims to be the final revelation from God.	16	The Five Pillars	The basic acts in Islam, considered mandatory by believers, and are the foundation of Muslim life.
7	Mecca	Holy city for Muslims established by Ibrahim and Ishmael.	17	Hajj	The Hajj is an annual Islamic pilgrimage to Mecca, Saudi Arabia, the holiest city for Muslims.
8	Hijrah	The migration of Muhammad from Mecca to Medina.	18	Greater Jihad	The spiritual struggle within oneself against sin.
9	Ummah	The worldwide Muslim community.	19	Lesser Jihad	Defending Islam from threat but must meet a range of strict conditions to be declared.
10	Hadith	The sayings of the Prophet Muhammad.	20	Islamophobia	Dislike of or prejudice against Islam or Muslims.



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



What we are learning this term:		C. ¡Una de bravas por favour! – One bravas please!		Key Verbs						
A. Talking about what you eat and drink B. Giving opinions on food and drink C. Ordering food in a restaurant D. Discussing what makes a healthy diet E. Saying what parts of the body are hurting F. Key words across topics G. Translation practice		la verdura el yogur ¿Qué desea? ¿Qué va a tomar? el primer/Segundo plato el postre alérgico/a el apetito el/la camarero/a la cuenta el menú servir fresco/a	vegetables yoghurt What wld you like? What are you going to have? first/second course dessert allergic appetite the waiter/ress the bill the menu to serve fresh	Almorzar To have lunch	Comer To eat	Beber To drink	Tomar To have (food)	Merendar To snack		
6 Key Words for this term				Almuerzo I have lunch	Como I eat	Bebo I drink	Tomo I have	Meriendo I snack		
1. la dieta 2. sano/a 3. vegano/a				Amuerzas You have lunch	Comes You eat	Bebes You drink	Tomas You have	Meriendas You snack		
4. comer 5. beber 6. usted				Almuerza s/he has lunch	Come s/he eats	Bebe s/he drinks	Toma s/he has	Merienda s/he snacks		
				Almorzamos We have lunch	Comemos We eat	Bebemos We drink	Tomamos We have	Merendamos We snack		
				Almuerzan They have lunch	Comen They eat	Beben They drink	Toman They have	Merendan They snack		
A. ¡Qué hambre! – I’m so hungry!		D. ¡Nam nam! – Yum Yum!		E. Mi dieta sana – My healthy diet		F. ¡ Ay! ¡Qué dolor! – Ouch! That’s sore!				
almorzar beber cenar comer desayunar merendar tomar la cena la comida el desayuno la merienda el agua la bebida la leche el zumo el zumo de piña la cantina vegetariano/a	to have lunch to drink to have dinner to eat to have breakfast to snack to have (food/drink) dinner food / lunch breakfast the snack water drink milk juice pineapple juice the canteen vegetarian	Mi plato favorito la cebolla el champiñón los guisantes el pimiento el plátano el refresco amargo/a asqueroso/a delicioso/a dulce insípido/a picante sabroso/a salado/a tradicional contener el ingrediente la energía la grasa el mineral el nutriente la porción	my favourite dish onion mushroom peas pepper banana fizzy drink bitter disgusting delicious sweet tasteless spicy tasty salty traditional to contain the ingredient energy fat mineral nutrient portion	la proteína diario/a grasiento/a lácteo/a nutritivo/a poco sano/a saludable sano/a el aceite el caramelo la comida rápida derivado/a de la dieta las fajitas la hamburguesa el helado el huevo la manzana el pan las sardinas aconsejable esencial ideal importante recomendable variado/a un estilo de vida sano llevar una vida sana la salud	protein daily fatty lactose nutritious unhealthy healthy healthy olive oil sweet fast food derived from diet fajitas hamburger ice cream egg apple bread sardines advisable essential ideal important recommended varied a healthy lifestyle to have a healthy life health	Me duele el brazo la cabeza el codo el cuello el dedo el dedo del pie la espalda el estómago el hombro la mano la nariz el pie la pierna la rodilla los oídos los ojos el tobillo estoy... cansado/a mal mareado/a tengo... tos vómitos ¿Qué te duele? ¿Estás bien? ¿Cómo te sientes? Me siento mal enfermo/a mejorar	It hurts... arm head elbow neck finger toe back stomach shoulder hand nose foot leg knee ears eyes ankle I am... tired bad dizzy I have... a cough sickness What hurts you? Are you ok? How do you feel? I feel bad ill to get better			
B. Más Comida – More Food										
el arroz la carne la ensalada la fruta el marisco las patatas fritas el pescado el pollo el queso las salchichas el salmón la sopa el tomate las tostadas	rice meat salad fruit seafood chips fish chicken cheese sausages salmon soup tomato toast									



