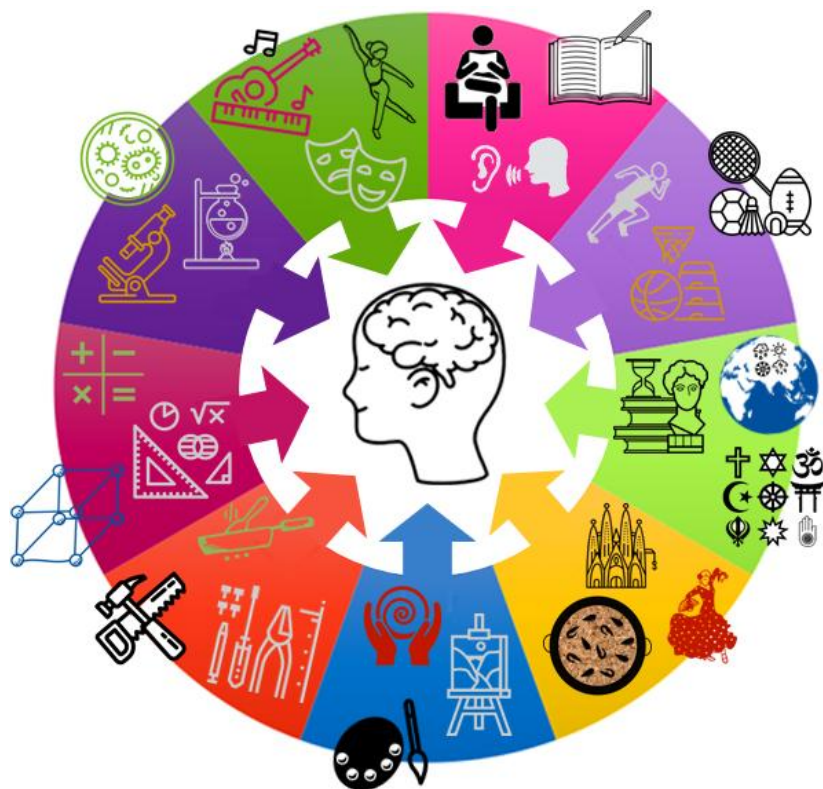


# 100% book - Year 8 Booster

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

## Term 1



### Swindon Academy 2025-26

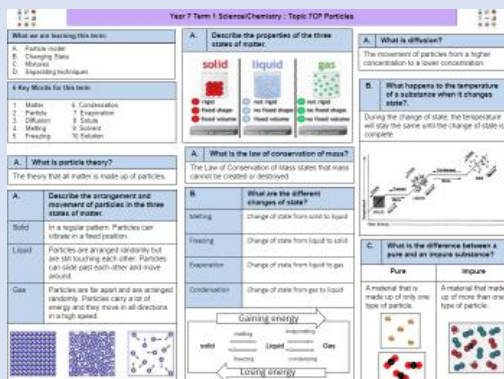
Name:	
Tutor Group:	
Tutor & Room:	

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

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

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

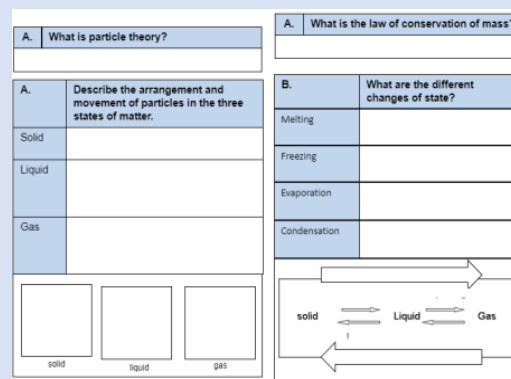
## Knowledge Organisers



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

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

## Quizzable Knowledge Organisers



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

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

### 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. At the top, there's a navigation bar with 'Home', 'Me', 'Community', 'Rewards', and 'Downloads'. Below it is a 'Planner' section showing dates from 10th May to 14th May 2020. The main area displays a grid of knowledge organisers categorized by subject: Science, History, and English. Each category has a list of topics and their corresponding knowledge organisers.

## 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'. The 'Solid' section is highlighted, and there are diagrams showing particle arrangements in solid, liquid, and gas states. Handwritten notes include '29th May 2020' and '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 full definition of particle theory and the states of matter. The date '29th May 2020' is written at the top. The title 'Properties of the states of matter' is underlined. The notes define particle theory as 'all matter is made of particles'. They then define the three states of matter: 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 handwritten notes in the prep book show the definition of solid repeated three times. The definition is 'Solid = regular pattern particles vibrate in fixed position'. This is written three times in the notes.

## 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'. The 'Solid' section is highlighted, and there are diagrams showing particle arrangements in solid, liquid, and gas states. Handwritten answers include 'Self quizzing', 'Arrangement/movement of matter', 'Solid = regular pattern particles vibrate in fixed position', 'Liquid = particles are arranged randomly but are still touching each other', and 'Gas = particles are far apart and are arranged randomly, particles carry a lot of energy'.

## 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 definition of particle theory and the states of matter, with corrections. The date '29th May 2020' is written at the top. The title 'Properties of the states of matter' is underlined. The notes define particle theory as 'all matter is made of particles'. They then define the three states of matter: 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). The notes are corrected from the previous step.

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

'Animal Farm': Knowledge Organiser		The seven commandments		Key words	
Chapter breakdown		1	Whatever goes upon two legs is an enemy.	<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.  <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.  <b>rebellion</b> – A rebellion is a situation in which people fight against those who are in charge of them.  <b>harvest</b> – The time when crops are cut and collected from fields.  <b>corrupt</b> – When people use their power in a dishonest way order to make life better for themselves.  <b>propaganda</b> – Information that is meant to make people think a certain way. The information may not be true.  <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.  <b>treacherous</b> – If you betray someone who trusts you, you could be described as <b>treacherous</b> .	
2	The animals rebel and overthrow Jones. The commandments are written.	2	Whatever goes upon four legs, or has wings, is a friend.		
3	The animals' first harvest is a success. The pigs keep the milk and apples to themselves.	3	No animal shall wear clothes.		
4	The Battle of the Cowshed: Jones attempts to reclaim the farm.	4	No animal shall sleep in a bed.		
5	Snowball and Napoleon debate the windmill. Napoleon uses dogs to chase Snowball from the farm. Napoleon makes himself leader.	5	No animal shall drink alcohol.		
6	Work begins on the windmill. The pigs move into the farmhouse. Winds destroy the windmill.	6	No animal shall kill any other animal.		
7	Work on the windmill starts again. Napoleon demands eggs from the hens. Napoleon slaughters animals at the show trials.	7	All animals are equal.		
		Characters			
		<b>Napoleon</b> 'a large, rather fierce-looking Berkshire boar, the only Berkshire on the farm, not much of a talker, but with a reputation for getting his own way.'			
		<b>Snowball</b> 'a more vivacious pig than Napoleon, quicker in speech and more inventive, but was not considered to have the same depth of character.'			
		<b>Squealer</b> 'with very round cheeks, twinkling eyes, quick movements, and a shrill voice. He was a brilliant talker, and when he was arguing some difficult point he had a way of skipping from side to side and whisking his tail which was somehow very persuasive. The others said of Squealer that he could turn black into white.'			
		<b>Boxer</b> 'an enormous beast, nearly eighteen hands high, and as strong as any two ordinary horses put together... in fact he was not of first-rate intelligence, but he was universally respected for his steadiness of character and tremendous powers of work.'			
		Biographical information			
		1	'Animal Farm' was written in 1945.		
		2	It was written by George Orwell.		
		3	Orwell was born in 1903.		
		4	'Animal Farm' was influenced by the events of World War II.		
		5	Orwell wanted to write about the cruel leaders of Europe during World War II.		
		6	'Animal Farm' is an allegory for the events of the Russian Revolution.		

