



# Using your Knowledge Organiser and Quizzable Knowledge Organiser

## Knowledge Organisers

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

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

## Quizzable Knowledge Organisers

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

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

### Top Tip

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

## Expectations for Prep and for using your Knowledge Organisers

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

# How do I complete Knowledge Organiser Prep?

## Step 1

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

The image shows the Epraise website interface. On the left is a 'Planner' for the week of 20th May to 26th May 2020, with a grid for different subjects. On the right is a 'Knowledge Organiser' for 'What is particle theory?'. It contains various sections: 'What is particle theory?', 'What is the law of conservation of mass?', 'What are the different changes of state?', 'What are the different states of matter?', and 'What are the differences between the different states of matter?'. Each section includes definitions and diagrams.

## Step 2

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

This image shows the same Knowledge Organiser as in Step 1, but with handwritten notes in a prep book. The date '29th May 2020' and the title 'Particle theory' are written at the top. Below, there are diagrams of particle arrangements for solid, liquid, and gas states, and a flowchart of state changes (melting, freezing, evaporation, condensation) with arrows indicating energy gain or loss.

## Step 3

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

The image shows handwritten notes in a prep book. At the top, the date '29th May 2020' is written. Below it, the title 'Properties of the states of matter' is underlined. The notes define 'Particle theory = all matter is made of particles'. It then describes the three states: 'Solid = regular pattern particles vibrate in fixed position', 'Liquid = particles are arranged randomly but are still touching each other Particles can slide past each other and move around.', and 'Gas = Particles are far apart and are arranged randomly. Particles carry a lot of energy'.

## 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 image shows handwritten notes in a prep book. The definition 'Solid = regular pattern particles vibrate in fixed position' is written three times in a list format.

## Step 5

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

This image shows the same Knowledge Organiser as in Step 1, but with handwritten answers in a prep book. The date '29th May 2020' and the title 'Particle theory' are written at the top. Below, there are diagrams of particle arrangements for solid, liquid, and gas states, and a flowchart of state changes (melting, freezing, evaporation, condensation) with arrows indicating energy gain or loss.

## 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 image shows handwritten notes in a prep book. The definition 'Particle theory = all matter is made of particles' is written at the top. Below it, the definition 'Solid = regular pattern particles vibrate in fixed position' is written three times, each with a checkmark. The definition 'Liquid = particles are arranged randomly but are still touching each other Particles can slide past each other and move around.' is written once with a checkmark. The definition 'Gas = Particles are far apart and are arranged randomly. Particles carry a lot of energy' is written once with a checkmark.

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

# 'Animal Farm': Knowledge Organiser

## Chapter breakdown

## Key words – Animal Farm

## Review of the year: core knowledge

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

<p><b>allegory</b> – 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.</p> <p><b>tyrant</b> – someone who has total power and uses it in a cruel and unfair way. A <b>tyranny</b> is a situation in which a leader or government has too much power and uses that power in a cruel and unfair way.</p> <p><b>rebellion</b> – a rebellion is a situation in which people fight against those who are in charge of them.</p> <p><b>harvest</b> – the time when crops are cut and collected from fields.</p> <p><b>corrupt</b> – when people use their power in a dishonest way order to make life better for themselves.</p> <p><b>propaganda</b> – Information that is meant to make people think a certain way. The information may not be true.</p> <p><b>cult of personality</b> – a cult of personality is where a leader convinces people to worship him or her and treat them like a god.</p> <p><b>treacherous</b> – If you betray someone who trusts you, you could be described as <b>treacherous</b>.</p>
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<p><b>enlighten</b> - To provide someone with information and understanding.</p> <p><b>deduction</b> - The process of reaching a decision by looking at the facts that are known.</p> <p><b>effusive</b> - Showing or expressing gratitude, pleasure, or approval in an enthusiastic and unrestrained or heartfelt manner.</p> <p><b>narrative perspective</b> – The narrative perspective is who is telling the story and from what viewpoint.</p> <p><b>summary</b> – When you summarise something, you briefly describe its main facts or ideas. A good summary is short, clear and contains all essential information.</p> <p><b>fallible</b> – Someone who is fallible makes mistakes. To be infallible means to make no mistakes.</p> <p><b>Shakespearean eras</b> – Shakespeare was alive in the Elizabethan and Jacobean eras.</p> <p><b>Shakespearean comedy</b> – It has a happy ending, usually including a marriage. There are no deaths in the play. There is at least one romantic plot. One plot involves characters who aren't royalty. They are servants and tradespeople. These characters get into ridiculous situations. There is confusion around who characters really are.</p> <p><b>Shakespearean tragedy</b>: It has a sad ending, usually including a death. There are deaths in the play. There is at least one murder plot. The play usually involves royal or noble characters. In tragedy, there can be confusion around who, or what, characters really are.</p>
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# 'Animal Farm': Knowledge Organiser

Chapter breakdown		Key words – Animal Farm	Review of the year: core knowledge
1	The animals gather to listen to _____. He gives them a vision of a life without man.	<b>allegory</b> – 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 _____. It teaches you a lesson about life.	<b>enlighten</b> - To provide someone with _____ and understanding.
2	The animals rebel and overthrow _____. The commandments are written.		<b>deduction</b> - The process of reaching a decision by looking at the _____ that are known.
3	The animals' first harvest is a success. The pigs keep the _____ and _____ to themselves.		<b>effusive</b> - Showing or expressing gratitude, pleasure, or approval in an _____ and unrestrained or heartfelt manner.
4	The Battle of the Cowshed: _____ attempts to take back the farm.		<b>narrative perspective</b> – The narrative perspective is who is telling the _____ and from what viewpoint.
5	Snowball and Napoleon debate the windmill. Napoleon uses dogs to chase _____ from the farm. _____ makes himself leader.	<b>tyrant</b> – someone who has total power and uses it in a _____ and _____ way. A	<b>summary</b> – When you summarise something, you briefly describe its main _____ or _____. A good summary is _____, _____ and contains _____.
6	Work begins on the windmill. The pigs move into the farmhouse. Winds destroy _____.	<b>rebellion</b> – a rebellion is a situation in which people fight against those who are _____ of them.	<b>fallible</b> – Someone who is fallible makes _____. To be infallible means to make no mistakes.
7	Work on the windmill starts again. _____ demands eggs from the hens. _____ slaughters animals at the show trials.	<b>harvest</b> – the time when crops are cut and _____	<b>Shakespearean eras</b> – Shakespeare was alive in the _____ and _____ eras.
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 _____. The _____ is destroyed.	<b>corrupt</b> – when people use their power in a _____ way order to make life better for themselves.	<b>Shakespearean comedy</b> – It has a _____ ending, usually including a _____. There are no _____ in the play. There is at least one _____ plot. One plot involves characters who aren't _____. They are servants and tradespeople. These characters get into _____ situations. There is _____ around who characters really are.
9	_____ is sold to the knacker's yard.	<b>propaganda</b> – Information that is meant to make people think a certain way. The information may not be _____.	<b>Shakespearean tragedy</b> : It has a _____ ending, usually including a _____. There are _____ in the play. There is at least one _____ plot. The play usually involves _____ or noble characters.
10	The _____ 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.	<b>cult of personality</b> – a cult of personality is where a leader convinces people to _____	
		<b>treacherous</b> – To betray someone who _____.	

# Science Year 8 Alternative Curriculum Term 6 Physics : Topic 7PF Forces



**What we are learning this term:**

- Forces and force diagrams
- Balanced and unbalanced forces
- Pressure and gravity force
- Relationship between speed, distance and time
- Relative motion

**2 Key Words for this term**

- Weight
- Pressure

**A. What are forces?**

Forces are **pushes** or **pulls**. They can be balanced or unbalanced. If unbalanced they can change the shape of objects and change the way they are moving.

**A. What are forces measured in?**

**Newtons.**

**A. What are forces need for?**

To cause objects to **stop** or **start** moving, to speed it up or slow it down. To change an objects' **direction**. To change an objects shape.

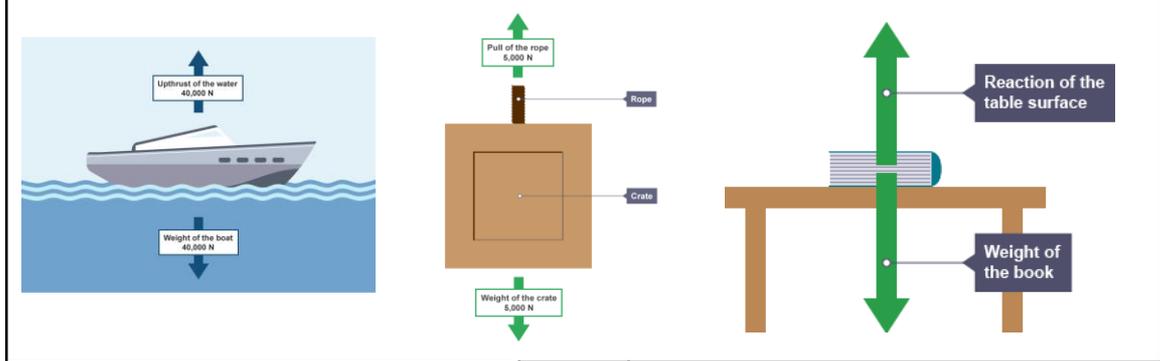
**B. What is an object doing if it has balanced forces?**

It either stays stationary or travelling at the **same** speed and direction.

