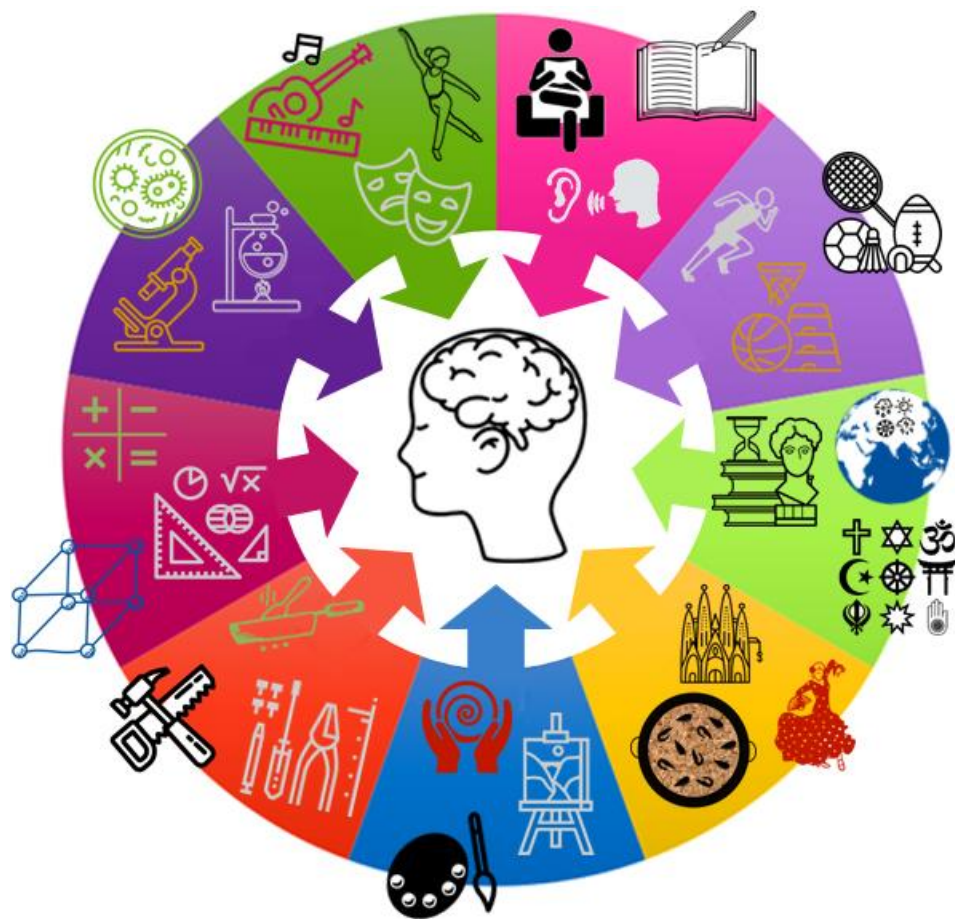


Year 8 – Grammar Stream

Knowledge Organisers

Term 5



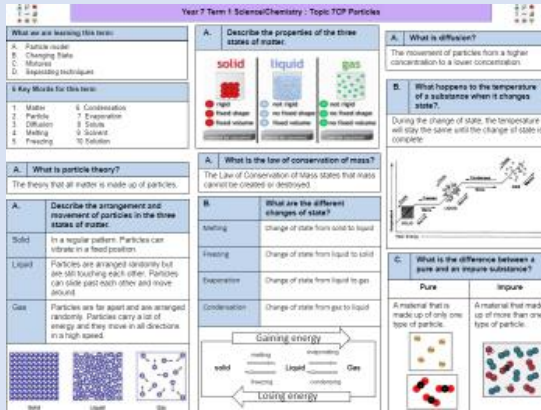
Swindon Academy 2024-25

Name:	
Tutor Group:	
Tutor & Room:	

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

Using your Knowledge Organiser and Quizzable Knowledge Organiser

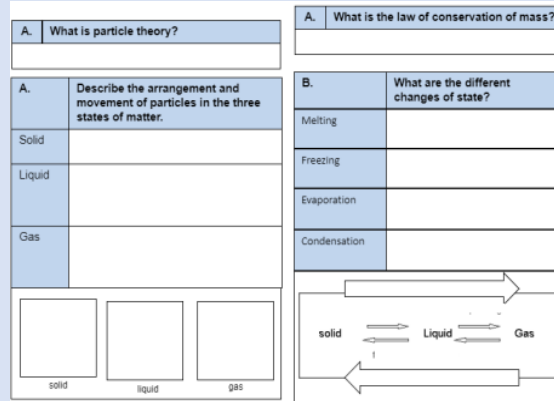
Knowledge Organisers



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

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

Quizzable Knowledge Organisers



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

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

Top Tip

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

Expectations for Prep and for using your Knowledge Organisers

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

How do I complete Knowledge Organiser Prep?

