

# 100% book - Year 8 Mainstream

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



## Term 1

### Swindon Academy 2026-27

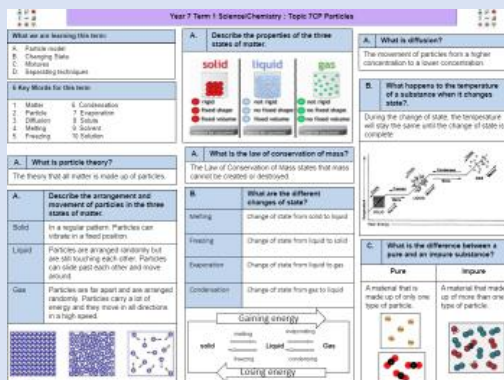
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| Name:         |  |
| Tutor Group:  |  |
| Tutor & Room: |  |

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

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

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

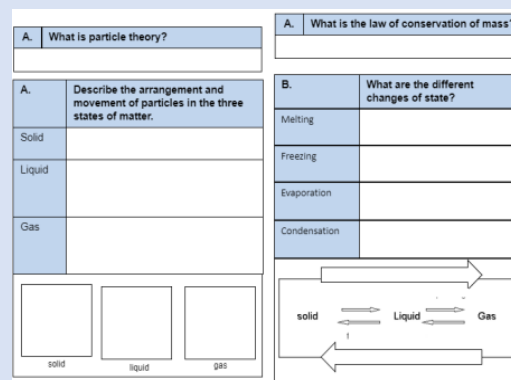
## Knowledge Organisers



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

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

## Quizzable Knowledge Organisers



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

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

### Top Tip

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

## Expectations for Prep and for using your Knowledge Organisers

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

# How do I complete Knowledge Organiser Prep?

## Step 1

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

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

## Step 2

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

The screenshot shows a Knowledge Organiser for 'Particle Theory' and 'The Law of Conservation of Mass'. It includes sections for 'What is particle theory?', 'Describe the arrangement and movement of particles in the three states of matter', and 'What is the law of conservation of mass?'. There are diagrams of particles in solid, liquid, and gas states, and a flowchart of state changes (melting, freezing, evaporation, condensation) with arrows indicating energy gain or loss. Handwritten notes include the date '29th May 2020' and the title 'Particle theory'.

## Step 3

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

The handwritten notes in the prep book summarize the key points from the Knowledge Organiser. It starts with the date '29th May 2020' and the title 'Properties of the states of matter'. It then defines 'Particle theory' as 'all matter is made of particles'. It describes 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 repeat the definitions of solid, liquid, and gas. It says 'Solid = regular pattern particles vibrate in fixed position' three times, 'Liquid = regular pattern particles vibrate in fixed position' once, and 'Solid = regular pattern particles vibrate in fixed position' once.

## 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' and 'The Law of Conservation of Mass'. It includes sections for 'What is particle theory?', 'Describe the arrangement and movement of particles in the three states of matter', and 'What is the law of conservation of mass?'. There are diagrams of particles in solid, liquid, and gas states, and a flowchart of state changes (melting, freezing, evaporation, condensation) with arrows indicating energy gain or loss. Handwritten answers include the date '29th May 2020', the title 'Particle theory', and the definitions of solid, liquid, and gas.

## 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 check the definitions of solid, liquid, and gas. It says 'Particle theory = all matter is made of particles', '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'.

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. |
| 1                                  | The animals gather to listen to old Major. He gives them a vision of a life without man.                                                                                                                                  | 2                                                                                                                                                                                                                                                                                                                                               | Whatever goes upon four legs, or has wings, is a friend.                      |                                                                                                                                                                                                                                |
| 2                                  | The animals rebel and overthrow Jones. The commandments are written.                                                                                                                                                      | 3                                                                                                                                                                                                                                                                                                                                               | No animal shall wear clothes.                                                 |                                                                                                                                                                                                                                |
| 3                                  | The animals' first harvest is a success. The pigs keep the milk and apples to themselves.                                                                                                                                 | 4                                                                                                                                                                                                                                                                                                                                               | No animal shall sleep in a bed.                                               | <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.           |
| 4                                  | The Battle of the Cowshed: Jones attempts to reclaim the farm.                                                                                                                                                            | 5                                                                                                                                                                                                                                                                                                                                               | No animal shall drink alcohol.                                                |                                                                                                                                                                                                                                |
| 5                                  | Snowball and Napoleon debate the windmill. Napoleon uses dogs to chase Snowball from the farm. Napoleon makes himself leader.                                                                                             | 6                                                                                                                                                                                                                                                                                                                                               | No animal shall kill any other animal.                                        |                                                                                                                                                                                                                                |
| 6                                  | Work begins on the windmill. The pigs move into the farmhouse. Winds destroy the windmill.                                                                                                                                | 7                                                                                                                                                                                                                                                                                                                                               | All animals are equal.                                                        | <b>rebellion</b> – a rebellion is a situation in which people fight against those who are in charge of them.                                                                                                                   |
| 7                                  | Work on the windmill starts again. Napoleon demands eggs from the hens. Napoleon slaughters animals at the show trials.                                                                                                   | <b>Characters</b>                                                                                                                                                                                                                                                                                                                               |                                                                               |                                                                                                                                                                                                                                |
| 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. | <b>Napoleon</b><br>'a large, rather fierce-looking Berkshire boar, the only Berkshire on the farm, not much of a talker, but with a reputation for getting his own way.'                                                                                                                                                                        |                                                                               |                                                                                                                                                                                                                                |
| 9                                  | Boxer is sold to the knacker's yard.                                                                                                                                                                                      | <b>Snowball</b><br>'a more vivacious pig than Napoleon, quicker in speech and more inventive, but was not considered to have the same depth of character.'                                                                                                                                                                                      |                                                                               | <b>harvest</b> – the time when crops are cut and collected from fields.                                                                                                                                                        |
| 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.                           | <b>Squealer</b><br>'with very round cheeks, twinkling eyes, nimble 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><br>'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.'                                                                        |                                                                               |                                                                                                                                                                                                                                |
|                                    |                                                                                                                                                                                                                           | <b>Biographical information</b>                                                                                                                                                                                                                                                                                                                 |                                                                               | <b>corrupt</b> – when people use their power in a dishonest way order to make life better for themselves.                                                                                                                      |
|                                    |                                                                                                                                                                                                                           | 1                                                                                                                                                                                                                                                                                                                                               | 'Animal Farm' was written in 1945.                                            |                                                                                                                                                                                                                                |
|                                    |                                                                                                                                                                                                                           | 2                                                                                                                                                                                                                                                                                                                                               | It was written by George Orwell.                                              |                                                                                                                                                                                                                                |
|                                    |                                                                                                                                                                                                                           | 3                                                                                                                                                                                                                                                                                                                                               | Orwell was born in 1903.                                                      | <b>propaganda</b> – Information that is meant to make people think a certain way. The information may not be true.                                                                                                             |
|                                    |                                                                                                                                                                                                                           | 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.        | <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> .                                                                                                                      |
|                                    |                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                 |                                                                               | <b>declarative:</b> describes something that makes information known. A statement                                                                                                                                              |
|                                    |                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                 |                                                                               | <b>hierarchy:</b> a system of organising people into different levels of importance                                                                                                                                            |
|                                    |                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                 |                                                                               | <b>imperative:</b> a command.                                                                                                                                                                                                  |

