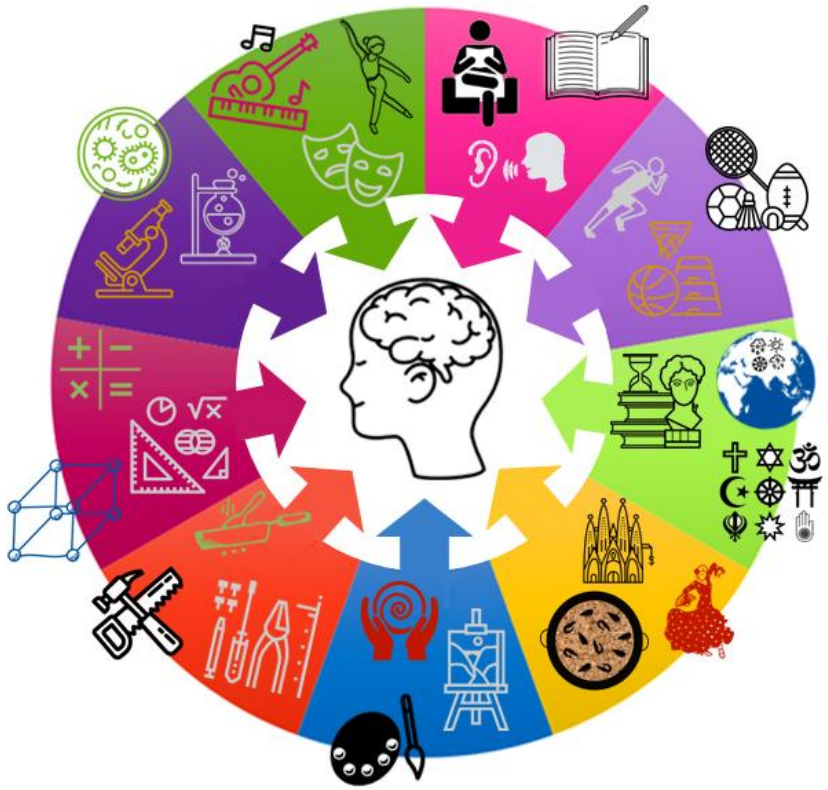
100% book – Year 8 Grammar

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



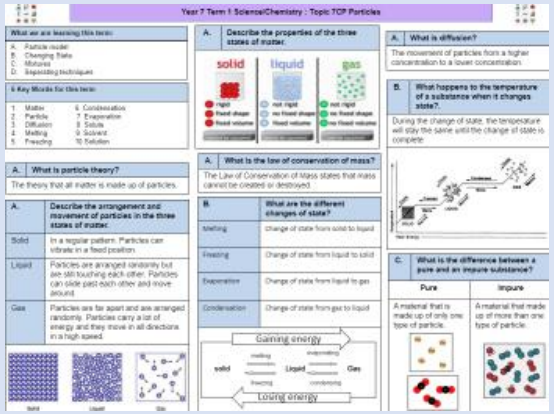
Term 2

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

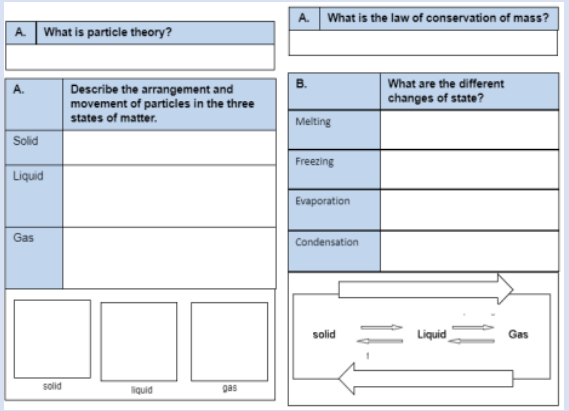
Knowledge Organisers



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.

Top Tip

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

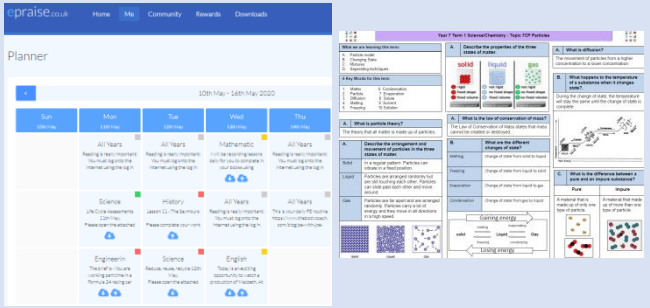
Expectations for Prep and for using your Knowledge Organisers

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

How do I complete Knowledge Organiser Prep?