**B. What is an object doing if it has unbalanced forces?**

A **stationary** object starts to move in the direction of the resultant force, or a moving object changes speed and/or direction in the direction of the resultant force

**A. What do the arrows show on this force diagram?**



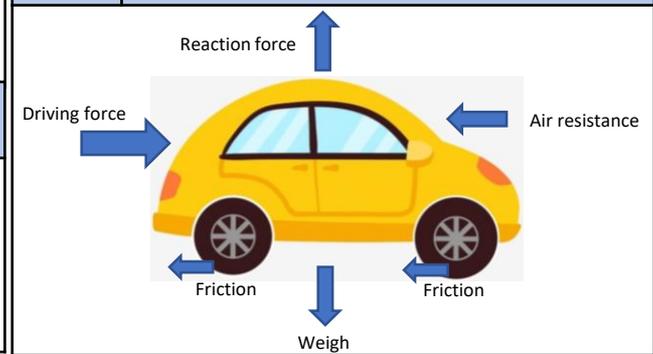
**A. What is friction?**

A force between **two** surfaces that are sliding, or trying to slide, across each other.

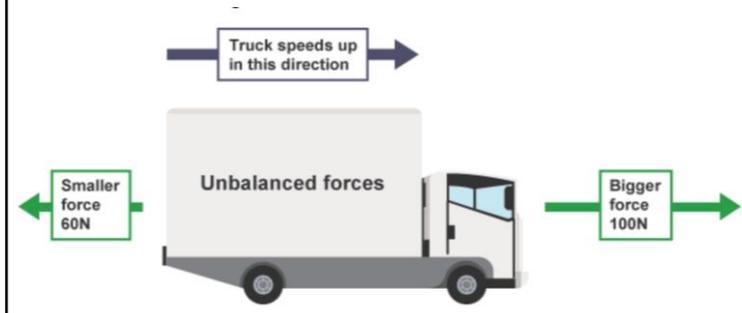
**A. What are force arrows and what do they show?**

Forces have a **size** and a **direction**. This means we show forces with arrows. The length of the arrows shows how large the force is. The direction the arrow points shows the direction the force pushes or pulls.

**A. What do the arrows show on this force diagram?**



**B. Which direction do objects move if the force is unbalanced?**



**A. What is air resistance?**

The forces that are opposite to the direction of movement of an object as it passes through the air. **Friction** between air and the material.

**A. What is water resistance?**

A type of force that uses friction to slow things down that are moving through \_\_\_\_\_.

# Science Year 8 Alternative Curriculum Term 6 Physics : Topic 7PF Forces

**What we are learning this term:**

- A. Forces and force diagrams
- B. Balanced and unbalanced forces
- C. Pressure and gravity force
- D. Relationship between speed, distance and time
- E. Relative motion

**2 Key Words for this term**

1. Weight
2. Pressure

**A. What are forces?**

Forces are \_\_\_\_\_ or \_\_\_\_\_. They can be balanced or unbalanced. If unbalanced they can change the shape of objects and change the way they are moving.

**A. What are forces measured in?**

\_\_\_\_\_.

**A. What are forces need for?**

To cause objects to \_\_\_\_\_ or \_\_\_\_\_ moving, to speed it up or slow it down. To change an objects \_\_\_\_\_. To change an objects' shape.

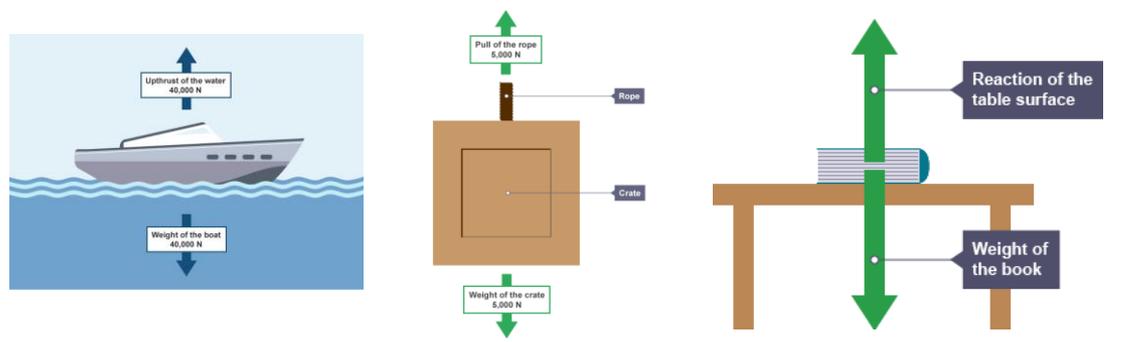
**B. What is an object doing if it has balanced forces?**

It either stays stationary or travelling at the \_\_\_\_\_ speed and direction.

**B. What is an object doing if it has unbalanced forces?**

A \_\_\_\_\_ object starts to move in the direction of the resultant force, or a moving object changes speed and/or direction in the direction of the resultant force

**A. What do the arrows show on this force diagram?**



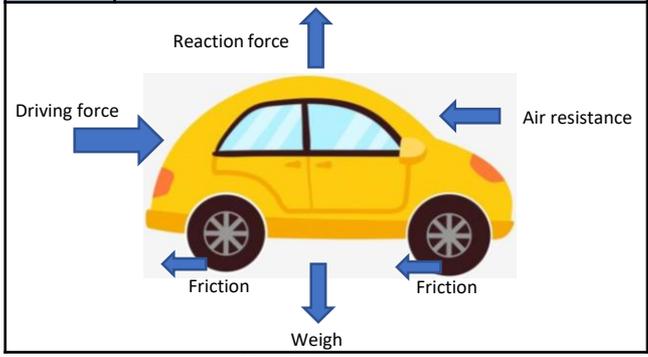
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A force between \_\_\_\_\_ surfaces that are sliding, or trying to slide, across each other.

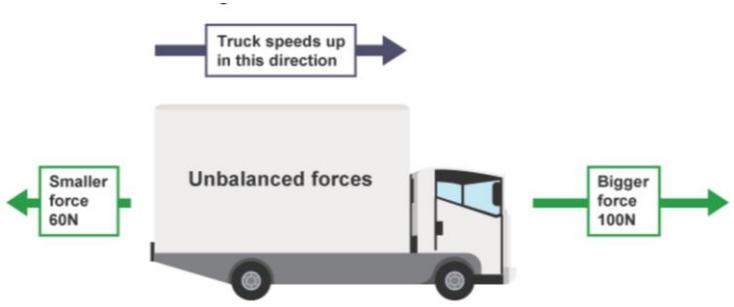
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Forces have a \_\_\_\_\_ and a \_\_\_\_\_. This means we show forces with arrows. The length of the arrows shows how large the force is. The direction the arrow points shows the direction the force pushes or pulls.

**A. What do the arrows show on this force diagram?**



**B. Which direction do objects move if the force is unbalanced?**



**A. What is air resistance?**

The forces that are opposite to the direction of movement of an object as it passes through the air. \_\_\_\_\_ between air and the material.

**A. What is water resistance?**

A type of force that uses friction to slow things down that are moving through **water**.

# Science Year 8 Alternative Curriculum Term 6 Physics : Topic 7PF Forces

**C. What is the equation to calculate pressure?**

$$P = \frac{F}{a}$$

$P = \text{Pressure (Pa)}$   
 $F = \text{Force (N)}$   
 $a = \text{Area (m}^2\text{)}$

**C. What does the size of the pressure depend upon?**

The size of the pressure depends on the force applied by the object and the **surface area** of the object.

**C. What is an example of an object which exerts high pressure?**

A pin or knife They have a low surface area (at the point and end), so **high** pressure.



**C. What is an example of an object which exerts high pressure?**

**Snowshoes.** Large surface area so low pressure so the person doesn't sink into the snow.

**C. What is the equations to calculate gravity force?**

$$\text{Weight} = \text{mass} \times \text{gravitational field strength (g)}$$

On Earth  $g=10 \text{ N/kg}$ .

**D. What is the equations to calculate speed?**

$$\text{speed} = \frac{\text{distance}}{\text{time}}$$

**D. What is on the horizontal and vertical axis on a distance time graph?**

A distance time graph shows the **time** on the horizontal axis and the distance on the vertical axis.

**D. What does the line look like on a distance time graph if an object is stationary?**

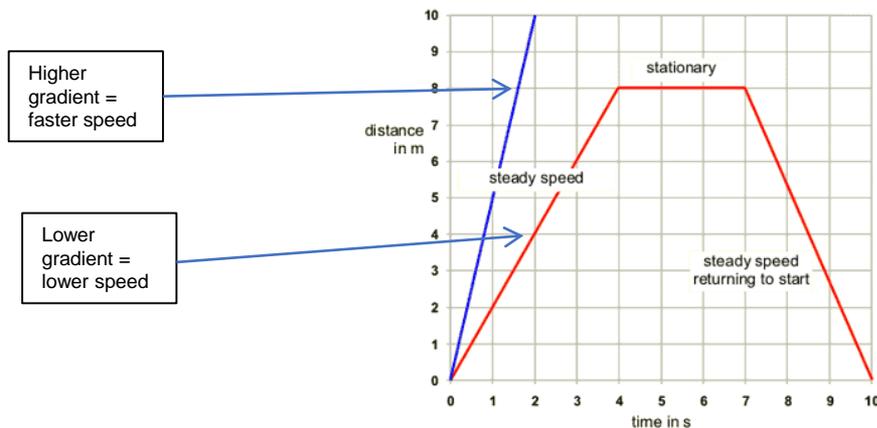
If an object is stationary (not moving) the line will be **horizontal**.

**D. What does the line look like on a distance time graph if an object is moving at a constant speed?**

If the line has a diagonal slope the object is moving at a **constant** speed.