'Animal Farm': Knowledge Organiser		The seven commandments		Key words
Chapter breakdown		1	Whatever goes upon ____ legs is an ____.	<b>allegory</b> – A story with ____ meanings. It has a ____ meaning, which is what actually happens in the story. But it also has a ____ meaning. The deeper meaning is often a _____. It teaches you a lesson about life.
2	The animals ____ and overthrow Jones. The ____ are written.	2	Whatever goes upon ____ legs, or has wings, is a _____.	
3	The animals' first harvest is a success. The pigs keep the ____ and ____ to themselves.	3	No animal shall wear _____.	
4	The Battle of the ____: Jones attempts to reclaim the farm.	4	No animal shall sleep in a _____.	
5	Snowball and Napoleon debate the _____. Napoleon uses _____ to chase Snowball from the farm. Napoleon makes himself _____.	5	No animal shall drink _____.	
6	Work begins on the _____. The pigs move into the _____. _____ destroy the windmill.	6	No animal shall _____ any other animal.	
7	Work on the _____ starts again. Napoleon demands _____ from the hens. Napoleon _____ animals at the show trials.	7	All animals are _____.	
8	Napoleon betrays Mr. Pilkington and sells timber to Mr. Frederick. Frederick pays with _____ money. Frederick attacks the farm. The animals suffer losses in the Battle of the _____. The windmill is _____.	Characters		<b>tyrant</b> – Someone who has total _____ and uses it in a _____ and _____ way. A <b>tyranny</b> is a situation in which a _____ or government has too much _____ and uses that power in a cruel and unfair way.
9	Boxer is sold to the _____ yard.	Napoleon		<b>rebellion</b> – A rebellion is a situation in which people _____ against those who are in _____ of them.
10	The pigs are leaders on the farm. They start walking on _____ legs and carrying _____. There is _____ between the pigs and the humans they sought to overthrow at the start of the novel.	Snowball		<b>harvest</b> – The time when crops are _____ and _____ from fields.
		Squealer		<b>corrupt</b> – When people use their _____ in a dishonest way order to make life _____ for _____.
		Boxer		<b>propaganda</b> – _____ that is meant to make people _____ a certain way. The information may _____ be _____.
				<b>cult of personality</b> – A cult of personality is where a leader convinces people to _____ him or her, and treat them like a _____.
				<b>treacherous</b> – If you betray someone who trusts you, you could be described as <b>treacherous</b> .
				Biographical information
		1	'Animal Farm' was written in _____.	
		2	It was written by George _____.	
		3	Orwell was born in _____.	
		4	'Animal Farm' was influenced by the events of _____.	
		5	Orwell wanted to write about the _____ of Europe during World War II.	
		6	'Animal Farm' is an _____ for the events of the _____.	





### What we are learning this term:

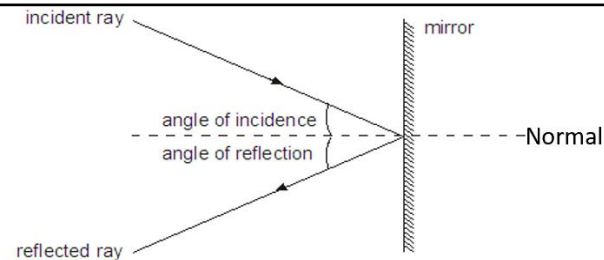
- Light and materials
- Ray model
- Colour
- Weight and mass
- Astronomical structures and distances
- Days, years and seasons

### 6 Key Words for this term

- Vacuum
- Refraction
- Absorption
- Transmission
- Wavelength
- Reflection

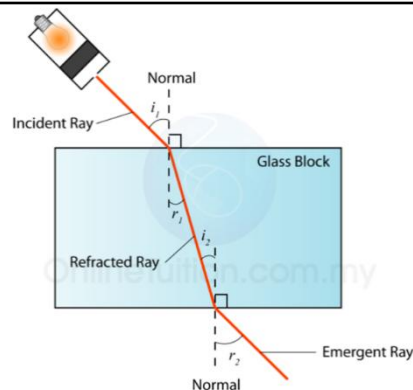
### B. What is reflection?

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



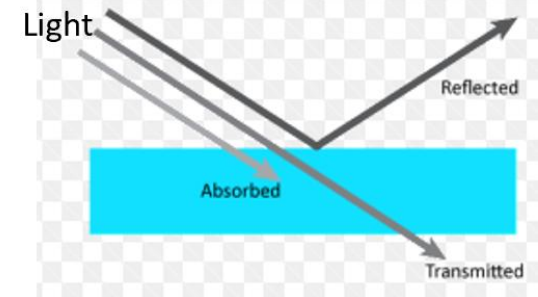
### B. What is refraction?

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



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

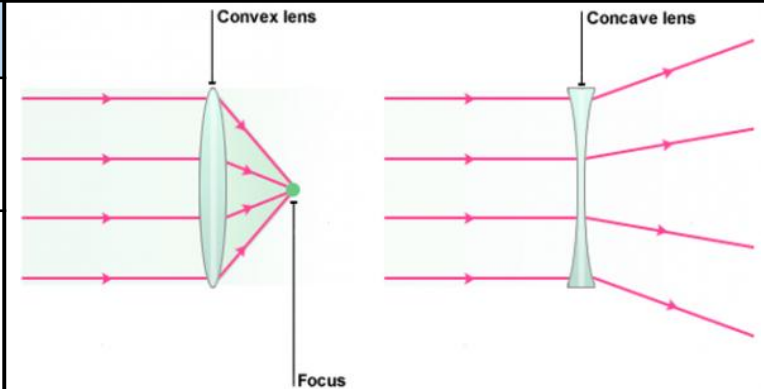
Light is <b>transmitted</b>	it passes straight through
Light is <b>absorbed</b>	it does not pass through
Light is <b>reflected</b>	light bounces off the surface of the material



### B. What are the two types of lenses?

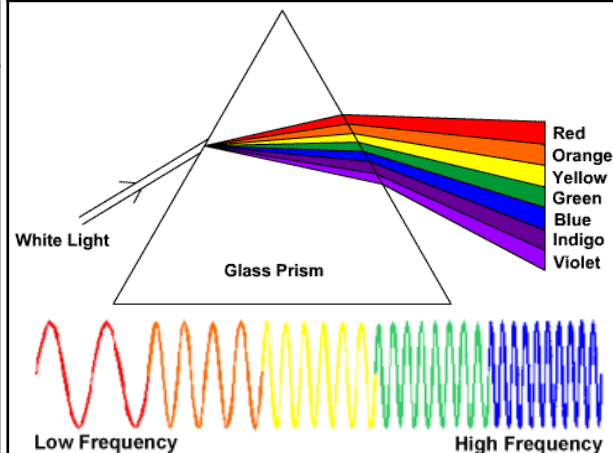
**Convex** lens – light rays are refracted then **converge** (meet up).

