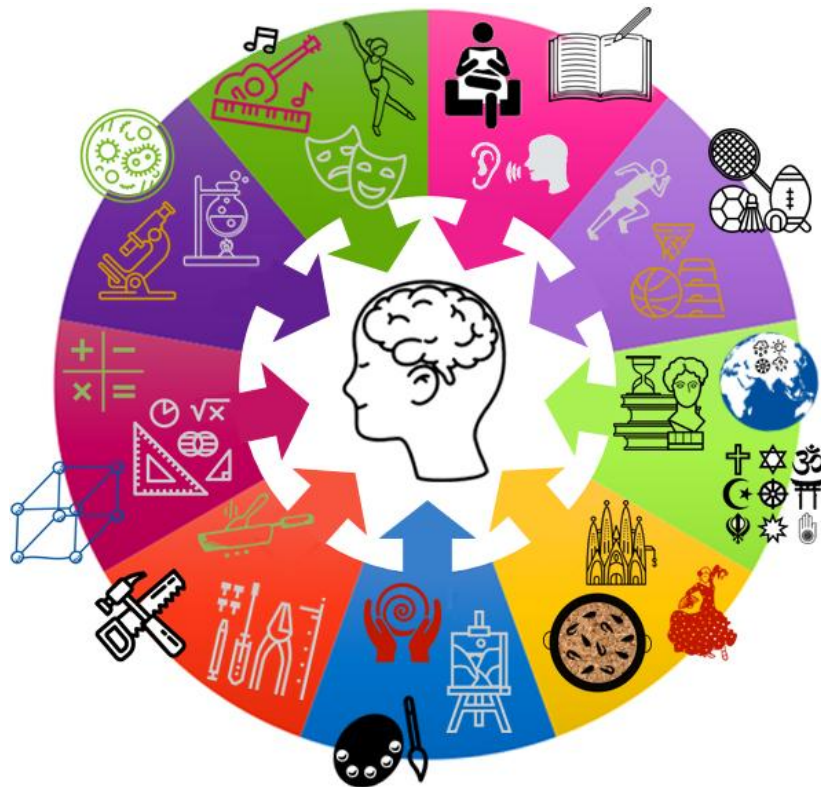


100% book - Year 8 Grammar

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

Term 1



Swindon Academy 2026-27

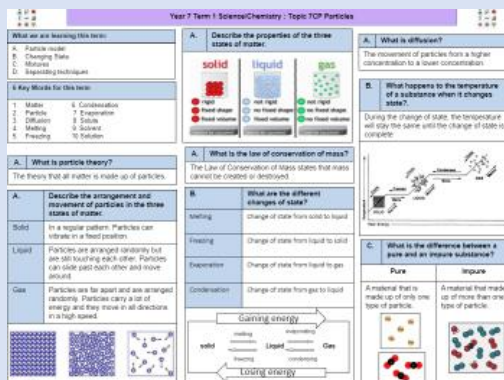
Name:	
Tutor Group:	
Tutor & Room:	

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

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

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

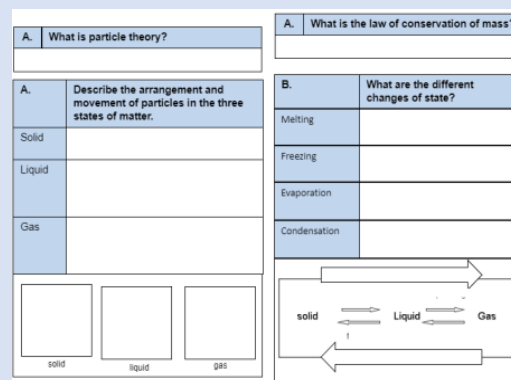
Knowledge Organisers



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

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

Quizzable Knowledge Organisers



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

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

Top Tip

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

Expectations for Prep and for using your Knowledge Organisers

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

How do I complete Knowledge Organiser Prep?

Step 1

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

The screenshot shows the epraise website interface. On the left is a 'Planner' for the week of 10th May to 14th May 2020, with columns for different subjects. On the right is a grid of knowledge organisers categorized by subject (Science, History, English) and year level (All Years, Year 7, Year 8, Year 9, Year 10, Year 11). Each category has a list of topics and a corresponding icon.

Step 2

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

The screenshot shows a Knowledge Organiser for 'Particle Theory'. It includes sections for 'What is particle theory?', 'What is the law of conservation of mass?', and 'Describe the arrangement and movement of particles in the three states of matter'. There are diagrams for Solid, Liquid, and Gas states. Handwritten notes include the date '29th May 2020' and the title 'Particle theory'.

Step 3

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

The handwritten notes in the prep book show the date '29th May 2020' and the title 'Properties of the states of matter'. Below this, definitions are written for Solid, Liquid, and Gas states of matter, describing particle arrangement and movement.

Step 4

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

The handwritten notes in the prep book show the definitions of the states of matter repeated three times, as instructed in Step 4.

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 'Particle Theory'. It includes sections for 'What is particle theory?', 'What is the law of conservation of mass?', and 'Describe the arrangement and movement of particles in the three states of matter'. There are diagrams for Solid, Liquid, and Gas states. Handwritten answers are provided for the quiz questions.

Step 6

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

The handwritten notes in the prep book show the definitions of the states of matter with corrections. The definitions are repeated, and corrections are made to the original definitions, such as 'far apart' for Gas and 'are still touching each other' for Liquid.

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

'Animal Farm': Knowledge Organiser		Key words – Animal Farm	Review of the year: core knowledge
Chapter breakdown			
1	The animals gather to listen to old Major. He gives them a vision of a life without man.	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.
2	The animals rebel and overthrow Jones. The commandments are written.	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.
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.	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.
5	Snowball and Napoleon debate the windmill. Napoleon uses dogs to chase Snowball from the farm. Napoleon makes himself leader.	harvest – the time when crops are cut and collected from fields.	harvest – the time when crops are cut and collected from fields.
6	Work begins on the windmill. The pigs move into the farmhouse. Winds destroy the windmill.	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.
7	Work on the windmill starts again. Napoleon demands eggs from the hens. Napoleon slaughters animals at the show trials.	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.
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.	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 .
9	Boxer is sold to the knacker's yard.	declarative : describes something that makes information known. A statement	declarative : describes something that makes information known. A statement
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.	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.

Chapter breakdown

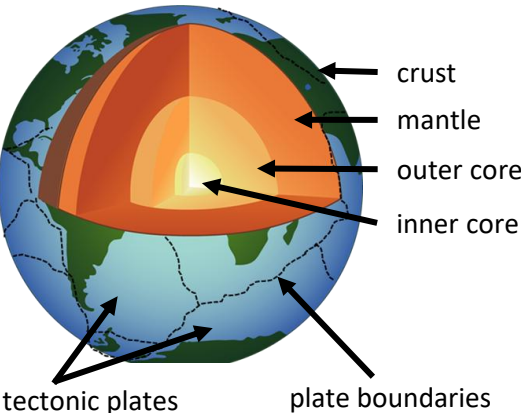
10	The pigs are _____. They _____ _____. There is _____ _____ and the _____ _____.
----	--

6 'Animal Farm' is an _____ for the events of the _____.

imperative: a ____.



Composition and structure of the Earth

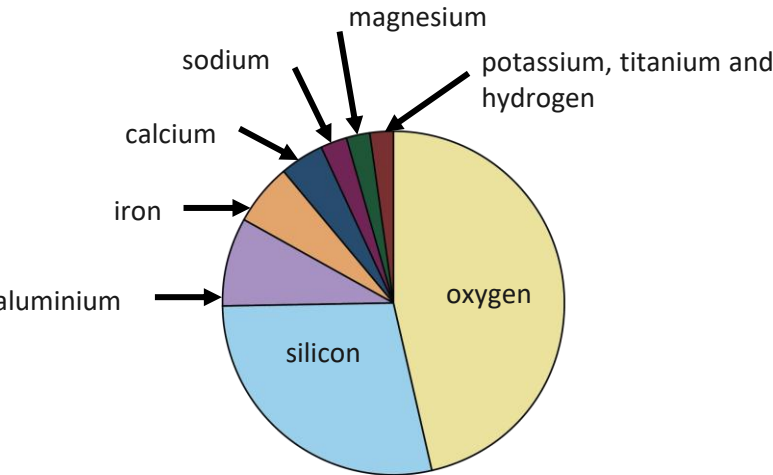


Layer	State	Composition	Thickness (km)	Temperature (°C)
crust	solid	rocks and minerals	5 to 70	0 to 30
mantle	solid	rocks and minerals	2900	1400 to 3000
outer core	liquid	molten iron and nickel	2200	4400
inner core	solid	solid iron and nickel	1200	5430

The two types of crust are continental crust, which is found beneath landmasses, and oceanic crust, which is found below the oceans.

Continental crust is the thickest.

Earth’s crust is broken up into tectonic plates that meet at plate boundaries.



The most common elements that make up the minerals of Earth’s crust.

Scientists can’t explore deep inside Earth, so they use models to show what it’s like. These models have limitations and can change when new evidence is found.

An apple



- +** has a thin outer layer
- has a thick middle layer
- has a core
- not spherical
- the outer layer is the same thickness all around
- the inner and outer cores are not clear

A layer cake



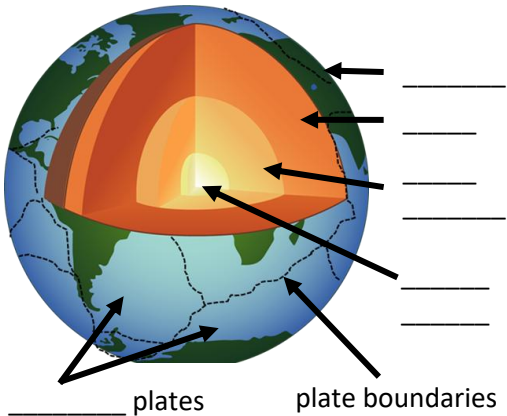
- +** has a thin outer layer
- has thicker middle layers
- has four layers
- not spherical
- doesn’t show the difference in layer thickness
- the core is not hot





8.02: Earth and the Atmosphere

Composition and structure of the Earth

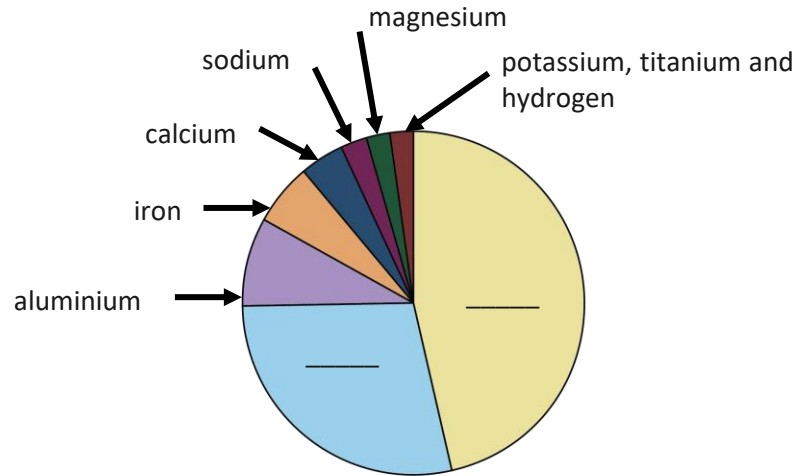


Layer	State	Composition	Thickness (km)	Temperature (°C)
crust		rocks and minerals	5 to 70	0 to 30
	solid	rocks and minerals	2900	1400 to 3000
outer core			2200	4400
inner core			1200	5430

The two types of crust are _____ crust, which is found beneath landmasses, and _____ crust, which is found below the oceans.

_____ crust is the thickest.

Earth's crust is broken up into _____ plates that meet at plate boundaries.



The most common elements that make up the minerals of Earth's crust.

Scientists can't explore deep inside Earth, so they use models to show what it's like. These models have limitations and can change when new evidence is found.

An apple

+

●

●

●

- ●

not _____
- the outer layer is the _____
- thickness all around
- the inner and outer cores are _____

A layer cake

+

●

has _____

●

has _____

●

has _____ layers

- ●

- doesn't show the difference
- in layer _____
- the core is _____



8.02: Earth and the Atmosphere

Year 8GS Term 1



Scientific theory: continental drift

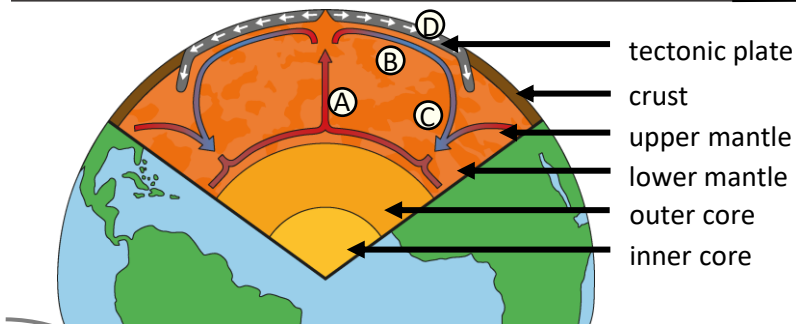
After data collection, scientific thinkers propose a scientific theory; it is based on a body of facts and is repeatedly confirmed by observation (and experiment).

The theory of continental drift is the theory that the continents were once connected in a land mass (Pangaea) but have broken apart and drifted away over time.

Three pieces of evidence that support the theory are:

- The coastlines of many continents appear to fit together like a jigsaw puzzle.
- There were similar types of rocks across continents that are now far apart.
- There were identical plant and animal fossils found on different continents that are now far apart.

Convection currents cause continent movement

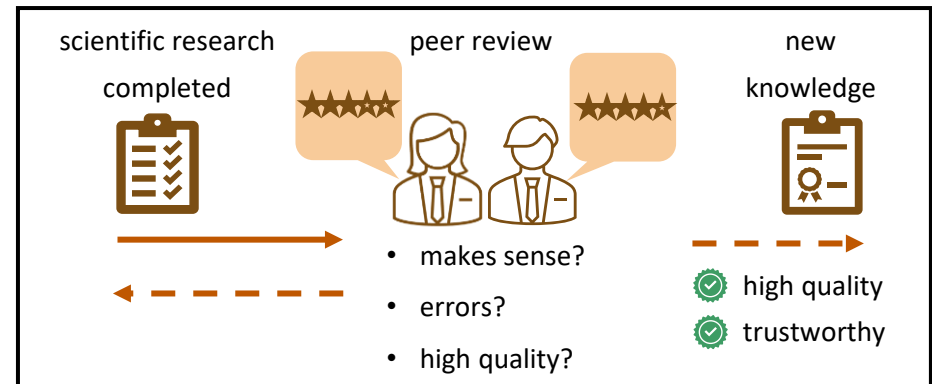


- Hot, less dense rock rises towards the upper mantle.
- In the upper mantle, the hot rock spreads and moves sideways.
- As it cools, it becomes more dense and sinks back down, creating convection currents.
- These convection currents cause the tectonic plates above to shift. As a result, the continents slowly change position over millions of years.

Peer review

Scientific thinkers present evidence to their peers in order to support an opinion and explain their reasoning.

Peer review is when researchers submit work for peer feedback. Peer review is important because it helps to make sure that the research is trustworthy and of high quality.