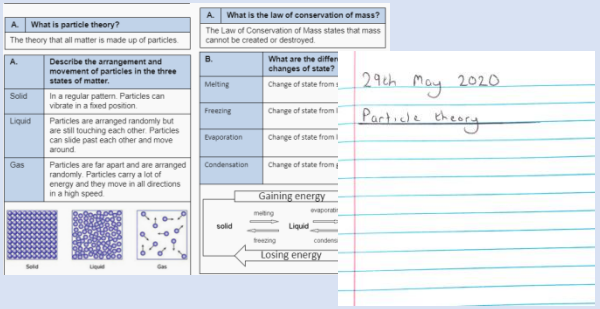
Step 1

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



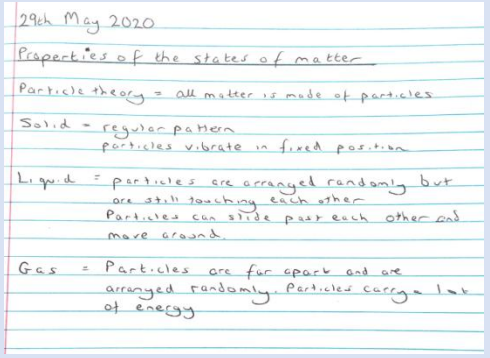
Step 2

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



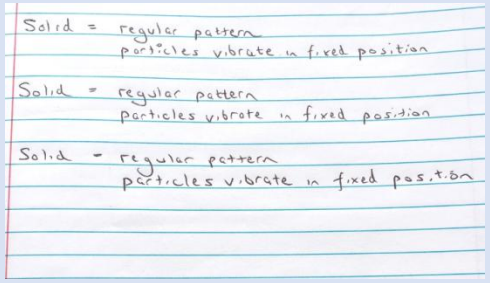
Step 3

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



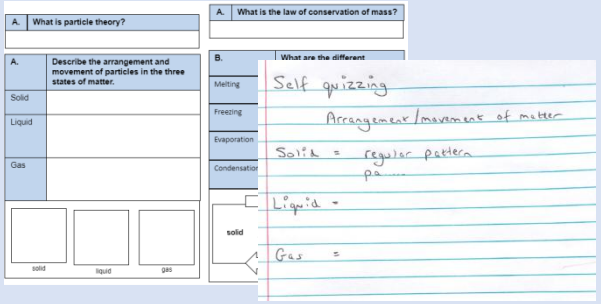
Step 4

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



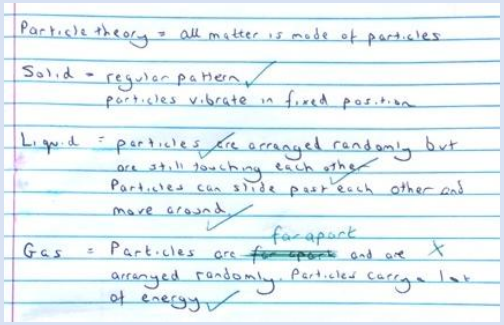
Step 5

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



Step 6

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



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

‘Animal Farm’: Knowledge Organiser

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

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

‘Animal Farm’: Knowledge Organiser

Chapter breakdown

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

The seven commandments

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

Characters

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

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

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

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

Biographical information

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

Key words

allegory – _____ _____ _____ _____ _____

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

rebellion – _____. _____ _____ _____

harvest – _____ _____.

corrupt – _____ _____ _____ _____

propaganda – _____. _____ _____.

cult of personality – a cult of personality is _____ _____ _____

treacherous – I_____ _____.

declarative: _____ _____.

hierarchy: a _____ _____ _____.

imperative: a _____.

8GS – 8BE

What we are learning this term:

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

3 Key Words for this term

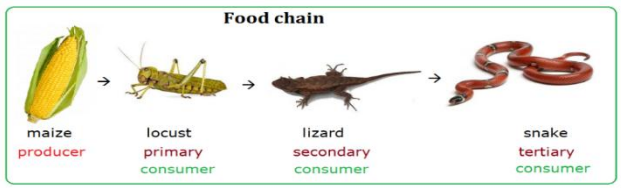
1. Pesticide
2. Herbivore
3. Biomass

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

All food chains start with a green plant, producers. Arrows point to the eater and show the flow of energy in a food chain. Each stage is called a trophic level

mahogany tree → caterpillar → song bird → hawk

maize → locust → lizard → snake

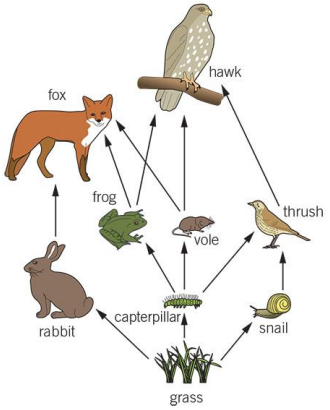


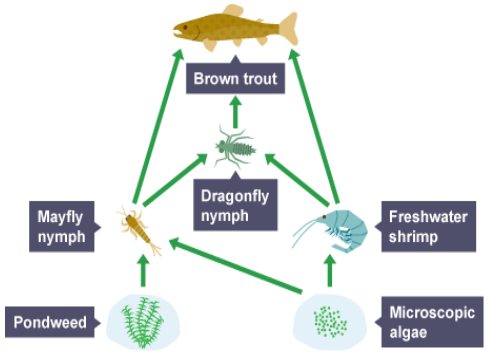
B. What is extinction?

When all the individuals of a species die.

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

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





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

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

A. How do insects help with plant reproduction?

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

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

Extinction.

B. How are organisms affected by their environment?

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

B. How do organisms affect their environment?

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

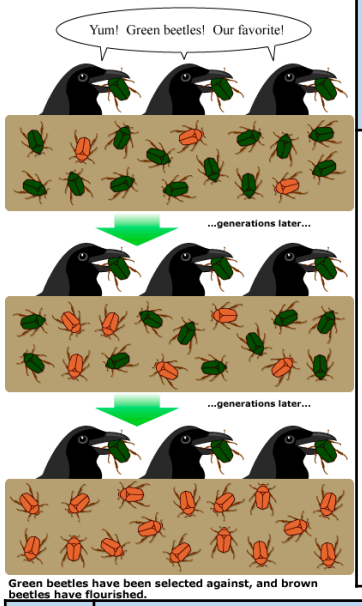
8GS – 8BE

C.	What are adaptations?
When an organism or species becomes better suited to its environment.	

C.	What is an example of adaptations?
Kangaroo rats never have to drink water, they get all the water they need from seeds.	

C.	What is natural selection?
The process whereby organisms better adapted to their environment tend to survive and produce more offspring	

Natural selection, in a nutshell:



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

C	How does this diagram show natural selection?
1.The red beetles are adapted to be less favourable to the birds. 2.The red beetles survive and breed. The green ones do not. 3.As this goes on for generations, there are more red than green beetles.	

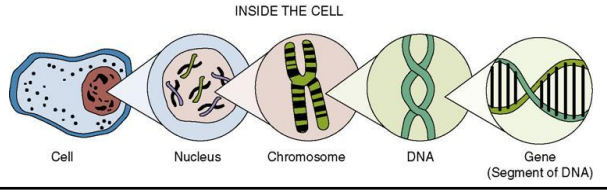
E.	How is biodiversity maintained?
1. Conserve the environment to protect ecosystems. 2. Conserve the genetic material of organisms that might be endangered using a **gene bank**.	

D.	What makes up DNA?
• DNA has a **double helix** structure with two sugar-phosphate backbones wound around each other. • Pairs of complementary **bases** connect the two backbones (strands)	

What are the 4 bases and how are they paired?
• The bases are **adenine**, **thymine**, **cytosine** and **guanine** (A, T, C, and G) • A has a **complementary shape** to T • C has a **complementary shape** to G

What are Chromosomes?
DNA wound up tightly. There are 23 pairs in human cells (but a different number of pairs in other species)

What are Genes?
A short section of DNA which codes for characteristics



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

E.	What is a gene bank?
If scientists think a species might become extinct, they can preserve them for the future using a gene bank.	

E.	Why is it important to maintain biodiversity?
It keeps ecosystems going. Prevents extinction of many species. Humans use the plants as resources so need to be maintained.	

E.	What are the 4 different types of gene bank?
1. Frozen seeds of plants that could be used in the future 2. Plant tissue bank – where small parts of plants are kept alive in containers of nutrients 3. Frozen sperm cells and egg cells from animals, or pollen and ova from plants, that can be used to produce offspring in the future 4. A field gene bank: land is used to grow many species of plants and keep them alive for the future.	