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

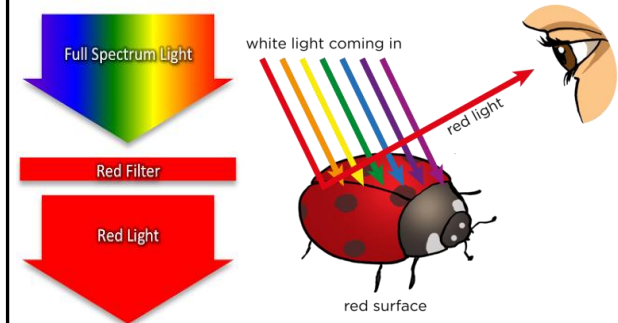


### C. What is light dispersion?

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



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

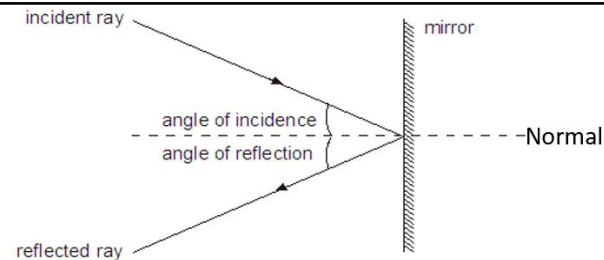
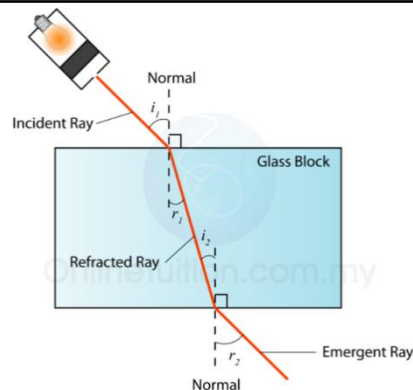


**What we are learning this term:**

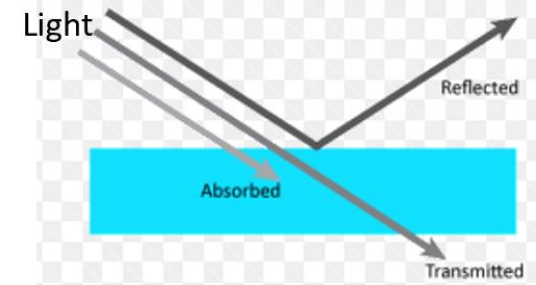
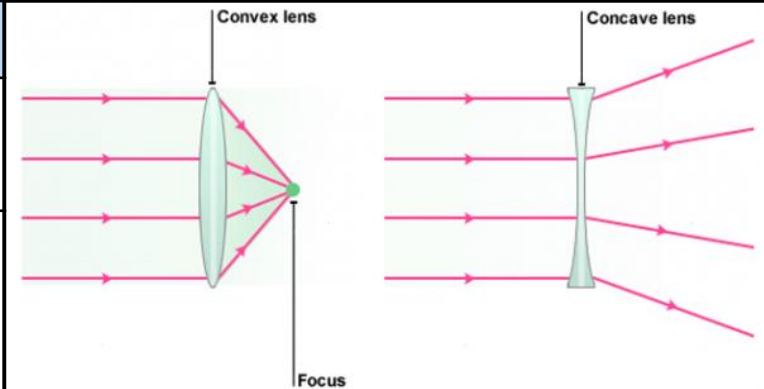
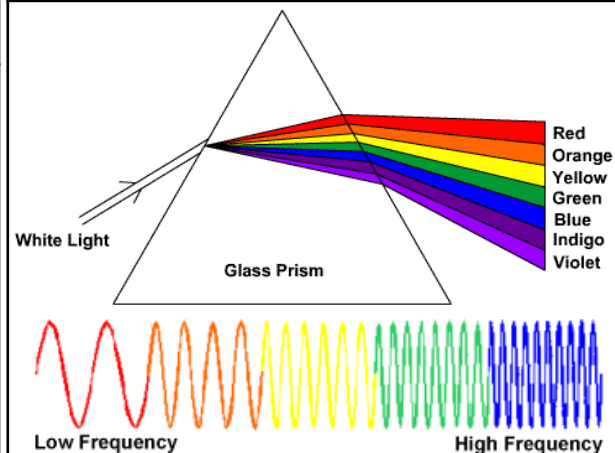
- A. Light and materials
- B. Ray model
- C. Colour
- D. Weight and mass
- E. Astronomical structures and distances
- F. Days, years and seasons

**6 Key Words for this term**

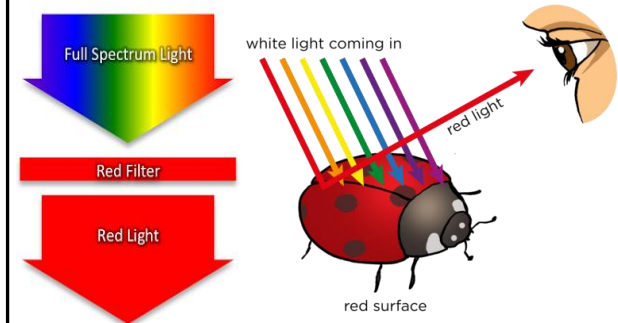
- |    |    |
|----|----|
| 1. | 4. |
| 2. | 5. |
| 3. | 6. |

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

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

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

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



**D. What is mass?**

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

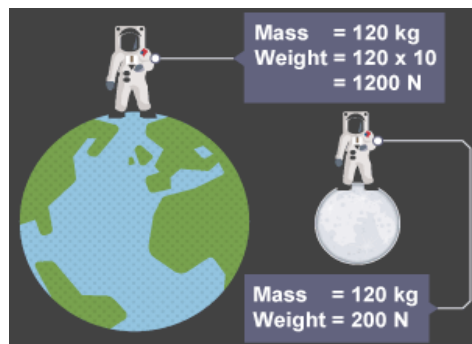
**D. What is weight?**

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

**D. What is gravitational field strength?**

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

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



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

**D. What is the equation for gravitational field strength?**

$$W = m g$$

W = weight (Newtons, N)

m = mass (kilograms, kg)

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

**F. What is the axis?**

The imaginary line in the Earth between North and South pole

**F. What is a day?**

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

**F. What is a year?**

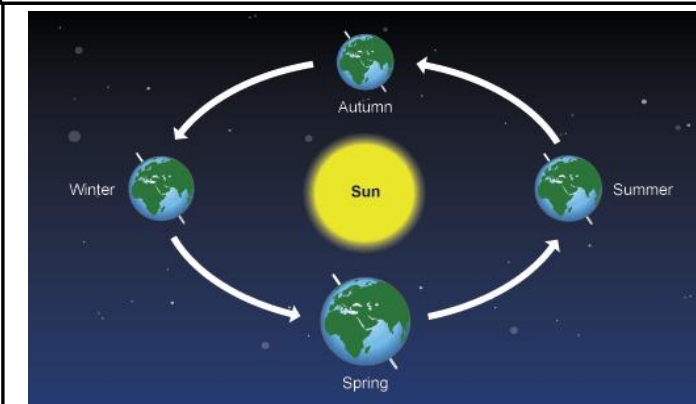
The time taken for a planet to completely orbit the Sun. It takes Earth 365.25 days.

**F. What causes the seasons?**

The tilt of the earth's axis.

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

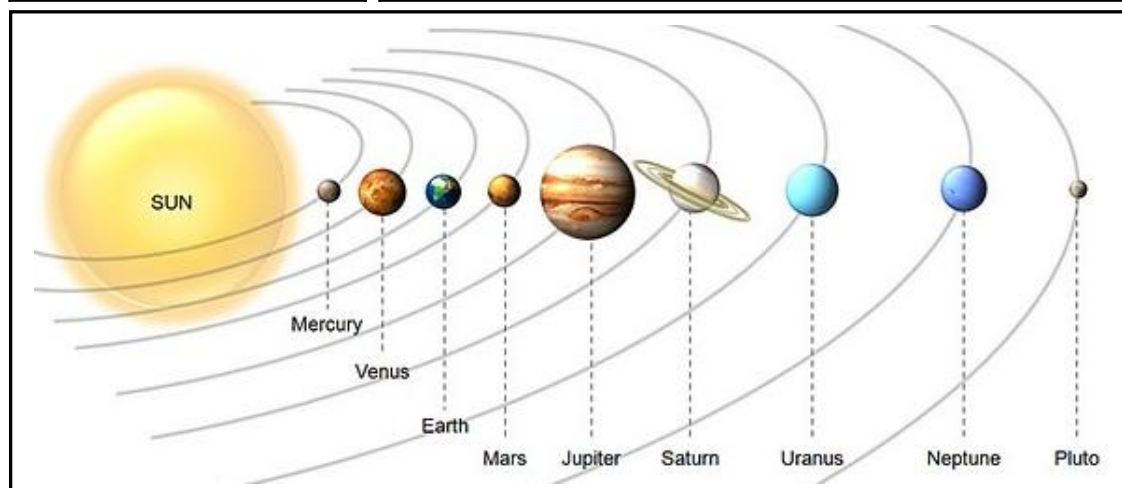
When the northern hemisphere is tilted **away** from the sun we get **winter** in the UK

**E. What is a lightyear?**

The distance travelled by light in one year.