Step 1

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

The image shows the epraise.com website. On the left is a 'Planner' for the week of 10th May to 14th May 2020, with columns for Self-reflection, Class, Teacher, and Peer. On the right is a 'Knowledge Organiser' for 'What is particle theory?' with 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?'.

Step 2

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

The image shows a student's prep book. The date '29th May 2020' and the title 'Particle theory' are written in the top right corner of the knowledge organiser template. The template 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?'.

Step 3

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

The image shows a student's prep book. The keywords/definitions/facts from the knowledge organiser are written out in full. The text includes: '29th May 2020', 'Properties of the states of matter', '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'.

Step 4

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

The image shows a student's prep book. The keywords/definitions/facts from the knowledge organiser are written out in full, repeated three times. The text includes: 'Solid = regular pattern particles vibrate in fixed position', 'Solid = regular pattern particles vibrate in fixed position', and 'Solid = regular pattern particles vibrate in fixed position'.

Step 5

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

The image shows a student's prep book. The missing words from the quizzable knowledge organiser are written in the prep book. The text includes: 'Self quizzing', 'Arrangement/movement of matter', 'Solid = regular pattern particles', 'Liquid =', and 'Gas ='. There are also checkboxes for '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 image shows a student's prep book. The keywords/definitions/facts from the knowledge organiser are written out in full, with corrections and checkmarks. The text includes: '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.