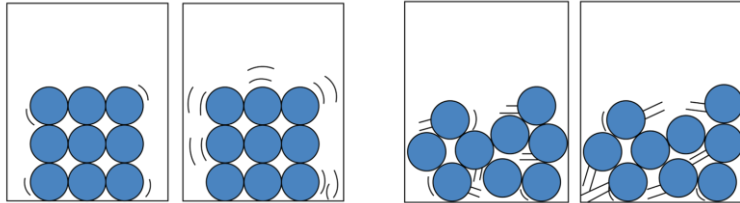
| 'Animal Farm': Knowledge Organiser |                                                                                                                                                                                                     | The seven commandments                                                                                                                                                                                                                                                                                             |                                                              | Key words                                                                                                                                                                                              |  |                                                                                                                                                                                                              |  |
|------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| Chapter breakdown                  |                                                                                                                                                                                                     | 1                                                                                                                                                                                                                                                                                                                  | Whatever goes upon ____ legs is an ____.                     | <b>allegory</b> – a story with _____. It has a _____ meaning, which is what _____ in the story. But it also has a _____ meaning. The _____ meaning is often a _____. It _____ you a _____ about _____. |  |                                                                                                                                                                                                              |  |
| 1                                  | The _____ gather to listen to old Major. He gives them a _____ of a life without _____.                                                                                                             | 2                                                                                                                                                                                                                                                                                                                  | Whatever goes upon ____ legs, or has _____, is a _____.      |                                                                                                                                                                                                        |  |                                                                                                                                                                                                              |  |
| 2                                  | The animals _____ and _____ Jones. The _____ are written.                                                                                                                                           | 3                                                                                                                                                                                                                                                                                                                  | No animal shall _____.                                       |                                                                                                                                                                                                        |  |                                                                                                                                                                                                              |  |
| 3                                  | The animals' first _____ is a _____. The pigs keep the _____ and _____ to themselves.                                                                                                               | 4                                                                                                                                                                                                                                                                                                                  | No animal shall _____ in a _____.                            |                                                                                                                                                                                                        |  |                                                                                                                                                                                                              |  |
| 4                                  | The Battle of the _____: _____ attempts to _____ the farm.                                                                                                                                          | 5                                                                                                                                                                                                                                                                                                                  | No animal shall _____.                                       |                                                                                                                                                                                                        |  |                                                                                                                                                                                                              |  |
| 5                                  | _____ and _____ debate the _____. _____ uses _____ to chase _____ from the farm. _____ makes himself _____.                                                                                         | 6                                                                                                                                                                                                                                                                                                                  | No animal shall _____ any other _____.                       |                                                                                                                                                                                                        |  |                                                                                                                                                                                                              |  |
| 6                                  | Work begins on the _____. The _____ move into the _____. _____ the _____.                                                                                                                           | 7                                                                                                                                                                                                                                                                                                                  | All animals are _____.                                       |                                                                                                                                                                                                        |  | <b>tyrant</b> – someone who has _____ power and uses it in a _____ and _____ way. A <b>tyranny</b> is a situation in which a _____ or _____ has too much _____ and uses that _____ in a _____ and _____ way. |  |
| 7                                  | Work on the _____ starts again. _____ demands _____ from the _____. Napoleon _____ animals at the _____.                                                                                            | Characters                                                                                                                                                                                                                                                                                                         |                                                              | <b>rebellion</b> – a _____ is a _____ in which people _____ against those who are in _____ of them.                                                                                                    |  |                                                                                                                                                                                                              |  |
| 8                                  | Napoleon _____ Mr. Pilkington and sells _____ to Mr. Frederick. Frederick pays with _____ money. Frederick _____ the farm. The animals suffer _____ in the Battle of the _____. The _____ is _____. | <b>Napoleon</b><br>'a large, rather _____ Berkshire boar, the only _____ on the farm, not much of a _____, but with a _____ for getting his own way.'                                                                                                                                                              |                                                              |                                                                                                                                                                                                        |  |                                                                                                                                                                                                              |  |
| 9                                  | _____ is _____ to the _____ yard.                                                                                                                                                                   | <b>Snowball</b><br>'a more _____ pig than _____, _____ in _____ and more _____, but was not considered to have the same _____ of _____.'                                                                                                                                                                           |                                                              |                                                                                                                                                                                                        |  |                                                                                                                                                                                                              |  |
| 10                                 | The _____ are _____ on the farm. They start _____ on _____ legs and carrying _____. There is _____ difference between the _____ and the _____ they sought to _____ at the _____ of the novel.       | <b>Squealer</b><br>'with very _____ cheeks, _____ eyes, _____ movements, and a _____ voice. He was a _____, and when he was _____ some difficult point he had a way of _____ from side to side and _____ his _____ which was somehow very _____. The others said of Squealer that he could turn _____ into _____.' |                                                              | <b>harvest</b> – the _____ when _____ are _____ and _____ from _____.                                                                                                                                  |  |                                                                                                                                                                                                              |  |
|                                    |                                                                                                                                                                                                     | Biographical information                                                                                                                                                                                                                                                                                           |                                                              |                                                                                                                                                                                                        |  | <b>corrupt</b> – when _____ use their _____ in a _____ way order to make life _____ for _____.                                                                                                               |  |
|                                    |                                                                                                                                                                                                     | 1                                                                                                                                                                                                                                                                                                                  | 'Animal Farm' was written in _____.                          |                                                                                                                                                                                                        |  |                                                                                                                                                                                                              |  |
|                                    |                                                                                                                                                                                                     | 2                                                                                                                                                                                                                                                                                                                  | It was written by _____.                                     |                                                                                                                                                                                                        |  |                                                                                                                                                                                                              |  |
|                                    |                                                                                                                                                                                                     | 3                                                                                                                                                                                                                                                                                                                  | _____ was born in _____.                                     | <b>propaganda</b> – _____ that is meant to make people _____ a certain way. The _____ may not be _____.                                                                                                |  |                                                                                                                                                                                                              |  |
|                                    |                                                                                                                                                                                                     | 4                                                                                                                                                                                                                                                                                                                  | 'Animal Farm' was _____ by the events of _____.              |                                                                                                                                                                                                        |  |                                                                                                                                                                                                              |  |
|                                    |                                                                                                                                                                                                     | 5                                                                                                                                                                                                                                                                                                                  | _____ wanted to write about the _____ of _____ during _____. |                                                                                                                                                                                                        |  |                                                                                                                                                                                                              |  |
|                                    |                                                                                                                                                                                                     | 6                                                                                                                                                                                                                                                                                                                  | 'Animal Farm' is an _____ for the events of the _____.       | <b>cult of personality</b> – a cult of personality is where a _____ people to _____ him or her and _____ them like a _____.                                                                            |  |                                                                                                                                                                                                              |  |
|                                    |                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                    |                                                              |                                                                                                                                                                                                        |  | <b>treacherous</b> – If you _____ someone who _____ you, you could be described as <b>treacherous</b> .                                                                                                      |  |
|                                    |                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                    |                                                              | <b>declarative:</b> describes something that makes _____ _____. A _____                                                                                                                                |  |                                                                                                                                                                                                              |  |
|                                    |                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                    |                                                              | <b>hierarchy:</b> a _____ of organising _____ into different _____ of _____                                                                                                                            |  |                                                                                                                                                                                                              |  |
|                                    |                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                    |                                                              | <b>imperative:</b> a _____.                                                                                                                                                                            |  |                                                                                                                                                                                                              |  |

## 8.01: Heating and Cooling

Year 8 Sets 1 -6Term 1



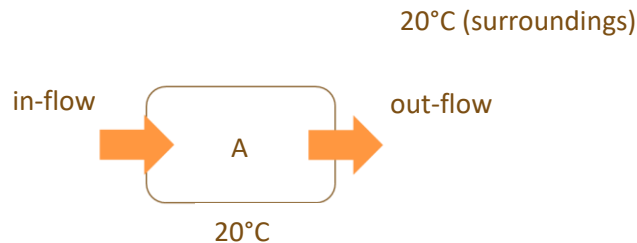
### Temperature



- a physical quantity which is a measure of the **average energy** of particles due to their **motion**
- Net flow of energy is **always** from hotter to colder objects' thermal store.

### Thermal Equilibrium

- when two objects reach the **same temperature**
- with no net flow of energy between thermal stores

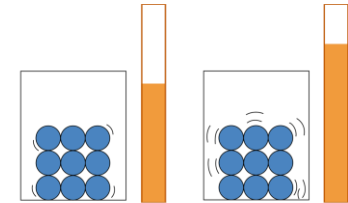


- Often the result of energy **dissipating** to the cooler surroundings.

### Energy in Thermal Stores

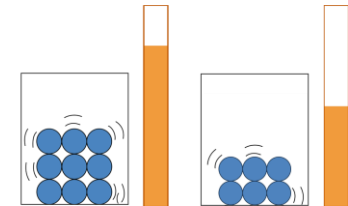
**Hotter objects** have more energy in their thermal store.

- Particles moving more.
- Each particle has more energy.
- Total energy of all particles: more.



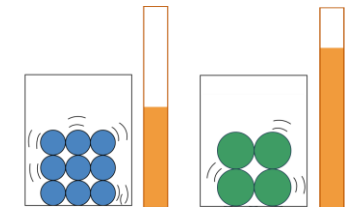
**Larger masses** have more energy in their thermal store.

- Greater mass: more particles.
- At same temperature, each particle has same energy.
- Total energy of all particles: more.



**Some materials** have more energy in their thermal store.

- Some materials have particles that require more energy to vibrate.
- At same temperature, each particle is vibrating the same, but they required more energy to do so.
- Total energy of all particles: more.

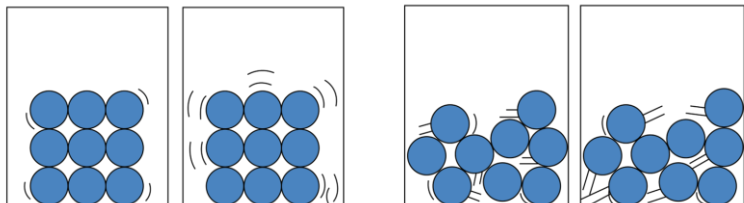


# 8.01: Heating and Cooling

Year 8 Sets 1 -6Term 1



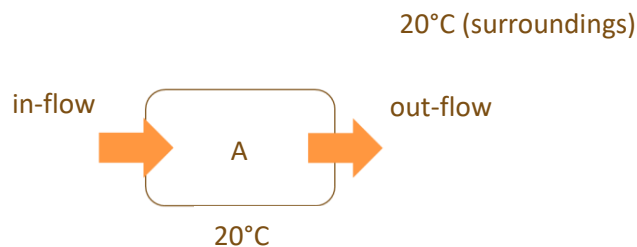
## Temperature



- a physical quantity which is a measure of the \_\_\_\_\_ of particles due to their \_\_\_\_\_
- Net flow of energy is **always** from \_\_\_\_\_er to \_\_\_\_\_er objects' thermal store.

## Thermal Equilibrium

- when two objects reach the \_\_\_\_\_
- with no net flow of \_\_\_\_\_ between thermal stores

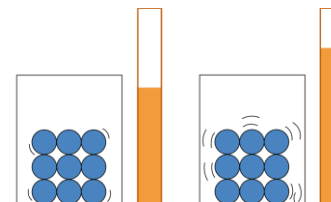


- Often the result of energy \_\_\_\_\_ to the cooler surroundings.

## Energy in Thermal Stores

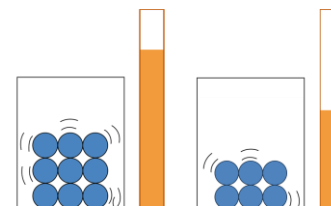
**Hotter objects** have more energy in their thermal store.

- Particles \_\_\_\_\_.
- Each particle has \_\_\_\_\_.
- Total energy of all particles: more.



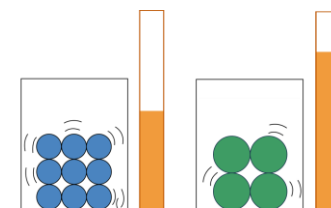
**Larger masses** have more energy in their thermal store.

- Greater mass: more \_\_\_\_\_.
- At same \_\_\_\_\_, each particle has same \_\_\_\_\_.
- Total energy of all particles: more.



**Some materials** have more energy in their thermal store.

- Some materials have particles that require more energy to \_\_\_\_\_.
- At same temperature, each particle is vibrating the same, but they required more energy to do so.
- Total energy of all particles: more.



## 8.01: Heating and Cooling

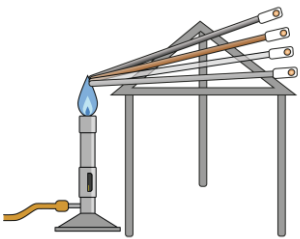
Year 8 Sets 1 -6Term 1



### Thermal Conduction

- spontaneous process of energy transfer between a hotter and a cooler object in contact, without the movement of the material

#### Thermal conductivity



Good conductors have a higher thermal conductivity: energy transmitted easily through them.