**E. Order these from largest to smallest**

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







D. What is mass?

D. What is weight?

D. What is gravitational field strength?

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

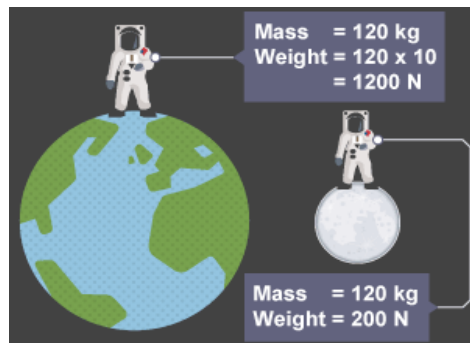
D. What is the equation for gravitational field strength?

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

F. What is the axis?

F. What is a day?

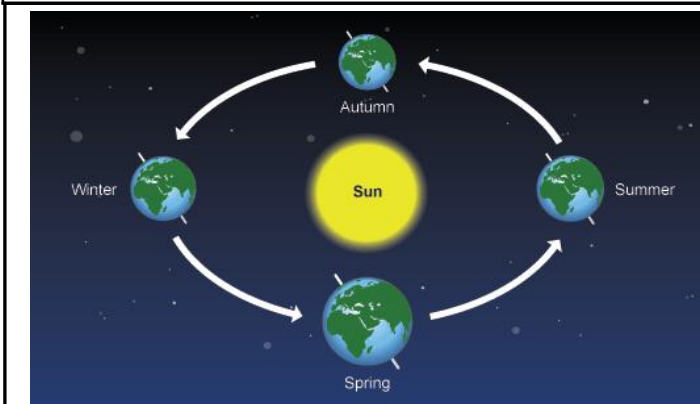
F. What is a year?



Planet	Weight of the 50 kg crate
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Jupiter	1245 N
Saturn	520 N
Uranus	520 N
Neptune	690 N
Pluto	14.5 N

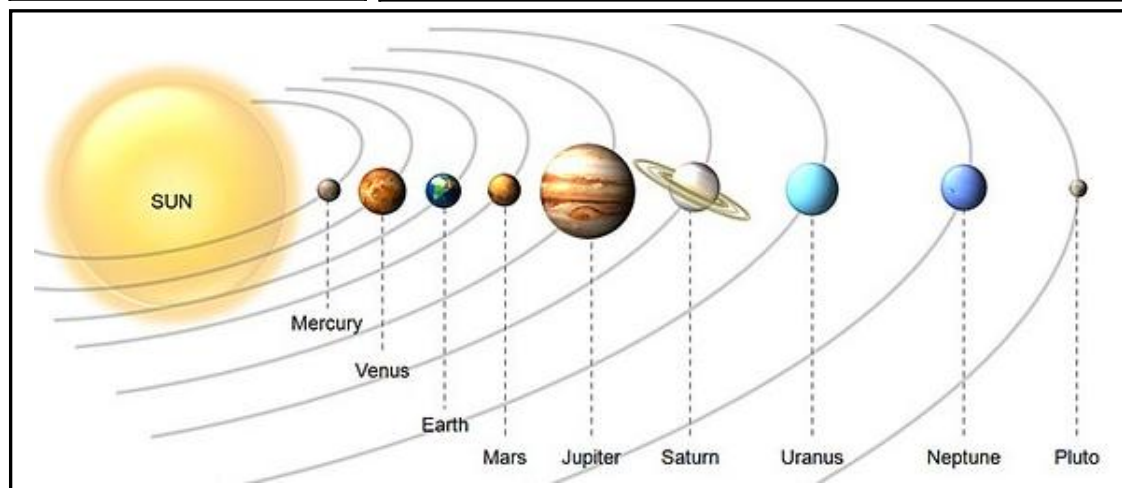
F. What causes the seasons?

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



E. What is a lightyear?

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





### What we are learning this term:

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

### 5 Key Words for this term

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

### A. What is an atom made up?

Proton

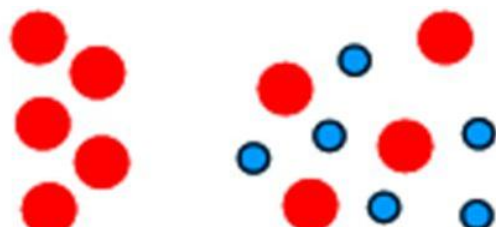
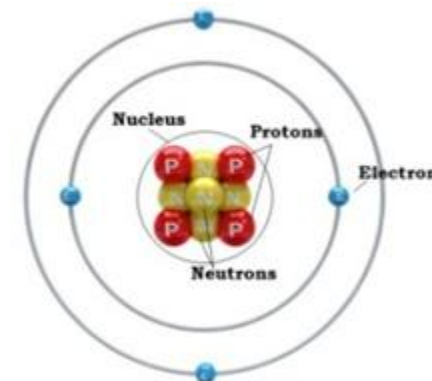
in the nucleus and have a positive charge.

Neutron

in the nucleus and have no charge.

Electron

in the shells and have a negative charge.



element

mixture



element

compound

### A. What is an atom?

What all matter is made up off.

### A. What is an element?

A substance that contains only one type of atom.

### A. What is a compound?

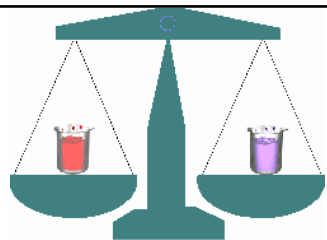
A substance that contains 2 or more elements that are chemically bonded together.

### A. What is a mixture?

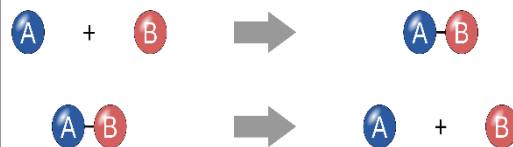
A substance that contains 2 or more types of atom that are not chemically bonded together.

### B. What is the conservation of mass?

The total starting mass must equal the total final mass.



Reactants → Products



**What we are learning this term:**

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

**5 Key Words for this term**

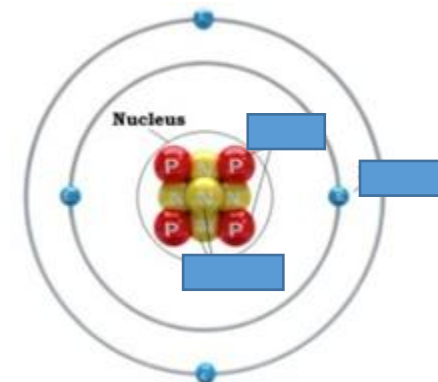
- |    |    |
|----|----|
| 1. | 4. |
| 2. | 5. |
| 3. |    |

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

in the nucleus and have a positive charge.

in the nucleus and have no charge.

in the shells and have a negative charge.