8.02: Earth and the Atmosphere

Scientific theory: continental drift

After data collection, scientific thinkers propose a scientific theory; it is based on a body of facts and is repeatedly confirmed by observation (and experiment).

The theory of _____ is the theory that the continents were once connected in a _____ (Pangaea) but have broken apart and _____ away over time.

Three pieces of evidence that support the theory are:

- The coastlines of many continents appear to fit together like a _____.
- There were similar types of _____ across _____ that are now far apart.
- There were identical _____ and _____ fossils found on _____ continents that are now far apart.

Convection currents cause continent movement



A. _____

B. _____

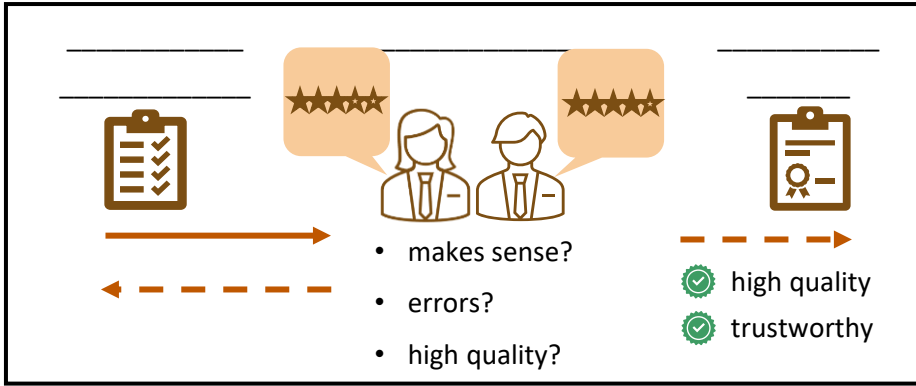
C. _____

D. _____

Peer review

Scientific thinkers present evidence to their peers in order to _____ and _____.

Peer review is when researchers submit work for _____. Peer review is important because it helps to make sure that the research is _____ and of _____.



8.02: Earth and the Atmosphere

Year 8GS Term 1



Rocks and the rock cycle

Igneous rock

- Igneous rocks are formed when molten rock crystallises.
- Molten rock above the Earth's surface is called **lava** and forms **extrusive** igneous rock when it cools and crystallises.
- Molten rock below the Earth's surface is called **magma** and forms **intrusive** igneous rock when it cools and crystallises.
- If molten rock cools **slowly**, it will form rock with **large** crystals.
- If molten rock cools **quickly**, it will form rock with **small** crystals.

Metamorphic rock

- Metamorphic rocks form from existing rocks, deep within the Earth's crust due to high temperature and pressure, causing chemical changes in minerals.
- Over millions of years, sedimentary and igneous rocks transform into metamorphic rocks, often near tectonic plate boundaries.

Sedimentary rock

Sedimentary rocks are formed through:

weathering → transportation → deposition → sedimentation → compaction → cementation

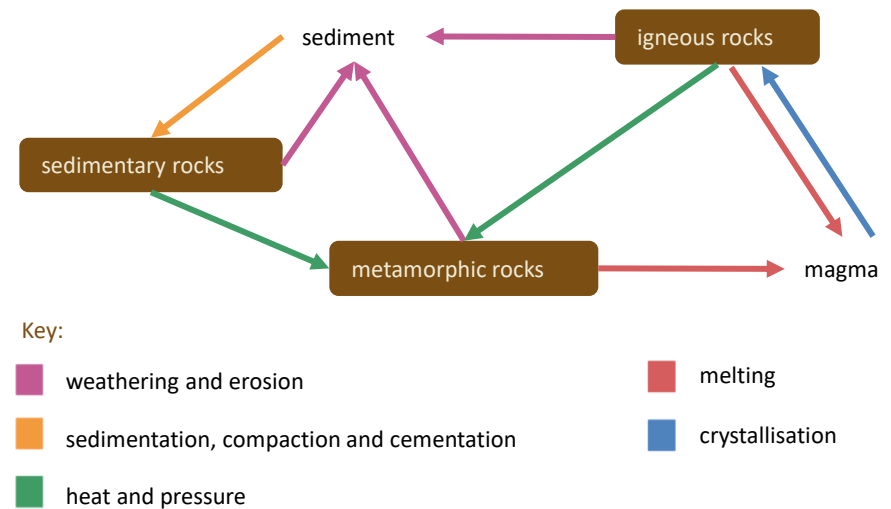
Layers, called **strata**, can be seen in sedimentary rock.

Weathering is the slow breakdown of rocks while they are in place. It can be **biological** (by living organisms), **chemical** (by chemical reactions) or **physical** (by forces e.g. freeze-thaw).

Erosion is the movement and carrying away of rock fragments.



The rock cycle involves the recycling of rocks, during which rocks can change into different types.



Fossils

Fossils are the preserved remains or traces of a dead organism that was alive millions of years ago. Fossils can be **trace fossils** (preserved imprints or evidence), **body fossils** (actual remains) or **mineralised fossils** (when hard parts are replaced by minerals).

Fossils are found in sedimentary rocks. High temperatures and pressures destroy fossils, so they are not found in metamorphic or igneous rocks.

8.02: Earth and the Atmosphere

Year 8GS Term 1



Rocks and the rock cycle

Igneous rock

- Igneous rocks are formed when molten rock _____.
- Molten rock above the Earth's surface is called _____ and forms _____ igneous rock when it cools and crystallises.
- Molten rock below the Earth's surface is called _____ and forms _____ igneous rock when it cools and crystallises.
- If molten rock cools _____, it will form rock with _____ crystals.
- If molten rock cools _____, it will form rock with _____ crystals.

Metamorphic rock

- Metamorphic rocks form from _____ rocks, _____ within the Earth's crust due to _____ temperature and _____, causing chemical changes in minerals.
- Over millions of years, sedimentary and igneous rocks transform into _____ rocks, often near _____ plate boundaries.

Sedimentary rock

Sedimentary rocks are formed through:

_____ → transportation → _____ → sedimentation → _____ → cementation

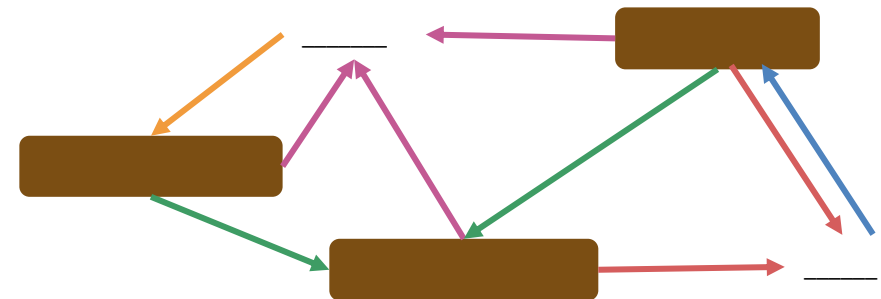
Layers, called _____, can be seen in sedimentary rock.

_____ is the slow breakdown of rocks while they are in place. It can be _____ (by living organisms), _____ (by chemical reactions) or _____ (by forces e.g. freeze-thaw).

_____ is the movement and carrying away of rock fragments.



The rock cycle involves the recycling of rocks, during which rocks can change into different types.



Key:

weathering and erosion

sedimentation, compaction and cementation

heat and pressure

melting

crystallisation

Fossils

_____ are the preserved remains or traces of a _____ organism that was alive _____ of years ago. Fossils can be _____ (preserved imprints or evidence), _____ (actual remains) or _____ (when hard parts are replaced by minerals).

Fossils are found in _____ rocks. _____ temperatures and _____ destroy fossils, so they are not found in _____ or i _____ rocks.

8.02: Earth and the Atmosphere

Year 8GS Term 1

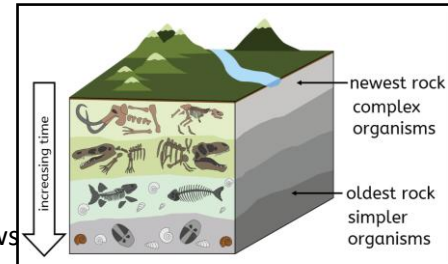


Fossils continued

Fossilisation process:

Organism dies → buried in sediment → soft parts rot, hard parts stay → pressure compacts layers → minerals replace hard parts → fossil forms → uplift exposes fossil

The fossil record is a collection of fossils documenting the history of life on Earth. It shows how organisms and environments have changed over time.

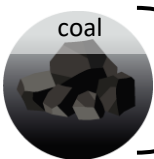


More complex fossil organisms are found at the top in newer rocks. Simpler fossils are deeper in older rocks.

Fossil fuels

Fossil fuels are natural resources formed over millions of years from the remains of dead organisms, such as plants and animals. Fossil fuels are **non-renewable** energy resources because they take a very long time to replenish.

Fossil fuel extraction provides energy, products, and jobs, but causes pollution, habitat loss, resource depletion, and global social inequality.



Swamp plants die → buried in mud and sediment → form peat → more burial → heat & pressure → peat turns to coal

Coal is extracted through surface and underground mining.

Uses: heating, generating electricity, steel production.



Plankton die → sink → buried in sediment → pressure and heat → oil and gas form → trapped under impermeable rock



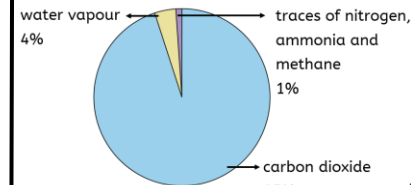
Crude oil and natural gas are extracted by drilling wells through impermeable rock.

Uses of crude oil: refined to make petrol, diesel, plastics. Uses of natural gas: cooking, generating electricity, industry.

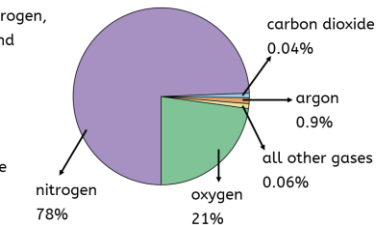


Earth's atmosphere

Earth's early atmosphere

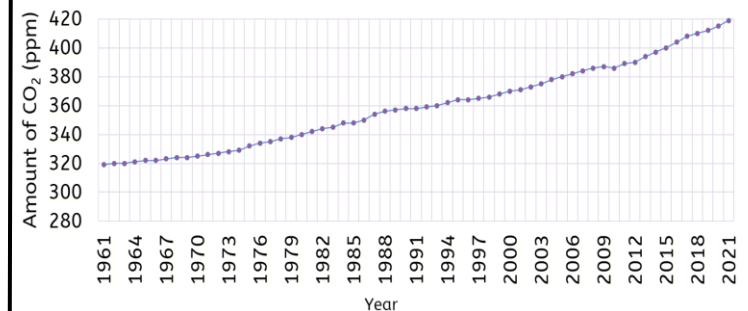


Earth's atmosphere today



Human activities, such as the combustion of fossil fuels, which release large amounts of CO₂ into the atmosphere, result in an increase in atmospheric CO₂ concentration.

Carbon dioxide in the atmosphere between 1960 and 2021



8.02: Earth and the Atmosphere

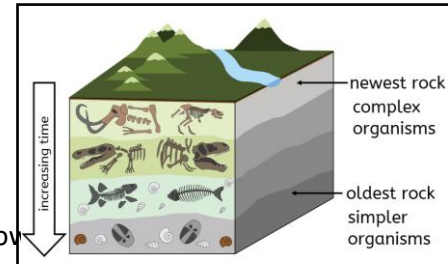
Year 8GS Term 1



Fossils continued

Fossilisation process:

The fossil record is a collection of fossils documenting the history of _____ on Earth. It shows how organisms and environments have _____.

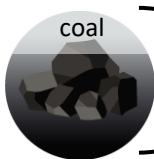


More complex fossil organisms are found at the _____ in newer rocks. Simpler fossils are _____ in older rocks.

Fossil fuels

Fossil fuels are natural r_____ formed over millions of years from the remains of dead organisms, such as plants and animals. Fossil fuels are _____ energy resources because they take a very long time to replenish.

Fossil fuel extraction provides energy, products, and jobs, but causes _____, habitat _____, r_____ depletion, and global social inequality.



Swamp plants die →

Coal is extracted through _____ and _____ mining.

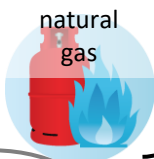
Uses:



Plankton die →

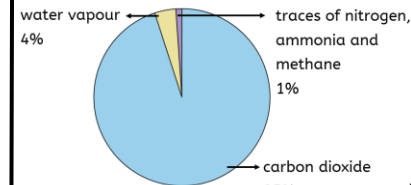
Crude oil and natural gas are extracted by drilling _____ through impermeable _____.

Uses of crude oil.

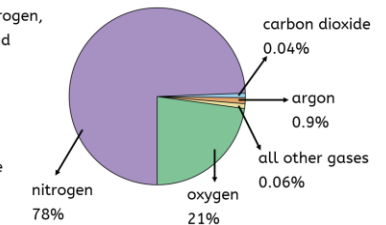


Earth's atmosphere

Earth's early atmosphere

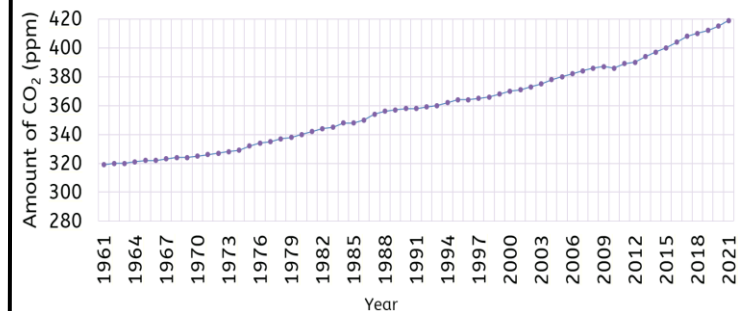


Earth's atmosphere today



Human activities, such as the c_____ of fossil fuels, which release _____ amounts of CO₂ into the atmosphere, result in an increase in atmospheric CO₂ _____.