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

H . Key Questions: Answer the following in your own words. Use these model answers	
¿Qué te gusta comer y beber y por qué?	Me gusta comer una dieta muy sana así que como muchas verduras. También me gusta mucho comer fruta como uvas y plátanos porque son muy sanos. Mi bebida preferida es el té con un poco de azucar pero sé que beber agua es mucho más sano.
¿Qué comiste ayer y qué vas a comer mañana?	Ayer comí una paella de mariscos y fue muy rico! Después de comer la paella tomé un helado de chocolate para postre. Mañana desgraciadamente no voy a comer lo mismo pero voy a comer un bocadillo de queso que hace mi madre y voy a beber un coca-cola.
¿Qué te duele?	Me duele mucho la cabeza desde hace tres días. No puedo concentrar. También me duele mucho el cuello y me siento un poco mareada.
¿Qué desea para el primer plato?	Para el primer plato me gustaría tomar la sopa de tomate con un vaso de agua por favor y para el segundo plato me gustaría tomar el pollo con verduras. Muchas gracias.
I. Key Questions: Translate these model answers using the KO	
¿Qué te gusta comer y beber y por qué? – What do you like to eat and drink and why?	I like to eat toast with fruit for breakfast because it is healthy. Sometimes I eat cereals for breakfast. For lunch I like to eat a chicken salad with some crisps and sometimes I eat a cheese sándwich. I like to drink lemonade because it's sweet and gives me energy.
¿Qué comiste ayer y qué vas a comer mañana? – What did you eat yesterday & what are you going to eat tomorrow?	Yesterday I ate a lot of fruit and a pizza. I also drank a tea with my family and we had ice cream after dinner. Tomorrow I am going to eat cereals with milk for breakfast and for lunch I'm going to eat a meat paella with some bread. I am going to snack some biscuits with a glass of milk in the afternoon with my brother when we watch TV.
¿Qué te duele? – What hurts you?	My feet have been hurting for a week. My legs also hurt me too. And you?
¿Qué desea para el primer plato? – What wld you like for 1st course?	For my first course I would like mushroom soup and strawberries. For my second course I would like salmon with vegetables please.
J. Key Grammar	
Using 'Me duele(n)' correctly	Remember to use the correct pronoun for who you are referring to. <i>e.g. Le duele la nariz = His/her nose is hurting Me duele el ojo = My eye hurts</i> Remember to add N for plural body parts <i>e.g. Me duelen los pies = My feet hurt</i>
Using the verbs "to be" and "to have" correctly	Tengo = I have (you just need one word in Spanish not 2 like in English) but remember each person needs a different word <i>eg he has = tiene, we have = tenemos</i>
Adjective placement Adjective agreement	Remember adjectives go after the noun Remember adjectives have to agree with the noun in number and gender <i>e.g. Los caramelos son muy dulces</i>
Use porque to describe your opinions Use singlar and plurals correctly	Me gusta comer fruta porque es sana. BUT No me gusta comer sardinas porque son asquerosas.