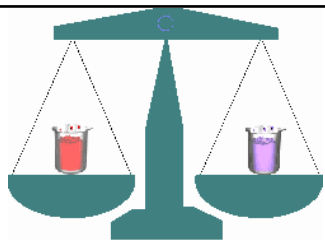
**A. What is an atom?****A. What is an element?****A. What is a compound?****A. What is a mixture?**

element

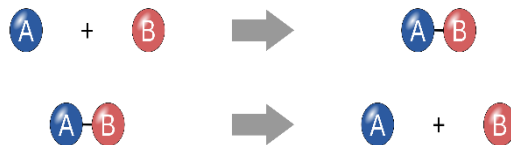
mixture

element

compound


**B. What is the conservation of mass?**

Reactants → Products





## Non-metals



23

Na

11



## 8.01: Population



### Population distribution

### Population structure

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

1	<b>population structure</b>	(n) The number/ proportion of people in each age range, for each gender.
2	<b>population pyramid</b>	(n) a graphical representation of a country's population structure, showing the distribution of different age groups and sexes.
3	<b>working age population</b>	(n) The group of people typically aged 15 to 64 who are considered old enough to work and support the economy.
4	<b>young dependents</b>	(n) Children and young people aged 0 to 14 who are usually not working and depend on others for care and support.
5	<b>elderly dependents</b>	(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	<b>birth rate</b>	(n) the number of live births per 1,000 people in a population per year.
2	<b>death rate</b>	(n) the number of deaths per 1,000 people in a population per year.
3	<b>natural increase</b>	(n) the difference between the birth rate and death rate.
4	<b>population explosion</b>	(n) the rapid increase in the world's population since the 1950s.
5	<b>overpopulation</b>	(n) when the number of people in a region exceeds the capacity of that region's resources to support them.

### Managing population

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

## Managing population

1	ageing population
2	youthful population

## 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

## 8.01: Population



### Factors influencing population distribution

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

### Factors affecting birth and death rate

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

### Population structure and development

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

### Ageing population

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

### Youthful population

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

### Factors affecting migration

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

# 8.01: Population



## Factors influencing population distribution

1 physical

2 human

## Factors affecting birth and death rate

1 Birth rate

2 Death rate

3 both

## Population structure and development

1 developing countries

2 developed countries

## Ageing population

1 Advantages

2 Disadvantages

3 Management strategies

## Youthful population

1 Advantages

2 Disadvantages

3 Management strategies

## Factors affecting migration

Push factors

Pull factors

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

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

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

C. Why did Henry decide to Break with Rome?									
1. The Succession		2. The state of the Church			3. Money				
Catherine of Aragon was too old to bear any more children and had only provided Henry with a daughter, Mary I. Henry needed to divorce Catherine so he could remarry to produce a son.		The church was very corrupt – priests were gambling, drinking and getting married/having children. This went against their vows of poverty, chastity and obedience.			The church was a very powerful institution at the time. They owned over a third of the land in England – if Henry broke with Rome and became head of the Church he would have control over this land (could sell it, rent it, use it)				
Henry thought Mary wouldn't have a strong enough hold on the throne and was determined to have a son so that the Tudor Dynasty would safely continue.		The church was selling indulgences as a way to get into heaven or reduce time in purgatory – using peoples fear of hell to exploit them.							
To try and secure his divorce, Henry argued that God was punishing him by not giving him a son as he had married his brothers widow. He even found an extract from the Bible that supported his argument.		Anti-clericalism - ordinary people especially merchants and lawyers who felt let down by the Catholic Church primarily due to the corruption of the church <b>Act of Supremacy 1534-</b> Henry becomes head of Protestant Church in England.			All clergy paid a tax called Annates. If Henry broke with Rome he would be able to benefit financially - use this money to help to pay off his extensive war debts and to fund ongoing wars				
Henry had fallen in love with Anne Boleyn who was much younger and able to bear children. He hoped that she would give him the son he desperately wanted. <b>Act of Succession 1534-</b> Mary made illegitimate and Henry's first marriage was invalid.		Richard Hunne – His baby son died and he could not afford the funeral fees and so was arrested and charged with owning Protestant literature. Later found dead hanging in his cell - suspicious circumstances. People suspected the clergy were involved.							
D. What opposition did Henry face to the changes he made?									
Change	Opposition								
Dissolution of the Monasteries (1536)	<b>The Pilgrimage of Grace</b> – 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)	<b>Elizabeth Barton</b> – A Nun who claimed to been visited by the Virgin Mary in a vision and cured by here. Then began to have her own visions which spoke against Henry's plans to divorce Catherine of Aragon and marry Anne Boleyn – problematic for Henry. Directly spoke out against the Royal Supremacy in her visions – got persecuted for treason and was executed. <b>John Fisher</b> – Was very outspoken against the king's efforts to secure a divorce and opposed Henry's Break with Rome. He believed that by claiming the powers used by the pope as his own, Henry was committing a mortal sin. In 1533 he was charged for treason for his links with Elizabeth Barton but was only given a fine of £300. In April 1534, Henry demanded that he take the Oath of Succession but he refused to acknowledge Anne Boleyn as the true queen and was sentenced to death. <b>Thomas More</b> – More was a devout Catholic and he believed that Protestantism threatened the souls of the English people. His principles went against Henry's wish to divorce Catherine and marry Anne, however, he was a loyal subject and did not wish to oppose the king and so planned to retire from public life and remain silent about Henry's divorce and Break with Rome. Unfortunately, this was not good enough for Henry, if you weren't with him you were against him . Because More would not offer his public support by taking the Oath of succession he was imprisoned in the Tower of London. He was eventually put on trial for treason and executed 2 weeks after John Fisher.								
Treason Act (1534)									
E.	Was Henry VIII a Renaissance Prince or a Machiavellian King?								
Renaissance Prince	Henry made England a strong and powerful country.		Henry used England's money to create the English Navy and help keep England safe.		Henry forged a union with Wales.		Henry was a clever scholar.		
Machiavellian King	Henry shut down the monasteries and took all their riches for himself and his friends.		Henry quarrelled with the Pope and made himself Head of the Church of England.		Henry stopped foreign interference with England's business		Henry beheaded Anne Boleyn and Katherine Howard.	Henry executed men who opposed him, such as Sir Thomas More.	Henry dealt savagely with an uprising in the north called the Pilgrimage of Grace.



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

Year 8 History : Henry VIII and the Reformation		C. Why did Henry decide to Break with Rome?									
What we are learning this term:		1. The Succession		2. The state of the Church			3. Money				
The factors that contributed to Henry VIII’s Break with Rome and the Protestant Reformation in England. SECOND-ORDER CONCEPTS- change and continuity. How did the Reformation change religion and politics in England?											
A.	Can you define these key words?	D. What opposition did Henry face to the changes he made?									
Reformation		Change	Opposition								
Catholicism		Dissolution of the Monasteries (1536)	The Pilgrimage of Grace -								
Protestantism											
Heretic											
Excommunicated											
Machiavellian		Oath of Succession (1534)	Elizabeth Barton –  John Fisher – .  Thomas More – .								
Renaissance		Treason Act (1534)									
Monasteries		E.									
Dissolution		Was Henry VIII a Renaissance Prince or a Machiavellian King?									
B.	How are the Catholic Church and Protestant Church different?	Catholic	1 2 3 4 5  6 7  8	Renaissance Prince							
				Machiavellian King							
				Protestant	1 2 3 4 5  6 7 8						