Carbon dioxide in the atmosphere between 1960 and 2021

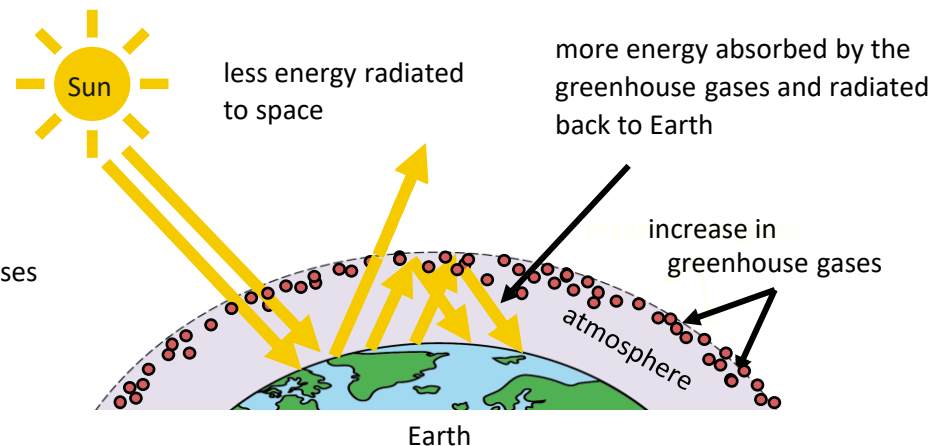
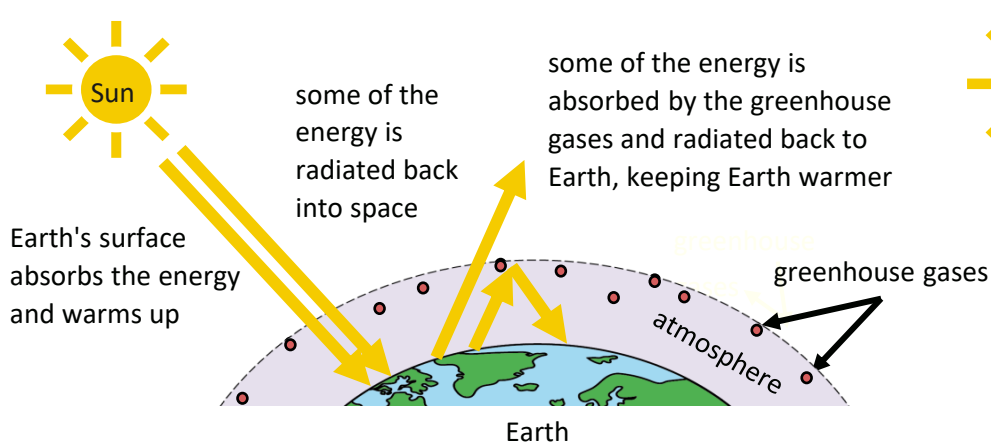




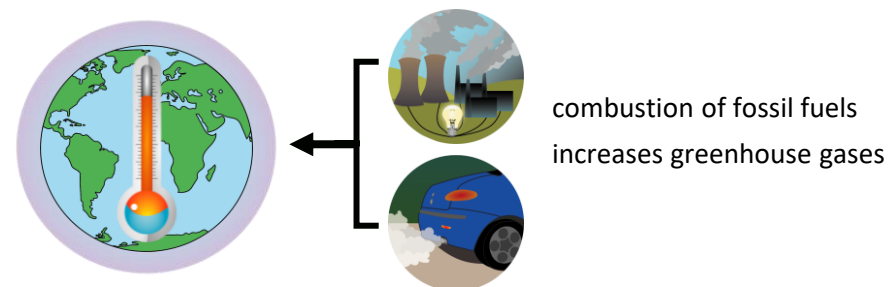
8.02: Earth and the Atmosphere

The greenhouse effect, global warming and climate change

Earth's atmosphere contains greenhouse gases (carbon dioxide, methane, water vapour), which keep Earth warmer than it would be without them. The greenhouse effect is the natural warming of the planet to habitable temperatures, caused by greenhouse gases. The enhanced greenhouse effect is the unnatural warming of the Earth due to increased greenhouse gases in the atmosphere.

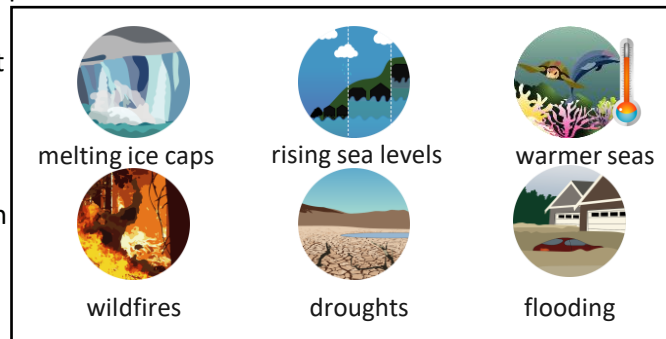


Global warming is the increase in Earth's average temperature, caused by the enhanced greenhouse effect.



Climate change is the change in the Earth's long-term weather patterns, including precipitation, wind and temperature. It leads to social, economic and environmental impacts.

Environmental impacts cause habitat loss, food shortages, wildlife threats, farming issues, water problems, and human displacement.

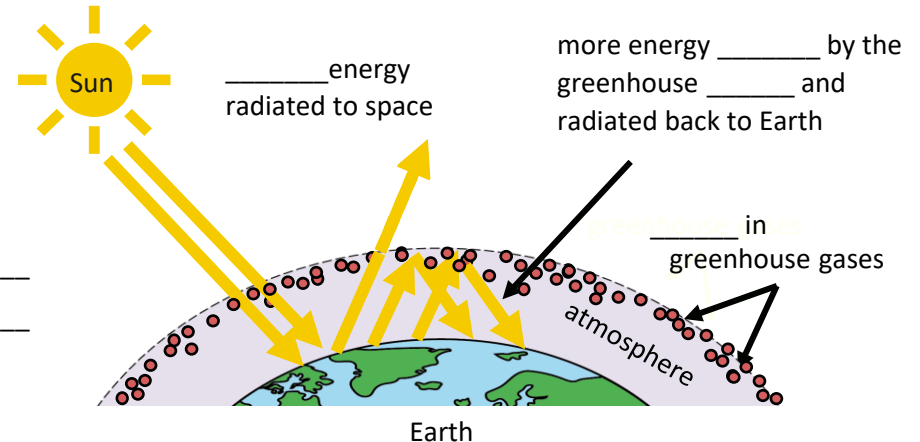
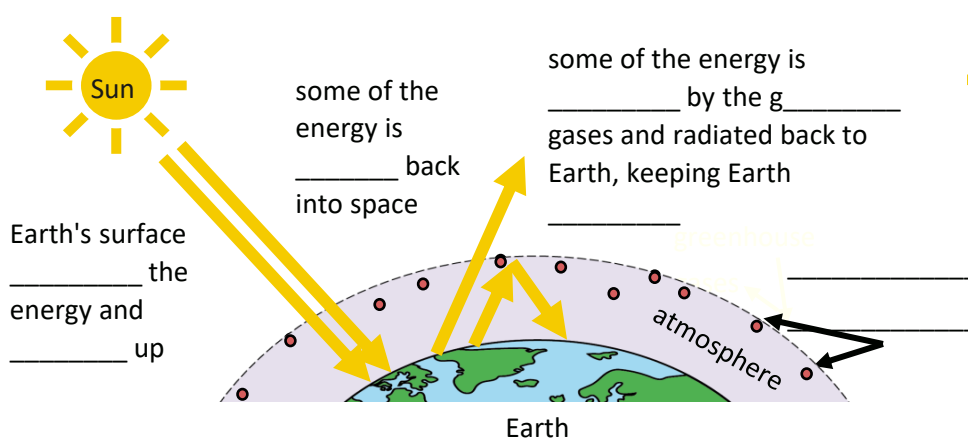




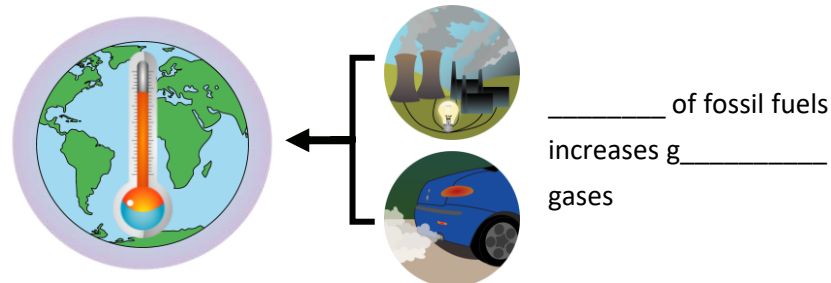
8.02: Earth and the Atmosphere

The greenhouse effect, global warming and climate change

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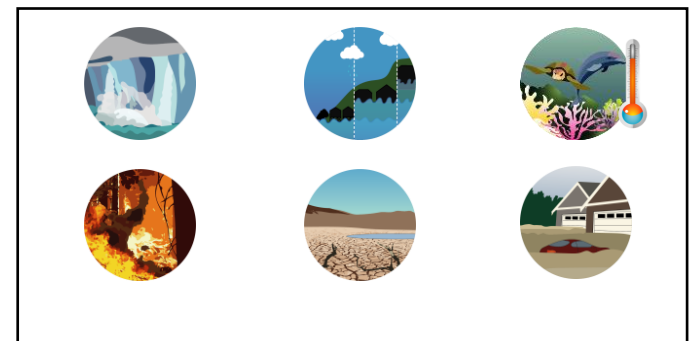


_____ is the increase in Earth's average temperature, caused by the enhanced _____ effect.



_____ is the change in the Earth's long-term weather patterns, including precipitation, wind and temperature. It leads to s_____, e_____ and e_____ impacts.

Environmental impacts cause _____ loss, food shortages, wildlife threats, farming issues, w_____ problems, and _____ displacement.



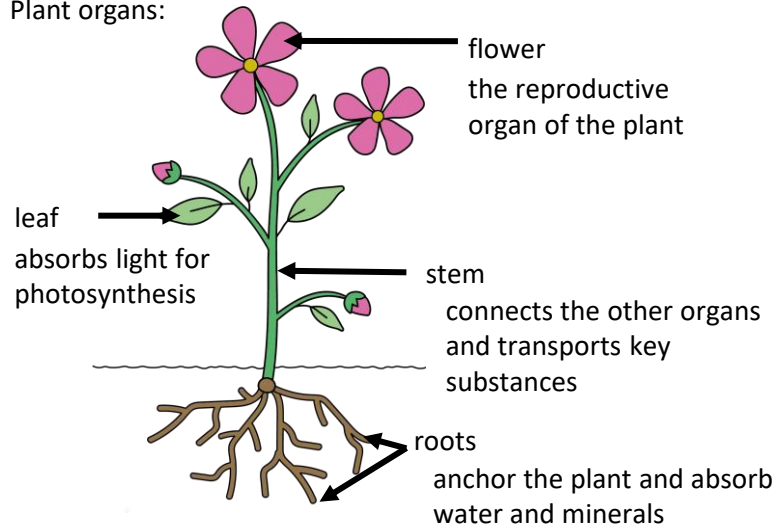
8.04 Plants and Their Processes

Year 8GS Term 1

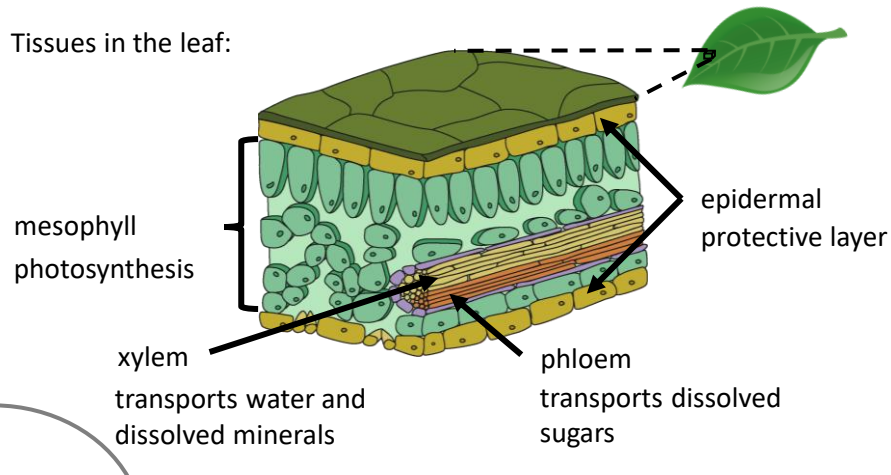


Plants as Organisms

Plant organs:

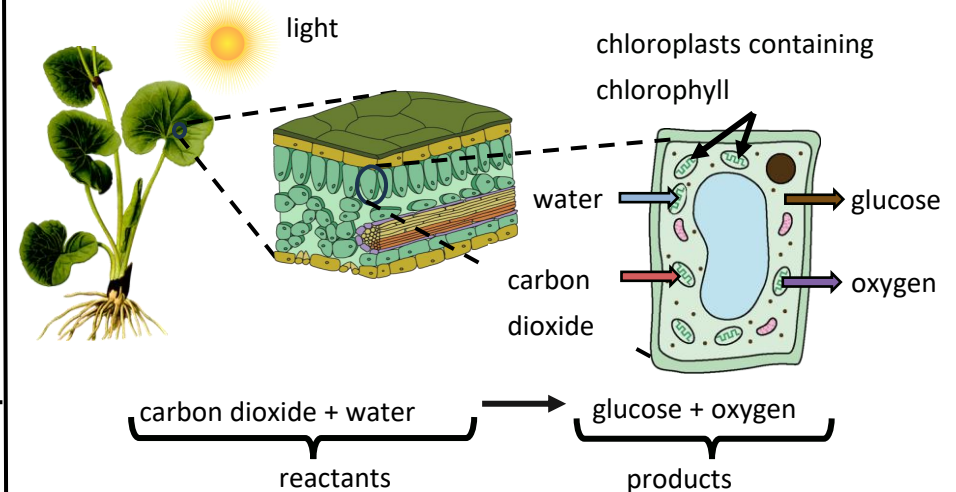


Tissues in the leaf:



Photosynthesis

Photosynthesis is a series of chemical reactions in which plants use carbon dioxide and water to make glucose and oxygen, driven by energy from light. Photosynthesis occurs in the chloroplasts and is absorbed by the green pigment called chlorophyll.

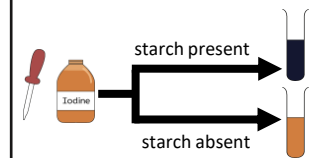


Uses of glucose:

1. used by the plant for respiration to release energy
2. turned into cellulose to build cell walls
3. turned into starch and stored for use later by the plant

Photosynthesis is an endothermic process because it requires energy to be transferred from its surroundings.

We can test a leaf for starch using iodine. Iodine will turn from orange-brown to blue-black when it is in contact with starch.