**D. What does the steepness (gradient) of the line show?**

The steepness (**gradient**) of the line shows the speed.



**E. What is relative motion and what is an example of this?**

It is the motion of one thing **compared** to another.  
 For example, if you have travelled in a car on the motorway, you may have noticed that other cars passing by appear to move slowly past you, even though you know the actual speeds of the two cars are very high. This is because of their relative motion to each other. Or maybe, when driving in the car a train doesn't appear to be moving very quickly when in fact it is.

**E. How do you calculate relative motion?**

Situation	Relative speed
Objects moving in the same direction towards, or away from, each other	Fastest speed – slowest speed
Objects moving in opposite directions towards, or away from, each other	Add the two speeds together

# Science Year 8 Alternative Curriculum Term 6 Physics : Topic 7PF Forces



C.	What is the equation to calculate pressure?
$P = \frac{F}{a}$	$P = \frac{F}{a}$ (Pa) $F = \dots$ (N) $a = \dots$ ( $m^2$ )

C.	What does the size of the pressure depend upon?
The size of the pressure depends on the force applied by the object and the <u>                    </u> of the object.	

C.	What is an example of an object which exerts high pressure?
A pin or knife They have a low surface area (at the point end), so <u>                    </u> pressure.	

C.	What is an example of an object which exerts low pressure?
<u>                    </u> . Large surface area so low pressure so the person doesn't sink into the snow.	

C.	What are the equations to calculate gravity force?
$Weight = \text{mass} \times \text{gravitational field strength } (g)$	
On Earth $g = 10 \text{ N/kg}$ .	

D.	What are the equations to calculate speed?
$speed = \frac{\text{distance}}{\text{time}}$	

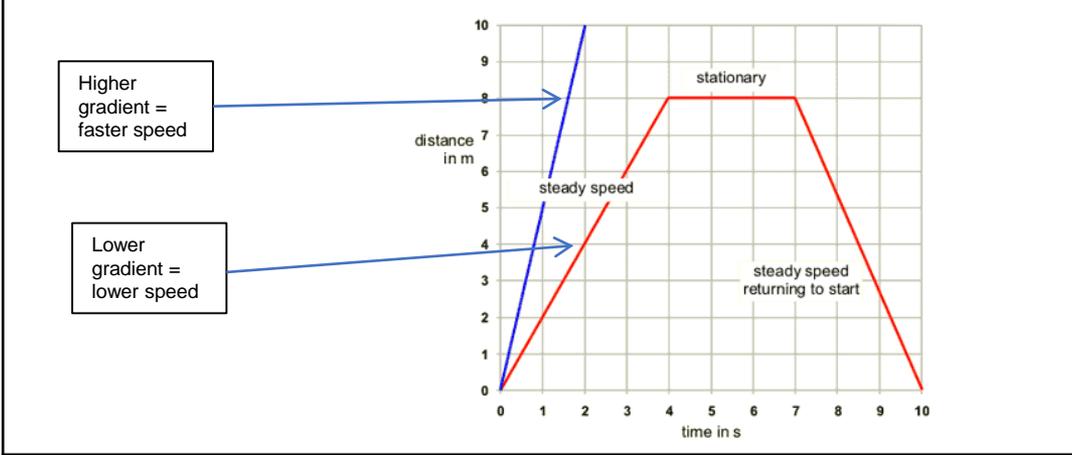
E.	What is relative motion and what is an example of this?
It is the motion of one thing <u>                    </u> to another. For example, if you have travelled in a car on the motorway, you may have noticed that other cars passing by appear to move slowly past you, even though you know the actual speeds of the two cars are very high. This is because of their relative motion to each other. Or maybe, when driving in the car a train doesn't appear to be moving very quickly when in fact it is.	

D.	What is on the horizontal and vertical axis on a distance time graph?
A distance time graph shows the <u>                    </u> on the horizontal axis and the <u>                    </u> on the vertical axis.	

D.	What does the line look like on a distance time graph if an object is stationary?
If an object is stationary (not moving) the line will be <u>                    </u> .	

D.	What does the line look like on a distance time graph if an object is moving at a constant speed?
If the line has a diagonal slope the object is moving at a <u>                    </u> speed.	

D.	What does the steepness (gradient) of the line show?
The steepness ( <u>                    </u> ) of the line shows the speed.	



E.	How do you calculate relative motion?	
	Situation	Relative speed
	Objects moving in the same direction towards, or away from, each other	<u>                    </u> speed – <u>                    </u> speed
	Objects moving in opposite directions towards, or away from, each other	<u>                    </u> the two speeds together

# Geography Year 8 Term 6 - Ecosystems

Background:	
1.	An ecosystem is a community of things that are linked together to make up a type of environment. <b>(A, B)</b>
2.	An ecosystem contains biotic (living) and abiotic (non-living) parts. <b>(B)</b>
3.	The climate of an ecosystem is very important as it influences what you will find there. <b>(C)</b>
4.	The main world biomes can be found in specific parts of the world, they have very different climatic conditions & features. <b>(C, D)</b>
5.	The rainforest biome has some distinctive features. <b>(F)</b>
6.	However, deforestation is a major challenge facing rainforests world-wide. <b>(E)</b>
7.	The deserts world-wide also have some key characteristics. <b>(G)</b>
8.	The Thar desert is a place with opportunities for people, but there are also challenges which need to be overcome. <b>(H)</b>

A. Classification of ecosystem (4)	
Ecosystem	A community of things linked together in an environment.
Biome	An ecosystem on a large scale that covers parts of continents and whole countries.
Habitat	A place where plants and animals live. Example: a pond, or hedgerow.
Biodiversity	The amount of variety of life there is in a place.

B. Features of an ecosystem (3)	
Biotic	The living parts of an ecosystem. Examples: plants, animals, humans.
Abiotic	The non-living parts of an ecosystem. Examples: soil, climate, river.
Food chain	A diagram that shows what is eating what in an ecosystem.

C. Climatic features (4)	
Climate graph	A graph showing rainfall and temperature in a place over a whole year.
Precipitation	Any form of water falling from the sky.
High pressure	Areas where air is sinking, this air has little moisture, dry weather conditions
Low pressure	Areas were warm, moist air is rising. Leads to rain

F. Rainforest adaptations (4)	
Rainforest	Found between 0 and 23 degrees N and S of equator. More than 400mm of annual rainfall.
Rainforest layers	Forest floor, understorey, canopy, emergent layer.
Drip tip leaves	A plant adaptation that lets excess water drip off leaves quickly.

G. Desert adaptations (4)	
Hot Deserts	Found between 20- and 33-degrees N and S of equator. Less than 250mm of rainfall,
Nocturnal	Animals only come out at night.
Cactus	Long root systems to get as much water as possible from dry ground.
Camel	Webbed feet to help walk in sand.

D. Major global biomes (4)	
Tundra (2)	1. Found at the far north and south of the planet. 2. A cold ecosystem, little rainfall.
Hot desert (2)	1. Found along the Tropic of Cancer and the Tropic of Capricorn. 2. Hot environments with little rain.
Tropical rainforest (2)	1. Found in places along the Equator. 2. Hot and humid environments with huge amounts of rainfall.
Temperate forest (2)	1. The main biome of the UK and other places along the same lines of latitude. 2. Warm summers, mild winters. No extremes of temperature, rainfall.

E. Deforestation in the rainforest (6)	
Deforestation	The cutting down and removal of forest. This happens due to many factors.
Logging	Cutting down trees to sell the wood for a profit, sometime this is done illegally.
Cattle ranching	Removing trees from a large part of the rainforest and keeping cows on the land. These are sold for meat.
Slash and burn	A type of farming where you cut down a small area of trees, burn the vegetation and then grow crops on this land.
Soil erosion	When the soil in an area loses its minerals (water or wind erosion) so that it becomes difficult to grow crops there.
Indigenous tribes	A group of people who live traditional lives in places (like the rainforest).

H. Opportunities and challenges for development in the Thar desert	
Where	The Thar Desert stretches across north-west India and into Pakistan
<b>Opportunities (2):</b>	
1. Mineral extraction – gypsum, feldspar. 2. Tourism – Desert safaris, annual desert festival.	
<b>Challenges (2)</b>	
1. Extreme temperatures can cause illness or death because of dehydration. 2. Water is scarce and so farming can be unreliable meaning an unreliable income for farmers.	

# Geography Year 8 Term 6 - Ecosystems

<b>Background:</b>
<ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> <li>4.</li> <li>5.</li> <li>6.</li> <li>7.</li> </ol>

<b>C.</b>	<b>Climatic features (4)</b>
Climate graph	
Precipitation	
High pressure	
Low pressure	

<b>D.</b>	<b>Major global biomes (4)</b>
Tundra (2)	<ol style="list-style-type: none"> <li>1.</li> <li>2.</li> </ol>
Hot desert (2)	<ol style="list-style-type: none"> <li>1.</li> <li>2.</li> </ol>
Tropical rainforest (2)	<ol style="list-style-type: none"> <li>1.</li> <li>2.</li> </ol>
Temperate forest (2)	<ol style="list-style-type: none"> <li>1.</li> <li>2.</li> </ol>

<b>F.</b>	<b>Rainforest adaptations (4)</b>
Rainforest	
Rainforest layers	
Drip tip leaves	

<b>E.</b>	<b>Deforestation in the rainforest (6)</b>
Deforestation	
Logging	
Cattle ranching	
Slash and burn	
Soil erosion	
Indigenous tribes	

<b>A.</b>	<b>Classification of ecosystem (4)</b>
Ecosystem	
Biome	
Habitat	
Biodiversity	

<b>G.</b>	<b>Desert adaptations (4)</b>
Hot Deserts	
Nocturnal	
Cactus	
Camel	

<b>B.</b>	<b>Features of an ecosystem (3)</b>
Biotic	
Abiotic	
Food chain	

<b>H.</b>	<b>Opportunities and challenges for development in the Thar desert</b>	
Where		
<b>Opportunities (2):</b>		<b>Challenges (2)</b>

# Geography Year 8 Term 6 – Geographical Skills

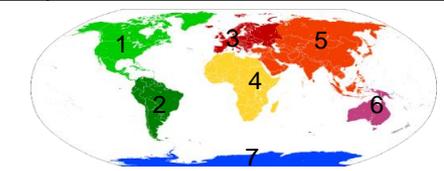
A. Types of map	
Historical	Show features and landscapes that may not exist anymore.
GIS	Geographic Information Systems- A way of analysing geographical data in the form of a map. E.g. google maps.
Choropleth	Uses different colours to show the distribution of data categories.
Isoline	Uses lines of the same value to show patterns. E.g. Weather maps.
OS	Show lots of detail including scale, relief and landforms.