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

A.		Can you define these key words?		Year 8 Religious Education: Islam			
Key word		Key definition		B		C	
Tawhid		The belief in the oneness of God		Pre-Islamic Arabia		Muhammad and the Qur'an	
Polytheism		Belief in or worship of more than one God		1		1	
Qur'an		Holy book in Islam		2		1	
Ummah		The worldwide Muslim community		3		2	
Hijrah		The migration of Muhammad from Mecca to Medina		3		2	
Hadith		The sayings of the Prophet Muhammad		D		The Hijrah and conquest of Mecca	
Sunni/Shi'a split		A division in Islam which occurred after the death of the Prophet Muhammad on who should lead the Ummah		Muhammad escaped from violence in Mecca to Medinah and grew the first Ummah. Returned to Mecca with 10,000 others and conquered Mecca, returned Ka'aba to the worship of one God			
Caliphate		An area ruled by a Muslim leader		G		Caliphates	
Hajj		Annual Islamic pilgrimage to Mecca, Saudi Arabia		Rashidun		- Created the first <b>diwan</b> to deal with taxes and gain money from the new territories - Completed the compilation of the Qur'an which is still used today – helped build the <b>umma</b>	
Greater jihad		The spiritual struggle with oneself against sin		Umayyad		- Caused damage to the Kaaba and were very greedy and corrupt which made people angry	
Lesser jihad		Defending Islam from threat but must meet a range of strict conditions to be declared		Abbasid		- <b>Islamic golden age</b> – tried to translate and gather all the world's knowledge into Arabic	
F	The first Caliph: Abu Bakr		E	The final sermon		G	Five pillars – what are they and why are they significant
1	Abu Bakr was one of Muhammad's closest friends. Some wanted Muhammad's cousin Ali to be leader instead		The <b>hadith</b> : this is the writings about the life of Muhammad. It teaches Muslims how to live their lives		Shahadah		- Declaration of faith – “There is no God but Allah and Muhammad is His messenger”. - Shows a Muslim's belief in one God
2	Muslims who believe Ali was the rightful successor to Muhammad are called <b>Shi'a</b> Muslims, and those who belief <b>Abu Bakr</b> was the rightful successor are called <b>Sunni</b> Muslims		Before his death, Muhammad delivered a sermon during the Hajj. It contained many important teachings about equality of all people including between men and women		Salah		- Prayer 5x a day - Strengthens relationship with God - Strengthens community because doing it at the same time - Jumma = Friday prayer in the mosque
						Zakah	- Giving 2.5% of money to charity - Helps people in need - Strengthens the community
						Sawm	- Fasting between sunrise and sunset during the month of Ramadan - Learn self-discipline - Learn compassion for people who are in need
						Hajj	- Pilgrimage to Mecca, Saudi Arabia - Strengthens community - Get closer to God - Remember Ibrahim's actions
H		Jihad					
Lesser		Defending faith from enemies e.g. people not allowing others to practice Islam					
Greater		Internal struggle to follow rules of faith e.g. Salah					
Rules		Hard to declare because of strict conditions which must be followed					

A.		Can you define these key words?		Year 8 Religious Education: Islam			
Key word		Key definition		B		C	
Tawhid		The belief in the _____ of God in Islam		Pre-Islamic Arabia		Muhammad and the Qur'an	
Polytheism		Belief in or worship of _____		1		1	
Qur'an				2		1	
Ummah				3		2	
Hijrah		The migration of Muhammad from _____ to _____		In _____, people could come to _____ safely without violence		The _____ is important because it is the word of _____ and must not be changed. The Qur'an is still used by Muslims today.	
Hadith		The sayings of the _____		D The Hijrah and conquest of Mecca			
Sunni/Shi'a split		A division in Islam which occurred after the death of the Prophet Muhammad on who should lead the _____		Muhammad escaped from violence in _____ to _____ and grew the first _____. Returned to Mecca with 10,000 others and conquered Mecca, returned _____ to the worship of one God			
Caliphate		An area ruled by a _____		G Caliphates			
Hajj		Annual Islamic pilgrimage to Mecca, Saudi Arabia		Rashidun			
Greater jihad		The spiritual _____ with oneself against _____		Umayyad			
Lesser jihad		Defending Islam from _____ but must meet a range of strict conditions to be declared		Abbasid			
F The first Caliph: Abu Bakr		E The final sermon		G Five pillars – what are they and why are they significant			
1		_____ was one of Muhammad's closest friends. Some wanted Muhammad's cousin _____ to be leader instead		Shahadah			
2		Muslims who believe Ali was the rightful successor to Muhammad are called _____ Muslims, and those who belief <b>Abu Bakr</b> was the rightful successor are called _____ Muslims		Salah			
H Jihad		Jihad		Zakah			
Lesser		Defending _____ e.g. people not allowing others to practice Islam		Sawm			
Greater		Internal struggle to _____ e.g. Salah		Hajj			
Rules		Hard to declare because _____ which must be followed					





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	to stay in a hotel to eat in typical restaurants to go shopping to the markets to play beach volleyball to swim in the sea to walk by the beach to take photos to sunbathe to visit historic monuments sand star dish the port to be on holiday to go on holiday	el autocar el avión el barco la Bicicleta el coche la motocicleta el tren Voy a ... a pie en autocar en avión en barco en Bicicleta en coche en motocicleta en tren Alemania Egipto Escocia Estados Unidos Francia Gales Grecia Inglaterra Irlanda Italia Turquía ir de visita una escapada a la ciudad unas vacaciones en la playa un viaje cultural	coach plane boat bike car motorbike train I go to... by foot by coach by plane by boat by bike by car by motorbike by train Germany Egypt Scotland USA France Wales Greece England Ireland Italy Turkey to go on a visit an escape to the city a beach holiday a cultural trip	el año pasado el mes pasado en mis últimas vacaciones el verano pasado al aire libre la barbacoa el camping la isla bailar en una discoteca comprar recuerdos hacer ciclismo nadar en la piscina probar la gastronomía local sacar selfis salir con los amigos ver un partido hacer una visita guiada observar la naturaleza planear subir una montana el capibara la deforestación el delfín la experiencia el hostel la rana venenosa	last year last month on my last holidays  last summer in the open air barbeque camping island to dance at a disco  to buy souvenirs to go cycling to swim in the pool to try the local cuisine to take selfies go out with friends to watch a match to do a guided tour  to observe nature  to plan to climb a mountain large rodent deforestation dolphin experience hostel poisonous frog	el río amazonas la selva tropical el año que viene el miércoles que viene la semana que viene el verano que viene Voy a ... dar de comer a las llamas dormir mucho no hacer nada hacer un crucero pescar en el río planear mis vacaciones en internet trabajar de voluntario/a ganar la lotería ver muchos animales salvajes viajar alrededor del mundo volar en un avión privado el comedor social incluido/a el mar mediterráneo	The Amazon river tropical rainforest next year next Wednesday  next week  next summer  I'm going to... feed the llamas sleep a lot not do anything go on a cruise fish in the river plan my hols on the internet  work as a volunteer to win the lottery to see a lot of wild animals to travel around the world to fly in a private plane soup kitchen included The Mediterranean Sea	
B. ¡Esto es la pera! – This is amazing!								
¡Es flipante! ¡Es la pera! ¡Es muy guay! ¡Es un rollo! ¡Mola mucho! ¡Qué aburramiento! ¡Qué chulo! ¡Qué fastidio! hacer un picnic hacer senderismo montar en globo montar en moto acuática aproximado/a	It's amazing! It's incredible! It's very cool! It's a pain! It's out of this world! What a bore! How awesome! How annoying! to make a picnic to go hiking go in a hot air balloon to go on a jet ski approximate							



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



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 <b>Some verbs have irregular preterites be sure to note these down and try to learn them.</b>
Using the verb SOLER (to usually)	This verb is irregular meaning it doesn't follow any strict rules. In present tense: suelo = I usually... e.g. Suelo tomar el sol (I usually sunbathe) suele = he/she usually...
Using the immediate future tense IR + A + INFINITIVE	Voy a tomar el sol = I'm going to sunbathe Va a viajar a Francia = He / She is going to travel to France



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



## What we are learning during these term:

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

## 6 Key Words for this project

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



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

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



## D. How to make a positive/negative collage.

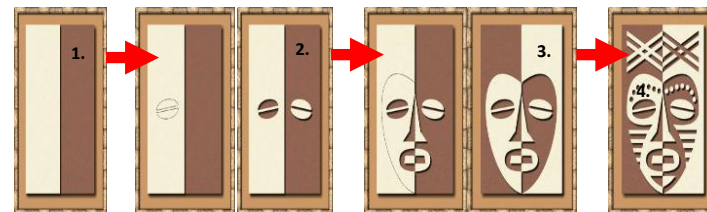
Collage is a form of art by cutting and ripping paper to create interesting artworks.