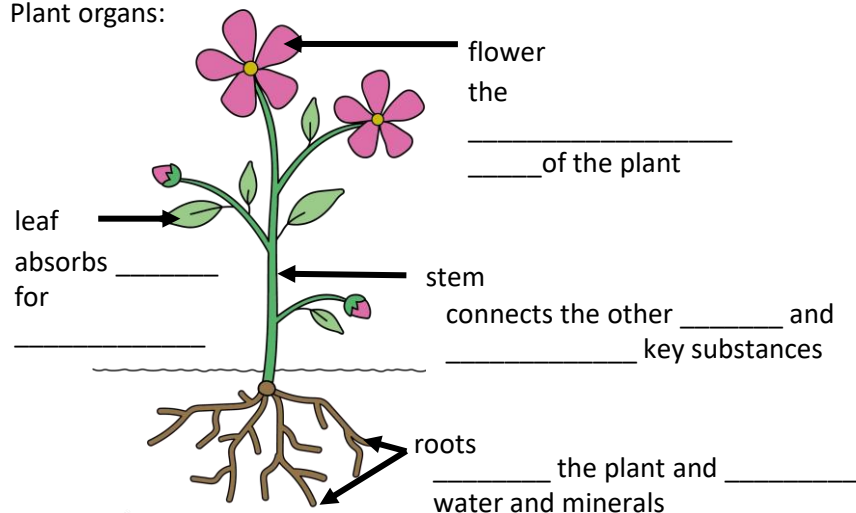




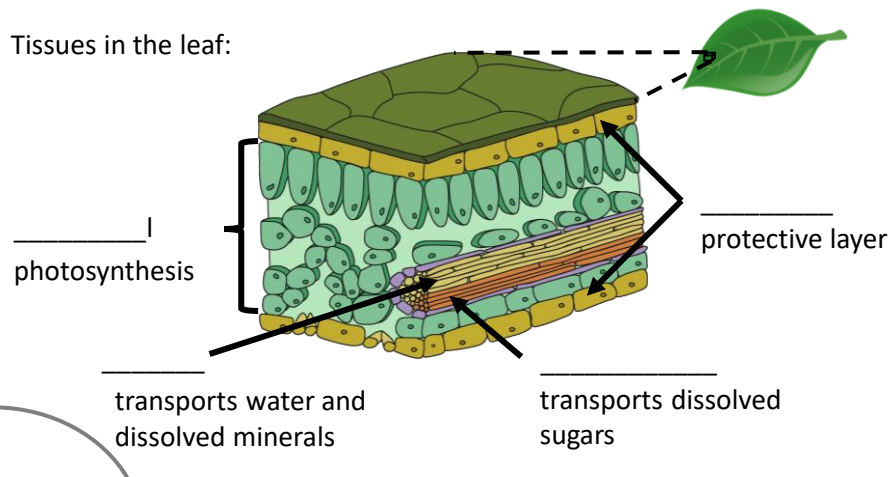
8.04 Plants and Their Processes

Plants as Organisms

Plant organs:

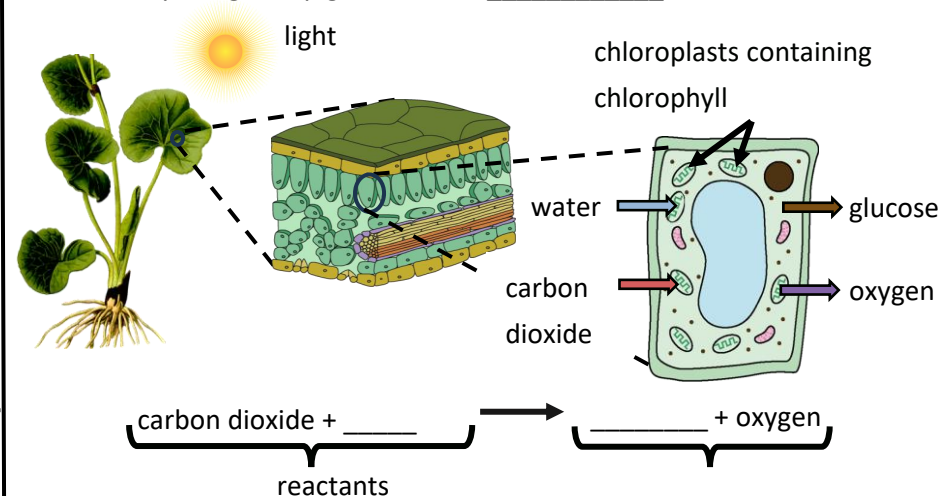


Tissues in the leaf:



Photosynthesis

Photosynthesis is a series of _____ in which plants use _____ and _____ to make _____ and _____, driven by energy from _____. Photosynthesis occurs in the _____ and is absorbed by the green pigment called _____

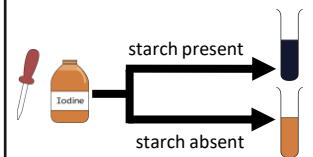


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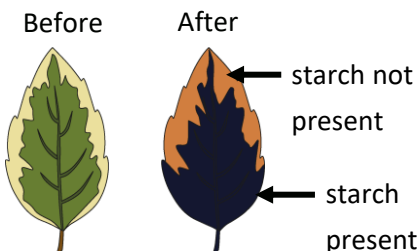
8.04 Plants and Their Processes

Photosynthesis Continued

A leaf is tested for starch using the following steps:

Step	Reason
Hold the leaf in the hot water	soften leaf
Cover the leaf with ethanol	remove chlorophyll
Place the boiling tube into the beaker of hot water	speed up removal
Rinse the leaf in the beaker of hot water	soften leaf again
Place the Petri dish containing the leaf on white tile	see colour change
Add a few drops of iodine solution to cover the leaf	test for starch

Results of the iodine test for starch on a variegated leaf:



Only green parts of the leaf photosynthesise and make starch, so iodine stays orange-brown on non-green parts.

When testing for starch, control measures should be taken using the hazardous substances:

• iodine



• ethanol

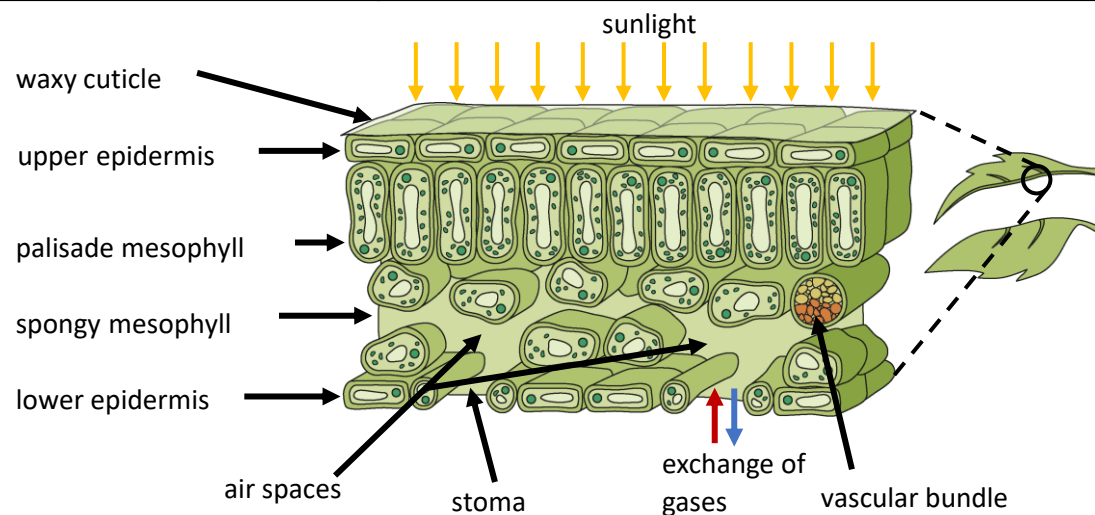


Changing Understanding of Photosynthesis

People used to incorrectly believe that plants gain mass by taking in soil through roots. Van Helmont's experiment with the willow tree showed plants gain mass from water, not soil. Today, scientists know that plant mass comes from carbon dioxide, which is used in photosynthesis to make glucose for growth.

Leaf Structure and Adaptations

Leaf adaptation	Function of adaptation
Many chloroplasts	Contain chlorophyll to absorb light
Large surface area	Absorbs more light
Thin	Short diffusion distance for gases
Veins	Transport water, minerals, and sugars
Stomata (underside)	Allow gas exchange (CO ₂ in, O ₂ out)



8.04 Plants and Their Processes

Year 8GS Term 1

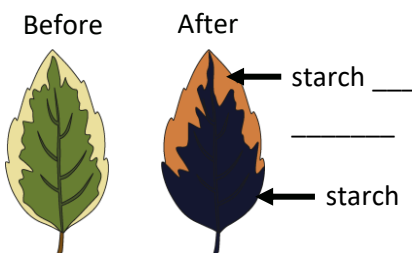


Photosynthesis Continued

A leaf is tested for starch using the following steps:

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Hold the leaf in the hot water	
	remove chlorophyll
Place the boiling tube into the beaker of hot water	
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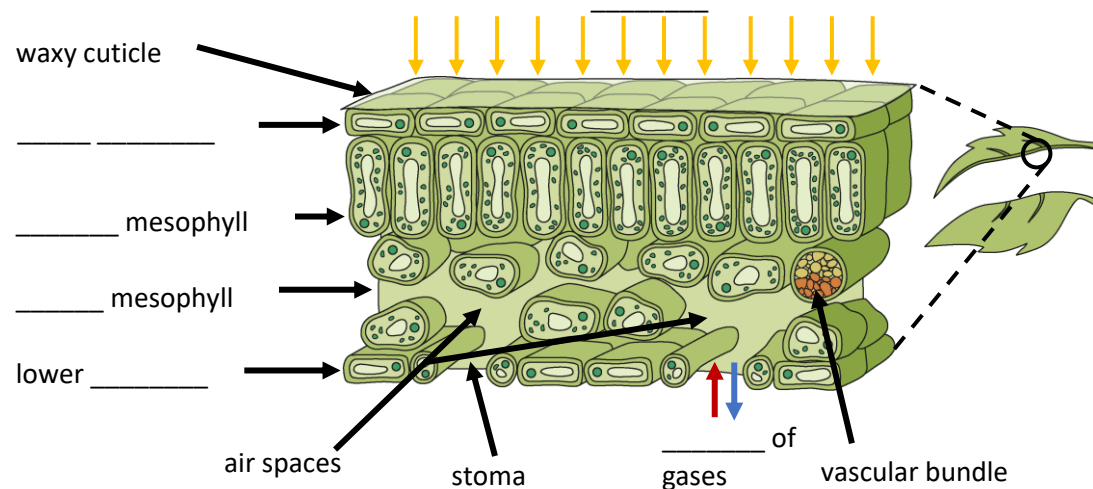


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8.04 Plants and Their Processes

Year 8GS Term 1



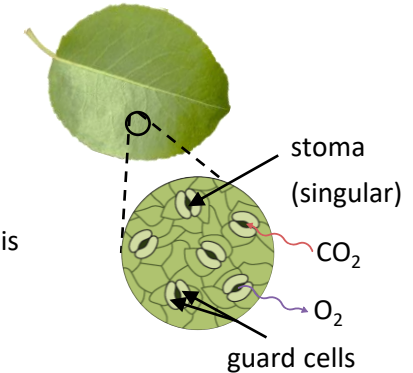
Leaf Structure and Adaptations Continued

Structure	Function	Adaptation
upper epidermis	allows light to pass through	thin and transparent
palisade mesophyll	photosynthesis	cells have lots of chloroplasts and are tightly packed
spongy mesophyll	supports diffusion of gases in and out of leaf	air spaces
lower epidermis	supports diffusion of gases in and out of leaf	stomata
vascular bundle	transports substances	xylem and phloem tissue
waxy cuticle	reduces water loss	waterproof

Guard cells and gas exchange:

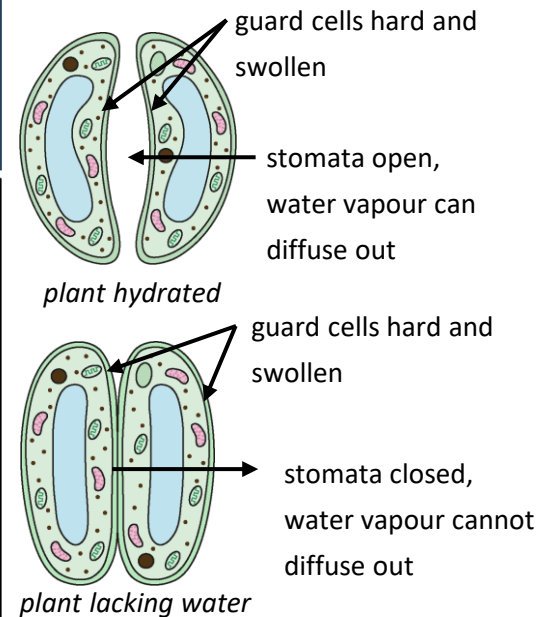
- Control opening/closing of stomata for gas exchange
- Sensitive to light
- Open stomata in day for CO₂ to enter for photosynthesis
- Close stomata at night when photosynthesis stops

A light microscope can be used to observe an imprint of the structure of the stomata. Stomata are on the underside of the leaf because it is cooler and more shaded.



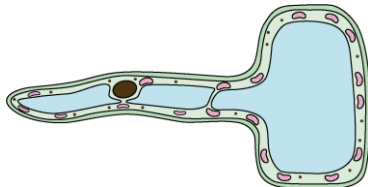
Guard cells and water loss:

- Guard cells open and close stomata to reduce water loss.



Root structure and adaptations

Root hair cells are adapted for the absorption of water and minerals, with a long extension to increase surface area. They contain many mitochondria to provide energy for active transport. They have no chloroplasts.



Water is essential for photosynthesis. It maintains the structure of the plant and enables chemical reactions by acting as a solvent in which reactants and products are dissolved.

Plants also need minerals:

- Nitrates → healthy growth
- Phosphates → healthy roots
- Potassium → healthy leaves and flowers
- Magnesium → makes chlorophyll

8.04 Plants and Their Processes

Year 8GS Term 1



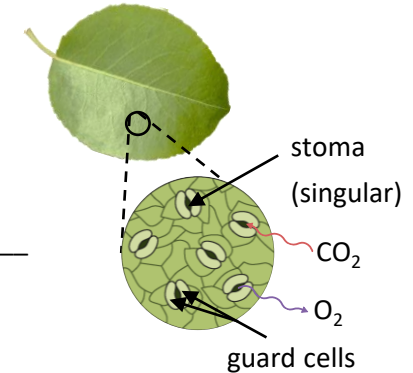
Leaf Structure and Adaptations Continued

Structure	Function	Adaptation
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lower epidermis	supports diffusion of gases in and out of leaf	
vascular bundle		xylem and phloem tissue
	reduces water loss	waterproof

Guard cells and gas exchange:

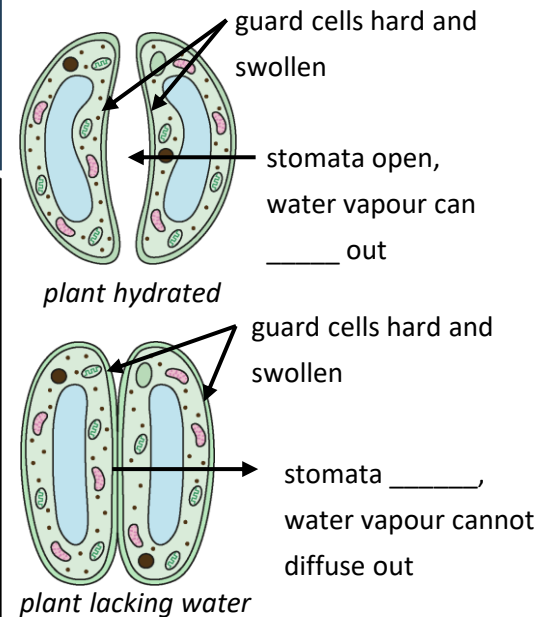
- Control opening/closing of _____ for _____
- Sensitive to _____
- _____ stomata in day for CO₂ to enter for _____
- _____ stomata at night when photosynthesis stops

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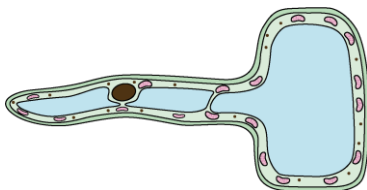
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- Phosphates → _____
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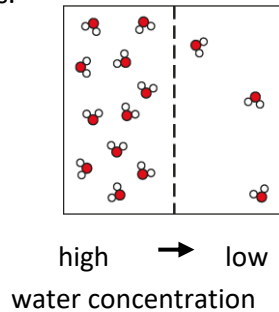
8.04 Plants and Their Processes

Year 8GS Term 1

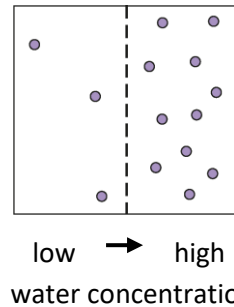


Root Structure and Adaptations Continued

Water is absorbed through osmosis, moving from an area of high water concentration in the soil to an area of lower concentration in root hair cells.