Year 9 Term 1 Science/Chemistry : Topic 9CE Energetics and Rates

What we are learning this term:

A. Types of reaction
B. Catalysts
C. Energy in Reactions

5 Key Words for this term

1. Decomposition
2. Oxidation
3. Exothermic
4. Endothermic
5. Displacement

A. What is a chemical reaction?

The breaking of bonds in reactants and making of bonds to for products. A new substance is formed

A. What is Thermal Decomposition?

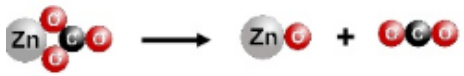
Thermal decomposition is a chemical reaction where heat is used to break down a substance.

Does a thermal decompostion reaction give out energy, or take in energy from its surroundings?

Thermal decomposition is an endothermic reaction - it takes in more energy than it gives out

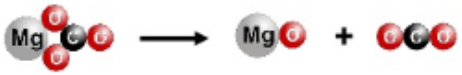
Examples: Zinc Carbonate → Zinc Oxide + Carbon dioxide

$ZnCO_3 \rightarrow ZnO + CO_2$



Magnesium carbonate → Magnesium Oxide + Carbon dioxide

$MgCO_3 \rightarrow MgO + CO_2$



A. What is Combustion?

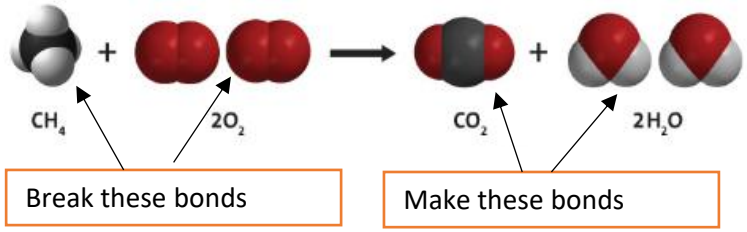
A chemical reaction where a fuel reacts with oxygen to make carbon dioxide and water

Does a combustion reaction give out energy, or take in energy from its surroundings?

Combustion is a exothermic reaction- it gives energy into the surroundings. It gives out more energy than it takes in.

Examples: methane + oxygen → carbon dioxide + water

$CH_4 + 2O_2 \rightarrow CO_2 + 2H_2O$



A. What is oxidation?

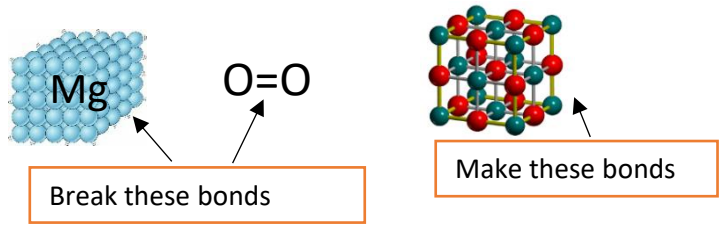
Oxidation is a chemical reaction where an element or compound reacts with oxygen

Does an oxidation reaction give out energy, or take in energy from its surroundings?

Oxidation reactions are mostly exothermic reactions- giving energy to the surrounding. It gives out more energy than it takes in

Examples: Magnesium + Oxygen → Magnesium Oxide

Mg + Oxygen → MgO



Year 9 Term 1 Science/Chemistry : Topic 9CE Energetics and Rates

What we are learning this term:

A. Types of reaction
B. Catalysts
C. Energy in Reactions

5 Key Words for this term

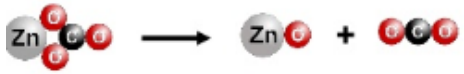
1.
2.
3.
4.
5.

A. What is a chemical reaction?

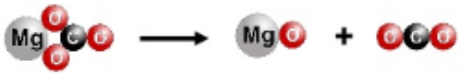
A. What is Thermal Decomposition?

Does a thermal decompostion reaction give out energy, or take in energy from its surroundings?

Examples: Zinc Carbonate →



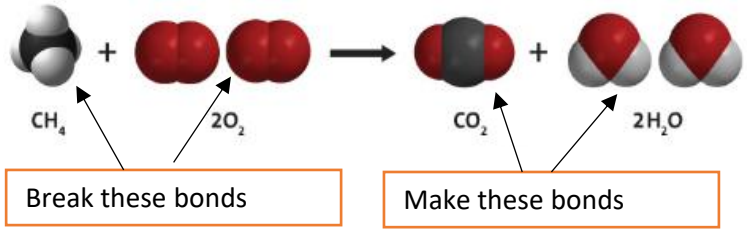
Magnesium carbonate →



A. What is Combustion?

Does a combustion reaction give out energy, or take in energy from its surroundings?

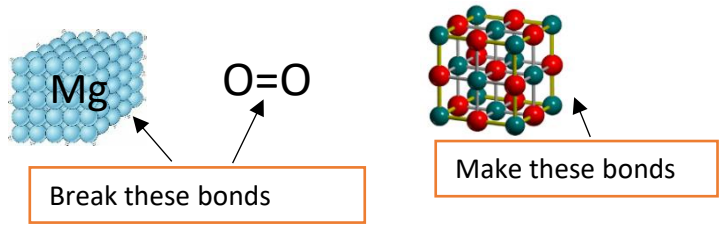
Examples: methane + oxygen →



A. What is oxidation?

Does an oxidation reaction give out energy, or take in energy from its surroundings?

Examples: Magnesium + Oxygen →



Year 9 Term 1 Science/Chemistry : Topic 9CE Energetics and Rates

B. What 2 things do you need for a successful reaction to happen?

1. Particles to collide

2. Sufficient energy for a reaction to occur (activation energy)

B. What is the rate of a reaction?

The rate of reaction is the speed at which a chemical reaction is happening. This can vary hugely from reaction to reaction.

What factors can affect rate of reaction?	1.Changing temperature 2.Changing the concentration of a solution 3.Changing the surface area of a solid 4. Adding a catalyst

B. What is a catalyst?

A catalyst is a substance which speeds up a chemical reaction without being used up.

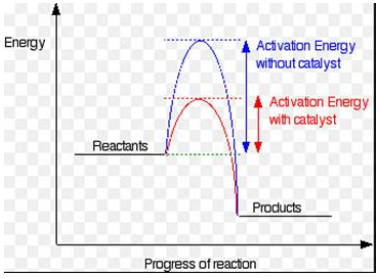
- They are specific to each reaction

B. How do catalysts work?

Catalysts speeds up a reaction by:

- Lowering the activation energy
- More particles will now have sufficient energy to react

How can you show this on a reaction profile?



B. Why aren't catalysts written in the chemical equation of a reaction?

Catalysts are not included in a chemical equation as they are not used up in a chemical reaction.