The **rate of thermal conduction** is affected by:

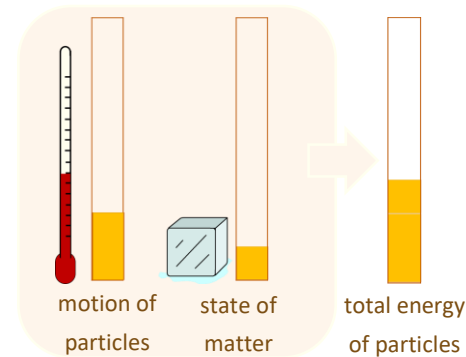
|                        |                             |                 |
|------------------------|-----------------------------|-----------------|
| temperature difference | greater                     | } → higher rate |
| material               | higher thermal conductivity |                 |
| thickness              | less thick                  |                 |
| surface area           | greater                     |                 |

### Insulators

- poor thermal conductors that minimise energy transfer to/from thermal stores

### Internal Energy

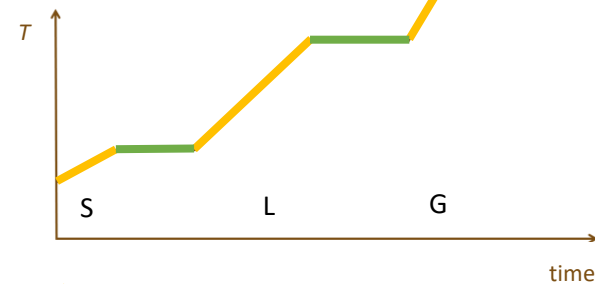
- total energy within an object due to the motion and position of its particles.



When an object is heated two things can happen:

- State Changes
- Temperature Changes

#### Heating



Temp changing (no change of state)

Change of state (no change in Temp)

# 8.01: Heating and Cooling

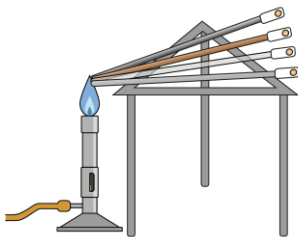
Year 8 Sets 1 -6Term 1



## Thermal Conduction

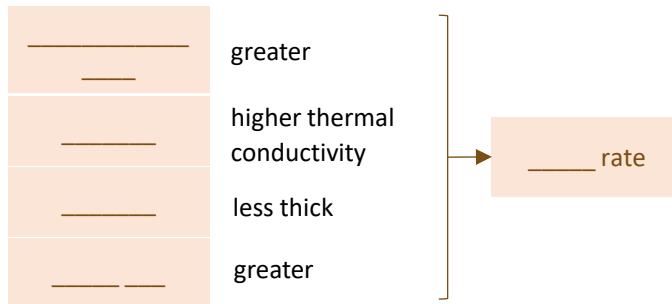
- spontaneous process of energy transfer between a h\_\_\_\_ and a c\_\_\_\_ object in contact, without the movement of the m\_\_\_\_.

### Thermal conductivity



Good conductors have a h\_\_\_\_ thermal conductivity: energy transmitted easily through them.

The **rate of thermal conduction** is affected by:

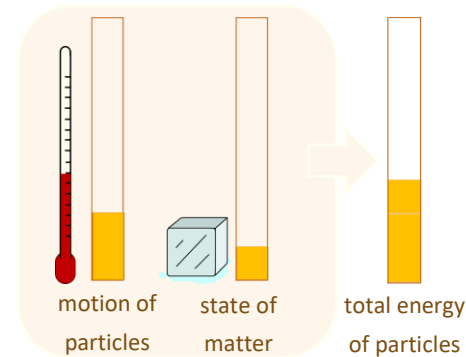


### Insulators

- poor thermal conductors that \_\_\_\_\_ energy transfer to/from thermal stores

## Internal Energy

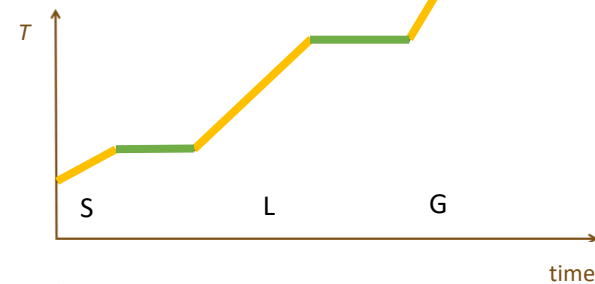
- total energy within an object due to the \_\_\_\_\_ and \_\_\_\_\_ of its particles.



When an object is heated two things can happen:

- \_\_\_\_\_
- \_\_\_\_\_

### Heating



- $T$  \_\_\_\_\_ changing (no change of s\_\_\_\_)
- Change of \_\_\_\_\_ (no change in  $T$ \_\_\_\_)

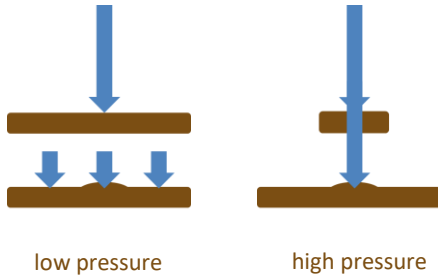
## 8.01: Heating and Cooling

Year 8 Sets 1 -6Term 1



### Pressure

- quantity resulting from a force acting on a surface



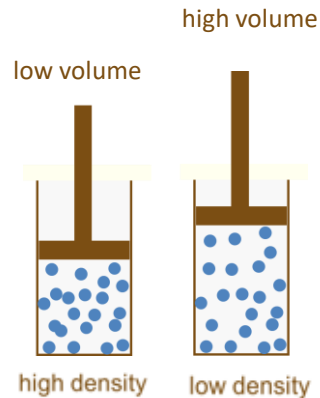
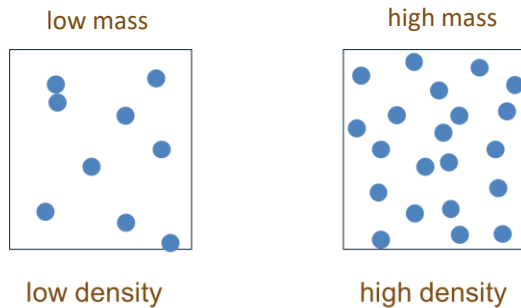
#### Pressure on objects

Pressure is **higher** when:

- a force acts over a **smaller surface area**
- a **large force** acts.

### Density

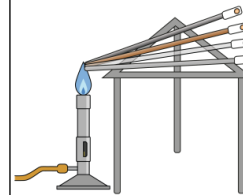
$$\text{density (g/cm}^3\text{)} = \frac{\text{mass (g)}}{\text{volume (cm}^3\text{)}}$$



### Heat Transfers

Heat can be transferred in 3 ways:

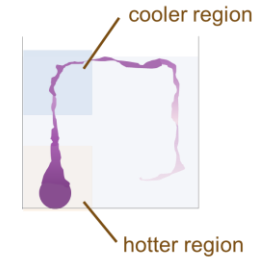
#### Conduction



Energy transferred through particles vibrating and colliding with each other.

Fastest in solids

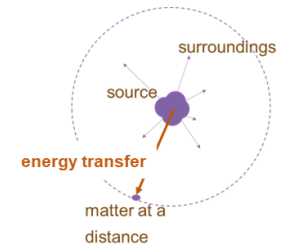
#### Convection



Energy transferred due to particles vibrating, reducing density in certain areas causing **convection currents**.

Only in **fluids** (liquids and gases)

#### Radiation



Energy transfer to or from a thermal store by absorption or emission of light, normally **infrared**.

Fastest in a **vacuum**

(an area with no particles)

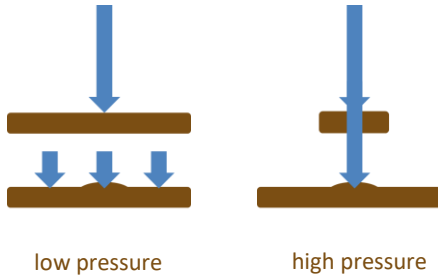
# 8.01: Heating and Cooling

Year 8 Sets 1 -6Term 1



## Pressure

- quantity resulting from a f \_\_\_\_ acting on a surface



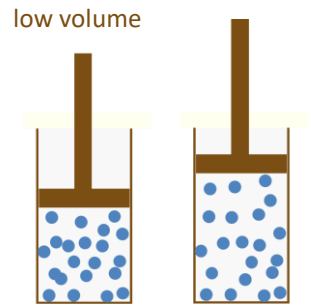
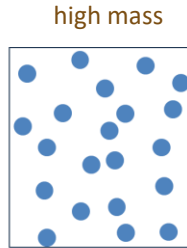
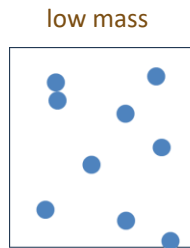
### Pressure on objects

Pressure is **higher** when:

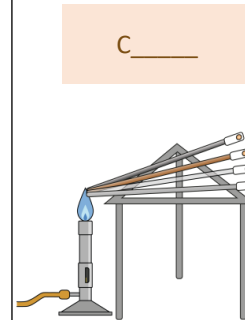
- a force acts over a \_\_\_\_
- a \_\_\_\_ **force** acts.

## Density

$$\text{density (g/cm}^3\text{)} = \frac{?}{?}$$

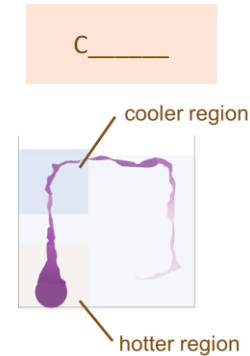


Heat can be transferred in 3 ways:



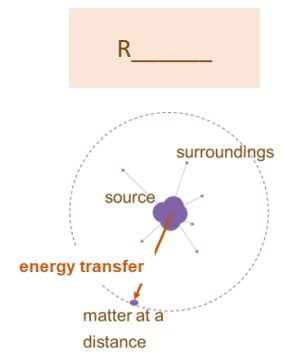
Energy transferred through particles v \_\_\_\_ and c \_\_\_\_ with each other.