Minerals are absorbed by active transport as they are in lower concentrations in soil than in root hair cells. Active transport requires energy from respiration, so root hair cells contain many mitochondria.

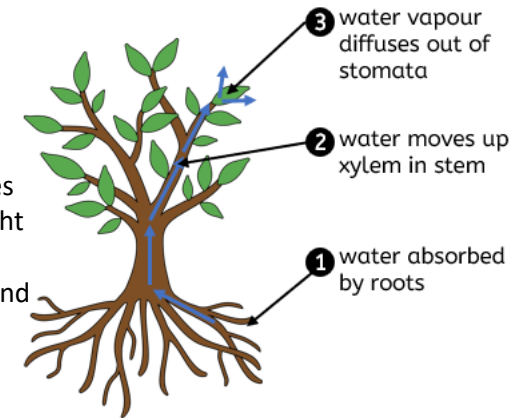


Transpiration is the loss of water vapour from the leaves of plants, through the stomata.

When the stomata are open, plants lose water vapour through them.

The rate of transpiration is increased by:

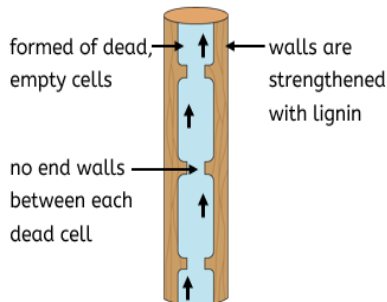
- increased temperatures
- increased light intensity
- increased wind
- decreased humidity



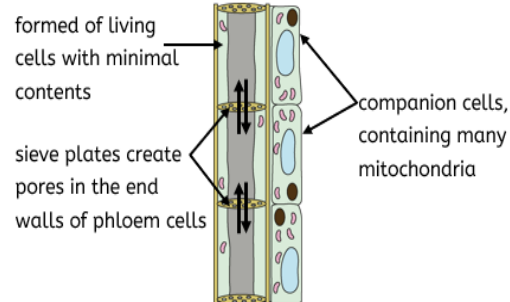
Transport in Plants

Xylem transports water and dissolved minerals up the stem, from roots to leaves. Phloem transports dissolved sugars. Sugars are transported up or down the stem, depending on where sugars are needed.

xylem adaptations



phloem adaptations



Rate of Photosynthesis

An increase in light intensity, temperature, chlorophyll, water and carbon dioxide increases the rate of photosynthesis.

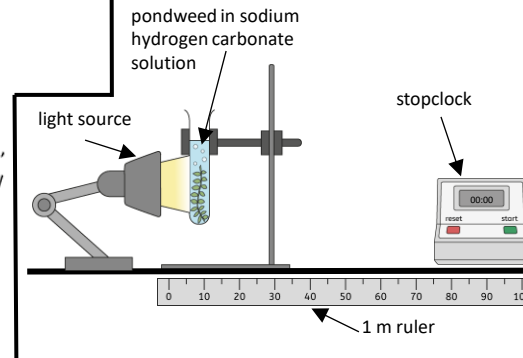
Effect of light intensity on rate of photosynthesis

Variables

Independent: light intensity - distance between light and pondweed

Dependent: rate of photosynthesis - number of bubbles per minute

Control: temperature, CO₂, water, chlorophyll, time, size/mass of pondweed



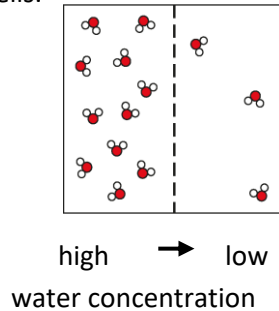
8.04 Plants and Their Processes

Year 8GS Term 1

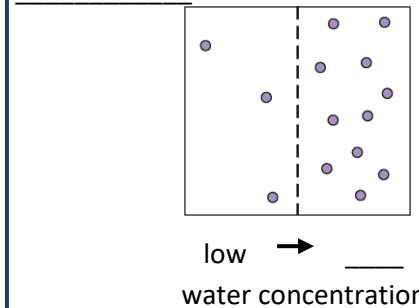


Root Structure and Adaptations Continued

Water is absorbed through _____, moving from an area of high _____ concentration in the soil to an area of _____ concentration in _____ cells.



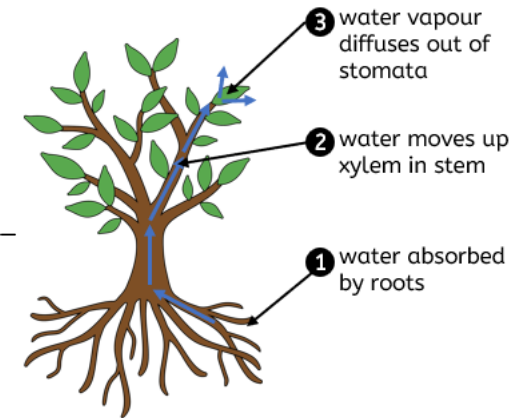
Minerals are absorbed by _____ as they are in lower concentrations in _____ than in root hair cells. Active transport requires _____ from respiration, so root hair cells contain many _____.



Transpiration is the _____ of _____ from the _____ of plants, through the _____. When the stomata are _____, plants lose _____ through them.

The rate of transpiration is increased by:

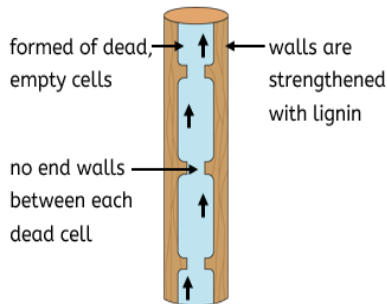
- increased _____
- increased _____ intensity
- increased _____
- _____ humidity



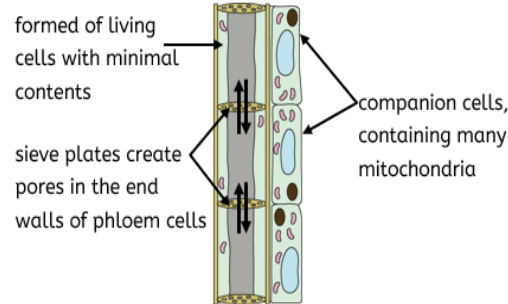
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xylem adaptations



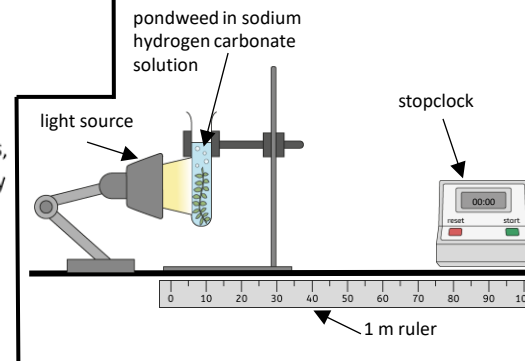
phloem adaptations



Rate of Photosynthesis

An increase in light intensity, temperature, chlorophyll, water and carbon dioxide increases the _____ of _____.

Effect of light intensity on rate of photosynthesis



Variables

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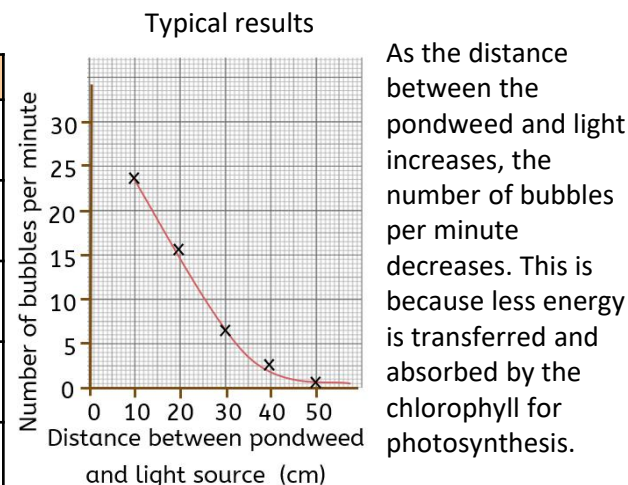
8.04 Plants and Their Processes

Year 8GS Term 1



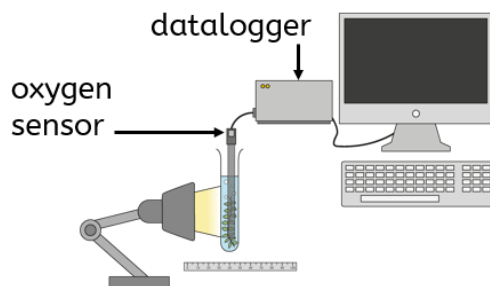
Rate of Photosynthesis Continued

Step	Explanation
1. Set up the LED light source and meter ruler	it doesn't heat up during use, so temperature won't be affected
2. Fill the boiling tube with the sodium hydrogen carbonate solution	to provide carbon dioxide
3. Put the piece of pondweed into the boiling tube with the cut end at the top and keep it underwater	to observe bubbles of oxygen
4. Place the boiling tube with pondweed 10cm from the light source	this is the first independent variable light intensity to test
5. Leave the pondweed for three minutes	allows the photosynthesis rate to stabilise



Datalogging and technology in science

Datalogging: Automatic data collection using sensors and computers (e.g. light, temperature, oxygen). Data is recorded at regular intervals (e.g., every second or minute). Technology improves experiments: Cameras, sensors, and computers make observations clearer and more accurate.

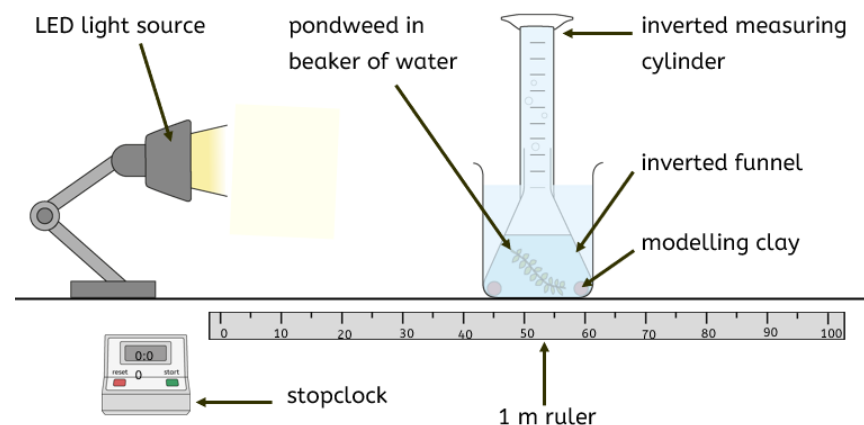


Limitations and improvements in measuring photosynthesis

Counting bubbles → Simple but inaccurate and biased (bubble size, bubble speed).

Better method → Measure volume of oxygen using inverted funnel and measuring cylinder (more accurate, objective).

Digital tools → Data loggers collect continuous data, reduce error and bias, improve validity and analysis.



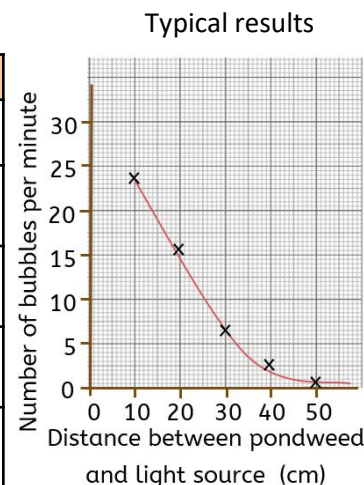
8.04 Plants and Their Processes

Year 8GS Term 1



Rate of Photosynthesis Continued

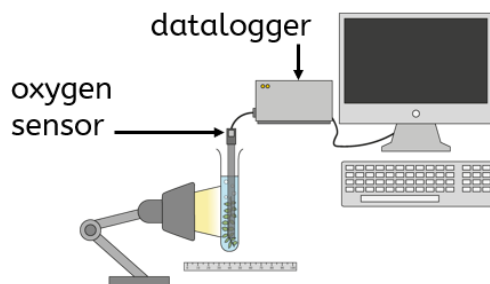
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4. Place the boiling tube with pondweed 10cm from the light source	
5. Leave the pondweed for three minutes	



As the distance between the pondweed and light _____, the number of bubbles per minute _____. This is because less energy is _____ and absorbed by the chlorophyll for _____.

Datalogging and technology in science

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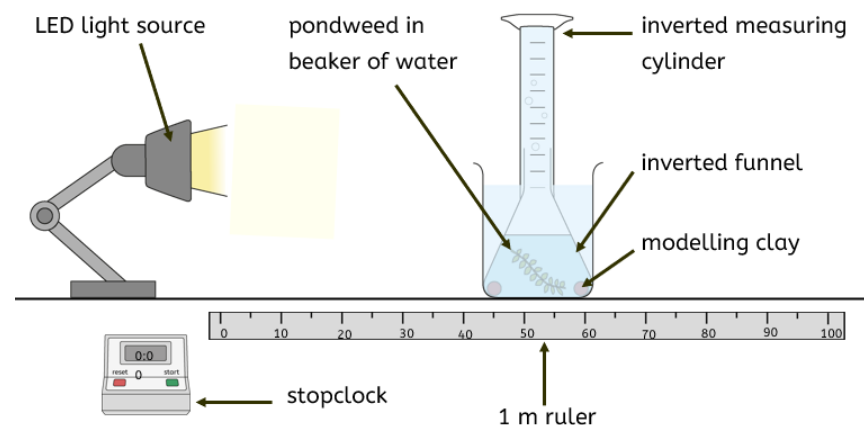


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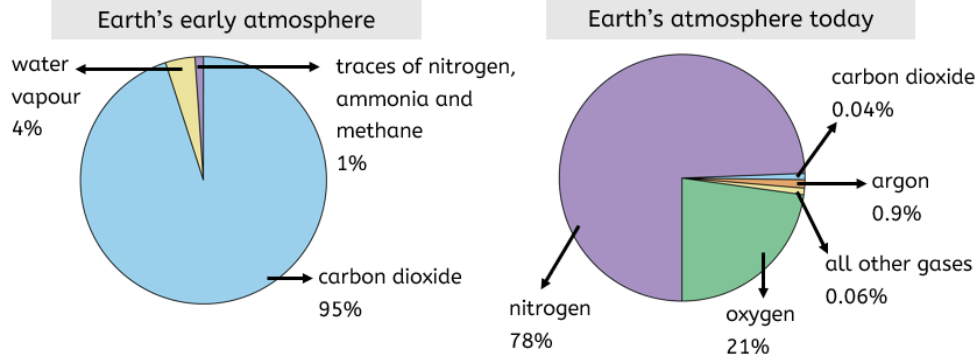
8.04 Plants and Their Processes