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

What we are learning this term:		C. ¡Una de bravas por favour! – One bravas please!		Key Verbs							
A. Talking about what you eat and drink B. Giving opinions on food and drink C. Ordering food in a restaurant D. Discussing what makes a healthy diet E. Saying what parts of the body are hurting F. Key words across topics G. Translation practice		_____ _____ _____ _____ _____ el postre alérgico/a el apetito el/la camarero/a la cuenta _____ _____ _____		vegetables yoghurt What wld you like? What are you going to have? first/second course _____ _____ _____ the bill the menu to serve fresh		Almorzar To have lunch	Comer _____	Beber To drink	_____ To have (food)	Merendar _____	
6 Key Words for this term						Almuerzo _____	Como I eat	Bebo _____	Tomo I have	_____ I snack	
1. la dieta 2. sano/a 3. vegano/a		4. comer 5. beber 6. usted				Amuezas You have lunch	Comes _____	_____ You drink	Tomas _____	_____ You snack	
						Almuerza s/he has lunch	_____ s/he eats	Bebe _____	_____ s/he has	Merienda s/he _____	
						Almorzamos We have lunch	Comemos We eat	Bebemos _____	_____ We have	Merendamos _____	
						Almuerzan They have lunch	Comen They eat	_____ They drink	Toman _____	Merendan They snack	
A. ¡Qué hambre! – I'm so hungry!		D. ¡Nam nam! – Yum Yum!		E. Mi dieta sana – My healthy diet			F. ¡ Ay! ¡Qué dolor! – Ouch! That's sore!				
_____ _____ _____ comer _____ merendar tomar _____ _____ el desayuno _____ el agua _____ la leche _____ el zumo de piña _____ vegetariano/a		to have lunch to drink to have dinner to have breakfast _____ _____ dinner food / lunch _____ the snack _____ drink _____ juice _____ the canteen _____		_____ _____ el champiñón los guisantes el pimiento _____ _____ asqueroso/a delicioso/a dulce insípido/a _____ _____ _____ contener el ingrediente la energía la grasa _____ _____ la porción		my favourite dish onion _____ _____ _____ banana fizzy drink bitter _____ _____ _____ spicy tasty salty traditional _____ _____ _____ mineral nutrient _____		Me duele el brazo la cabeza el codo _____ _____ neck finger toe back el estómago el hombro la mano _____ _____ la rodilla los oídos los ojos el tobillo _____ _____ I am... tired bad mareado/a tengo... _____ ¿Qué te duele? ¿Estás bien? _____ enfermo/a mejorar			
B. Más Comida – More Food											
_____ _____ _____ la fruta el marisco las patatas fritas el pescado el pollo _____ _____ _____ la sopa el tomate las tostadas		rice meat salad _____ _____ _____ _____ cheese sausages salmon _____ _____ _____				_____ _____ lácteo/a nutritivo/a poco sano/a _____ _____ el caramelo la comida rápida _____ _____ las fajitas la hamburguesa el helado el huevo _____ _____ las sardinas aconsejable esencial _____ _____ variado/a un estilo de vida sano _____ _____ to have a healthy life health			_____ ____		



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



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.

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.

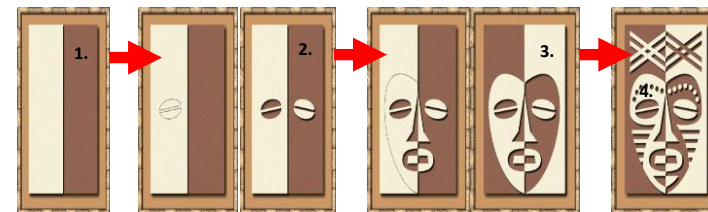
Collage is a form of art by cutting and ripping paper to create interesting artworks.

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.



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.



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.