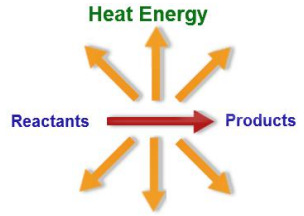
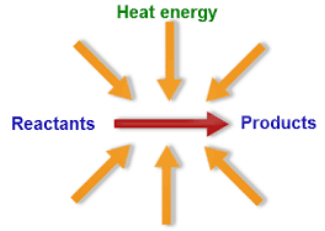
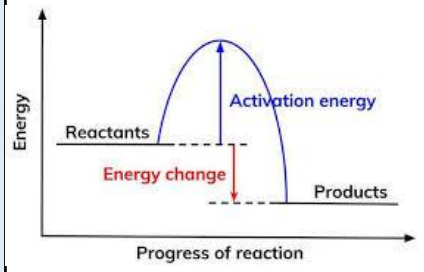
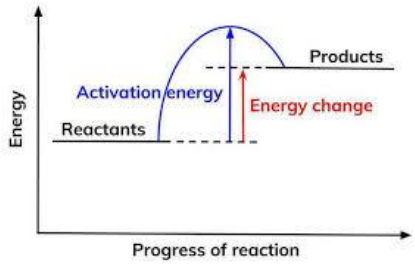
C. What is Activation energy?

The minimum energy required for a successful collision between reactants

What is a reaction profile?

A graph which show the energies of the reactants and products at different stages of the chemical reaction

C. What are exothermic and endothermic reactions?

	Exothermic reactions	Endothermic Reactions
What are they?	A reaction in which energy is transferred from the reacting substances to their surroundings	A reaction in which energy is transferred to the reacting substances from their surroundings.
		
Do things warm up or cool down?	Temperature **increases**: Energy is transferred to surroundings	Temperature **decreases**: Energy is absorbed from the surroundings
Bond making or breaking?	Bond **making** is an exothermic process	Bond **breaking** is an endothermic process
Reaction profile		

Year 9 Term 1 Science/Chemistry : Topic 9CE Energetics and Rates

B.	What 2 things do you need for a successful reaction to happen?
1.	
2.	

B.	What is the rate of a reaction?
What factors can affect rate of reaction?	1. 2. 3. 4.

B.	What is a catalyst?

B.	How do catalysts work?
How can you show this on a reaction profile?	

B.	Why aren't catalysts written in the chemical equation of a reaction?

C.	What is Activation energy?
What is a reaction profile?	

C.	What are exothermic and endothermic reactions?	
	Exothermic reactions	**Endothermic Reactions**
What are they?		
Do things warm up or cool down?		
Bond making or breaking?		
Reaction profile		

Year 8 Term 2 Science/Physics : Topic 9PM Matter

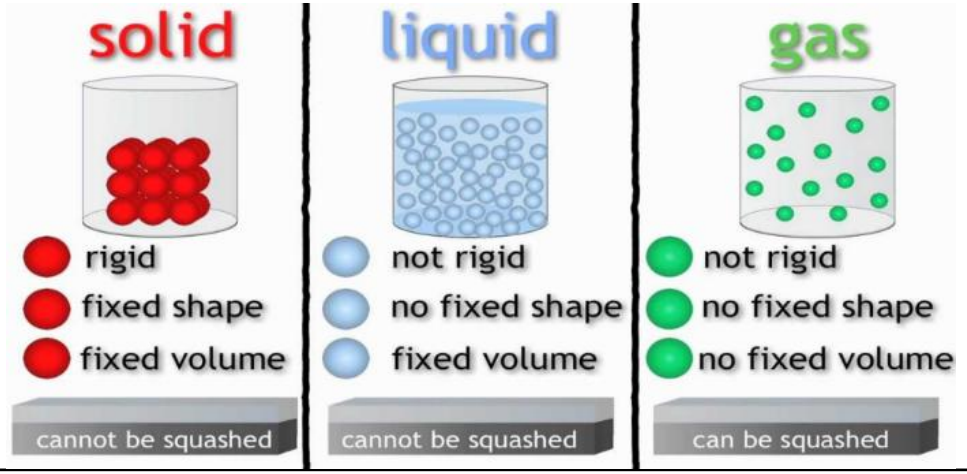
What we are learning this term:

A. Particle Model
B. Brownian Motion and Diffusion
C. Pressure and Density
D. Physical and Chemical changes

2 Key Words for this term:

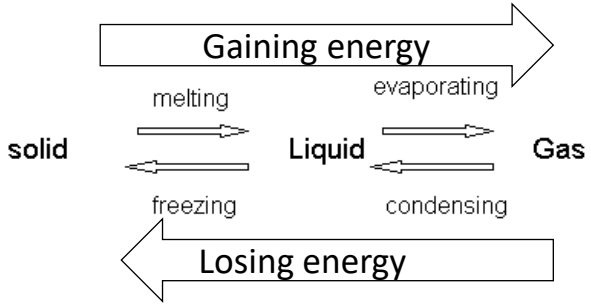
1. Density
2. Compression

A. Describe the properties of the three states of matter



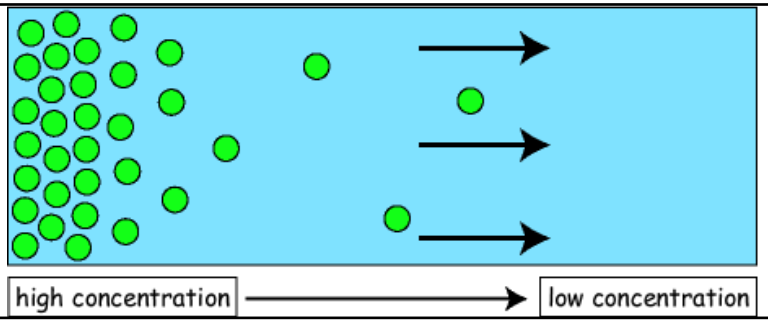
A. What are the different changes of state?

Melting	Change of state from solid to liquid
Freezing	Change of state from liquid to solid
Evaporation	Change of state from liquid to gas
Condensation	Change of state from gas to liquid



B. What is Brownian Motion?

The **random motion** of small particles in fluids due to their bumping into even smaller particles.



B. What is diffusion?

Movement of particles from a **higher concentration** to a **lower concentration.**

B. What is the equation to calculate concentration?

$$Concentration = \frac{mass\ of\ solute}{volume\ of\ solvent}$$

Year 8 Term 2 Science/Physics : Topic 9PM Matter

What we are learning this term:

A. Particle Model
B. Brownian Motion and Diffusion
C. Pressure and Density
D. Physical and Chemical changes

2 Key Words for this term:

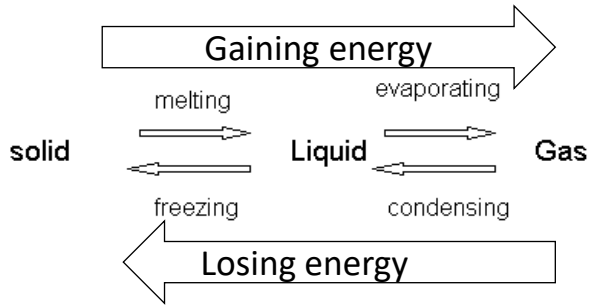
1.
2.