Fastest in \_\_\_\_



Energy transferred due to particles vibrating, reducing d \_\_\_\_ in certain areas causing **convection c \_\_\_\_**.

Only in \_\_\_\_ (liquids and gases)



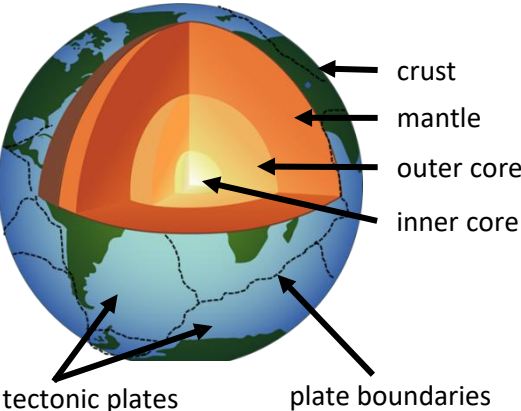
Energy transfer to or from a thermal store by a \_\_\_\_ or e \_\_\_\_ of light, normally i \_\_\_\_.

Fastest in a \_\_\_\_

(an area with no particles)



Composition and structure of the Earth

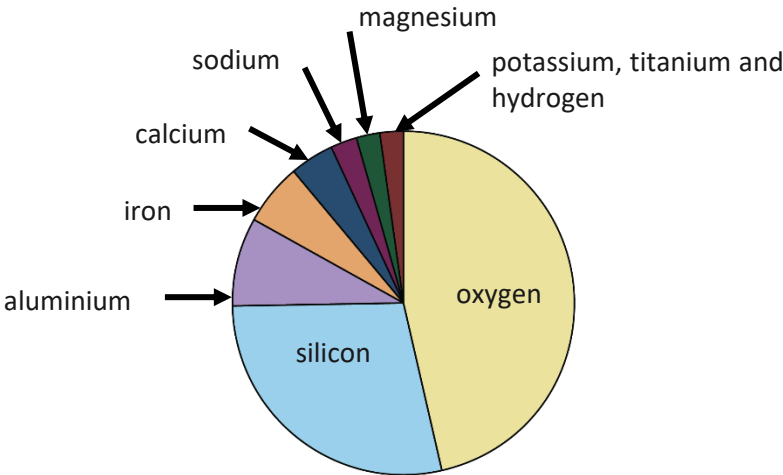


| Layer      | State  | Composition            | Thickness (km) | Temperature (°C) |
|------------|--------|------------------------|----------------|------------------|
| crust      | solid  | rocks and minerals     | 5 to 70        | 0 to 30          |
| mantle     | solid  | rocks and minerals   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

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

Continental crust is the thickest.

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



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

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

An apple



- has a thin outer layer
- has a thick middle layer
- has a core



- not spherical
- the outer layer is the same thickness all around
- the inner and outer cores are not clear

A layer cake



- has a thin outer layer
- has thicker middle layers
- has four layers

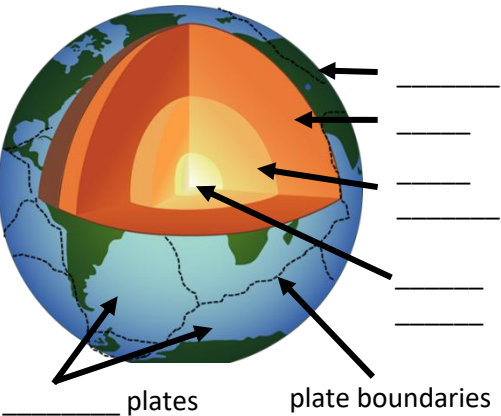


- not spherical
- doesn't show the difference in layer thickness
- the core is not hot





Composition and structure of the Earth

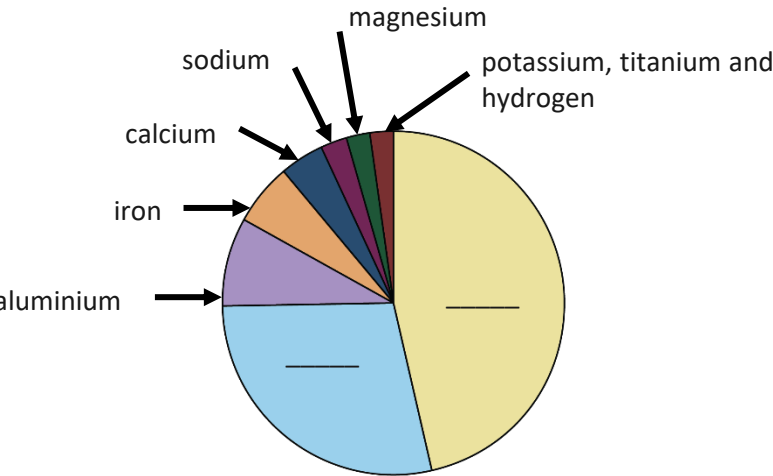


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The most common elements that make up the minerals of Earth’s crust.

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An apple



- + ● \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

- ● not \_\_\_\_\_
- the outer layer is the \_\_\_\_\_ thickness all around
- the inner and outer cores are \_\_\_\_\_

A layer cake



- + ● has \_\_\_\_\_
- has \_\_\_\_\_
- has \_\_\_\_\_ layers

- ● \_\_\_\_\_
- doesn’t show the difference in layer \_\_\_\_\_
- the core is \_\_\_\_\_





### Scientific theory: continental drift

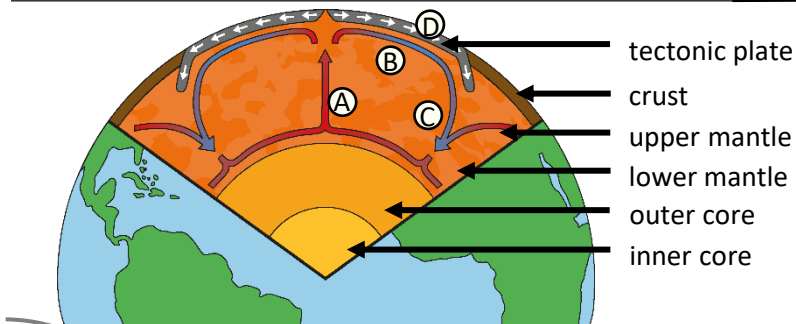
After data collection, scientific thinkers propose a scientific theory; it is based on a body of facts and is repeatedly confirmed by observation (and experiment).

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

Three pieces of evidence that support the theory are:

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

### Convection currents cause continent movement

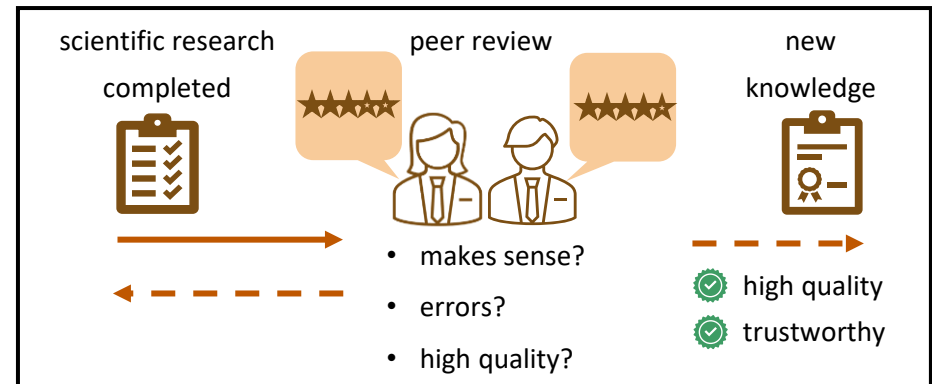


- Hot, less dense rock rises towards the upper mantle.
- In the upper mantle, the hot rock spreads and moves sideways.
- As it cools, it becomes more dense and sinks back down, creating convection currents.
- These convection currents cause the tectonic plates above to shift. As a result, the continents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

### Peer review

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

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







### Rocks and the rock cycle

#### Igneous rock

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

#### Metamorphic rock

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

#### Sedimentary rock

Sedimentary rocks are formed through:

weathering → transportation → deposition → sedimentation → compaction → cementation

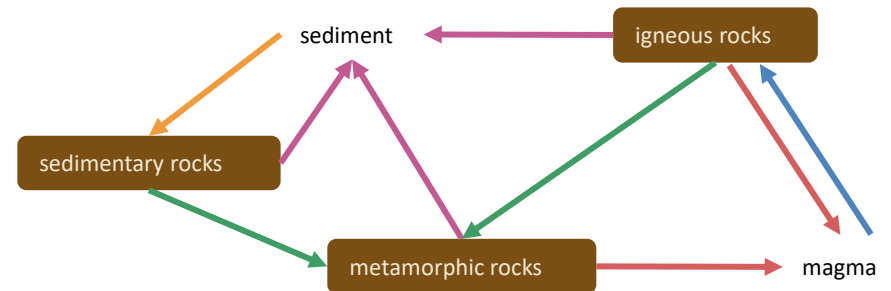
Layers, called **strata**, can be seen in sedimentary rock.

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

**Erosion** is the movement and carrying away of rock fragments.



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



Key:

weathering and erosion

sedimentation, compaction and cementation

heat and pressure

melting

crystallisation

### Fossils

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

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



## Rocks and the rock cycle

### Igneous rock

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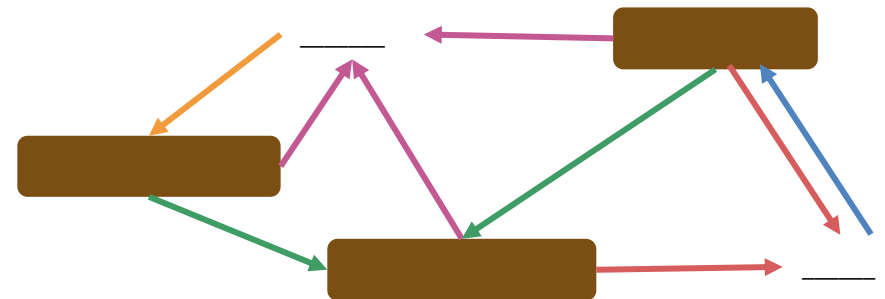
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\_\_\_\_\_ is the movement and carrying away of rock fragments.