**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:

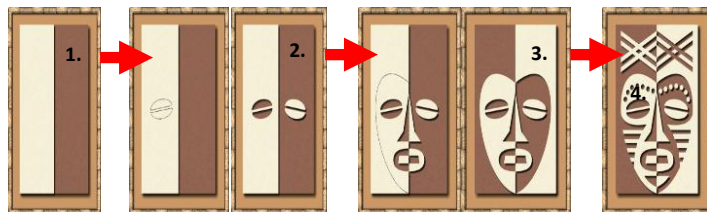
- 1
- 2
- 3
- 4

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.
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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.

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

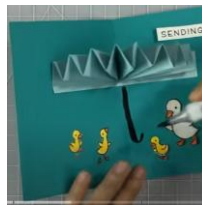


Coloured paper to add to the design
Cut any incisions

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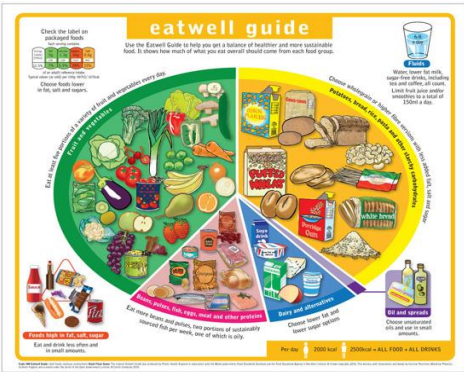
What we are learning this term:
A. Health, safety and hygiene in the kitchen B. The Eatwell guide and nutrients C. Design Ideas D. Weighing E. Practical skills F. Evaluation Work

Year 8 Term 1 and 2 : 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

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



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

C.	Can you list 5 reasons for why we cook food and why it is important?
Rule	Why it is important
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	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

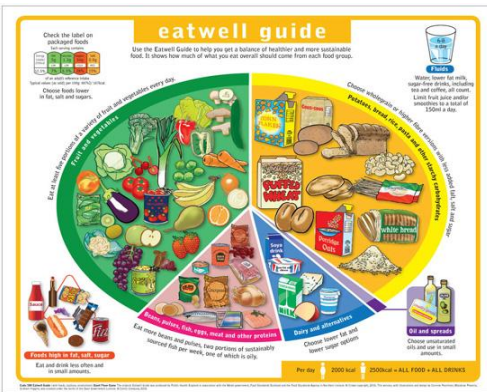
E.	Keywords
Hygiene	A method of keeping yourself and equipment clean
Research	Information that you find out to help you with a project
Nutritious	A meal that is healthy and contains vital nutrients.
Target Market	The age or type of person you re creating a product for.
Carbohydrates	Foods that give you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

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 |

A.	What are the three macronutrients in the diet?



Year 8 Term 1 and 2 : Topic = Planning a Healthy Meal

B.	<i>Can you give 5 reasons for why someone should eat healthily?</i>
1	
2	
3	
4	
5	



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

C.	Can you list 5 reasons for why we cook food and why it is important?	
<u>Rule</u>		<u>Why it is important</u>
• 1		• 1
• 2		• 2
• 3		• 3
• 4		• 4
• 5		• 5

E.	Keywords
Hygiene	
Research	
Nutritious	
Target Market	
Carbohydrates	
Protein	
Fibre	
Calcium	
Design Idea	
Organisation	
Time keeping	
Sensory analysis	
Mood Board	



Year 8 PRODUCT DESIGN Rotation Knowledge Organiser



What we are learning this term:

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

A. Workshop Tools

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

B. Materials

Timbers come from **trees**

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

Softwoods come in planks and boards

Manufactured Boards come from **wood pulp**

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

Manufactured Boards come in sheets

Polymers come from **crude oil**

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

Polymers come in sheets, graduals and filament

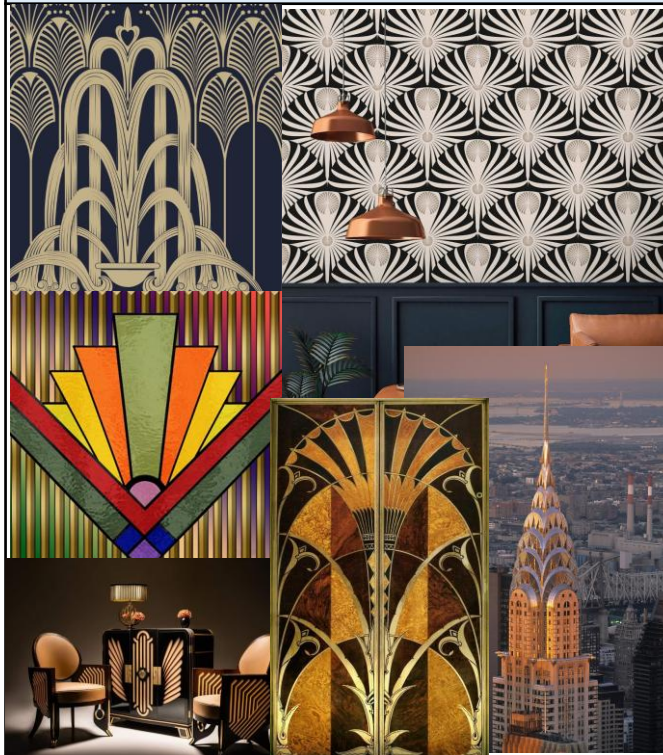
C.

Key Words

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

D. Art Deco Design Movement

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



Key Designer

Émile-Jacques Ruhlmann



Key Features:

Geometric shapes and patterns,
Bold colours and contrasting 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



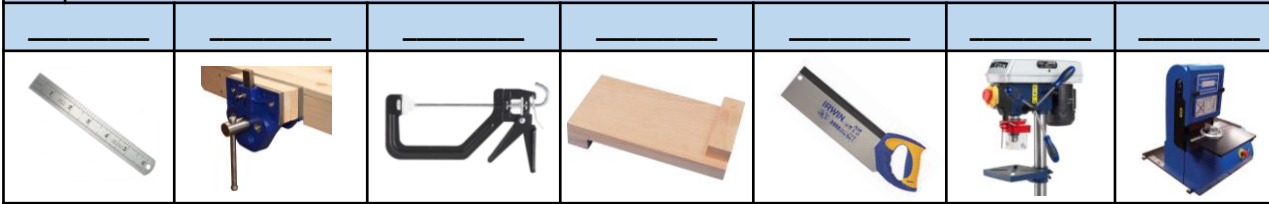
Year 8 PRODUCT DESIGN Rotation Knowledge Organiser