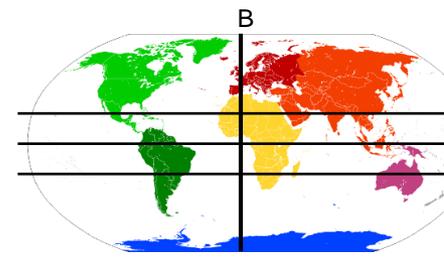
C. Parts of a map (6)	
Latitude	How far north or south a place is from the Equator.
Longitude	How far east or west a place is from the Prime Meridian.
Scale	A length on the map, in real life.
Altitude	Height above sea level.
Compass	Used to show direction on maps.
Distance	How far two places are from one another.

D. Contour Lines (3)		
a. What are they?	Lines that show the height and shape of land.	
b. How do they show steep hills?	Lots of contour lines close together.	
c. How do they show sloping hills?	Contour lines far apart.	

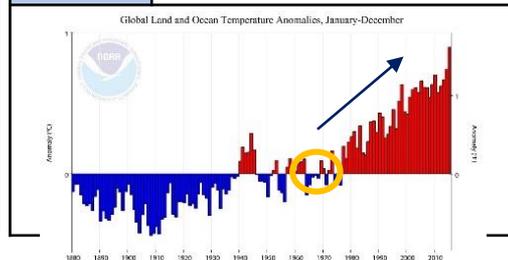
E. Type of graph	
Line	Shows changes over time.
Bar	Allows you to compare quantities
Pie	Shows proportions of a total, usually in percentages.
Pictogram	Uses pictures to represent frequencies.
Scatter	Used to plot two sets of data against each other to find a relationship.

F. Describing graphs	
Fluctuation	Data rises and falls irregularly
correlation	A connection between two sets of data. Can be positive or negative.
Trend	An overall pattern in data. E.g. increase or decrease.
Anomaly	Something that differs from the overall pattern.

B. Continents (7)			
			
1	North America.	5	Asia.
2	South America.	6	Oceania.
3	Europe.	7	Antarctica.
4	Africa.		

B. Lines of a global maps (4)			
			
A	Equator.	C	Tropic of Cancer.
B	Prime Meridian.	D	Tropic of Capricorn.

G. How to spot an anomaly	
What is an anomaly?	An anomaly is something that goes against the general trend. Find the general trend on a graph, then look for something that doesn't fit the trend.



The general trend on this graph is showing that global temperatures have increased steadily since 1950 (trend shown by the blue arrow).

However, in the 1960s and 1980s we see a decline in global temperatures (shown by the orange circle). This is an anomaly as it goes against the general trend.

# Geography Year 8 Term 6 – Geographical Skills

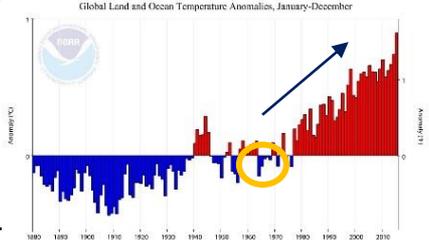
A. Types of map	
Historical	
GIS	
Choropleth	
Isoline	
OS	

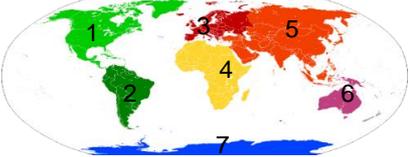
C. Parts of a map (6)	
Latitude	
Longitude	
Scale	
Altitude	
Compass	
Distance	

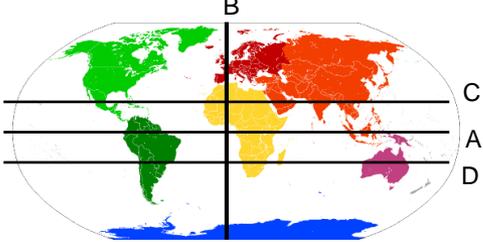
D. Contour Lines (3)	
a. What are they?	
b. How do they show steep hills?	
c. How do they show sloping hills?	

E. Type of graph	
Line	
Bar	
Pie	
Pictogram	
Scatter	

F. Describing graphs	
Fluctuation	
correlation	
Trend	
Anomaly	

G. How to spot an anomaly	
What is an anomaly?	
 <p style="text-align: center;">Global Land and Ocean Temperature Anomalies, January-December</p>	<p><b>General trend:</b></p> <p><b>Anomaly:</b></p>

B. Continents (7)			
			
1		5	
2		6	
3		7	
4			

B. Lines of a global maps (4)			
			
A		C	
B		D	

**What we are covering: Causes of WWI**

We will be looking at:

- The increase in Nationalism and Imperialism in Europe in the 19<sup>th</sup> and early 20<sup>th</sup> Centuries
- How alliances were formed in Europe to help balance the power
- The naval race between Britain and Germany in the 19<sup>th</sup> Century
- The assassination of Archduke Franz Ferdinand and the impact this had on Europe in the 20<sup>th</sup> Century

**B. How did Nationalism, Imperialism and Militarism cause WWI?**

Nationalism	Imperialism	Militarism
<ul style="list-style-type: none"> <li>• In the 1900s, people in Britain, France and Germany thought that their country was better than any other</li> <li>• This was because they thought that they had more power, money and a stronger army</li> <li>• People thought that their country could do no wrong</li> <li>• Nationalists also thought that their countries were being threatened by others, which helped to lead to war</li> <li>• People in countries were very confident that if their country were to go to war, they would win!</li> </ul>	<ul style="list-style-type: none"> <li>• In Europe in the early 1900s countries like Britain and France expanded their empires</li> <li>• This angered other European countries, such as Germany and Austria-Hungary</li> <li>• They did not like that France and Britain had taken over countries by force and therefore had more land and money than them</li> <li>• This argument over empires led to alliances being made between different European countries and helped start the path to World War I</li> </ul>	<ul style="list-style-type: none"> <li>• Britain and Germany were having a race to see who could build the biggest navy and army</li> <li>• In the 1900s, Britain had the most powerful navy in the world. The Kaiser (leader) of Germany said that he wanted to build a navy bigger than Britain's - Britain felt very threatened by this</li> <li>• Germany's navy was much smaller than Britain's navy, but the British army was all over its empire so that it could be protected, leaving Britain's army weak</li> <li>• On the other hand, Germany didn't have a big Empire like Britain and they had the best trained and most powerful army</li> <li>• Overall, militarism led to war because tension was building up between Germany and Britain about who had the best armed forces to protect their country</li> </ul>

**A. Can you define these key words?**

Nationalism	The idea that your country's government, economy and military is better than any other
Imperialism	A country expanding its empire by invading and conquering more countries
Alliances	A political agreement between countries to support each other if one is invaded or goes to war
Militarism	The building up of a country's military by producing more war ships, ammunition and soldiers
Assassination	The murder of someone important such as a head of state or government

**C. Who had alliances in the 20<sup>th</sup> Century?**

Triple Entente	Triple Alliance
<ul style="list-style-type: none"> <li>• The alliance, between France, Britain and Russia, formed in 1907 and was called the Triple Entente.</li> <li>• This caused the most friction among nations</li> <li>• Germany felt that this alliance surrounding them was a threat to their power and existence</li> <li>• In Britain and France, the alliances were seen as keeping the balance of power</li> </ul>	<ul style="list-style-type: none"> <li>• In response to the Triple Entente, Germany created an alliance with Austria-Hungary and Italy which was called the Triple Alliance.</li> <li>• Italy was a small and unreliable ally.</li> </ul>
Tensions built between these two alliances and helped build up trouble before the war, as countries had to defend each other against the 'enemy'	



**D. Assassination of Franz Ferdinand and the road to war**

<b>Serbian Nationalism</b>	People in Serbia did not like that they were being ruled by the Austrian-Hungarian Empire and they wanted all Serbian people to be ruled by the Serbian government
<b>Black Hand Gang</b>	This was a group of young Serbians who used terrorist attacks to try to scare the Austrian government into giving them independence. In June 1914, six teenage assassins from the gang were in Sarajevo, Bosnia to try an assassinate the Archduke Franz Ferdinand
<b>Sarajevo</b>	The Archduke Franz Ferdinand was from Austria-Hungary and was a member of the ruling family. On the 28 June 1914 he was visiting Sarajevo, which was part of the empire. He was being driven through the streets in an open top car
<b>Failed attempt</b>	One of the assassins threw his bomb at this car as it passed him, but the Archduke saw it and threw it off his car. It exploded under the car behind, injuring people but he was safe. The assassins thought that they had failed
<b>Gavrilo Princip</b>	Princip was one of the assassins who wanted the Archduke dead. After the failed attempt he was stood outside a café when the Archduke's car went past him. It had gone the wrong way and was trying to turn around. Princip took this chance, pulled a pistol out and shot both the Archduke and his wife who both died
<b>Blank Cheque</b>	Austria-Hungary blamed Serbia for the murder and wanted revenge. Germany gave Austria-Hungary a 'blank cheque' meaning that it would support Austria-Hungary in any action it took against Serbia. Serbia would not agree to all its demands, so A-H declared war. This dragged Russia into the war as they had an alliance with Serbia, and Russia was in alliance with Britain and France