A. Describe the properties of the three states of matter

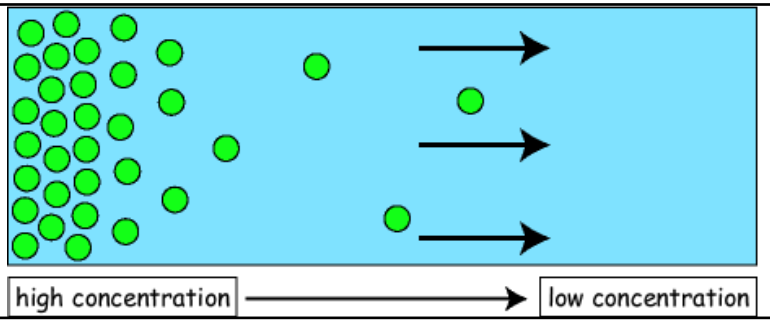
solid	liquid	gas

A. What are the different changes of state?

Melting	
Freezing	
Evaporation	
Condensation	



B. What is Brownian Motion?



B. What is diffusion?

B. What is the equation to calculate concentration?

C. State the equation to calculate density.

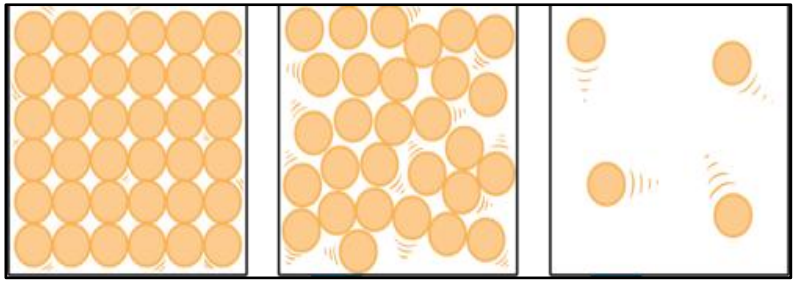
$$Density = \frac{mass}{volume}$$

- It is a measure of how many particles fit in a certain unit of volume.
- Solids are denser than liquids.
- Liquids are denser than gases.
- There is an exception: ice (solid water) is less dense than liquid water.

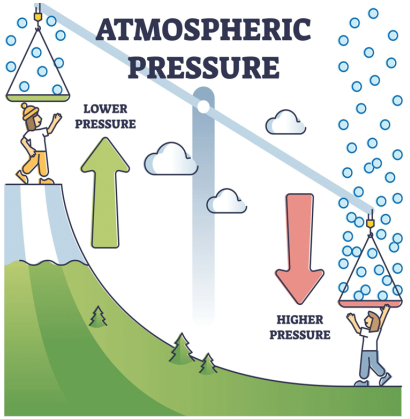
C. State the equation to calculate pressure.

$$Pressure = \frac{force}{area}$$

- Pressure is a compound measure of how much force acts on a particular unit of area.
- Pressure increases if the force acting on an area increases.
- Pressure increases if the area a force acts on decreases.

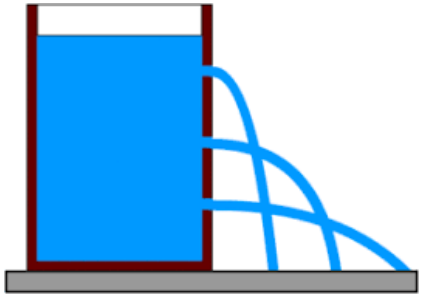


C. Pressure in fluids:



Atmospheric pressure decreases with **increase of height**, as weight of air above decreases with height.

Pressure in a liquid is different at different depths, it **increases deeper down** due to the weight of the column of water above.



B. Compare chemical changes and physical changes.

Chemical changes	Physical changes
Not easily reversed	Easily **reversed**
New product formed	No new product formed
Often **heat/light/sound/gas production** (fizzing) occurs	Often just a **change of state**
E.g: wood burning	E.g: ice melting

C.	State the equation to calculate density.

- It is a measure of how much stuff fits in a certain unit of volume.
- Solids are denser than liquids.
- Liquids are denser than gases.
- There is an exception: ice (solid water) is less dense than liquid water.

C.	State the equation to calculate pressure.

- Pressure is a compound measure of how much force acts on a particular unit of area.
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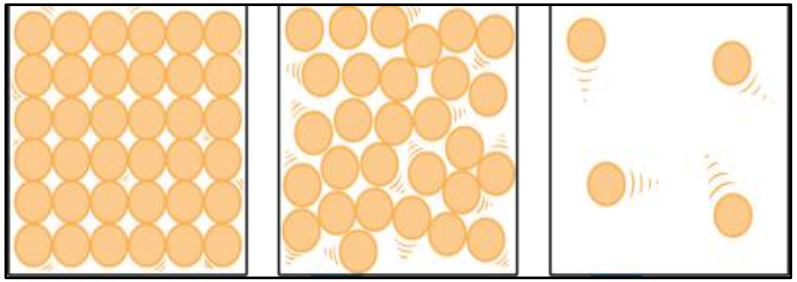
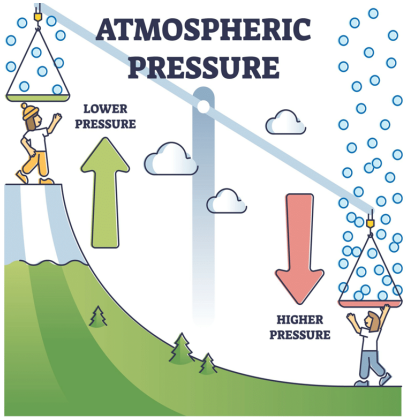
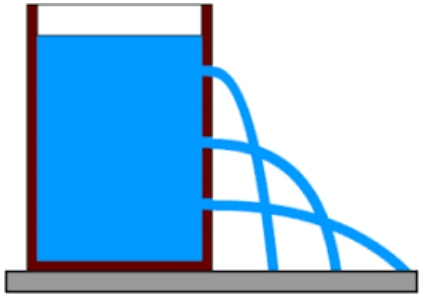


C.	Pressure in fluids:

Atmospheric



Pressure in a liquid



B.	Compare chemical changes and physical changes.

Chemical changes	Physical changes
	Easily **reversed**
New product formed	
	Often just a **change of state**
Eg	Eg