Year 8GS Term 1

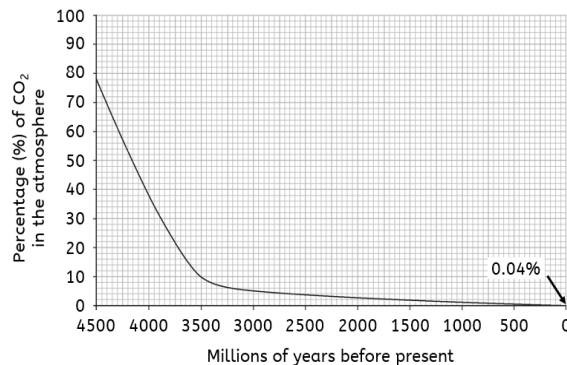


Plants and the Atmosphere

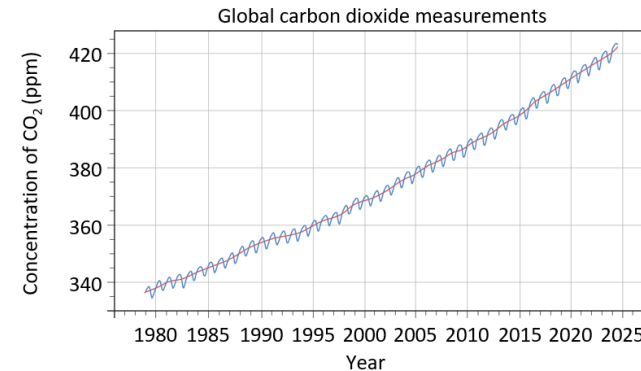
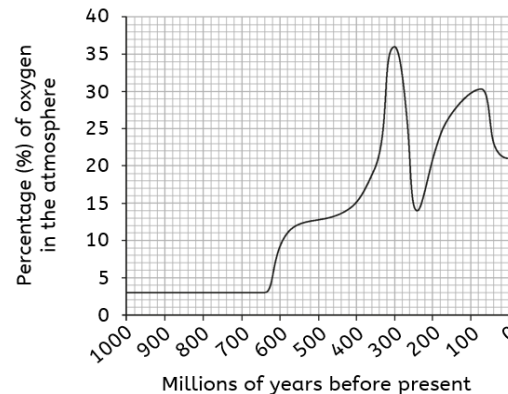
Early Earth's atmosphere was mostly carbon dioxide, with almost no oxygen. Over time, oxygen rose and CO₂ fell.



Carbon dioxide levels decreased because the oceans formed and carbon dioxide dissolved into them. Plants and algae then used it in photosynthesis.



Oxygen levels increased because algae and plants released oxygen during photosynthesis. Fluctuations occurred because early oxygen was absorbed by oceans and seabed rocks.



Deforestation reduces the number of plants, increasing carbon dioxide levels.

Plants as Producers

- Plants are producers that make their own food through photosynthesis. Plants provide food for humans and other animals, forming the basis of food chains.
- Foods that contain starch can be identified using iodine.
- Raw data in tables may need to be processed by finding frequency.
- Insect pollination is essential for crop growth and food production.
- A significant portion of our food relies on pollinators.
- The decline in bee populations threatens food security.

Starch Test Result	Tally	Frequency
Starch present		18
No starch		12

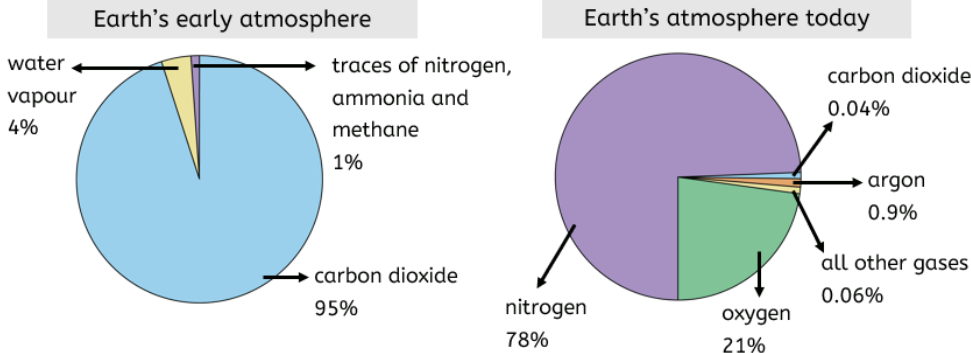
8.04 Plants and Their Processes

Year 8GS Term 1

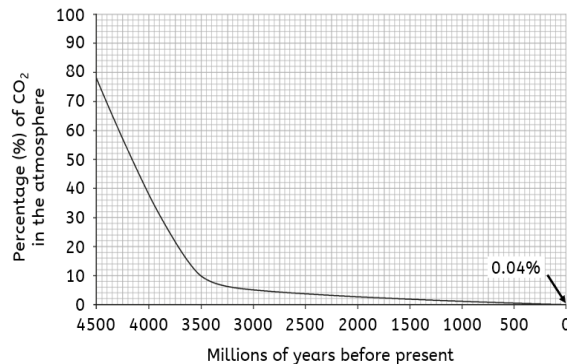


Plants and the Atmosphere

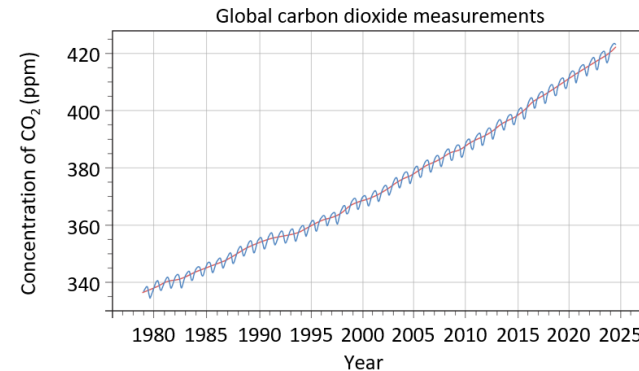
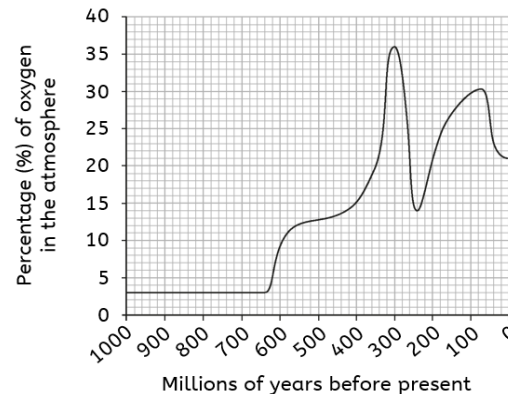
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No starch	//// //	12

- Insect _____ is essential for crop growth and food production.
- A significant portion of our food relies on pollinators.
- The decline in _____ populations threatens food security.

8.01: Population



Population distribution

Population structure

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

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

Population change

Migration

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

Managing population

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

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

8.01: Population



Population distribution

1 population density

2 population distribution

3 densely populated

4 sparsely populated

1 population structure

2 population pyramid

3 working age population

4 young dependents

5 elderly dependents

Population structure

Population change

1 birth rate

2 death rate

3 natural increase

4 population explosion

5 overpopulation

Migration

1 voluntary migration

2 forced migration

3 international migration

4 internal migration

5 push factor

6 pull factor

7 source country

8 host country

Managing population

1 ageing population

2 youthful population

8.01: Population



Factors influencing population distribution

1 physical	1. Relief of the land. 2. Availability of natural resources. 3. Climate. 4. Fertility of soil. 5. Access to freshwater.
2 human	1. Transport network. 2. Job opportunities. 3. Investment in basic and wider services.

Factors affecting birth and death rate

1 Birth rate	1. Cost of childcare. 2. Access to contraception. 3. Children seen as an economic asset. 4. Average age of marriage.
2 Death rate	1. Access to safe drinking water. 2. Access to food.
3 both	1. Access to healthcare. 2. Infant mortality rate. 3. Access to education. 4. War.

Population structure and development

1 developing countries	1. High birth rates, so a large young dependent population. 2. A lower life expectancy, so a small elderly dependent population.
2 developed countries	1. A declining birth rate, so a small young dependent population. 2. A rising life expectancy, so a large elderly dependent population.

Ageing population

1 Advantages	1. The grey pound 2. Family support with childcare. 3. Jobs in health and social care.
2 Disadvantages	1. Pressure on the public services including healthcare. 2. Strain on housing supply. 3. Increased tax revenue required for pensions.
3 Management strategies	1. Increase the retirement age 2. Increase tax for the working age population. 3. Access to free or funded childcare.

Youthful population

1 Advantages	1. Large future workforce. 2. Increased tax revenue in the future. 3. Future business development.
2 Disadvantages	1. Strain on natural resources. 2. Overpopulation. 3. Education requirements.
3 Management strategies	1. Invest in healthcare. 2. Family planning. 3. Investment in education. 4. Improving women's rights.

Factors affecting migration

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

8.01: Population



Factors influencing population distribution

1 physical

2 human

Factors affecting birth and death rate

1 Birth rate

2 Death rate

3 both

Population structure and development

1 developing countries

2 developed countries

Ageing population

1 Advantages

2 Disadvantages

3 Management strategies

Youthful population

1 Advantages

2 Disadvantages

3 Management strategies

Factors affecting migration

Push factors

Pull factors

What we are learning this term:		C. Why did Henry decide to Break with Rome?		
The factors that contributed to Henry VIII’s Break with Rome and the Protestant Reformation in England. The reign of Elizabeth I, her successes and challenges.		1. The Succession	2. The state of the Church	3. Money
		Catherine of Aragon was too old to bear any more children and had only provided Henry with a daughter, Mary I. Henry needed to divorce Catherine so he could remarry to produce a son.	The church was very corrupt – priests were gambling, drinking and getting married/having children. This went against their vows of poverty, chastity and obedience.	The church was a very powerful institution at the time. They owned over a third of the land in England – if Henry broke with Rome and became head of the Church he would have control over this land (could sell it, rent it, use it)
		Henry thought Mary wouldn’t have a strong enough hold on the throne and was determined to have a son so that the Tudor Dynasty would safely continue.	The church was selling indulgences as a way to get into heaven or reduce time in purgatory – using peoples fear of hell to exploit them.	
		To try and secure his divorce, Henry argued that God was punishing him by not giving him a son as he had married his brothers widow. He even found an extract from the Bible that supported his argument.	Anti-clericalism - ordinary people especially merchants and lawyers who felt let down by the Catholic Church primarily due to the corruption of the church	
		Henry had fallen in love with Anne Boleyn who was much younger and able to bear children. He hoped that she would give him the son he desperately wanted.	Richard Hunne – His baby son died and he could not afford the funeral fees and so was arrested and charged with owning Protestant literature. Later found dead hanging in his cell - suspicious circumstances. People suspected the clergy were involved.	All clergy paid a tax called Annates. If Henry broke with Rome he would be able to benefit financially - use this money to help to pay off his extensive war debts and to fund ongoing wars
		B. What changes did Henry make to the Church and what opposition was there?		

A.	Can you define these key words?
Reformation	Means change to the church
Catholicism	The faith and practice of the Roman Catholic Church
Protestantism	People who protest against the Roman Catholic Church
Heretic	Someone whose actions or beliefs go against the accepted religion
Excommunicated	Means you are not allowed to be a member of the Church any more
Armada	Spanish fleet of ships
Puritan	Someone who believes in a purer form of Protestantism
Monasteries	Buildings occupied by a community of monks or nuns living under religious vows
Dissolution	The action of formally ending or dismissing an assembly, partnership, or official body.

B. What changes did Henry make to the Church and what opposition was there?
<u>Change and Opposition</u>
Dissolution of the Monasteries (from 1536) – Henry VIII closed the monasteries to try and gain the monks loyalty. Also gave him land and money.
The Pilgrimage of Grace – 2 rebellions in the north of England (Lincolnshire and Yorkshire) led by Robert Aske. People were not happy with the dissolution of the monasteries as they now had no access to education/shelter/healthcare if they needed it. They also resented Cromwell for his influence in the dissolution and wanted to weaken his power at court. Ultimately, after negotiations with the king, the rebellion was unsuccessful as the rebels achieved none of their aims. However, it is still significant as it was the largest uprising of the Tudor period and they forced the king to negotiate.
Oath of Succession (1534) - Individuals must take an oath to support Anne Boleyn as the rightful Queen, those who refused would be punished as a traitor and would be executed
Treason Act (1534) – This act was changed so that anyone who spoke out against Henry as Head of the Church could be executed for treason

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.

D. 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)
- Strong Protestant - Two very strongly Protestant advisors (Dukes of Northumberland and Somerset) that influenced him	- Strong Catholic - 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)	- 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. - Dealt with many challenges throughout her reign including the Spanish Armada which was successfully defeated. 'Golden Age' in society- lots of exploration, theatres and leisure activities, but for many people, life was challenging with much poverty and rising prices.