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



Key:

- |                                                                                 |                                                     |
|---------------------------------------------------------------------------------|-----------------------------------------------------|
| <span style="color: pink;">→</span> weathering and erosion                      | <span style="color: red;">→</span> melting          |
| <span style="color: orange;">→</span> sedimentation, compaction and cementation | <span style="color: blue;">→</span> crystallisation |
| <span style="color: green;">→</span> heat and pressure                          |                                                     |

## Fossils

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## 8.02: Earth and the Atmosphere

Year 8 Sets 1 -6Term 1

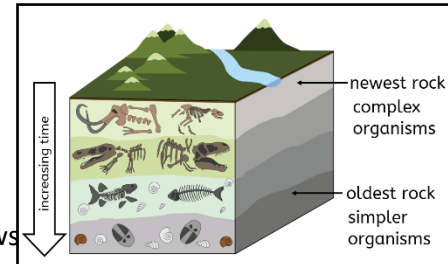


### Fossils continued

Fossilisation process:

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

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

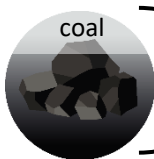


More complex fossil organisms are found at the top in newer rocks. Simpler fossils are deeper in older rocks.

### Fossil fuels

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

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



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

Coal is extracted through surface and underground mining.

Uses: heating, generating electricity, steel production.



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



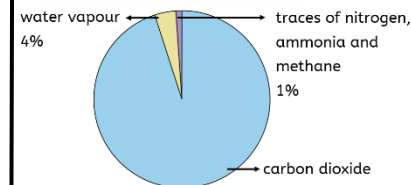
Crude oil and natural gas are extracted by drilling wells through impermeable rock.

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

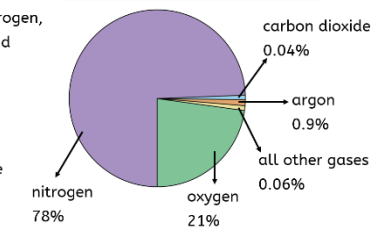


### Earth's atmosphere

Earth's early atmosphere

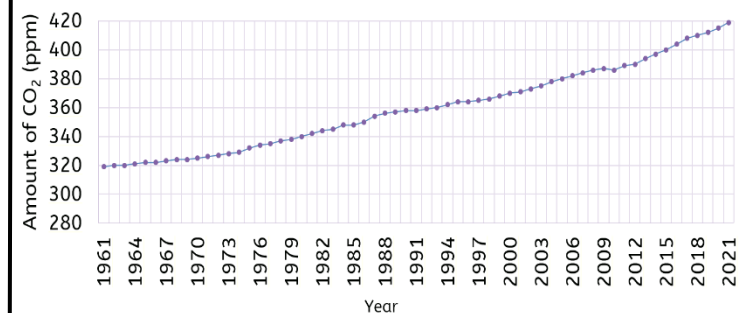


Earth's atmosphere today



Human activities, such as the combustion of fossil fuels, which release large amounts of CO<sub>2</sub> into the atmosphere, result in an increase in atmospheric CO<sub>2</sub> concentration.

Carbon dioxide in the atmosphere between 1960 and 2021



## 8.02: Earth and the Atmosphere

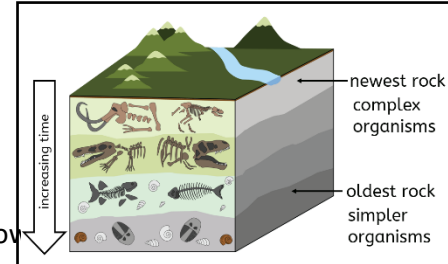
Year 8 Sets 1 -6Term 1



### Fossils continued

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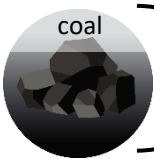


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Swamp plants die →

Coal is extracted through \_\_\_\_\_ and \_\_\_\_\_ mining.

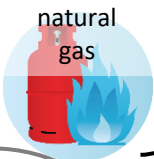
Uses:



Plankton die →

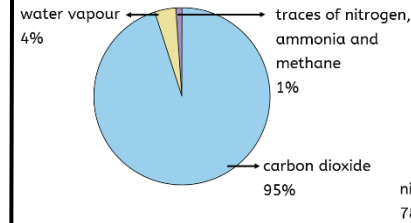
Crude oil and natural gas are extracted by drilling \_\_\_\_\_ through impermeable \_\_\_\_\_.

Uses of crude oil.

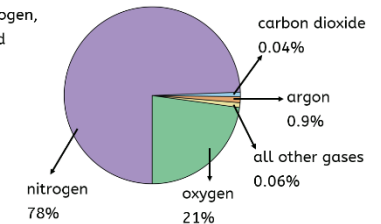


### Earth's atmosphere

#### Earth's early atmosphere

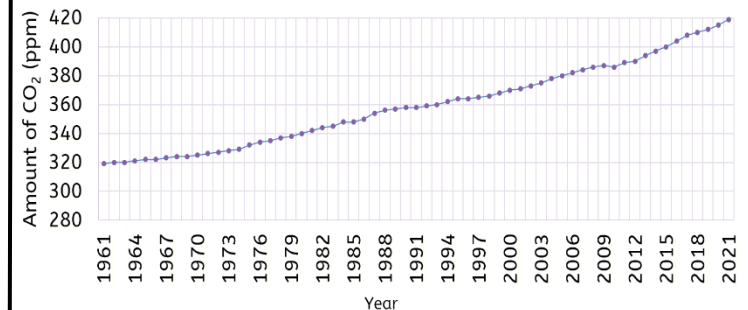


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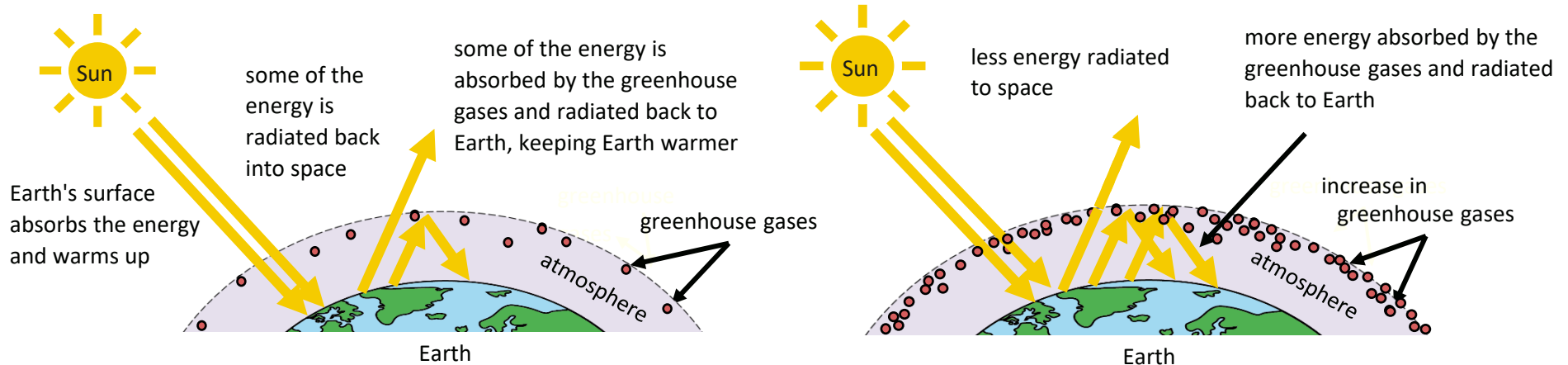
## 8.02: Earth and the Atmosphere

Year 8 Sets 1 -6Term 1

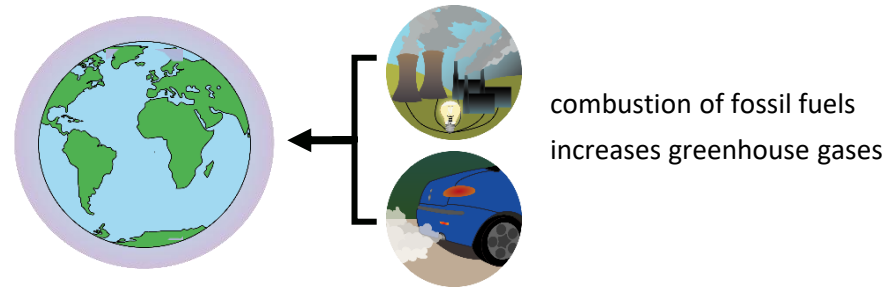


### The greenhouse effect, global warming and climate change

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

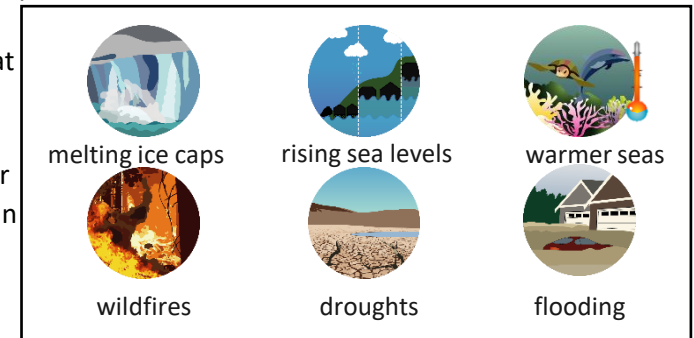


Global warming is the increase in Earth's average temperature, caused by the enhanced greenhouse effect.