'The Tempest' GS Knowledge Organiser

Plot Summary		Vocabulary: Keywords
The Tempest Act 1, Scene 1 Alonso, the King of Naples, is on a ship with his son Ferdinand and his companions Sebastian, Antonio, Stephano and Trinculo. They are struck by a terrifying, howling storm. They abandon ship and swim to a nearby island but are washed ashore in different places. The island seems to be abandoned.	The End Act 4, Scene 1 and Act 5, Scene 1 A marriage for Ferdinand and Miranda is arranged and celebrated with a masque attended by spirits. It is interrupted when Prospero recalls the threat from Trinculo, Stephano and Caliban. Prospero and Ariel send spirit dogs to scare them away. King Alonso, Sebastian and Antonio meet Prospero. He explains what has been happening on the island. He shows them Ferdinand and Miranda who are now married. King Alonso is filled with regret and asks for forgiveness from Prospero which he grants.	colonialism – when one country establishes itself in another country. When someone colonises a new country, they are called a coloniser . The original inhabitants of the land are called natives .
After the Storm Act 1, Scene 2 From a nearby island, Miranda watches the huge tempest. She lives with her father Prospero and has little memory of her life before the island. Prospero tells his daughter of their past: he was the Duke of Milan twelve years ago, but he was so involved with his books and secret studies that he did not realise his brother Antonio was stealing power from him. One night, Antonio ordered soldiers to take Prospero and Miranda and put them on a boat to their death. But they were washed ashore this island safely and have lived there ever since. Prospero has been ruler of the island. Prospero has created the storm to bring his brother to the island.	Epilogue Prospero declares that he will be giving up his magic. Ariel is released from his service. The party travel back to Milan. We do not know what has happened to Caliban.	imperialism - a policy of extending a country's power and influence through colonization, use of military force, or other means.
Ariel and Caliban Act 1, Scene 2 into Act 2, Scene 1 Prospero is a powerful magician who controls the spirit Ariel who completes tasks for him. Prospero has agreed to release Ariel after this last mission. Caliban is a deformed savage slave who is also under Prospero's control. He is the son of an old witch, Sycorax, and is a native of the island. Prospero taught Caliban how to speak but Caliban resents the control Prospero has over him.	Terminology: Keywords comedy – a play that is funny. It has a happy ending.	usurp – to take control of someone else's power when you do not have the right to. Someone who usurps is called a usurper .
Kind Alonso Act 2, Scene 1 King Alonso and his younger brother Sebastian, as well as Antonio (the usurping Duke of Milan), wander around the island. King Alonso weeps as he believes his son Ferdinand is dead. Sebastian and Antonio plot to kill Alonso so that Sebastian can be king. They are stopped by Ariel's magical intervention.	soliloquy – when a character is speaking alone on stage to himself/herself or to the audience.	tempest – a violent storm.
Caliban, Stephano and Trinculo Act 2, Scene 2 and Act 3, Scene 2 The monster Caliban is found by Stephano and Trinculo. They give him alcohol to drink and he gets drunk. Caliban offers to serve Stephano because he believes he is a god because of the heavenly drink! Caliban explains to them how Prospero has treated him and that he will be their guide on the island if they overthrow him. The three drunks go to find and kill Prospero.	sibilance – figure of speech in which the letter 'S' is repeated. This often creates a hissing sound.	treason – a crime that harms your country or government. Someone who commits treason is a traitor .
Ferdinand and Miranda Act 1, Scene 2 and Act 3, Scene 1 Ferdinand has survived the storm. He is safely on the island and is found by Miranda. They fall instantly in love. Prospero wants to test that the love is real. Ferdinand has to endure hard labour to prove his intentions are honourable. Miranda pities Ferdinand and wants to marry him. Prospero blesses their marriage.	Characters Alonso – King of Naples Sebastian – Alonso's brother Ferdinand – Alonso's son Antonio – Prospero's brother. Antonio stole Prospero's title as Duke of Milan. Gonzalo – the old counsellor to the King of Naples Trinculo – a jester Stephano – a drunken butler Prospero – the rightful Duke of Milan Miranda – Prospero's daughter Ariel – an airy spirit; a slave of Prospero's who earns his freedom Caliban – a savage and deformed slave of Prospero's; a native of the island	callous – when someone is cruel and does not care about other people.
		pathos – a situation that makes us feel sympathy or sorrow.
		exploitation – taking advantage of someone for your own benefit
		nurture – to encourage or support the development of someone or something.
		dual nature – having two sides.
		Background Information Shakespeare was born in the Elizabethan era, named after Elizabeth I. After she died, James I became king. This period of history is called the Jacobean era, because Jacob is the Latin for James. Shakespeare lived and worked in both eras.
		Italian city states - A city-state is an area that is ruled by a major city. During the Elizabethan and Jacobean era, Italy wasn't one unified country, but a number of small independent city-states.
		Sea exploration was booming in the Elizabethan era as people 'discovered' new parts of the world. Queen Elizabeth I was obsessed with their discoveries and was happy to pay for their travels. Led by her example, the rest of the country were also fascinated by their stories and goods. Colonialism has had a lasting impact on the world. Many natives were exploited and killed by the white European colonisers. Issues of colonialism; such as racism and slavery are important to the play.

'The Tempest' GS Knowledge Organiser

The Tempest Plot Summary

The Tempest Act 1, Scene 1

After the Storm Act 1, Scene 2

From a nearby _____, _____ watches the huge _____. She lives with her father _____ and has little _____ of her life before the _____. Prospero tells his daughter of their ____; he was the _____ twelve years ago, but he was so involved with his _____ and secret _____ that he did not realise his _____ was stealing power from him.

Ariel and Caliban Act 1, Scene 2 into Act 2, Scene 1

Prospero is a powerful _____ who controls the spirit _____ who completes tasks for him.

_____ is a deformed savage _____ who is also under Prospero's _____.

Kind Alonso Act 2, Scene 1

Caliban, Stephano and Trinculo Act 2, Scene 2 and Act 3, Scene 2

The monster _____ is found by Stephano and Trinculo.

Ferdinand and Miranda Act 1, Scene 2 and Act 3, Scene 1

_____ has _____ the storm. He is safely on the island and is found by _____.

The End Act 4, Scene 1 and Act 5, Scene 1

A marriage _____ is arranged and celebrated with a masque attended by spirits. It is interrupted when Prospero recalls the threat from _____, _____ and _____.

_____, _____ and _____ meet Prospero.

Epilogue

Prospero declares that he will _____

Terminology: Keywords

comedy – _____

soliloquy – _____

sibilance – _____

Characters in The Tempest

Alonso – _____

Sebastian – _____

Ferdinand – _____

Antonio – _____

Gonzalo – _____

Trinculo – _____

Stephano – _____

Prospero – _____

Miranda – _____

Ariel – _____

Caliban – _____

Vocabulary: Keywords

colonialism – _____

_____ The original inhabitants of the land are called _____.

usurp – _____

imperialism – _____

tempest – _____

treason – _____

callous – _____

pathos – _____

exploitation – _____

nurture – _____

dual nature – _____

Historical Context of The Tempest

Shakespeare was born in the _____ era, named after Elizabeth I.