Year 8 History : The Tudors

What we are learning this term:		C. Why did Henry decide to Break with Rome?		
The factors that contributed to Henry VIII’s Break with Rome and the Protestant Reformation in England. The reign of Elizabeth I, her successes and challenges.		1. The Succession	2. The state of the Church	3. Money

B. What changes did Henry make to the Church and what opposition was there?	
Change and Opposition	
Dissolution of the monasteries-	
The Pilgrimage of Grace -	
Oath of Succession (1534)-	
Treason Act (1534) –	

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

D. 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)

Year 8 Religious Education: Buddhism			B.	<u>The Buddha and Enlightenment</u>		
A.	Can you define these key words?		Religion in India	Hinduism was the most common religion – Hinduism and Buddhism have common origins and have lots of similarities. Hinduism, Buddhism and Sikhism are known as Dharmic religions		
Key word	Key definition		Caste system	Determined at birth and channels them into the caste’s occupation, their place in society, who they can marry People don’t do jobs which don’t fit their caste and the lowest caste is treated badly by others		
Ascetic	Characterized by severe self-discipline and avoiding all forms of indulgence, typically for religious reasons		The Buddha’s early childhood	Born as a prince and lived in a palace - family belonged o the Kshatriya caste which was associated with rulers and leaders He was expected to follow his father as a local ruler but a seer predicted he would become a great ruler		
Enlightenme nt	Understanding and accepting the truth about life and suffering and entering the state of pure happiness		Religious quest	Siddhartha saw 4 things which changed his perspective - old man, a sick person, a corpse, a holy man He realised that he no longer needed to live a luxury life but wanted to live a life on “The Middle Way”		
Caste	A Hindu social order of higher and lower class		The middle way	The Buddha experienced wealth and poverty but didn’t get satisfaction so he meditated until he achieved enlightenment		
Impermanence	The state of fact of lasting for only a limited period of time		C.		<u>Three Marks of Existence (Universal Truths)</u>	
Craving	A powerful desire for something		Annica (Impermanence)	All things are constantly changing – nothing is fixed & Everything depends on conditions which can also change - Even stars and galaxies are changing		
Karma	The force produced by a person’s actions in one life that influences what happens to them in future lives		Anatta (No soul)	No permanent identity/no separate self As conditions change, people change too e.g. our personality and the way that we act - Nothing has a fixed or permanent nature so there is no soul which is eternal		
Samsara	The cycle of birth, death and rebirth to which life in the material world is bound		Dukkha (dissatisfaction)	If life is always changing, all that we know will eventually stop existing -Even if we escape illness, we will one day face death The world is unsatisfactory because every time you gain happiness, things change again		
Cessation	Ending something or being brought to an end		D.	<u>Karma and rebirth</u>		
Puja	Ceremonies that involve meditation, prayer and offerings		Karma	If someone does a good action, they will get good karma - You can be free from the negative effects of negative karma if you forgive what happened in the past, accept it and understand it		
Meditation	Thinking quietly as a way to calm the mind		Samsara	When someone dies, their energy passes into another form which depends on their actions in their past life The cycle ends when they achieve enlightenment		
			F.		<u>Puja and meditation</u>	
E.	<u>Four noble truths</u>		Samatha meditation	Used to try and focus the mind by concentrating on breathing and to concentrate at a deeper level Might use visual objects to aid meditation e.g. a coloured desk		
Dukkh a	There is suffering as a part of life because of sickness or frustration and unhappiness with life		Vipassana meditation	Helps Buddhists to seek truth about reality and develop wisdom so they can reach enlightenment Gaining insight j to true reality by reflecting on the teachings of the Buddha Usualllly practised in a sitting position with legs crossed		
Tanha	Craving for more because everything is constantly changing		G.		<u>5 Buddhist Precepts</u>	
Niroda	Cessation – to stop suffering you need to stop craving more and more things		Abstain from taking life (don’t harm or kill living things)		Abstain from misusing senses (no over indulgence)	Abstain from taking drugs and alcohol which cloud the mind and could also include not playing video games or forms of work which numb the mind
Magga	The Middle Way – set out in the form of a path of eight steps – these are 8 features of Buddhist life		Abstain from taking what is not freely given (against stealing and exploiting people)		Abstain from wrong speech (lying, slander, gossip, harsh speech and idle chatter)	

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



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



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



Year 8 RE Islam

Key Vocabulary

1	Abu Bakr	The first Caliph chosen by Sunni Muslims after Muhammad's death
2	Ali	Muhammad's cousin and son-in-law, considered by Shia Muslims as his rightful successor
3	Allah	The Arabic word for God in Islam
4	burqa	A full-body covering worn by some Muslim women for reasons of modesty
5	caliph	A leader in Sunni Islam who succeeded Muhammad in leading the Muslim community
6	charity	Giving to those in need, especially through zakat
7	Constitution of Medina	A document created by Muhammad to establish peace and cooperation in Medina
8	Eid-al-Fitr	A festival marking the end of Ramadan
9	Fatima	Muhammad's daughter, especially respected in Shia Islam
10	Hadith	Recorded sayings and actions of Muhammad
11	Hajj	A pilgrimage to Makkah that Muslims aim to complete once in their lifetime
12	hijab	A headscarf worn by some Muslim women as a sign of modesty
13	Hijrah	The migration of Muhammad and his followers from Makkah to Medina
14	imam	A leader in Shia Islam or someone who leads prayer in Sunni Islam
15	Islam	A monotheistic religion revealed to the Prophet Muhammad
16	Jahannam	Hell; a place of punishment after death for those who reject faith or do wrong
17	Jannah	Paradise; a place of reward after death for the righteous
18	Kaaba	The sacred cube-shaped structure in Makkah that Muslims face during prayer
19	Khadija	Muhammad's first wife and the first person to accept Islam
20	Makkah	The birthplace of Muhammad and the holiest city in Islam

Religious Authority

Qur'an	The holy book of Islam, believed to be the literal word of God
Surah	A chapter of the Qur'an
Muhammad	The final prophet in Islam, believed to have received the Qur'an
Sunnah	The example of Muhammad's life used as a guide by Muslims

Tools for Studying Religion

Theology is the study of God and ideas about God. Theologians look at how ideas about God influence beliefs in religions and the actions people will do.



Social Scientists use evidence to see how people are influenced by society. Social Scientists look at patterns in what people believe about God and how this may change due to time and place.





Year 8 RE Islam

Key Vocabulary

1	Abu Bakr
2	Ali
3	Allah
4	burqa
5	caliph
6	charity
7	Constitution of Medina
8	Eid-al-Fitr
9	Fatima
10	Hadith
11	Hajj
12	hijab
13	Hijrah
14	imam
15	Islam
16	Jahannam
17	Jannah
18	Kaaba
19	Khadija
20	Makkah

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Social Scientists use evidence to see how people are influenced by society. Social Scientists look at patterns in what people believe about God and how this may change due to time and place.





Key Vocabulary

21	Medina	The city where Muhammad established the first Muslim community
22	modesty	A principle in Islam often expressed through clothing and behaviour
23	Muhammad	The final prophet in Islam, believed to have received the Qur'an
24	niqab	A face veil worn by some Muslim women as part of modest dress
25	prophet	A messenger chosen by God to deliver His message
26	Qur'an	The holy book of Islam, believed to be the literal word of God
27	Ramadan	The ninth month of the Islamic calendar, observed with fasting
28	salah	Ritual prayer performed five times a day
29	sawm	Fasting from dawn to dusk during Ramadan
30	Seal of the Prophets	A title for Muhammad, indicating he is the final prophet
31	shahada	The Islamic declaration of faith
32	Sharia	Islamic law derived from the Qur'an and Sunnah
33	Shia	A branch of Islam that believes Ali was Muhammad's rightful successor
34	shirk	The sin of associating partners with Allah
35	Sunnah	The example of Muhammad's life used as a guide by Muslims
36	Sunni	The largest branch of Islam, following the elected caliphs
37	Surah	A chapter of the Qur'an
38	tawhid	The belief in the oneness of Allah
39	ummah	The global Muslim community
40	wudu	Ritual washing before prayer
41	zakat	Compulsory act of charity, for those who can afford it





Key Vocabulary

21	Medina	
22	modesty	
23	Muhammad	
24	niqab	
25	prophet	
26	Qur'an	
27	Ramadan	
28	salah	
29	sawm	
30	Seal of the Prophets	
31	shahada	
32	Sharia	
33	Shia	
34	shirk	
35	Sunnah	
36	Sunni	
37	Surah	
38	tawhid	
39	ummah	
40	wudu	
41	zakat	



5.1.1 ¿Adónde fuiste de vacaciones el año pasado? - Where did you go on holidays last year?

Fui a	I went to
Fuimos a	We went to
Me alojé	I stayed
En la costa / En el campo / En la montaña	By the sea/in the countryside/in the mountains
En un hotel/apartamento	In a hotel/apartment
En un camping	On a campsite
En una caravana/roulotte	In a caravan
Cerca de	Near to
Lejos de	Far from

5.1.2 ¿Cómo fuiste? - How did you travel?

Viajé / viajamos	I travelled/we travelled
En avión	By plane
En coche	By car
En tren	By train
En barco/ferry	By boat
En bici(cleta)	By bike

5.2 ¿Qué hiciste? - What did you do?

Nadé en el mar/en la piscina	I swam in the sea/pool
Nadamos / nadó	We swam/ s/he swam
Visité los monumentos/los sitios turísticos	I visited the monuments/tourist sites
Visitamos / visitó	We visited/ s/he visited
Tomé / tomamos / tomó el sol	I/we/s/he sunbathed
Tomé / tomamos / tomó muchas fotos	I/we/s/he took photos
Hice / hicimos / hizo submarinismo/buceo	I / we/s/he went scuba diving
Comí / comimos / comió	I/ we/s/he ate
Me relajé / nos relajamos / se relajó	I/ we/ s/he relaxed
Fui / fuimos / fue de compras	I/we/s/he went shopping
Compré / compramos / compró recuerdos	I/we/s/he bought souvenirs
Fui / fuimos / fue a un parque acuático	I/we/s/he went to a water park
Vi / vimos / vio sitios históricos	I/we/s/he saw the historic sites

5.3 ¿Cómo lo pasaste? - How was it?

Fue/era...	It was...
Una desilusión	Disappointing
Lo pasé/pasamos genial/bomba/fenomenal Lo pasé/pasamos fatal/muy mal/regular	I/we had a good time I/we had a terrible time

Unit 5: Holidays

5.4 Háblame de tus mejores/últimas vacaciones - Tell me about your best/last holiday

Mis mejores/últimas vacaciones fueron...	My best/last holidays were...
Durante las vacaciones de verano	During the summer holidays
Durante las vacaciones de Navidad	During the Christmas holidays
El año pasado	Last year
El primer/segundo día	On the first/second day

5.5.1 ¿Qué haces normalmente en vacaciones? - What do you normally do on holidays?

¿Dónde vas de vacaciones?	Where do you go on holiday?
Normalmente	Normally
En general	In general
Voy / Vamos a	I / we go to
Viajo / viajamos	I / we travel
Me relajo / nos relajamos	I relax / we relax

5.5.2 ¿Qué tipo de vacaciones prefieres? - What type of holidays do you prefer?

Prefiero/me encanta(n)/me gusta(n)	I prefer / I love/ I like
Las vacaciones activas	Active holidays
Las vacaciones relajadas	Relaxing holidays
Las vacaciones culturales	Cultural holidays
Quedarme en Inglaterra	To stay/staying in England
Explorar	To explore/exploring
El tiempo (el sol)	The weather (the sun)
La comida	The food

5.6.1 ¿Qué planes tienes para las próximas vacaciones - What are your plans for the next holidays?

Este verano	This summer
Este año	This year
Voy/Vamos a + infinitive	I'm/We're going
Quiero + infinitive	I want
Me gustaría / quisiera (+infinitive)	I /We would like
Pasar una semana/ un fin de semana	To spend a week/weekend
Relajarme	To relax
Alojarme	To stay (accommodation)

5.6.2 ¿Cómo serían tus vacaciones ideales? - What would your ideal holiday be?

Me gustaría/ quisiera	I would like
Ir a	To go (to)
Pasar un mes en	To spend a month (in)
(Este) es mi sueño	This is/It's my dream
Sería...	It would be...

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



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



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

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



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



What we are learning during these term:

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

6 Key Words for this project

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



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

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



D. How to make a positive/negative collage.

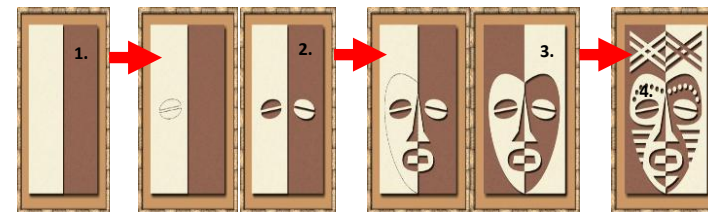
Collage is a form of art by cutting and ripping paper to create interesting artworks.

Steps for making your collage:

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

What each tool is used for:

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



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.



Keywords for this project in detail:

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

A. About Day of the Dead, Mexican Holiday.

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

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

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

C. DOTD artists: Thaneeya McArdle and Laura Barbosa.

Thaneeya McArdle



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

Laura Barbosa



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

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

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

6 Key Words for this project

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

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

- 1
- 2
- 3
- 4
- 5

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

Collage is:

Steps for making your collage:

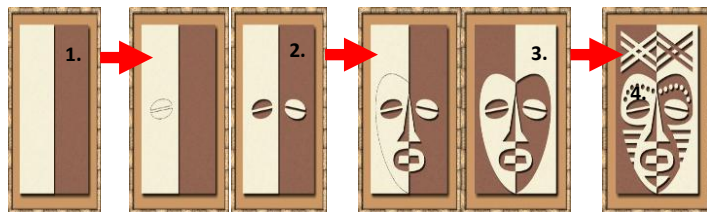
- 1
- 2
- 3
- 4

What each tool is used for:

Cutting mat

Craft knife

Glue stick

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

Papier mâché is:

Steps for making your sugar skull:

- 1
- 2
- 3
- 4
- 5



Keywords for this project in detail:		
Sugar Skull		A colourful and heavily patterned skull. The term is often applied to edible version of a skull, with colour and pattern. They are made and eaten in celebrating ancestors who have died.
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Outcome		The final piece of art for a project, which shall be the DOTD papier mâché sugar skull sculptures.

A.	About Day of the Dead, Mexican Holiday.	C.	DOTD artists: Thaneeya McArdle and Laura Barbosa.
What?	- It is a Mexican Christian holiday. - It began as a day of thanks for the harvest. - The festival lasts 3 days. It Occurs 31st October – 2nd November every year.	Thaneeya McArdle 	- Inspired by Indian Art. - Works with a range of materials including acrylic, paint and various programmes on the computer. - Her work shows a creative and personal interpretation of Day of the Dead and has Indian like qualities. - Designs are vibrant, symmetrical and include the use of intricate patterns.
Why?	It is a festival that celebrates the lives of those who have died.	Laura Barbosa 	- 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.
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.		

Y8 Food technology

What we are learning this term:

1. Health, safety and hygiene in the kitchen
2. The Eatwell guide and nutrients
3. Storing food safely
4. Causes and solutions for food and food packaging waste
5. Influences on people's food choice
6. Practical skills

A.	What are the nutrients required in the diet?
Carbohydrates	To give the body energy e.g bread.
Protein	To grow and repair the body, and to give energy e.g eggs.
Fats	To insulate your body, give you energy, and protect your organs i.e butter.
Vitamins	For general body health and function i.e carrots for eyesight.
Minerals	For general body health and function i.e iron to make blood cells.

c. Storing food safely

Perishable foods should be stored out of the **temperature danger zone** to reduce the risk of **food poisoning**. Hot foods should be kept above 63°C and cold foods should be kept below 5°C.