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

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



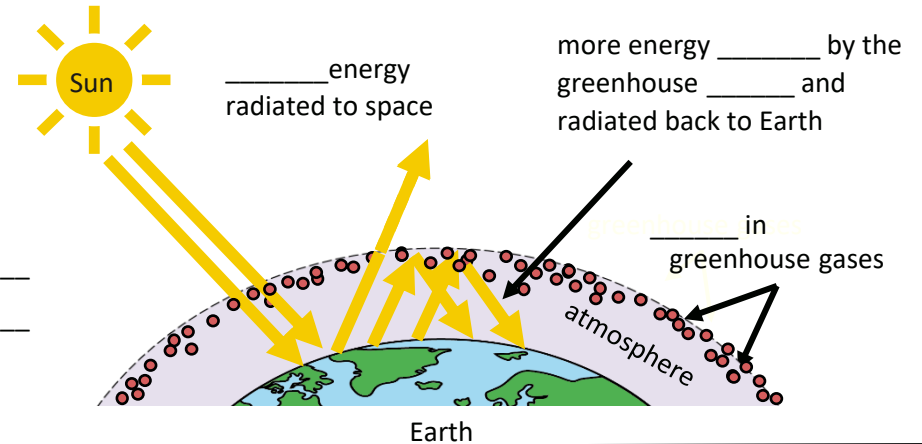
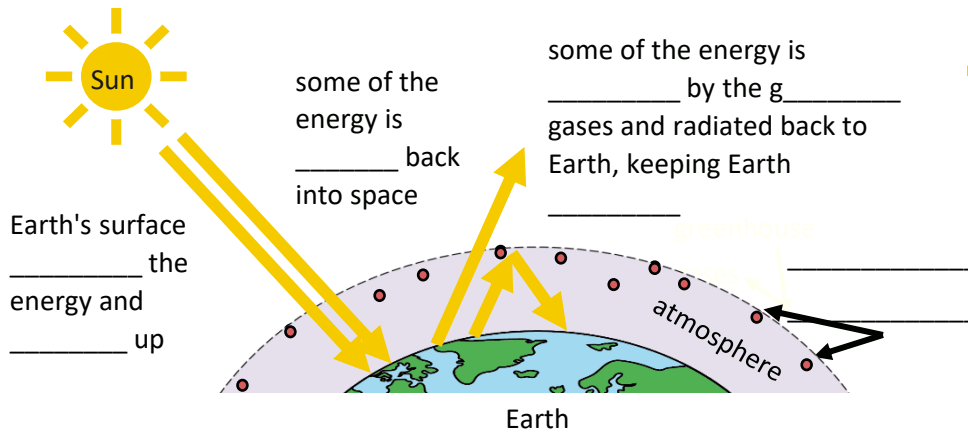
## 8.02: Earth and the Atmosphere

Year 8 Sets 1 -6Term 1

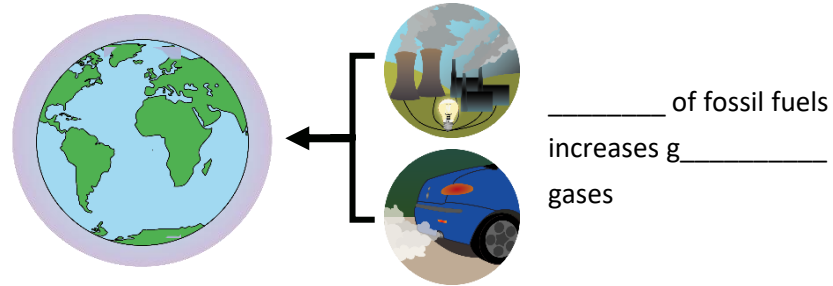


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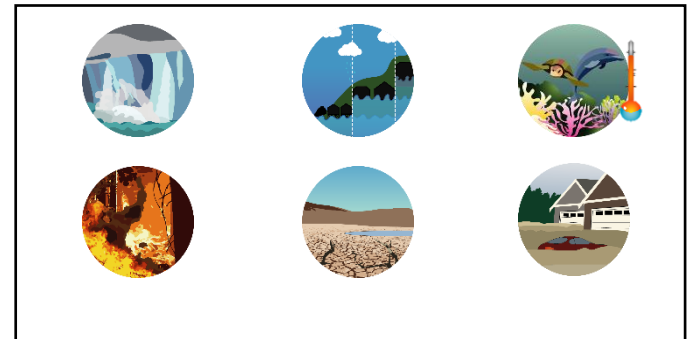


\_\_\_\_\_ is the increase in Earth's average temperature, caused by the enhanced \_\_\_\_\_ effect.



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Environmental impacts cause \_\_\_\_\_ loss, food shortages, wildlife threats, farming issues, w\_\_\_\_\_ problems, and \_\_\_\_\_ displacement.



## 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

## Migration

1 voluntary migration

2 forced migration

3 international migration

4 internal migration

5 push factor

6 pull factor

7 source country

8 host country

## Managing population

1 ageing population

2 youthful population

## 8.01: Population



### Factors influencing population distribution

|                   |                                                                                                                                                                                                         |
|-------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 <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

| What we are learning this term:                                                                                                                                 |                                                                                         | C. Why did Henry decide to Break with Rome?                                                                                                                                                               |                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                       |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| The factors that contributed to Henry VIII’s Break with Rome and the Protestant Reformation in England. The reign of Elizabeth I, her successes and challenges. |                                                                                         | 1. The Succession                                                                                                                                                                                         | 2. The state of the Church                                                                                                                                                                                                                                | 3. Money                                                                                                                                                                                                                              |
| A.                                                                                                                                                              | Can you define these key words?                                                         | 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) |
| Reformation                                                                                                                                                     | Means change to the church                                                              | 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.                                                                                                                  |                                                                                                                                                                                                                                       |
| Catholicism                                                                                                                                                     | The faith and practice of the Roman Catholic Church                                     | 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                                                                                                |                                                                                                                                                                                                                                       |
| Protestantism                                                                                                                                                   | People who protest against the Roman Catholic Church                                    | Henry had fallen in love with Anne Boleyn who was much younger and able to bear children. He hoped that she would give him the son he desperately wanted.                                                 | Richard Hunne – His baby son died and he could not afford the funeral fees and so was arrested and charged with owning Protestant literature. Later found dead hanging in his cell - suspicious circumstances. People suspected the clergy were involved. | All clergy paid a tax called Annates. If Henry broke with Rome he would be able to benefit financially - use this money to help to pay off his extensive war debts and to fund ongoing wars                                           |
| Heretic                                                                                                                                                         | Someone whose actions or beliefs go against the accepted religion                       |                                                                                                                                                                                                           |                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                       |
| Excommunicated                                                                                                                                                  | Means you are not allowed to be a member of the Church any more                         |                                                                                                                                                                                                           |                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                       |
| Armada                                                                                                                                                          | Spanish fleet of ships                                                                  |                                                                                                                                                                                                           |                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                       |
| Puritan                                                                                                                                                         | Someone who believes in a purer form of Protestantism                                   |                                                                                                                                                                                                           |                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                       |
| Monasteries                                                                                                                                                     | Buildings occupied by a community of monks or nuns living under religious vows          |                                                                                                                                                                                                           |                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                       |
| Dissolution                                                                                                                                                     | The action of formally ending or dismissing an assembly, partnership, or official body. |                                                                                                                                                                                                           |                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                       |
|                                                                                                                                                                 |                                                                                         | B. What changes did Henry make to the Church and what opposition was there?                                                                                                                               |                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                       |

| B. What changes did Henry make to the Church and what opposition was there?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <u>Change and Opposition</u>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| Dissolution of the Monasteries (from 1536) – Henry VIII closed the monasteries to try and gain the monks loyalty. Also gave him land and money.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <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) -<br>Individuals must take an oath to support Anne Boleyn as the rightful Queen, those who refused would be punished as a traitor and would be executed                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| Treason Act (1534) – This act was changed so that anyone who spoke out against Henry as Head of the Church could be executed for treason                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |

| C.                                                                  | Elizabeth's Middle Way                                                                                                                                                                                                                                                                                                                       |
|---------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Catholic ( <b>stayed the same</b> as under Mary I)                  | <ul style="list-style-type: none"> <li>Churches can be run by bishops</li> <li>Churches should be decorated and some ceremonies should be allowed</li> <li>Bright robes should be allowed</li> </ul>                                                                                                                                         |
| Protestant ( <b>changes made</b> by Elizabeth after becoming queen) | <ul style="list-style-type: none"> <li>Priests are allowed to marry</li> <li>A person can be saved by faith alone (no need for prayers/indulgences)</li> <li>There should be no Mass (no transubstantiation)</li> <li>Church services and the Prayer Book should be in English</li> <li>Saints should receive no special prayers.</li> </ul> |

| D. What were the religious policies /beliefs of these Tudor monarchs and what changes did they make?                                                                          |                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Edward VI (1537-1553)                                                                                                                                                      | 2. Mary I (1516-1558)                                                                                                                                                                                                                                                            | 3. Elizabeth I (1533-1603)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <ul style="list-style-type: none"> <li>Strong Protestant</li> <li>Two very strongly Protestant advisors (Dukes of Northumberland and Somerset) that influenced him</li> </ul> | <ul style="list-style-type: none"> <li>Strong Catholic</li> <li>Made the Pope head of the church once again.</li> <li>Made priests choose between the church and their families</li> <li>Burned nearly 300 people at the stake – majority were Protestants (heretics)</li> </ul> | <ul style="list-style-type: none"> <li>Protestant (mild/moderate)</li> <li>Did not want any more major religious change and upheaval.</li> <li>She introduced the Middle Way – this was a comprise of both Catholic and Protestant features</li> <li>The Middle Way leaned more towards Protestantism as this was Elizabeth's own belief.</li> <li>Tolerant of Catholics at the start of her reign but after numerous plots to depose and kill her and the threat of Mary Queen of Scots her toleration of Catholics lessened.</li> <li>Known as the 'Virgin Queen'- never married/ never had an heir.</li> <li>Dealt with many challenges throughout her reign including the Spanish Armada which was successfully defeated.</li> <li>'Golden Age' in society- lots of exploration, theatres and leisure activities, but for many people, life was challenging with much poverty and rising prices.</li> </ul> |