**What we are covering: Causes of WWI**

We will be looking at:

- The increase in Nationalism and Imperialism in Europe in the 19<sup>th</sup> and early 20<sup>th</sup> Centuries
- How alliances were formed in Europe to help balance the power
- The naval race between Britain and Germany in the 19<sup>th</sup> Century
- The assassination of Archduke Franz Ferdinand and the impact this had on Europe in the 20<sup>th</sup> Century

**B. How did Nationalism, Imperialism and Militarism cause WWI?**

Nationalism	Imperialism	Militarism
<ul style="list-style-type: none"> <li>• In the 1900s, people in B____, F____e and G____y thought that their country was _____r than any other</li> <li>• This was because they thought that they had more _____, m_____ and a _____ army</li> <li>• People thought that their country could do no _____</li> <li>• Nationalists also thought that their countries were being _____d by others, which helped to lead to war</li> <li>• People in countries were very c______t that if their country were to go to war, they would win!</li> </ul>	<ul style="list-style-type: none"> <li>• In Europe in the early 1900s countries like Britain and France e_____ their _____This angered other European countries, such as Germany and Austria-Hungary</li> <li>• They did not like that France and Britain had taken over countries by_____and therefore had more land and money than them</li> <li>• This argument over empires led to alliances being made between different European countries and helped start the path to World War I</li> </ul>	<ul style="list-style-type: none"> <li>• Britain and Germany were having a r_____ to see who could build the bi_____n_____and _____. In the 1900s, Britain had the most powerful navy in the world. The K_____ (leader) of Germany said that he wanted to build a navy bigger than Britain's - Britain felt very threatened by this</li> <li>• Germany's navy was much smaller than Britain's navy, but the British army was all over its empire so that it could be protected, leaving Britain's army _____</li> <li>• On the other hand, Germany didn't have a big Empire like Britain and they had the best _____ and most _____ army</li> <li>• Overall, m_____ led to war because tension was building up between Germany and Britain about who had the best armed forces to protect their country</li> </ul>

A.	Can you define these key words?
	The idea that your country's government, economy and military is better than any other
	A country expanding its empire by invading and conquering more countries
	A political agreement between countries to support each other if one is invaded or goes to war
	The building up of a country's military by producing more war ships, ammunition and soldiers
	The murder of someone important such as a head of state or government

**C. Who had alliances in the 20<sup>th</sup> Century?**

Triple Entente	Triple Alliance
<ul style="list-style-type: none"> <li>• The alliance, between France, Britain and Russia, formed in _____ and was called the T_____E_____This caused the most friction among nations</li> <li>• Germany felt that this alliance surrounding them was a _____ to their power and existence</li> <li>• In Britain and France, the alliances were seen as keeping the b_____of power</li> </ul>	<ul style="list-style-type: none"> <li>• In response to the Triple Entente, Germany created an a_____ with A_____a-H_____ry and Italy which was called the Triple Alliance.</li> <li>• Italy was a small and unreliable ally.</li> </ul>
Tensions built between these two alliances and helped build up trouble before the war, as countries had to defend each other against the 'enemy'	



D.	Assassination of Franz Ferdinand and the road to war
	People in Serbia did not like that they were being ruled by the Austrian-Hungarian Empire and they wanted all Serbian people to be ruled by the Serbian government
	This was a group of young Serbians who used terrorist attacks to try to scare the Austrian government into giving them independence. In June 1914, six teenage assassins from the gang were in Sarajevo, Bosnia to try an assassinate the Archduke Franz Ferdinand
	The Archduke Franz Ferdinand was from Austria-Hungary and was a member of the ruling family. On the 28 June 1914 he was visiting Sarajevo, which was part of the empire. He was being driven through the streets in an open top car
	One of the assassins threw his bomb at this car as it passed him, but the Archduke saw it and threw it off his car. It exploded under the car behind, injuring people but he was safe. The assassins thought that they had failed
	Princip was one of the assassins who wanted the Archduke dead. After the failed attempt he was stood outside a café when the Archduke's car went past him. It had gone the wrong way and was trying to turn around. Princip took this chance, pulled a pistol out and shot both the Archduke and his wife who both died
	Austria-Hungary blamed Serbia for the murder and wanted revenge. Germany gave Austria-Hungary a 'blank cheque' meaning that it would support Austria-Hungary in any action it took against Serbia. Serbia would not agree to all its demands, so A-H declared war. This dragged Russia into the war as they had an alliance with Serbia, and Russia was in alliance with Britain and France



<b>What we are learning this term:</b>	
A. Key words.	D. The nature of Goddess
B. Hindu understanding of God.	E. Hindu beliefs about the afterlife
C. The meaning of Trimurti	F. The principles of Ahimsa.
<b>A.</b>	<b>Can you define these key words?</b>
<b>Key word</b>	<b>Key definition</b>
Polytheism	The belief in or worship of more than one God.
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.
Immortal	living forever; never dying
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.

<b>C.</b>	<b>What is the Trimurti?</b>
Trimurti	The triad of Gods
Brahma	The creator shown with 4 heads facing 4 directions- Sits on a lotus flower to symbolise its purity.
Vishnu	Vishnu is pervading. It is the preserver, protector, guard. Preserves universe.
Shiva	The destroyer. Holds flames to show powers of destruction

<b>D.</b>	<b>What is the nature of the Goddess in Hinduism?</b>
Meaning	the Goddess is a consort of the trimurti which gives them energy to use their power
Different forms of Goddess	Parvati, she represents fertility People pray to her if they want to have a baby
	Lakshmi is the goddess of good fortune, wealth, wellbeing. She wears gold jewellery to show wealth

<b>E.</b>	<b>What are the Hindu beliefs about the afterlife?</b>	
Atman (soul)	It is 'a deep self hidden in all beings'.	
Reincarnation	The soul is born into another body after death	
The cycle of Death and rebirth.	Moksha = escaping rebirth Samsara = cycle of rebirth Karma = good/bad outcomes depending on actions	
How these beliefs affect a Hindus everyday life	Live a good life to get good karma	

<b>B</b>	<b>How do Hindus understand God?</b>
Hindus believe is Polytheistic	Belief in or worship of more than one God.
Concept of Brahman	Brahman is the creator, eternal and all-pervading
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.

<b>F.</b>	<b>What is meant by Ahimsa.</b>
1	No harm to living things
2	Includes humans, animals and even plants
3	No fighting in war, no working as a butcher, no eating meat



<b>What we are learning this term:</b>	
A. Key words.	D. The nature of Goddess
B. Hindu understanding of God.	E. Hindu beliefs about the afterlife
C. The meaning of Trimurti	F. The principles of Ahimsa.
<b>A.</b>	<b>Can you define these key words?</b>
<b>Key word</b>	<b>Key definition</b>
Polytheism	
Trimurti	
Atman	
Samsara	
Pervading	
Eternal	
Immortal	
Karma	
Moksha	
Ahimsa	
Reincarnation	

<b>C.</b>	<b>What is the Trimurti?</b>
Trimurti	
Brahma	
Vishnu	
Shiva	

<b>D.</b>	<b>What is the nature of the Goddess in Hinduism?</b>
Meaning	
Different forms of Goddess	

<b>E.</b>	<b>What are the Hindu beliefs about the afterlife?</b>
Atman (soul)	
Reincarnation	
The cycle of Death and rebirth.	
How these beliefs affect a Hindus everyday life	

<b>B</b>	<b>How do Hindus understand God?</b>
Hindus believe is Polytheistic	
Concept of Brahman	
Understanding of God	

<b>F.</b>	<b>What is meant by Ahimsa.</b>
1	
2	
3	

# Year 8 Term 6 SPANISH Knowledge organiser: Topic = ¡Vamos a Texas!

What we are learning this term:	
A. Discovering Texan culture B. Comparing Madrid and Barcelona C. Discovering Mexico City D. Finding out about Peru E. Learning about life in Cuba F. Planning a trip across South America G. Translation practice	
6 Key Words for this term	
1. la artesanía	4. el mural
2. la bandera	5. pasear
3. prehispánico/a	6. la plantación

A. ¡Vamos a Texas! – Let's go to Texas!	
el béisbol la comida Tex – Mex el estado los frijoles la frontera la mezcla la montaña el río el rodeo encontrar montar a caballo me muero por cerca exquisito/a el arquitecto la avenida la catedral el cocido	baseball Tex – Mex food state beans border mixture mountain river rodeo to find to ride a horse I'm dying to... near / close exquisite / Delicious architect avenue cathedral chickpea stew

B. Madrid vs. Barcelona	
el edificio el garbanzo el guiso el palacio la pintura la rivalidad el sabor el trozo esperar morir pasear cuesta un ojo de la cara es pan comido	building chickpea stew palace painting rivalry flavour piece to hope / to wait for to die to stroll It costs an arm and a leg! It's a piece of cake