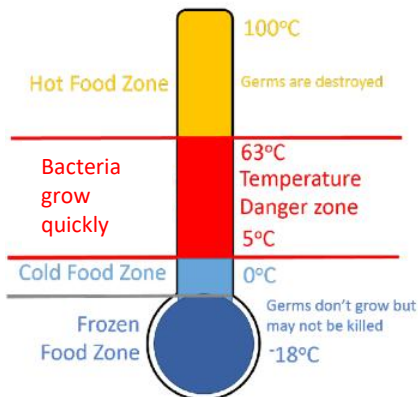
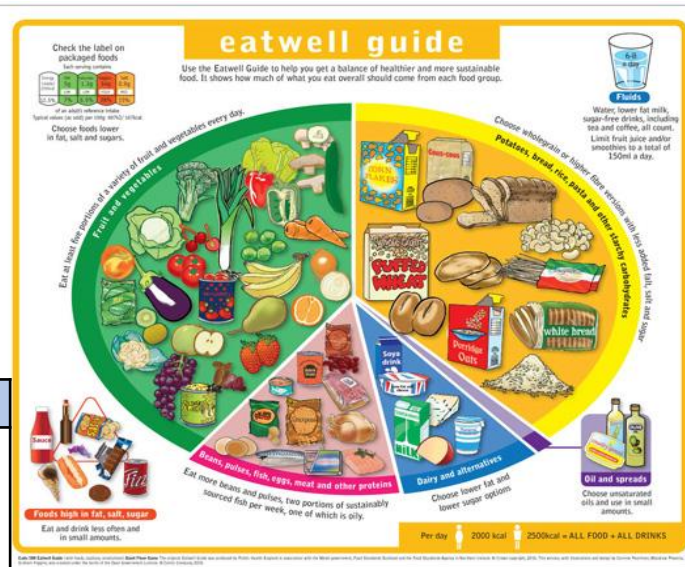


Image: TAFE NSW

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

- 1 **Fruit and Vegetables** – provides minerals, vitamins & fibre
- 2 **Carbohydrates** – provides carbs and fibre
- 3 **Protein** - provides protein, omega 3, come vitamins
- 4 **Dairy** - provides vitamins, minerals (calcium)
- 5 **Fats and Oils**



E.	Keywords
Cross contamination	The transfer of contaminants onto food through either the hands, the equipment or the surfaces. Causes food poisoning.
Spoilage	When food becomes unsafe to eat i.e rot, mould.
Use-by date	A date that informs you when the food will have spoiled .
Best-before date	You can still eat the food after this date but it may be worse quality.
Fibre	Foods that keep your digestive system healthy and avoid constipation.
Allergen	A substance (sometimes food) that causes an immune system response that can be fatal i.e throat swelling up. Nuts are common allergens.
Intolerance	When the body cannot digest a food and rejects it i.e vomiting, diarrhea. Many people are lactose intolerant (milk intolerance).
Celiac	When someone cannot eat gluten (wheat), similar to an intolerance but more dangerous.
Vegan	When someone does not eat anything that comes from an animal including eggs, milk, honey.

c. Influences on food choice

- A person's **physical activity level (PAL)**
- Whether they want to **eat healthily**
- The **cost** of the food vs their income
- Whether they are influenced by **peer pressure** or online trends
- Their cooking skills (**culinary skills**)
- Their **lifestyle** and how much time they have to cook/eat
- Whether they have rules in their **religion, culture or ethical rules**
- Whether the food is **available** in that season
- Whether they **enjoy** that food
- Whether there is a **special occasion** with special food

Y8 Food technology

What we are learning this term:

1. Health, safety and hygiene in the kitchen
2. The Eatwell guide and nutrients
3. Storing food safely
4. Causes and solutions for food and food packaging waste
5. Influences on people's food choice
6. Practical skills

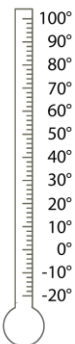
A. What are the nutrients required in the diet?

Carbohydrates	To give the body _____ e.g bread.
Protein	To _____ the body, and to give energy e.g eggs.
Fats	To insulate your body, give you _____, and protect your organs i.e butter.
Vitamins	For general body health and function i.e carrots for _____.
Minerals	For general body health and function i.e iron to make _____.

c. Storing food safely

Perishable foods should be stored out of the **temperature danger zone** to reduce the risk of **food poisoning**. Hot foods should be kept above 63°C and cold foods should be kept below 5°C.

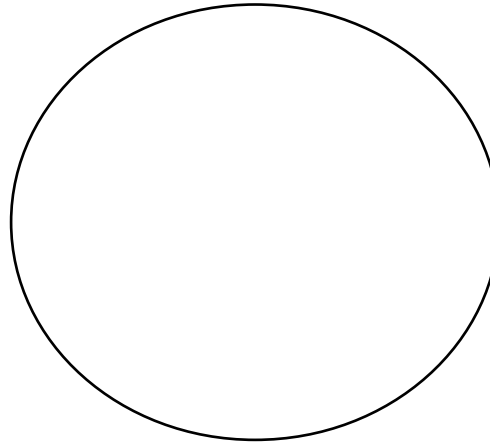
Annotate the thermometer to show key food safety temperatures.



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

- 1 F _____ and _____
- 2 C _____ provides _____
- 3 _____
- 4 _____ - provides vitamins, minerals (calcium)
- 5 **Fats and Oils**

Divide the circle below into 5 sections as on the eatwell guide and annotate it with one healthy eating guideline .



c. Food related waste

Reasons for wasting food:

- Confusion over best before dates and other date marks
- Too much food was cooked
- Preparing food incorrectly
- Food is spoiled

Reducing Waste:

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

E. Keywords

Hygiene	A method of keeping yourself and equipment clean
Cross contamination	
	When food becomes unsafe to eat i.e rot, mould.
Perishable food	Food that spoils if not kept in the fridge or freezer e.g ham.
Fibre	
Allergen	
	When the body cannot digest a food and rejects it i.e vomiting, diarrhea. Many people are lactose intolerant (milk intolerance).
Coeliac	When someone cannot eat _____ (wheat), similar to an intolerance but more dangerous.
	When someone does not eat anything that comes from an animal including eggs, milk, honey.

c. Influences on food choice

- A person's **physical activity level (PAL)**
- Whether they want to **eat healthily**
- The **cost** of the food vs their income
- Whether they are influenced by **peer pressure** or online trends
- Their cooking skills (**culinary skills**)
- Their **lifestyle** and how much time they have to cook/eat
- Whether they have rules in their **religion, culture or ethical rules**
- Whether the food is **available** in that season
- Whether they **enjoy** that food
- Whether there is a **special occasion** with special food



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

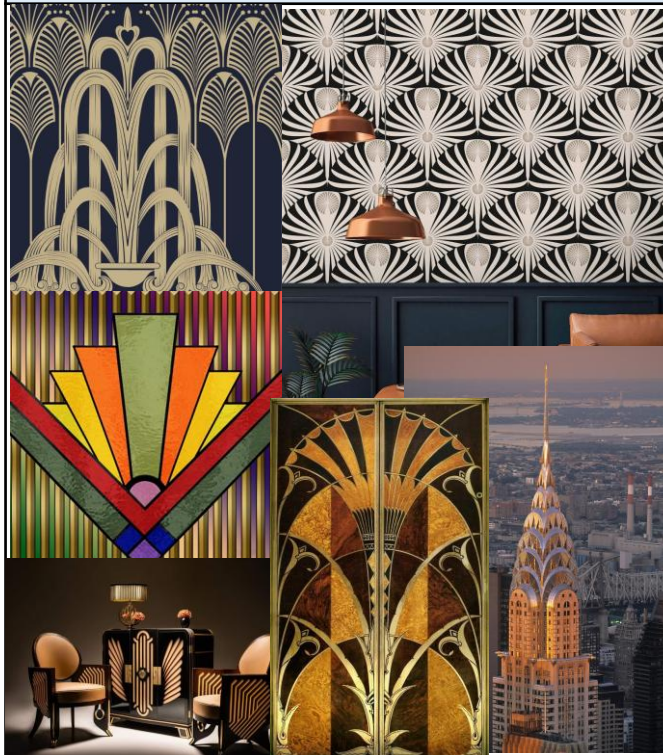
C.

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



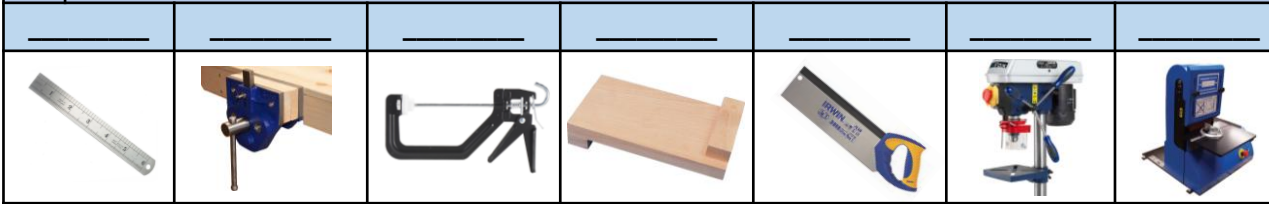
Year 8 PRODUCT DESIGN Rotation Knowledge Organiser



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 _____

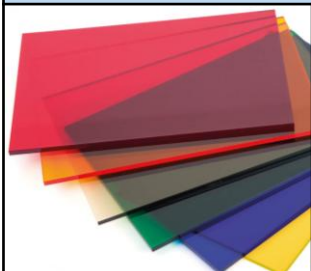
Manufactured Boards come from _____



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

Manufactured Boards come in _____

Polymers come from _____

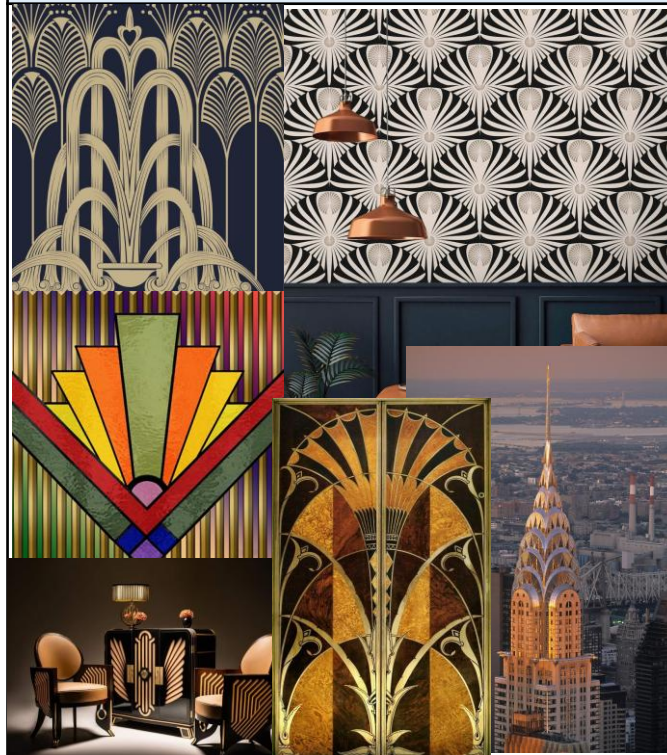


Acrylic – which you used as your Memphis shapes – is a **polymer**

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:

YEAR 8 GRAPHIC COMMUNICATION

What are we learning this term?

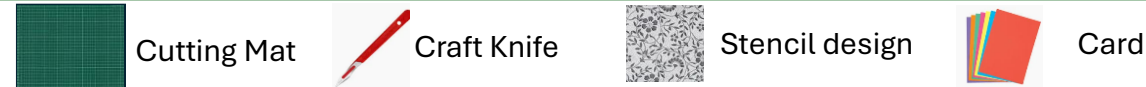
A Stencil design	B Step up card	C Accordion card	D Key words	E Evaluation
---------------------	-------------------	---------------------	----------------	-----------------

A | Stencil design

List 3 health and safety rules for using a cutting knife

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

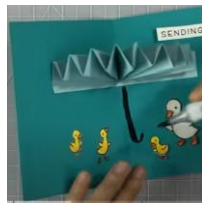


Coloured paper to add to the design
Cut any incisions

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

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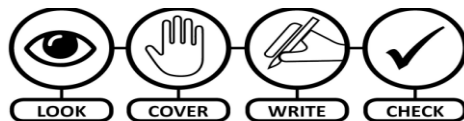
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A	What we are learning about this term...
1	Pulse and Rhythm, including triplets and 6/8
2	Polyrhythms
3	Music in West Africa
4	Call and Response



C	African Drumming Techniques

Bass

Tone

Slap

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

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

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



Mamady
Kéita: Kuku ->



Bolokada Conde

Ladysmith Black
Mambazo

E	African Drums and Melody Instruments

Djembe

dununba

sangban

kenkeni

BALAFON	MBIRA	FLUTE	GOURD	MARACAS	KORA

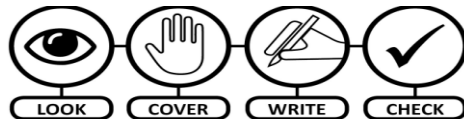
F	Basic Note Values
---	-------------------

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

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

**A What we are learning about this term...**

- 1 Pulse and Rhythm, including triplets and 6/8
- 2 Polyrythms
- 3 Music in West Africa
- 4 Call and Response

**B****Keywords****C African Drumming Techniques****B** _____**T** _____**S** _____**D****Analysing music from West Africa (Listening)**

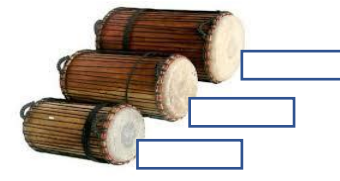
Listen and watch this video... Which West African instruments are being used? Can you hear the _____ being played by the _____ and the rest of the performers?

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

Mamady
Kéïta: Kuku ->



Bolokada Conde

Ladysmith Black
Mambazo**E African Drums and Melody Instruments****D** _____**F****Basic Note Values****Basic Rhythm Values in 4/4 time**

	Beat 1	Beat 2	Beat 3	Beat 4
Technical name				
Remember it...				
Technical name				
Remember it...				
Technical name				
Remember it...				
Technical name				
Remember it...				
Technical name				
Remember it...				

G**Describing music – MAD T SHIRT****M****A****D****T****S****H****I****R****T****M** _____**A** _____**D** _____**T** _____**S** _____**H** _____**I** _____**R** _____**T** _____

**What we are learning this term:**

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

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

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

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

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

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

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

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

**What we are learning this term:**

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

Lazzi	
Mask	
Stock Character	
Comedy	
Marking the Moment	
Exaggeration	
Gesture	
Still image	
Mime	

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

Pantalone

Il Dottore

Columbina

Arlecchino

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

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

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#AIMHIGH CHALLENGE TASKS Y8

Hard Work ... Kindness... Responsibility



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

SWINDON ACADEMY READING CANON

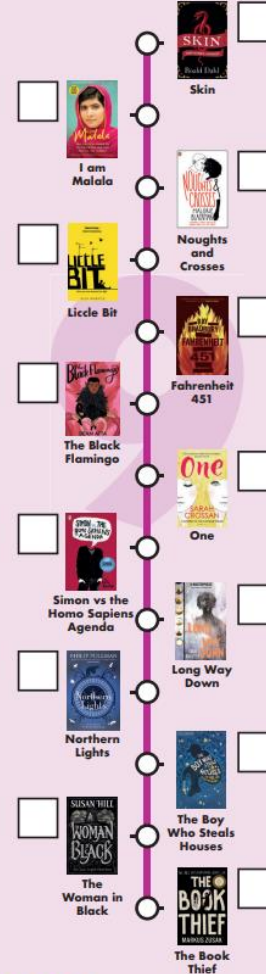
Year 7



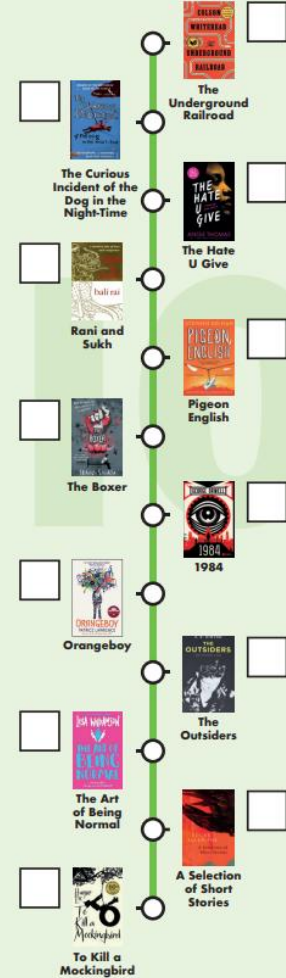
Year 8



Year 9



Year 10



#ReadingisPower