# Year 8 History : The Tudors

| What we are learning this term:                                                                                                                                 |    | C. Why did Henry decide to Break with Rome? |                            |          |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|----|---------------------------------------------|----------------------------|----------|
| The factors that contributed to Henry VIII’s Break with Rome and the Protestant Reformation in England. The reign of Elizabeth I, her successes and challenges. |    | 1. The Succession                           | 2. The state of the Church | 3. Money |
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| B. What changes did Henry make to the Church and what opposition was there? |
|-----------------------------------------------------------------------------|
| <u>Change and Opposition</u>                                                |
| Dissolution of the monasteries-                                             |
| The Pilgrimage of Grace -                                                   |
| Oath of Succession (1534)-                                                  |
| Treason Act (1534) –                                                        |

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

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



# Year 8 RE Islam

## Key Vocabulary

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

## Religious Authority

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

## Tools for Studying Religion

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



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





# Year 8 RE Islam

## Key Vocabulary

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

## Religious Authority

|                 |                                                                  |
|-----------------|------------------------------------------------------------------|
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| <b>Muhammad</b> | The final prophet in Islam, believed to have received the Qur'an |
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## Tools for Studying Religion

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



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





## Key Vocabulary

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





## Key Vocabulary

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



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

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

### 5.1.2 ¿Cómo fuiste? - How did you travel?

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

### 5.2 ¿Qué hiciste? - What did you do?

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

### 5.3 ¿Cómo lo pasaste? - How was it?

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

## Unit 5: Holidays

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

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

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

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

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

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

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

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

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

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



**Year 8 Term 1 SPANISH Knowledge organiser QUIZZABLE: Topic = ¡Por fin de vacaciones!**

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



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



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

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



## 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.                                                                                        |

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

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



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

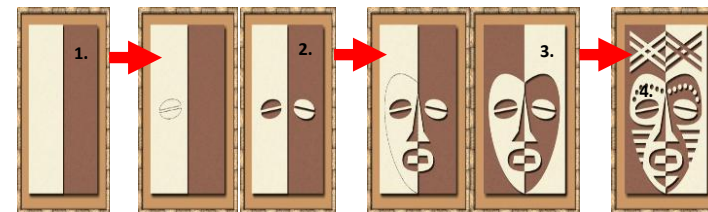
Collage is a form of art by cutting and ripping paper to create interesting artworks.

### Steps for making your collage:

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

### What each tool is used for:

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



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

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

### Steps for making your sugar skull:

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



## A. About Day of the Dead, Mexican Holiday.

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

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

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

## C. DOTD artists: Thaneeya McArdle and Laura Barbosa.

### Thaneeya McArdle



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

### Laura Barbosa



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

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

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

**6 Key Words for this project**

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

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

1  
2  
3  
4  
5

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

Collage is:

Steps for making your collage:

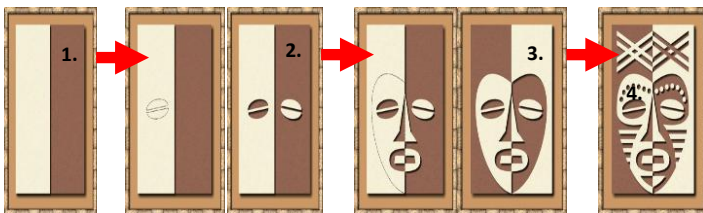
1  
2  
3  
4

What each tool is used for:

Cutting mat

Craft knife

Glue stick

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

Papier mâché is:

Steps for making your sugar skull:

1  
2  
3  
4  
5

**Keywords for this project in detail:**

|                         |                                                                                   |                                                                                                                                                                                           |
|-------------------------|-----------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
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| Armature                |  | A support and foundations (starting point) for a sculpture.                                                                                                                               |
| Papier Mâché            |  | A technique using watered down PVA glue and paper.                                                                                                                                        |
| Outcome                 |  | The final piece of art for a project, which shall be the DOTD papier mâché sugar skull sculptures.                                                                                        |

**A. About Day of the Dead, Mexican Holiday.**

- What?
- It is a Mexican Christian holiday.
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- Self-taught painter
- Produces artwork based on the theme Mexican day of the dead
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## Y8 Food technology

### What we are learning this term:

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

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

### c. Storing food safely

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

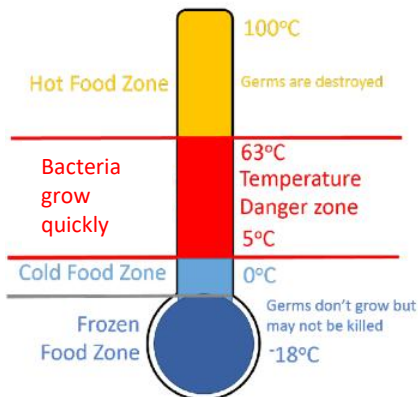
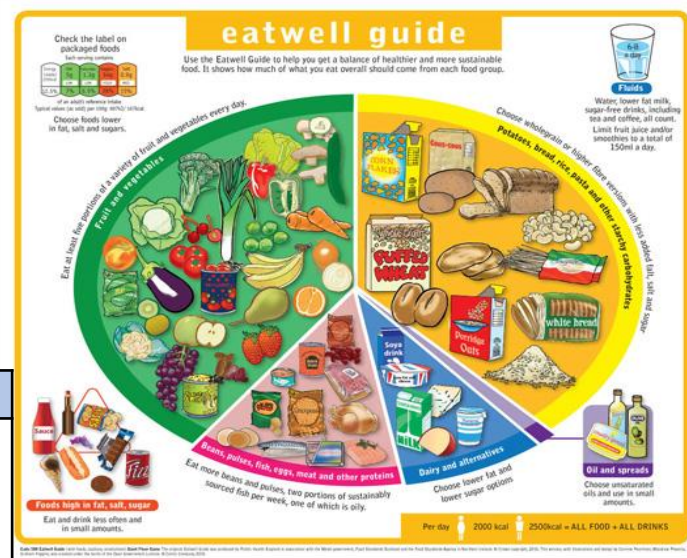


Image: TAFE NSW

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

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



### c. Food related waste

#### Reasons for wasting food:

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

#### Reducing Waste:

- Plan meals and correct portion sizes
- Correctly storing food and paying attention to use by dates
- Use up contents of your fridge before buying more food
- Use leftovers in meals the day after or freeze them
- Use the whole food e.g. bones for stock
- Choose products with recyclable packaging
- Bring your own shopping bags
- No single use plastic i.e straws
- Buy food loose i.e apples

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

### c. Influences on food choice

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

## Y8 Food technology

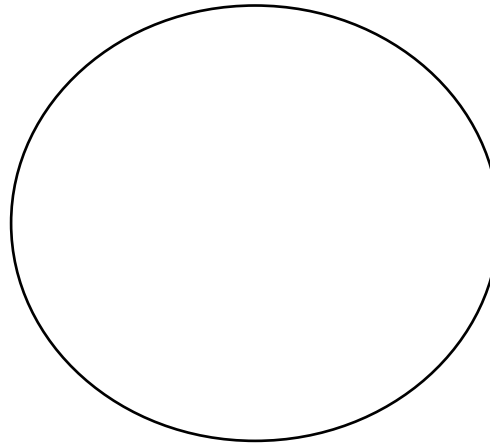
### What we are learning this term:

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

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

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

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



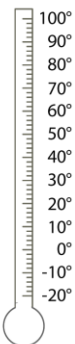
### A. What are the nutrients required in the diet?

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

### c. Storing food safely

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

Annotate the thermometer to show key food safety temperatures.



### c. Food related waste

#### Reasons for wasting food:

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

#### Reducing Waste:

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

### E. Keywords

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

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- A person's **physical activity level (PAL)**
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- Whether there is a **special occasion** with special food



## Year 8 PRODUCT DESIGN Rotation Knowledge Organiser



What we are learning this term:

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

### A. Workshop Tools

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

### B. Materials

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

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

**Softwoods** come in planks and boards

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

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

**Manufactured Boards** come in sheets

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

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

**Polymers** come in sheets, graduals and filament

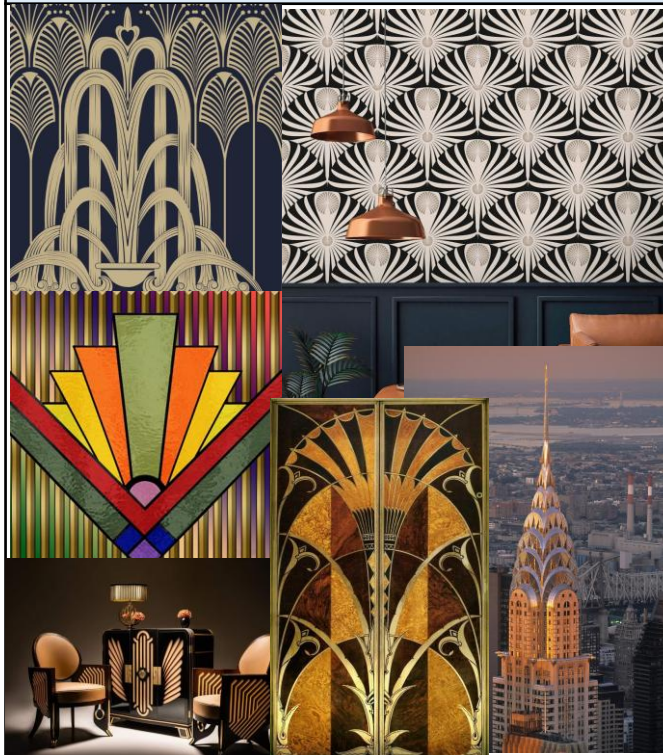
### C.