8.02: Coasts

1. Wave features

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

2. Weathering and erosion

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

3. Geology

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

4. Coastal processes

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

5. Headlands and bays

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

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

6. Caves, arches, stacks and stumps

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

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

8.02: Coasts

1. Wave features

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

2. Weathering and erosion

1	hydraulic action
2	abrasion
3	attrition
4	Weathering

3. Geology

1	geology
2	igneous rock
3	metamorphic rock
4	sedimentary rock

4. Coastal processes

1	transportation
2	deposition
3	longshore drift

5. Headlands and bays

1	resistant
2	headland
3	bay

6. Caves, arches, stacks and stumps

1	cave
2	arch
3	stack
4	stump

8.02: Coasts

6. Beaches and longshore drift

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

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

7. Coastal management

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

8. Other threats to the coast

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

9. Coastal erosion case study: Happisburgh, Norfolk coast

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

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

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

8.02: Coasts

6. Beaches and longshore drift

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

7. Coastal management

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

8. Other threats to the coast

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

9. Coastal erosion case study: Happisburgh, Norfolk coast

Impacts	Management strategies

Year 8 History : Elizabethan England

What we are learning this term:

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

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

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

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

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

D. Was the Elizabethan Period a Golden Age?

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

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

Year 8 History : Elizabethan England

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	
Illegitimate	
Papacy	
Poverty	
Recusant	
Puritan	
Armada	
Vagrant	

C.	Elizabeth's Middle Way
Catholic (**stayed the same** as under Mary I)	
Protestant (**changes made** 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?

YES	NO

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

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

6 Key Words for this term

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

A. ¡Qué hambre! – I'm so hungry!

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

B. Más Comida – More Food

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

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

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

D. ¡Nam nam! – Yum Yum!

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

Key Verbs

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

E. Mi dieta sana – My healthy diet

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

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

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

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

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

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

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

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

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

What we are learning this term:

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

6 Key Words for this term

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

A. ¡Qué hambre! – I'm so hungry!

_____	to have lunch
_____	to drink
_____	to have dinner
comer	_____
_____	to have breakfast
merendar	_____
tomar	dinner
_____	food / lunch
_____	_____
el desayuno	the snack
_____	_____
el agua	drink
_____	_____
la leche	juice
_____	_____
el zumo de piña	the canteen
_____	_____
vegetariano/a	

B. Más Comida – More Food

_____	rice
_____	meat
_____	salad
la fruta	_____
el marisco	_____
las patatas fritas	_____
el pescado	_____
el pollo	_____
_____	cheese
_____	sausages
_____	salmon
la sopa	_____
el tomate	_____
las tostadas	_____

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

_____	vegetables
_____	yoghurt
_____	What wld you like?
_____	What are you going to have?
_____	first/second course
_____	_____
el postre	_____
alérgico/a	_____
el apetito	_____
el/la camarero/a	_____
la cuenta	the bill
_____	the menu
_____	to serve
_____	fresh

D. ¡Nam nam! – Yum Yum!

_____	my favourite dish
_____	onion
el champiñón	_____
los guisantes	_____
el pimiento	_____
_____	banana
_____	fizzy drink
_____	bitter
asqueroso/a	_____
delicioso/a	_____
dulce	_____
insípido/a	_____
_____	spicy
_____	tasty
_____	salty
_____	traditional
contener	_____
el ingrediente	_____
la energía	_____
la grasa	_____
_____	mineral
_____	nutrient
la porción	_____

Key Verbs

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

E. Mi dieta sana – My healthy diet

_____	protein
_____	daily
_____	fatty
lácteo/a	_____
nutritivo/a	_____
poco sano/a	_____
_____	healthy
_____	healthy
_____	olive oil
el caramelo	_____
la comida rápida	_____
_____	derived from
_____	diet
las fajitas	_____
la hamburguesa	_____
el helado	_____
el huevo	_____
_____	apple
_____	bread
las sardinas	_____
aconsejable	_____
esencial	_____
_____	ideal
_____	important
_____	recommended
variado/a	_____
un estilo de vida	_____
sano	to have a healthy life
_____	health
_____	

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

Me duele	_____
el brazo	_____
la cabeza	_____
el codo	_____
_____	neck
_____	finger
_____	toe
el estómago	back
el hombro	_____
la mano	_____
_____	_____
_____	nose
_____	foot
la rodilla	leg
los oídos	_____
los ojos	_____
el tobillo	_____
_____	I am…
_____	tired
_____	bad
mareado/a	_____
tengo…	_____
_____	a cough
_____	sickness
¿Qué te duele?	_____
¿Estás bien?	_____
_____	How do you feel?
_____	I feel bad
enfermo/a	_____
mejorar	_____

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

What we are learning during these term:

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

6 Key Words for this project

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

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

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

D. How to make a positive/negative collage.

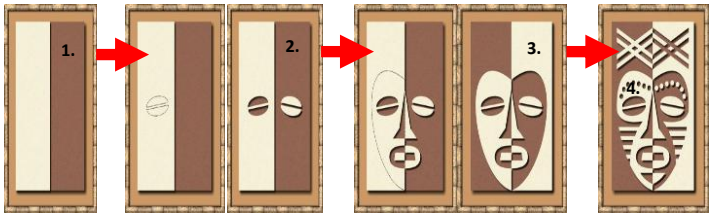
Collage is a form of art by cutting and ripping paper to create interesting artworks.

Steps for making your collage:

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

What each tool is used for:

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



Keywords for this project in detail:

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

A. About Day of the Dead, Mexican Holiday.

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

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

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

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

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

C. DOTD artists: Thaneeya McArdle and Laura Barbosa.

Thaneeya McArdle

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

Laura Barbosa

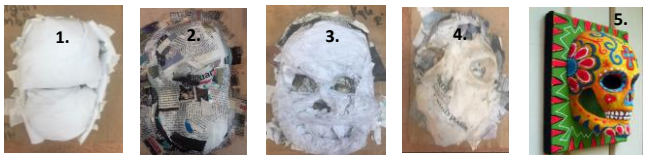
- Self-taught painter
- Produces artwork based on the theme Mexican day of the dead
- Uses fluorescent and vibrant colours that also have contrasting areas.
- Her brush strokes are dominant in her work and
- Her use of patterns are simplistic.

E. How to make a papier mâché sugar skull.

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

Steps for making your sugar skull:

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



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

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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.