### Steps for making your collage:

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

### What each tool is used for:

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



## Keywords for this project in detail:

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

A.	About Day of the Dead, Mexican Holiday.
What?	<ul style="list-style-type: none"> <li>It is a Mexican Christian holiday.</li> <li>It began as a day of thanks for the harvest.</li> <li>The festival lasts 3 days. It Occurs 31<sup>st</sup> October – 2<sup>nd</sup> November every year.</li> </ul>
Why?	It is a festival that celebrates the lives of those who have died.
How?	<p>Different things happen on each day....</p> <p>DAY 1:</p> <ul style="list-style-type: none"> <li>Relatives put flowers on graveyards or in vases.</li> <li>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).</li> </ul> <p>DAY 2:</p> <ul style="list-style-type: none"> <li>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.</li> </ul> <p>DAY 3:</p> <ul style="list-style-type: none"> <li>The holiday expands to the town. There are parades and floats and characters in costume.</li> </ul>

C.	DOTD artists: Thaneeya McArdle and Laura Barbosa.
Thaneeya McArdle	 <ul style="list-style-type: none"> <li>Inspired by Indian Art.</li> <li>Works with a range of materials including acrylic. paint and various programmes on the computer.</li> <li>Her work shows a creative and personal interpretation of Day of the Dead and has Indian like qualities.</li> <li>Designs are vibrant, symmetrical and include the use of intricate patterns.</li> </ul>
Laura Barbosa	 <ul style="list-style-type: none"> <li>Self-taught painter</li> <li>Produces artwork based on the theme Mexican day of the dead</li> <li>Uses fluorescent and vibrant colours that also have contrasting areas.</li> <li>Her brush strokes are dominant in her work and</li> <li>Her use of patterns are simplistic.</li> </ul>

## E. How to make a papier mâché sugar skull.

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

### Steps for making your sugar skull:

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





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

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

**6 Key Words for this project**

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

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

- 1
- 2
- 3
- 4
- 5

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

Collage is:

Steps for making your collage:

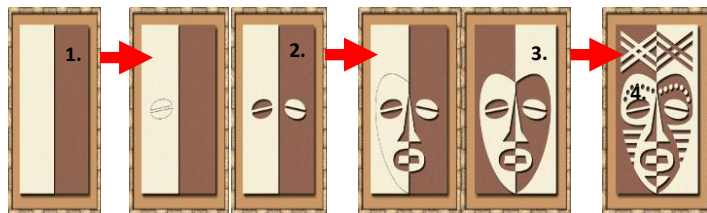
- 1
- 2
- 3
- 4

What each tool is used for:

Cutting mat

Craft knife

Glue stick

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

Papier mâché is:

Steps for making your sugar skull:

- 1
- 2
- 3
- 4
- 5

**Keywords for this project in detail:**

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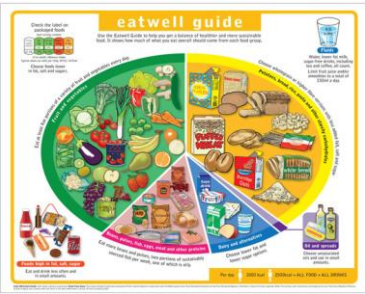
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What we are learning this term:
A. Health, safety and hygiene in the kitchen B. The Eatwell guide and nutrients C. Design Ideas D. Weighing E. Practical skills F. Evaluation Work

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

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

## Year 8 Term 1 : Topic = Planning a Healthy Meal

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



A.	What is cross contamination and how can it be prevented?
	<p>Cross contamination happens when you use the wrong chopping board or equipment to prepare food which can therefore result in food poisoning.</p>
B.	What is the image on the left showing and how is it used?
	<p>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.</p>

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

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

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

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

A.	What are the three macronutrients in the diet?
	

Year 8 Term 1 : Topic = Planning a Healthy Meal

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1	
2	
3	
4	
5	



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

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

C.	Can you list 5 reasons for why we cook food and why it is important?
<u>Rule</u> <ul style="list-style-type: none"> <li>1</li> <li>2</li> <li>3</li> <li>4</li> <li>5</li> </ul>	<u>Why it is important</u> <ul style="list-style-type: none"> <li>1</li> <li>2</li> <li>3</li> <li>4</li> <li>5</li> </ul>










## Year 8 PRODUCT DESIGN Rotation Knowledge Organiser



What we are learning this term:

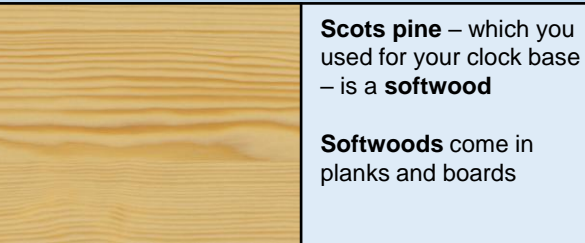
A. Workshop Tools    B. Materials    C. Key words    D. Art Deco Design Movement

### A. Workshop Tools

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

### B. Materials

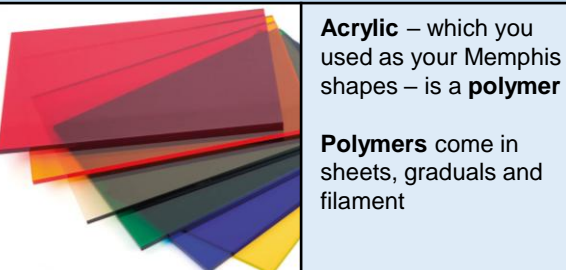
**Timbers** come from **trees**



**Manufactured Boards** come from **wood pulp**



**Polymers** come from **crude oil**

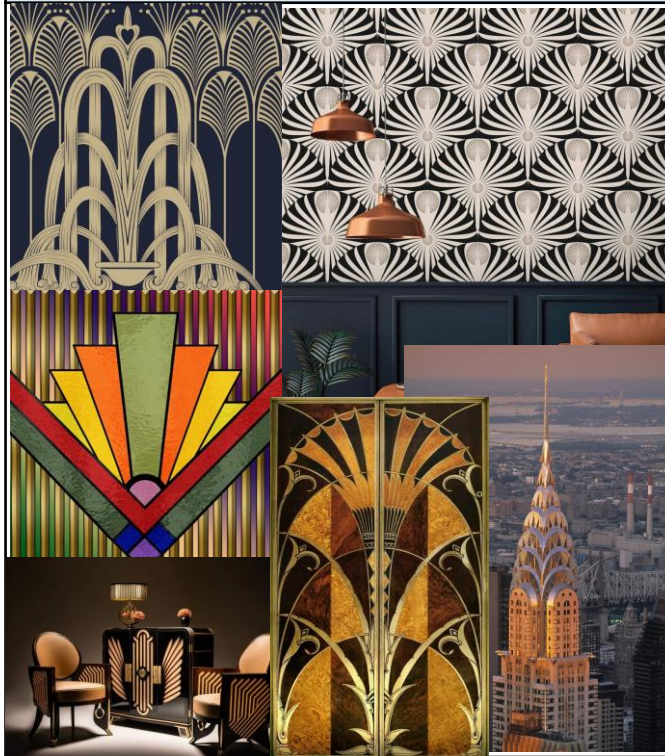


### C. Key Words

<b>Research</b>	An investigation of resources and materials to help inspire ideas
<b>Design</b>	A plan or drawing produced to show the look and function or workings of a building, garment or other object before it is made
<b>component</b>	Part of a whole
<b>Manufacture</b>	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