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 _____

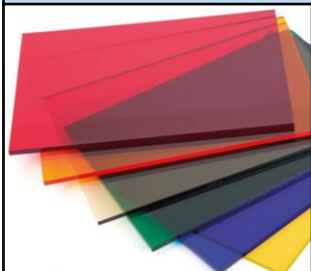
Manufactured Boards come from _____



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

Manufactured Boards come in _____

Polymers come from _____

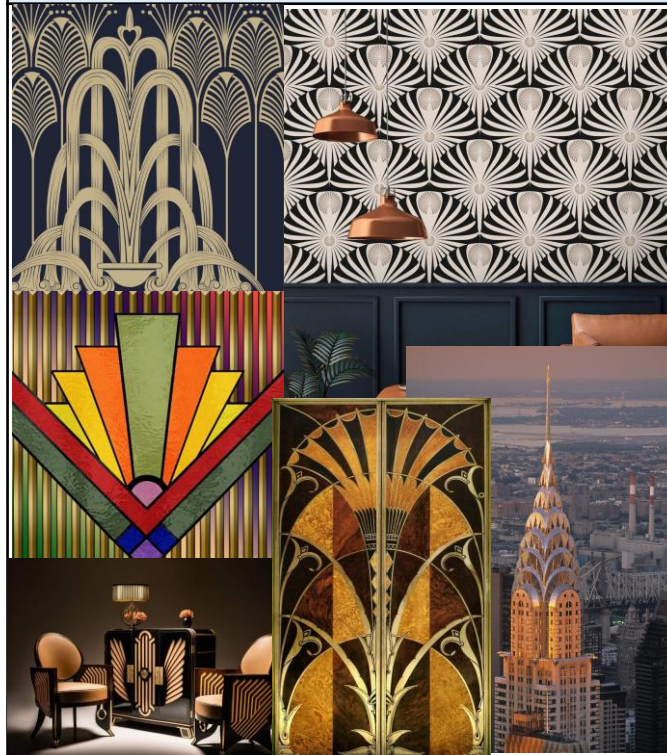


Acrylic – which you used as your Memphis shapes – is a **polymer**

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:

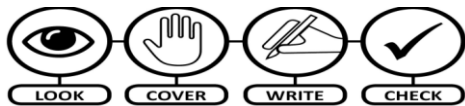
_____ shapes and _____,
_____ colours and contrasting _____,
_____ and rectangular forms
_____ and elongated forms
Stepped or _____

Colours:

Line Styles:



A	What we are learning about this term...
1	Develop music reading skills
2	Treble / Bass clef notation
3	Sharp, Flats and Natural notes
4	Structure and Tonality



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



C Layout of a Keyboard

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

D Treble Clef & Treble Clef Notation

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

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

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

E Black Keys and Sharps and Flats

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

- C# is the same as Db
- there's just two different ways of looking at it!

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

F Note Values and Dotted Note Values

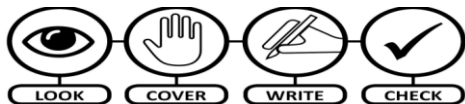
Note	Name	Beats	Rest	Note	Name	Beats	Rest
	Semibreve, Whole Note	4 beats			Dotted Semibreve, Dotted Whole Note	6 beats	
	Minim, Half Note	2 beats			Dotted Minim, Dotted Half Note	3 beats	
	Crotchet, Quarter Note	1 beat			Dotted Crotchet, Dotted Quarter Note	1 1/2 beats	
	Quaver, Eighth Note	1/2 beat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

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



A What we are learning about this term...

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



B Keywords

Binary

Ternary

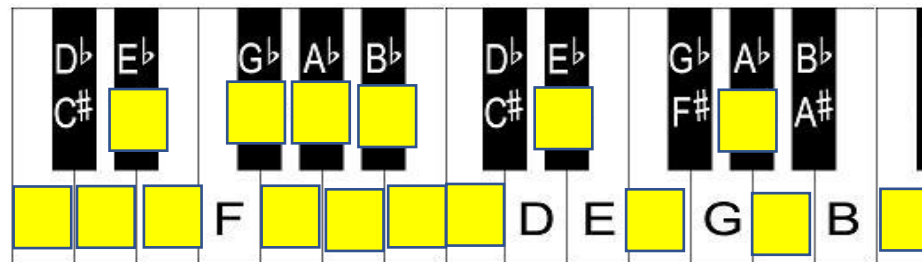
Chromatic

Pentatonic

Atonal

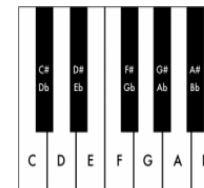
Structure

C Layout of a Keyboard



octave

E Black Keys and Sharps and Flats



D Treble Clef & Treble Clef Notation

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F Note Values and Dotted Note Values