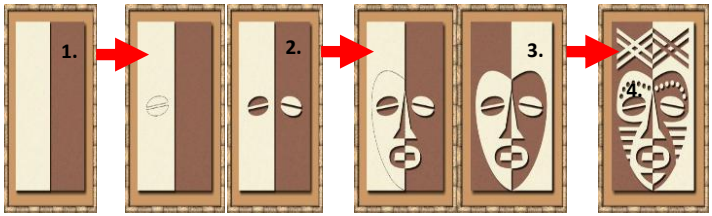
Collage is:

Steps for making your collage:

1
2
3
4

What each tool is used for:

Cutting mat	
Craft knife	
Glue stick	



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

Papier mâché is:

Steps for making your sugar skull:

1
2
3
4
5

YEAR 8 GRAPHIC COMMUNICATION

What are we learning this term?

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

A | Stencil design

List 3 health and safety rules for using a cutting knife

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

List the materials you need to create a stencil

 Cutting Mat

 Craft Knife

 Stencil design

 Card

B | Draw the inside of the pop up card

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

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

Coloured paper to add to the design
Cut any incisions

C | Draw the inside of an accordion card

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

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

Coloured paper to add to the design

D| Key words

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

E | Evaluation

Evaluation: To judge or give an opinion

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

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

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

For example:

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

YEAR 8 GRAPHIC COMMUNICATION

What are we learning this term?

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

A | Stencil design

List 3 health and safety rules for using a cutting knife

List the materials you need to create a stencil




B | Draw the inside of the pop up card

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

C | Draw the inside of an accordion card

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1. Positives – what works well
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_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

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

What we are learning this term:

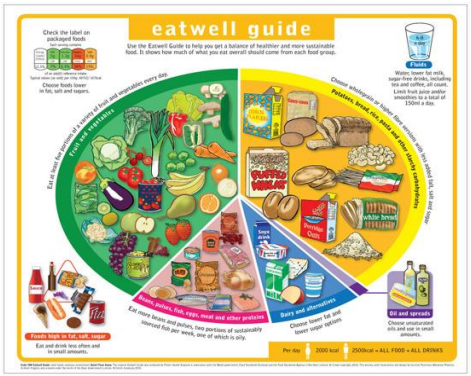
A. Health, safety and hygiene in the kitchen
B. The Eatwell guide and nutrients
C. Design Ideas
D. Weighing
E. Practical skills
F. Evaluation Work

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.



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 it 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	• 1 to stop food poisoning
• 2 to make the food taste better	• 2 to make the food more appealing
• 3 to make food chewable	• 3 it could be raw or a choking hazard
• 4 to ensure that food is not raw	• 4 to stop food poisoning
• 5 to add colour to the food	• 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

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

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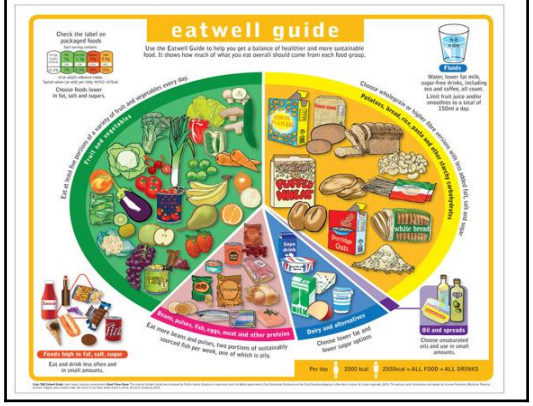


B. *Can you give 5 reasons for why someone should eat healthily?*

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?*

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

Rule	Why it is important
• 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**

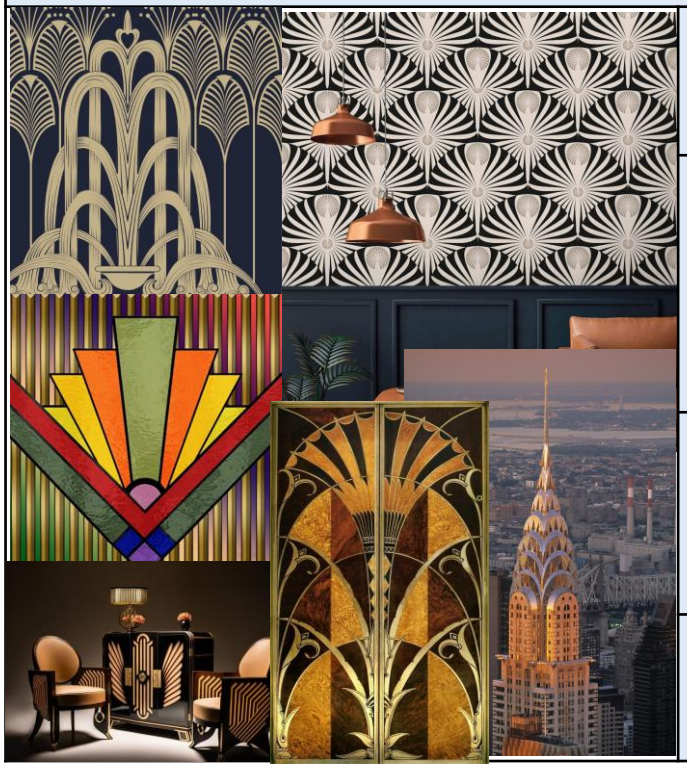
Polymers come in sheets, graduals and filament

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 pallets,

Symmetry and rectangular forms

Streamlined and elongated forms

Stepped or Setback forms

Colours:

Rich, bold, contrasting colour palettes

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

Line Styles:

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

Year 8 PRODUCT DESIGN Rotation Knowledge Organiser

What we are learning this term:

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

A. Workshop Tools

_____	_____	_____	_____	_____	_____	_____
						

C. Key Words

Research	
Design	
component	
Manufacture	

B. Materials

Timbers come from _____

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

Softwoods come in _____ and _____

Manufactured Boards come from _____

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

Manufactured Boards come in _____

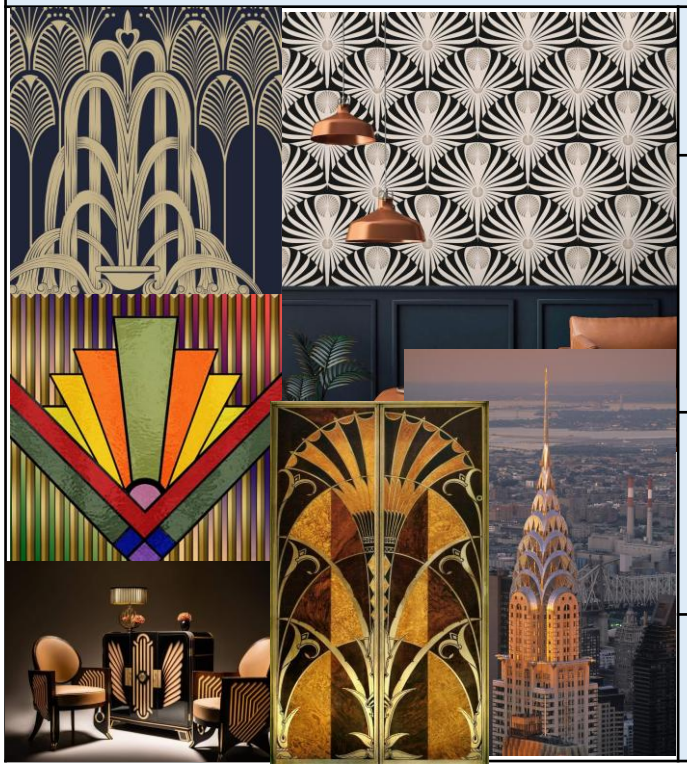
Polymers come from _____

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

Polymers come in _____, _____ and _____

D. Art Deco Design Movement

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



Key Designer

_____

Key Features:

_____ shapes and _____,

_____colours and contrasting _____,

_____ and rectangular forms

_____ and elongated forms

Stepped or _____

Colours:

_____

_____

_____

Line Styles:

_____

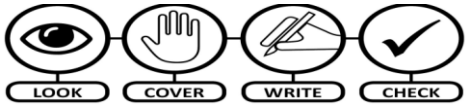
_____

Year 8: tonality and Structure

Term 2

A — What we are learning about this term…

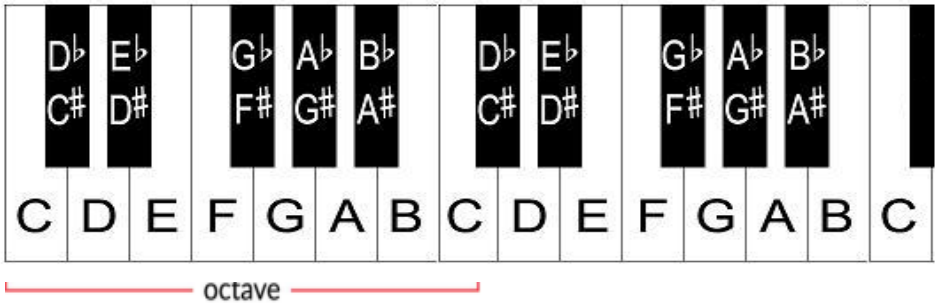
1	Develop music reading skills
2	Treble / Bass clef notation
3	Sharp, Flats and Natural notes
4	Structure and Tonality



B — Keywords

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

C — Layout of a Keyboard

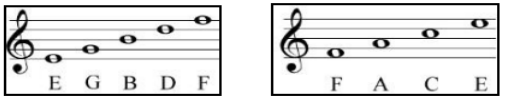


A piano or keyboard is laid out with **WHITE KEYS** and **BLACK KEYS** (as above). **C** is to the left of the two **BLACK KEYS** and the notes continue to **G** when they go back to **A** again. Notes with the same letter name/pitch are said to be an **OCTAVE** apart. **MIDDLE C** is normally in the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

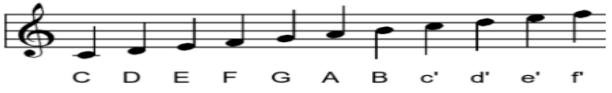
D — Treble Clef & Treble Clef Notation

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

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



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

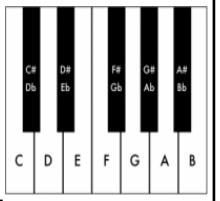


E — Black Keys and Sharps and Flats

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

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

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



F — Note Values and Dotted Note Values

Note	Name	Beats	Rest	Note	Name	Beats	Rest
𝅝	Semibreve, Whole Note	4 beats	𝄻	𝅝.	Dotted Semibreve, Dotted Whole Note	6 beats	𝄻.
𝅗𝅥	Minim, Half Note	2 beats	𝄼	𝅗𝅥.	Dotted Minim, Dotted Half Note	3 beats	𝄼.
♩	Crotchet, Quarter Note	1 beat	𝄽	♩.	Dotted Crotchet, Dotted Quarter Note	1½ beats	𝄽.
♪	Quaver, Eighth Note	1/2 beat	𝄾	♪.	Dotted Quaver, Dotted Eighth Note	3/4 beat	𝄾.

G — Describing music – MAD T SHIRT

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

Year 8: tonality and Structure

Term 2

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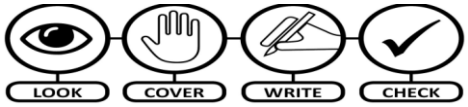

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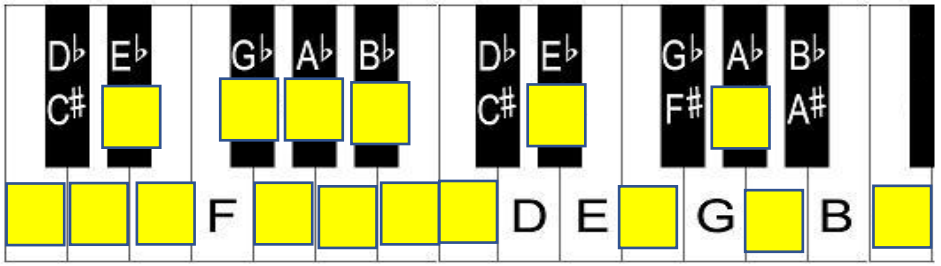
Atonal	
Structure	

C — Layout of a Keyboard



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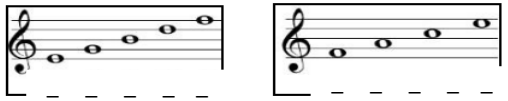

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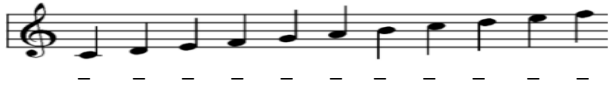
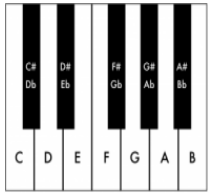


E — Black Keys and Sharps and Flats



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♩			𝄽	♩.			𝄽.
♪			𝄾	♪.			𝄾.

G — Describing music – MAD T SHIRT

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

Drama – Year 8 Term 2

SLAPSTICK

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

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

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

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

Drama – Year 8 Term 2

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The _____ character is the only one to talk. Deliberately clumsy actions and humorously embarrassing events. There are elements of _____ 	SIDEKICK-
Simple and predictable _____ Music and _____ are key Genre of _____	KEY WORDS-

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SWINDON ACADEMY READING CANON

Year 7

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

Year 8

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

Year 9

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

Year 10

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

#ReadingisPower