C. CDMX: la superurbe – CDMX: The megacity	
ser canela fina somos una y carne construir ocurrir proponer precioso/a prehispánico/a la artesanía la bandera los chapulines el lugar el mural el objeto el / la pintor(a)	to be brilliant we are like peas in a pod to build / construct to occur to propose beautiful prehispanic arts and crafts flag grasshoppers place mural object painter

D. Machu Picchu me fascinó – Machu Picchu fascinated me	
la plaza el poncho el quiosco de comida el vuelo el zoo decidir subir trabajar la altura la hacienda la infancia el micro la plantación de cacao la ruina el tamal gracioso/a refrescante rico/a planear viajar Sudamérica Los estados Unidos las vistas los viajeros el viaje las vacaciones bajar andar el camino el transporte los turistas	square (town/city) poncho streetfood stall flight zoo to decide to go up to work height ranch / estate childhood small bus cocoa plantation ruin tamale (food) funny refreshing delicious / rich to plan to travel South America USA sights travellers flight holidays to go down to walk the way / path transport tourists

Key Verbs				
Pasear To stroll	Viajar To travel	Subir To upload	Ir To go	Esperar To wait / hope for
Paseo I stroll	Viajo I travel	Subo I upload	Voy I go	Espero I wait / hope for
Paseas You stroll	Viajas You travel	Subes You upload	Vas You go	Esperas You wait/hope for
Pasea s/he strolls	Viaja s/he travels	Sube s/he uploads	Va s/he goes	Esperas s/he waits/hopes for
Paseamos We stroll	Viajamos We travel	Subimos We upload	Vamos We go	Esperamos We wait/hope for
Pasan They stroll	Viajan They travel	Suben They upload	Van They go	Esperan They wait/hope for

E. ¡Vente al Caribe! – Come to the Caribbean!	
abierto/a amable caribeño/a cualificado/a cubano/a relajado/a único/a el / la agente de viajes el analfabetismo la cadena el / la cliente la década el destino disfrutar de el origen la razón desconectar	open kind caribbean qualified cuban relaxed unique travel agent illiteracy chain customer decade destination to enjoy origin reason to switch off

F. De Colombia a Venezuela – From Colombia to Venezuela	
acompañar hacer submarinismo hacer windsurf me muero de ganas de pasar la Aventura la expedición el aguacate la arepa el coral la corrida de toros el edificio la lulada	to accompany to do / to make to do scuba diving to do windsurfing I'm dying to... to spend (time) adventure expedition avocado cornflour pancake coral bullfight building traditional colombian fruit juice bullring cable car





# Year 8 Term 6 SPANISH Knowledge organiser: Topic = ¡Vamos a Texas!



G. Translation Practice	
We are going to Barcelona next year	V a B e a q v
We went to Texas last year	F a T e a p
I saw some grasshoppers	V a c
We saw the very famous mural	V e m m f
We met in the town square	N e e l p m
There are lots of streetfood stalls in Texas	H m q d c e T
The flight to South America is very expensive	E v a S e m c
It is very tasty	E m s
He went to Cuba	F a C
I would love to go to the Carribean	M e i a C
It's important to switch off on holiday	E i d e l v
I love avocados	M e l a
I went windsurfing	H e w
The food is a mixture of flavours	L c e u m d s
The river is very long	E r e m l
We went on a boat	F e b
The arts and crafts in Cuba are amazing	L a e c e m
There are very famous painters in Cuba	H p m f e C

H. Key Questions: Answer the following in your own words. Use these model answers	
¿Qué ciudad prefieres; Barcelona o Madrid? – Which city do you prefer: Barcelona or Madrid?	Prefiero la ciudad de Barcelona porque hay mucho más cultura y la gente en Barcelona es muy diferente. Además de eso, Barcelona tiene mucha historia y mucho arte. A pesar de esto, me gustaría ir a Madrid en el futuro para visitar las galerías de arte. Hay una pintura muy famosa de Picasso que está en la galería de arte en Madrid.
¿Te gustaría ir al Caribe? – Would you like to go to the Carribean?	Me encantaría ir al Caribe en el futuro con mi familia y con mis amigos. Me parece un lugar muy bonito con la gente muy amable. Tengo muchas ganas de bañarme en el mar caribeño. Ir de vacaciones al Caribe sería un sueño hecho realidad.
¿Crees que es importante viajar? – Do you think it's important to travel?	Sí, creo que es muy importante ir de vacaciones sólo para relajar y desconectar del mundo. Aunque ir de vacaciones es muy caro a veces, creo que es esencial para la salud. Se puede hacer muchas actividades nuevas en las vacaciones.

I. Key Questions: Translate these model answers using the KO	
¿Qué ciudad prefieres; Barcelona o Madrid? – Which city do you prefer: Barcelona or Madrid?	I prefer the city of Madrid because it is much bigger than Barcelona and it has more department stores and shops. Madrid has lots of art galleries and the public transport is cheaper too. Travelling to Madrid from London is cheaper than travelling to Barcelona from London.
¿Te gustaría ir al Caribe? – Would you like to go to the Carribean?	I would love to go to the Carribean one day with my best friend. We would have a really good time. I would love to try Carribean food because it's very healthy and tasty. I would also like to take lots of selfies on the beaches in the Carribean.
¿Crees que es importante viajar? – Do you think it's important to travel?	I think it is nice to travel if you can but I don't think that it's essential. Sometimes, travelling can be very expensive so if you want to save money you should stay at home.

J. Key Grammar	
Forming the perfect tense	<p>The perfect tense is the 'have done' tense. It uses the verb 'haber' (to have – auxiliary verb) exactly as we do in English. The 6 conjugations of 'haber' are as follows:  <b>he, has, ha, hemos, habéis, han</b></p> <p>You then add the past participle of the verb. If the verb ends in –AR you add <b>–ado</b>. If the verb ends in –ER or –IR you add <b>–ido</b>.</p> <p><i>E.g. The past participle of the verb 'jugar' (to play) would be jugado (played)</i>  <i>E.g. the past participle of the verb 'comer' (to eat) would be comido (eaten)</i>  <i>E.g. He viajado a Francia = I have travelled to France</i>  <i>E.g. Has viajado a Grecia = You have travelled to Greece</i>  <i>E.g. ¿Has viajado a Grecia? = Have you travelled to Greece?</i></p>
Forming the imperfect tense	<p>The imperfect tense is the 'used to' tense. Used for descriptions / setting the scene in the past / no specific start or end time. The conjugations are as follows: if the verb ends in –AR: <b>–aba, –abas, –aba, –abamos, –abáis, –aban</b>. If the verb ends in –ER/ –IR: <b>–ía, –ías, –ía, –íamos, –íais, –ían</b> e.g. <i>Cuando hablaba con ella = When I used to speak to her...</i></p>



## Year 8 Art Term 5: Topic : Inner Self



### What we are learning this term:

- A. Research and Key Words
- B. Drawing
- C. Mind Mapping
- D. Designing
- E. Making
- F. Decorating

### B. What equipment do you need to complete a successful grid method?

1. Sharp pencil
2. Ruler
3. Image you are drawing and plain paper.

### C. Similarities and differences between Eva Funderberg and Anya Stasenko (Images on top banner)

#### Similarities:

- 1. Both made from ceramic
- 2. Both outcomes explore emotions
- 3. Both made using the pinch pot technique

#### Differences

- 1. Anya hopes to make people smile with her work
- 2. Eva tried to portray a dark emotion
- 3. Eva creates her objects based on what humans feel on the inside.

A.	Key word for this term?
Key word	Key definition
1. Sculpture	A 3D artwork
2. Materials	What an artwork is made from
3. Formal Elements	The building blocks for Art
4. Mental Health	Psychological and emotions wellbeing
5. Ceramic	Objects made from clay and the fired in a kiln.
6. Artist study	Drawing a piece of artist work
7. Tone	Lightness and darkness within art.
8. Pinch Pot	Creating a small vessel with clay- like a small pot.

### E. Step by step to making a pinch pot and then score and slip:

1. Roll the clay in your hands, you are wanting to warm and smooth it through.
2. Next, with your thumb, press lightly to make an indentation.
3. Continue this process until the indentation become a small hole.
4. Be careful to not make the edges too thin. You want to have a sturdy bottom and strong edges.
5. To make the score and slip effective, take a clay tool. Carve into the top of the edges you would like to join together with the tool.
6. Next, add slip. Slip is like clay glue. It is watery paste clay.
7. Add the slip and join edges together, making sure to smooth any bumps or holes. This might prevent a good seal.
8. You have now, successfully created a pinch pot with score and slip.

### Images of tools.



### D. Mind Mapping for Inner Self

Use the space below to design and create your own mind map for Inner Self.