Note	Name	Beats	Rest	Note	Name	Beats	Rest
					Dotted		

G Describing music – MAD T SHIRT

M

A

D

T

S

H

I

R

T

M_____

A_____

D_____

T_____

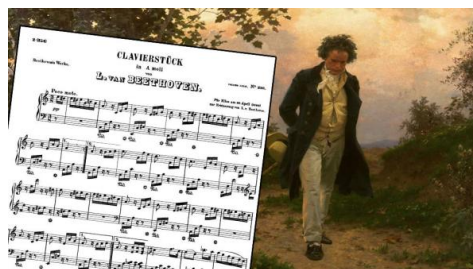
S_____

H_____/T_____

I_____

R_____

T_____



SLAPSTICK

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



Background

Its roots go back to Ancient Greece and Rome.
The term arises from a device developed for use in the physical comedy style known as commedia dell'arte
The slapstick was a two-piece paddle that actors would use to accentuate the impact of a hit.
Shakespeare incorporated slapstick into his comedies, such as in his play The Comedy of Errors

The BOSS character is the only one to talk.
Deliberately clumsy actions and humorously embarrassing events.
There are elements of stage combat

Simple and predictable storylines.
Music and sound effects are key
Genre of COMEDY



Characters

BOSS- The only character who talks.
Always thinks they have control. Has pain inflicted on them more so than the sidekick.



SIDEKICK- Works against the boss character. Inflicts pain towards the boss.
Does not speak.



KEY WORDS- Exaggeration, Mime
Pain, comedic timing, gestures, sound effects, music.

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

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

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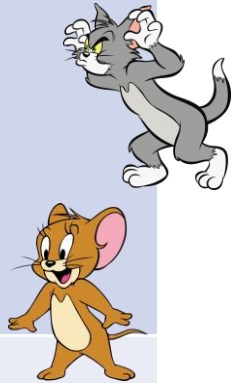
The _____ character is the only one to talk.
Deliberately clumsy actions and humorously embarrassing events.
There are elements of _____



Simple and predictable _____
Music and _____ are key
Genre of _____

Characters

BOSS-



SIDEKICK-

KEY WORDS-

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SWINDON ACADEMY READING CANON

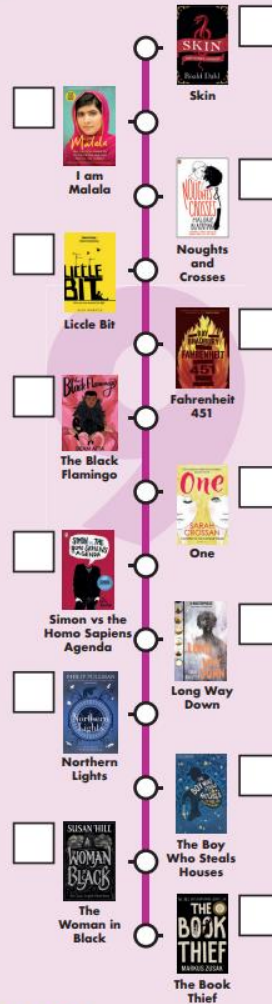
Year 7



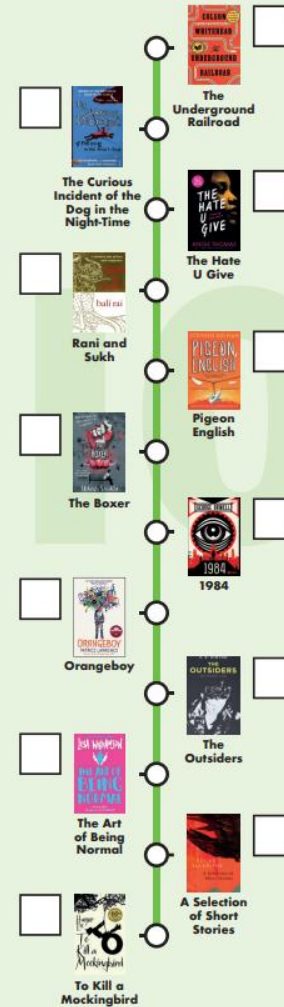
Year 8



Year 9



Year 10



#ReadingisPower