### Key Words

|                    |                                                                                                                               |
|--------------------|-------------------------------------------------------------------------------------------------------------------------------|
| <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



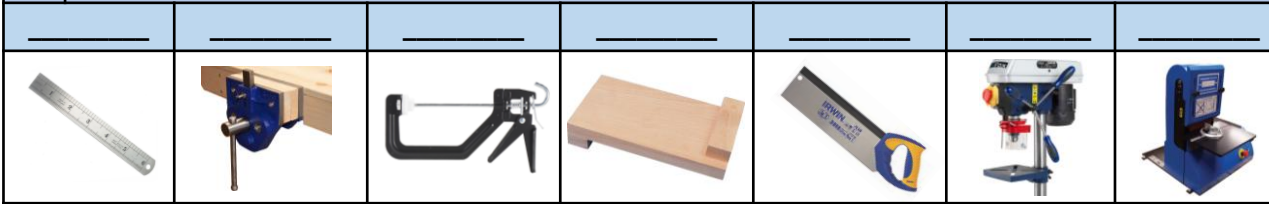
## Year 8 PRODUCT DESIGN Rotation Knowledge Organiser



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 \_\_\_\_\_

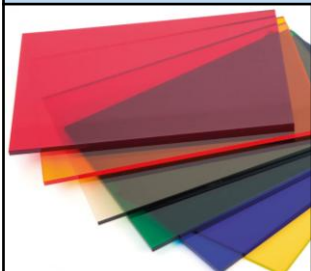
**Manufactured Boards** come from \_\_\_\_\_



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

**Manufactured Boards** come in \_\_\_\_\_

**Polymers** come from \_\_\_\_\_

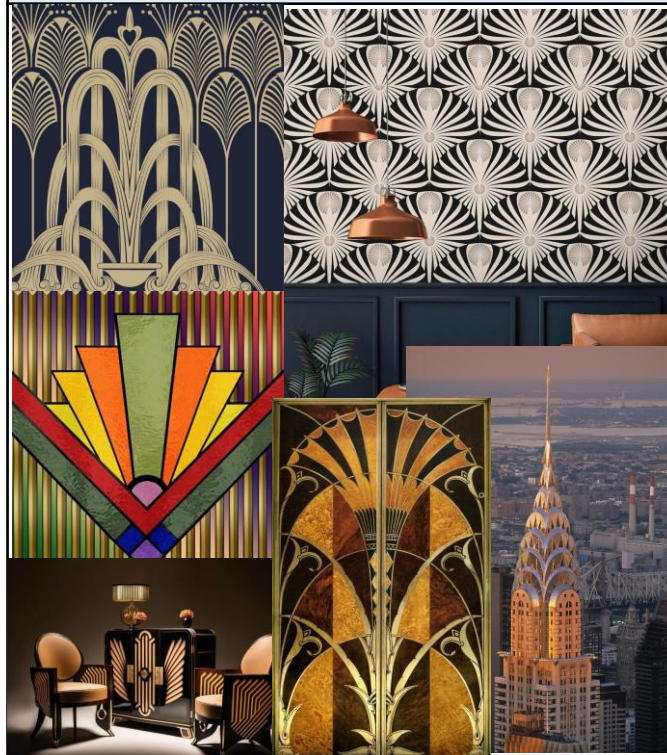


**Acrylic** – which you used as your Memphis shapes – is a **polymer**

**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?

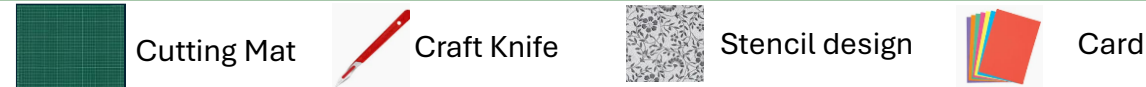
|                     |                   |                     |                |                 |
|---------------------|-------------------|---------------------|----------------|-----------------|
| A<br>Stencil design | B<br>Step up card | C<br>Accordion card | D<br>Key words | E<br>Evaluation |
|---------------------|-------------------|---------------------|----------------|-----------------|

### A | Stencil design

List 3 health and safety rules for using a cutting knife

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

List the materials you need to create a stencil



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

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

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

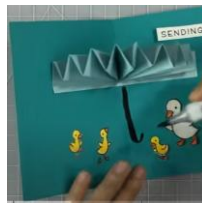


Coloured paper to add to the design  
Cut any incisions

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

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

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



Coloured paper to add to the design

## D | Key words

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

## E | Evaluation

Evaluation: To judge or give an opinion

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

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

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

**For example:**

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

# YEAR 8 GRAPHIC COMMUNICATION

## What are we learning this term?

|                     |                   |                     |                |                 |
|---------------------|-------------------|---------------------|----------------|-----------------|
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|---------------------|-------------------|---------------------|----------------|-----------------|

### A | Stencil design

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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                                                             |

## E | Evaluation

Evaluation: To judge or give an opinion

**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?

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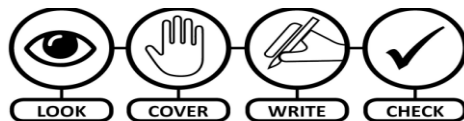
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| A | What we are learning about this term...      |
|---|----------------------------------------------|
| 1 | Pulse and Rhythm, including triplets and 6/8 |
| 2 | Polyrhythms                                  |
| 3 | Music in West Africa                         |
| 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  
Këita: Kuku ->



Bolokada Conde

Ladysmith Black  
Mambazo

| E | African Drums and Melody Instruments |
|---|--------------------------------------|
|   | <br><br>                             |

Djembe

dununba

sangban

kenkeni

|         |       |       |       |         |      |
|---------|-------|-------|-------|---------|------|
|         |       |       |       |         |      |
| BALAFON | MBIRA | FLUTE | GOURD | MARACAS | KORA |

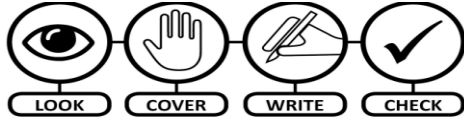
| F | Basic Note Values |
|---|-------------------|
|---|-------------------|

| Basic Rhythm Values in 4/4 time          |        |        |        |        |
|------------------------------------------|--------|--------|--------|--------|
|                                          | Beat 1 | Beat 2 | Beat 3 | Beat 4 |
| Technical name<br>SEMI BREVE (4 beats)   |        |        |        |        |
| Remember it...<br>Hold for 4 beats       |        |        |        |        |
| Technical name<br>Minim (2 beats)        |        |        |        |        |
| Remember it...<br>L - ong                |        |        |        |        |
| Technical name<br>Crotchet (1 beat)      |        |        |        |        |
| Remember it...<br>tea                    |        |        |        |        |
| Technical name<br>Quavers (1/2 beat)     |        |        |        |        |
| Remember it...<br>Cof - fee              |        |        |        |        |
| Technical name<br>Semi quaver (1/4 beat) |        |        |        |        |
| Remember it...<br>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 | Polyrhythms                                  |
| 3 | Music in West Africa                         |
| 4 | Call and Response                            |



| B | Keywords |
|---|----------|
|   |          |
|   |          |
|   |          |
|   |          |
|   |          |
|   |          |
|   |          |
|   |          |
|   |          |
|   |          |

C African Drumming Techniques

B \_\_\_\_\_ T \_\_\_\_\_ S \_\_\_\_\_

D Analysing music from West Africa (Listening)

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

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

Mamady 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       | T       |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| M _____ | A _____ | D _____ | T _____ | S _____ | H _____ | I _____ | R _____ | T _____ |
|         |         |         |         |         |         |         |         |         |



### What we are learning this term:

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

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

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

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

| The History of: | Commedia Dell'arte                                                                  |
|-----------------|-------------------------------------------------------------------------------------|
|                 |  |

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

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

**What we are learning this term:**

- A. How to create short improvisations and perform Lazzis in the style of 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               |  |

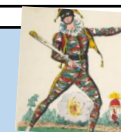
**C.****Who are the key characters?**

Pantalone

Il Dottore

Columbina

Arlecchino

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

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

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# #AIMHIGH CHALLENGE TASKS Y8

Hard Work ... Kindness... Responsibility



| Subject   | Reading                                                                                                                                                                                                                               | Watching                                                                                                                                                        | Other Opportunities                                                                                                                                                                                                               |
|-----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| English   | Read: <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>                                                                                                                                                                   |
| Maths     | Read: What do Runway Numbers Mean.                                                                                                                   | Listen: The Golden Ratio                                                      | Try the N-Rich Activity below:                                                                                                                 |
| Science   | Read The Astronomy Book- big ideas simply explained                                                                                                                                                                                   | Watch The reason for seasons <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><br>And see if you can see them                        |
| Geography | 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.                                                                                         |
| History   | 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                                                                                                                                                                        |
| Spanish   | 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>                                                         |
| Art       | 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

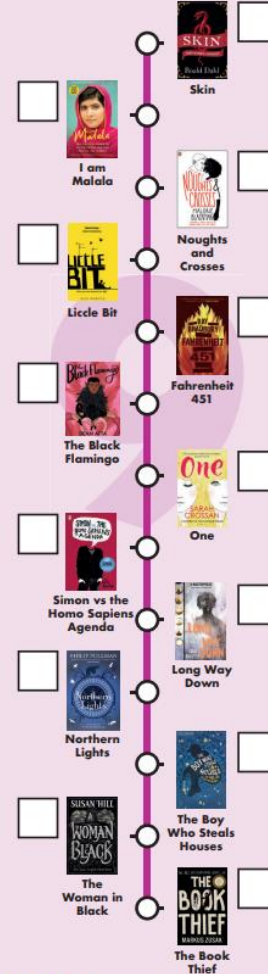
## Year 7



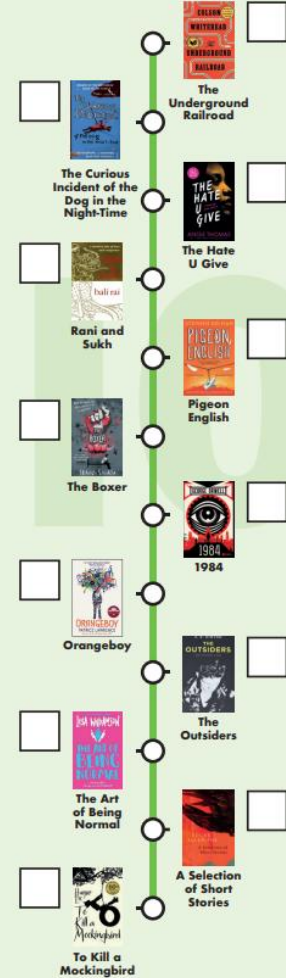
## Year 8



## Year 9



## Year 10



#ReadingisPower