**Goals**

- Get amazing GCSE grades
- Bungie jump

**Strengths**

- Kind
- Sporty
- Ambitious
- Funny

## Inner Self

**Emotions**

- Happy
- Cheerful

**Weakness**

- Face my fear of heights

Use the images below to help with step by step to making a pinch pot



### D. Tools needed for working with clay:

1	Clay
2	Wooden board
3	Rolling pin
4	Slats
5	Clay tools
6	Plastic bags
7	Sponges or wipes
8	Spray water



## Year 8 Art Term 5: Topic : Inner Self



What we are learning this term:	
A.	Research and Key Words
B.	Drawing
C.	Mind Mapping
D.	Designing
E.	Making
F.	Decorating

A.	Key word for this term?
Key word	Key definition
1. Sculpture	
2. Materials	
3. Formal Elements	
4. Mental Health	
5. Ceramic	
6. Artist study	
7. Tone	
8. Pinch Pot	

D.	Mind Mapping for Inner Self
Use the space below to design and create your own mind map for Inner Self.	

B.	What equipment do you need to complete a successful grid method?								
1.									
2.									
3.									
C.	Similarities and differences between Eva Funderberg and Anya Stasenko (Images on top banner)								
<table border="1" style="width: 100%;"> <thead> <tr> <th>Similarities:</th> <th>Differences:</th> </tr> </thead> <tbody> <tr> <td>• .</td> <td>• .</td> </tr> <tr> <td>• .</td> <td>• .</td> </tr> <tr> <td>• .</td> <td>• .</td> </tr> </tbody> </table>		Similarities:	Differences:	• .	• .	• .	• .	• .	• .
Similarities:	Differences:								
• .	• .								
• .	• .								
• .	• .								

E.	Step by step to making a pinch pot and then score and slip:
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	

### Images of tools.

Use the images below to help with step by step to making a pinch pot

D.	Tools needed for working with clay:
1	
2	
3	
4	
5	
6	
7	
8	



## Year 8 PRODUCT DESIGN Term 5 Knowledge Organiser



What we are learning this term:

**A. Workshop Tools    B. Materials    C. CAD    D. CAM    E. Memphis 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. CAD

**Computer-aided design (CAD)** is the process of using **computer software** to create 2D or 3D designs.

Advantages of CAD	Disadvantages of CAD
Designs can be <b>created, saved</b> and <b>edited</b> quickly, saving time	CAD takes a <b>long time to learn</b>
Designs or parts of design can be easily viewed from <b>different angles, copied</b> or <b>repeated</b>	Software can be <b>very expensive</b>
CAD is <b>very accurate</b>	CAD files can become <b>corrupted</b> or <b>lost</b>

### D. CAM

By using **computer aided manufacture (CAM)**, designs can be sent to **CAM machines** such as **laser cutters** and **3D printers**

Advantages of CAM	Disadvantages of CAM
<b>Quick</b> – Speed of production can be <b>increased</b>	CAM takes a <b>long time to learn</b>
<b>Consistency</b> – All parts manufactured are all the <b>same</b>	High initial cost can be <b>very expensive</b>
<b>CAM is very accurate</b>	Production <b>stoppage</b> – If the machines break down, the production will <b>stop</b>

### E. Memphis Design Movement

The **Memphis Design** movement was a collection of designers and artists that wanted to create something to break the rules of **traditional design** and still function in the sense of traditional design.

The idea was for the products to be **bright, colourful, playful**.



#### Key Designer

Ettore  
Sottsass



#### Key Features:

Crazy patterns;  
animal print,  
geometric,  
pinstripes.  
Strange shapes  
thrown together.

#### Contrast!

#### Colours:

Bright, bold,  
Contrasting primary  
and secondary  
colours. Black  
patterns.

#### Line Styles:

Very geometric;  
rectangles, triangles,  
squares, circles and  
arcs.



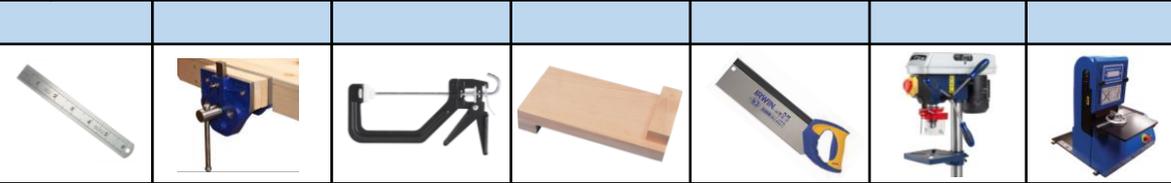
# Year 8 PRODUCT DESIGN Term 5 Knowledge Organiser



What we are learning this term:

A. Workshop Tools    B. Materials    C. CAD    D. CAM    E. Memphis Design Movement

## A. Workshop Tools



## B. Materials

Timbers come from trees



Scots pine  
Softwoods

Manufactured Boards come from wood pulp



Plywood  
  
Manufactured Boards

Polymers come from crude oil



Acrylic –  
  
Polymers

## C. CAD

Advantages of CAD

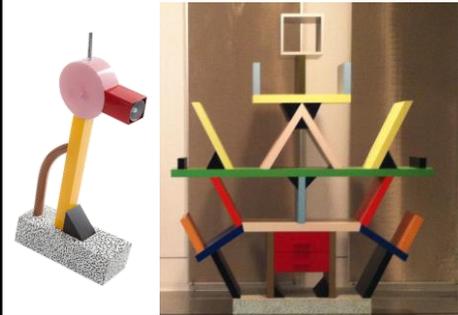
Disadvantages of CAD

## D. CAM

Advantages of CAM

Disadvantages of CAM

## E. Memphis Design Movement



Key Designer



Key Features:

Colours:

Line Styles:

**Year 8 Term 6: Topic = Planning a Healthy Meal**

**What we are learning this term:**

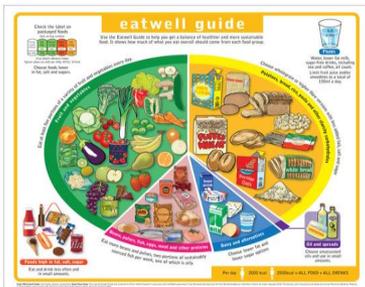
- A. Health, safety and hygiene in the kitchen
- B. The Eatwell guide and nutrients
- C. Design Ideas
- D. Weighing
- E. Practical skills
- F. Evaluation Work

**6 Key Words for this term**

- 1 Hygiene
- 2 Health
- 3 Food Poisoning
- 4 Balanced
- 5 Nutritional
- 6 Target Market

**A. What are the three macronutrients in the diet?**

Carbohydrates	Foods that are eaten to give the body energy
Protein	Food that are eaten to build and repair muscles and cells
Fats	Food that are eaten to protect your vital organs and insulate your body.



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

- 1 to avoid obesity
- 2 it can be less expensive
- 3 to keep a healthy heart
- 4 to keep your body fit
- 5 it can make a positive impact on your family



**A. What is cross contamination and how can it be prevented?**

Cross contamination happens when you use the wrong chopping board or equipment to prepare food which can therefore result in food poisoning.

**B. What is the image on the left showing and how is it used?**

In the photo you can see a food temperature probe. You use it to check that food is cooked. First you need to make sure that the probe is clean, then you insert it into the thickest part of the food and then check the temperature. If the food is cooked it can be served, if the food is not the correct temperature it needs to be cooked for longer.

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

Rule

- 1 to get rid of bacteria on the food
- 2 to make the food taste better
- 3 to make food chewable
- 4 to ensure that food is not raw
- 5 to add colour to the food

Why it is important

- 1 to stop food poisoning
- 2 to make the food more appealing
- 3 it could be raw or a choking hazard
- 4 to stop food poisoning
- 5 to make it look more appetising or change its use

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





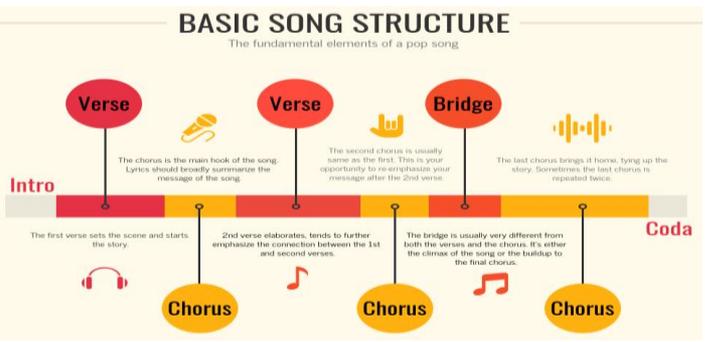
**What we are learning this term:**

- A. Basic Song Structure
- B. How to write a perfect Evaluation
- C. Playing the Keyboard / Chords
- D. What are the musical elements?
- E. What are the music symbols – Note Values
- F. Keywords
- G. How to read music – treble clef and bass clef

**6 Key Words for this term**

- 1 Instrumental Break
- 2 Song Structure
- 3 Verse
- 4 Chorus
- 5 Bridge/Middle 8
- 6 Outro/Coda

**A Basic Song Structure – POP songs**



**B How to write a perfect Evaluation?**

1	Write a full sentence explaining what your musical performance or music composition was about
2	Explain what you were trying to communicate to an audience and how you did it
3	Pick out at least two moments that worked really well, using specific examples and say what you did that made them successful
4	Pick out one moment that you could make better. Explain why it needed improving and how you would make it better if you did your performance again
5	Sum up your evaluation and discuss one thin that you will take forward into your next work

**C Playing the Keyboard / Chords**

**LEFT HAND**      **RIGHT HAND**

Chords shown: C, G, Am, F

**D What are the musical elements?**

Timbre	Sound quality
Pitch	High or low sounds
Texture	How many sounds
Tempo	Fast or slow
Duration	Long or short
Structure	The musical plan
Dynamics	Loud or quiet
Silence	No sound / rests in the music
Attack/Decay	How notes start and stop