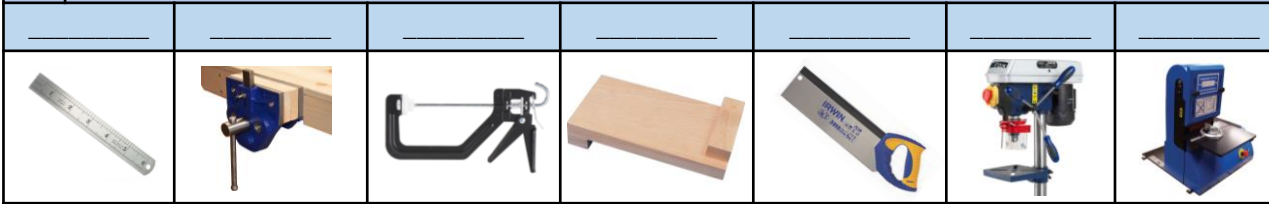
## Year 8 PRODUCT DESIGN Rotation Knowledge Organiser



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 \_\_\_\_\_

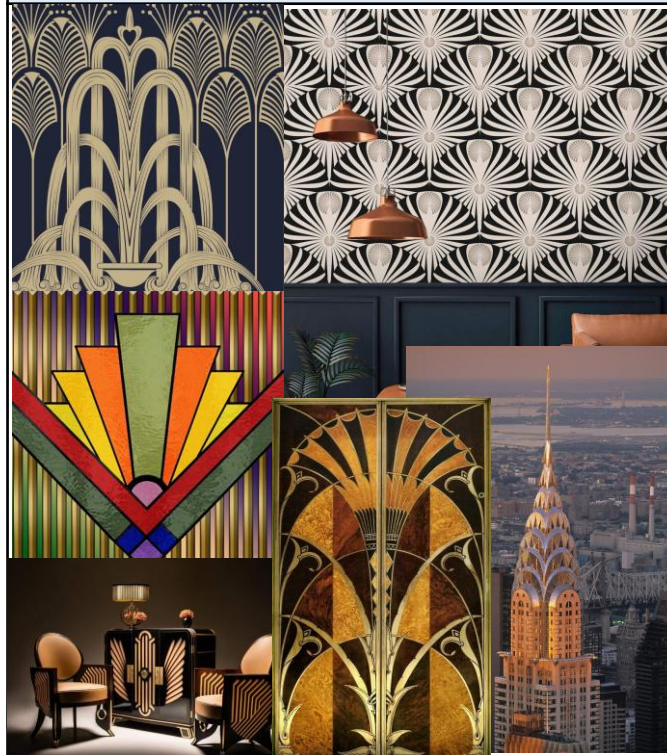


**Acrylic** – which you used as your Memphis shapes – is a **polymer**

**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?

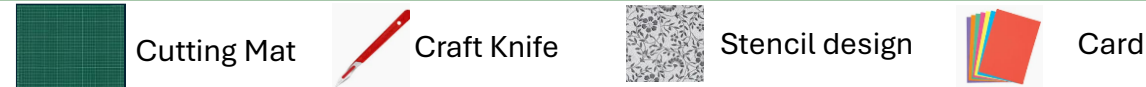
A Stencil design	B Step up card	C Accordion card	D Key words	E Evaluation
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### A | Stencil design

List 3 health and safety rules for using a cutting knife

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

List the materials you need to create a stencil



### B | Draw the inside of the pop up card

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

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

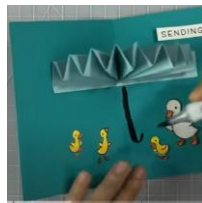


Coloured paper to add to the design  
Cut any incisions

### C | Draw the inside of an accordion card

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

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



Coloured paper to add to the design

## D | Key words

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

## E | Evaluation

Evaluation: To judge or give an opinion

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

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

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

**For example:**

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

# YEAR 8 GRAPHIC COMMUNICATION

## What are we learning this term?

A  
Stencil design

B  
Step up card

C  
Accordion card

D  
Key words

E  
Evaluation

### A | Stencil design

List 3 health and safety rules for using a cutting knife

List the materials you need to create a stencil



### B | Draw the inside of the pop up card

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

### C | Draw the inside of an accordion card

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

## D | Key words

Material

The matter from which a thing can be made. E.g. a pop-up card would be made from paper and card

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

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

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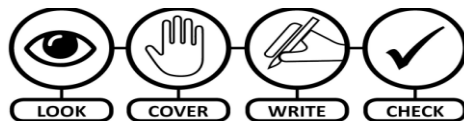
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A	What we are learning about this term...
1	Pulse and Rhythm, including triplets and 6/8
2	Polyrhythms
3	Music in West Africa
4	Call and Response



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



LOOK



COVER



WRITE



CHECK

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!

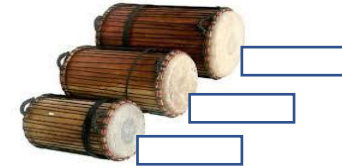
Mamady  
Kéita: Kuku ->



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

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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:**

- 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.
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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
<p>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, <i>The Servant of Two Masters</i>.</p> <p>The relationship between Basil Fawlty and Manuel in the BBC sitcom, _____, is reminiscent of the relationship in the Commedia dell'arte. The plots were arguably vehicles for several comic routines known as _____. 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 _____ way, pretending to be a statue as a way of hiding, or getting beaten round the head by his master.</p>	



# Sentence Stems: Year 5 to Year 9



## Listen and Mark

Pay close attention to others and point out important moments.

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

## Defend and Unpack

Defend your perspective and explain your thought process.

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

## Introduce and Invite

Begin your contribution and encourage others to participate.

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

## Build and Support

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

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

## Challenge and Verify

Disagree and ask others to prove or clarify information.

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

## Summarise and Map

Draw together big themes and track the discussion.

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








# #AIMHIGH CHALLENGE TASKS Y8

Hard Work ... Kindness... Responsibility



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



# SWINDON ACADEMY READING CANON

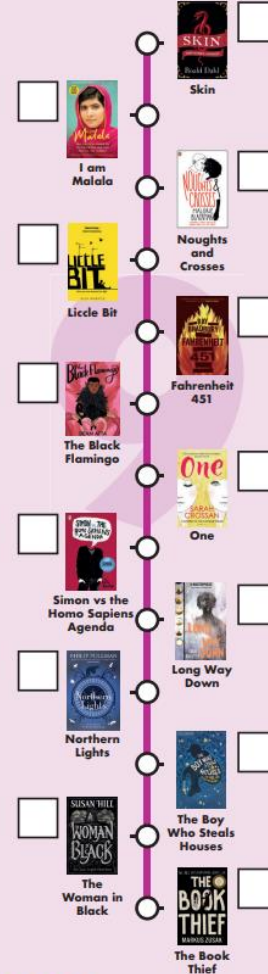
## Year 7



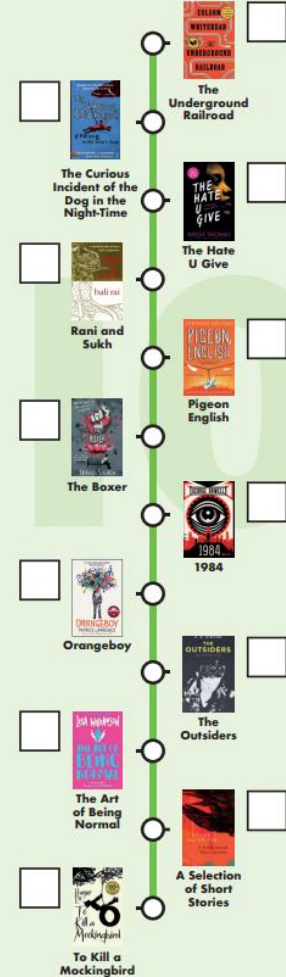
## Year 8



## Year 9



## Year 10



#ReadingisPower