**E What are the music symbols?**

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

**F Keywords**

<b>Instrumental Break</b>	An <b>instrument section</b> during a song – no singing
<b>Lyrics</b>	The <b>words</b> of a song
<b>Song Structure</b>	The <b>different sections</b> of a song
<b>Verse</b>	A section of a song <b>telling the story</b> , followed by a chorus
<b>Chorus</b>	Repeated idea within a song, lyrics and music usually remain the same
<b>Bridge/Middle 8</b>	Passage of music that <b>contrasts the verse and chorus</b>
<b>Outro/Coda</b>	Passage of music that <b>brings the song to an end</b>
<b>Album</b>	A <b>collection</b> of audio recordings
<b>Arrangement</b>	A <b>rework of a musical composition</b> so that it can be played by different combinations of instruments
<b>Genre</b>	a <b>style or category</b> of art, music, or literature
<b>Cover Song</b>	A performance of a song by <b>someone other</b> than the original artist/band

**G How to read music – treble clef and Bass Clef**

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

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



What we are learning this term:	
A.	Basic Song Structure
B.	How to write a perfect Evaluation
C.	Playing the Keyboard / Chords
D.	What are the musical elements?
E.	What are the music symbols – Note Values
F.	Keywords
G.	How to read music – treble clef and bass clef

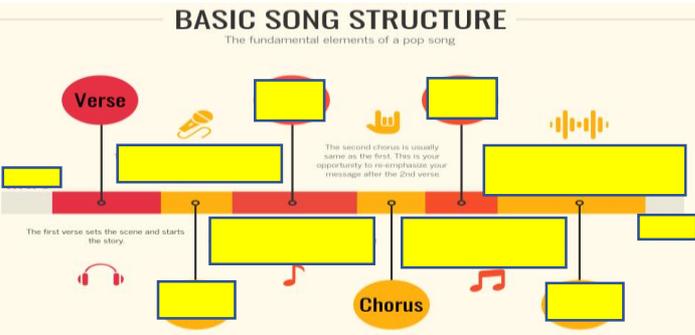
6 Key Words for this term	
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2	<input type="text"/>
3	<input type="text"/>

C	Playing the Keyboard / Chords
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F	Keywords
Instrumental Break	
Lyrics	
Song Structure	
Verse	
Chorus	
Bridge/Middle 8	
Outro/Coda	
Album	
Arrangement	
Genre	
Cover Song	

A	Basic Song Structure – POP songs
---	----------------------------------

D	What are the musical elements?
	Sound quality
	High or low sounds
	How many sounds
	Fast or slow
	Long or short
	The musical plan
	Loud or quiet
	No sound / rests in the music
	How notes start and stop



B	How to write a perfect Evaluation?
1	<input type="text"/>
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E	What are the music symbols?						
Note	Name	Beats	Rest	Note	Name	Beats	Rest
					Dotted Semibreve, Dotted Whole Note		
		2 beats			Dotted Minim, Dotted Half Note		
					Dotted Crotchet, Dotted Quarter Note		
					Dotted Quaver, Dotted Eighth Note		

G	How to read music – treble clef and Bass Clef
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TREBLE LINES: E G B D F      TREBLE SPACES: F A C E

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



# Year 8 Shakespeare

## What we are learning this term:

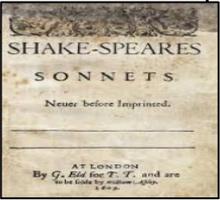
- A. How to speak using iambic pentameter.
- B. The difference between a tragedy and a comedy.
- C. How to perform a Shakespeare play using Elizabethan style performance techniques.

## Top Ten Facts:

1	Shakespeare's three children were called Susanna, Hamnet and Judith.
2	In total, Shakespeare wrote 154 sonnets and around 40 plays.
3	He was sometimes called 'The Bard of Avon.' A bard is another word for a poet.
4	The Globe Theatre was shaped like an octagon, with eight sides.
5	Not many people could read at the time, so Shakespeare hung up coloured flags to let people know the type of play to be performed.
6	Shakespeare's first play was called Henry VI.
7	Another theatre that Shakespeare's plays were performed in was Blackfriars Theatre.
8	Some of Shakespeare's phrases that are still used today include 'wild goose chase', 'green-eyed monster', and neither here nor there.'
9	A Midsummer Night's Dream is Shakespeare's most performed play.
10	Some believe that Shakespeare never existed, and was a different writer using a pen name.



C.	
The Globe	Shakespeare's theatre, originally built of wood until the fire on London when it was burnt down and then re-built.
iambic pentameter	A rhythm structure, used most commonly in poetry, that combines unstressed syllables and stressed syllables in groups of five.
Tragedy	A play dealing with tragic events and having an unhappy ending, especially one concerning the downfall of the main character:
Comedy	Are generally identifiable as plays full of fun, irony and dazzling wordplay.
Lord Chamberlain's Men	The UK's first all male theatre company – with direct links to the history of William Shakespeare – presenting Shakespeare's work as he first saw it; all male, in the open air and with Elizabethan costume, music and dance.
Sonnet	A 14 line poem.
Rhyming Couplet	A rhyming couplet is made up of two lines of verse which rhyme with one another. The two lines of a rhyming couplet usually come together to form one complete thought or idea.
Bard	A professional storyteller.
Antagonist	The villain of a play. Shakespeare's villains include: Lay Macbeth and Richard III.



### The History of:

**William Shakespeare (1564-1616)** was a British **playwright and poet** (he wrote plays and poems). He is often considered to be the most **talented writer** of all time. His plays and poems are still studied and performed 400 years later. Shakespeare lived in the **16<sup>th</sup> and 17<sup>th</sup> centuries**, throughout the reigns of Queen Elizabeth I and King James I. They are both known to have watched his plays. Some of his most famous plays include **Romeo and Juliet, Macbeth, Hamlet and Much Ado About Nothing.**

## William Shakespeare Timeline

1564: Shakespeare is born in Stratford-upon-Avon	1582: Shakespeare married Anne Hathaway.	1592: The earliest records of Shakespeare in London.	1593: Shakespeare's first poems were published.	1594: Shakespeare's first plays were performed by Lord Chamberlain's men.	1594: Shakespeare's first plays were performed by Lord Chamberlain's men.	1611: He retired back to Stratford-upon-Avon.	1616: William Shakespeare died.
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# Year 8 Shakespeare

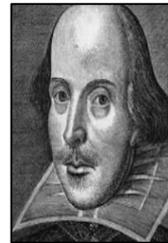


## What we are learning this term:

- A. How to speak using iambic pentameter.
- B. The difference between a tragedy and a comedy.
- C. How to perform a Shakespeare play using Elizabethan style performance techniques.

## Top Ten Facts:

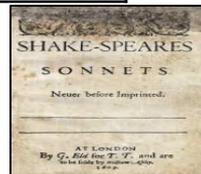
1	Shakespeare's three children were called S.....H.....and J.....
2	In total, Shakespeare wrote 154 sonnets and around .... plays.
3	He was sometimes called 'The Bard of Avon.' A bard is another word for a poet.
4	The Globe Theatre was shaped like an ....., with eight sides.
5	Not many people could read at the time, so Shakespeare hung up coloured flags to let people know the type of play to be performed.
6	Shakespeare's first play was called .....
7	
8	Some of Shakespeare's phrases that are still used today include 'wild goose chase', 'green-eyed monster', and neither here nor there.'
9	
10	Some believe that Shakespeare never existed, and was a different writer using a pen name.



C.	
	Shakespeare's theatre, originally built of wood until the fire on London when it was burnt down and then re-built.
	A rhythm structure, used most commonly in poetry, that combines unstressed syllables and stressed syllables in groups of five.
	A play dealing with tragic events and having an unhappy ending, especially one concerning the downfall of the main character:
	Are generally identifiable as plays full of fun, irony and dazzling wordplay.
	The UK's first all male theatre company – with direct links to the history of William Shakespeare – presenting Shakespeare's work as he first saw it; all male, in the open air and with Elizabethan costume, music and dance.
	A 14 line poem.
	A rhyming couplet is made up of two lines of verse which rhyme with one another. The two lines of a rhyming couplet usually come together to form one complete thought or idea.
	A professional storyteller.
	The villain of a play. Shakespeare's villains include: Lay Macbeth and Richard III.

## The History of:

.....(1564-1616) was a British .....(he wrote plays and poems).He is often considered to be the most .....of all time. His plays and poems are still studied and performed 400 years later. Shakespeare lived in the **16<sup>th</sup> and 17<sup>th</sup> centuries**, throughout the reigns of Queen Elizabeth I and King James I. They are both known to have watched his plays. Some of his most famous plays include



## William Shakespeare Timeline

1564: Shakespeare is born in Stratford-upon-Avon

1592: The earliest records of Shakespeare in London.

1593: Shakespeare's first poems were published.

1594: Shakespeare's first plays were performed by Lord Chamberlain's men.

1616: William Shakespeare died.

# SWINDON ACADEMY READING CANON

## Year 7



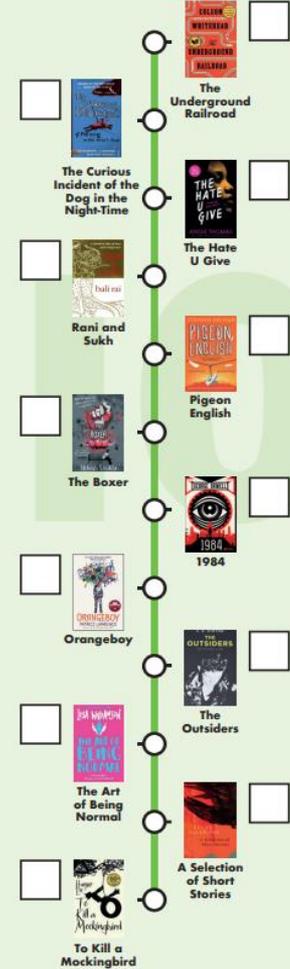
## Year 8



## Year 9



## Year 10



#ReadingisPower