Italian city states - A _____ is an area that is _____ by a major _____.

Sea exploration was booming in the Elizabethan era as people 'discovered' new parts of the world.

_____ Le

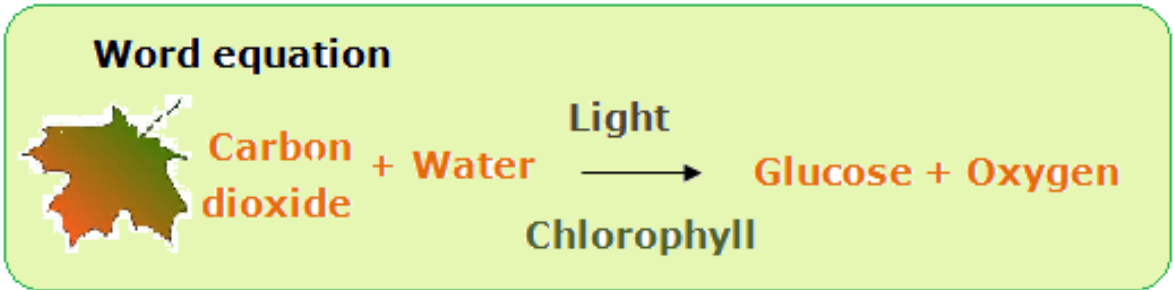
d by her example, the rest of the country were also fascinated by their stories and goods. _____ has had a lasting _____ on the _____. Many _____ were _____ and killed by the white European colonisers. Issues of _____; such as _____ and _____ are important to the play.

**What we are learning this term:**

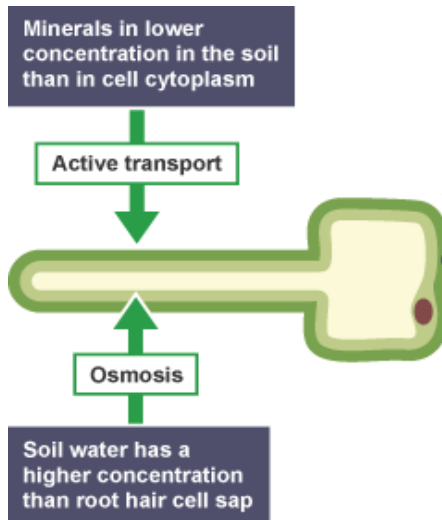
- A. Photosynthesis
- B. Roots
- C. Leaf adaptations
- D. The importance of photosynthesis

4 Key Words for this term

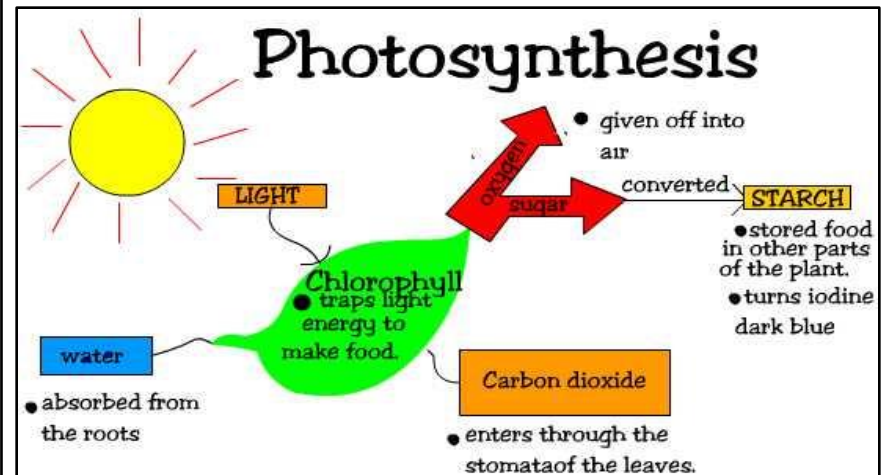
- 1. Chloroplast
- 2. Phloem
- 3. Xylem
- 4. Photosynthesis

A.**State the word equation for photosynthesis****B.****Describe the function of the roots**

- Made up of **root hair cells**.
- These cells **absorb** minerals through **active transport** (which requires energy).
- They also **absorb** water through **osmosis** (which doesn't require energy).

**A.****Describe testing leaves for starch**

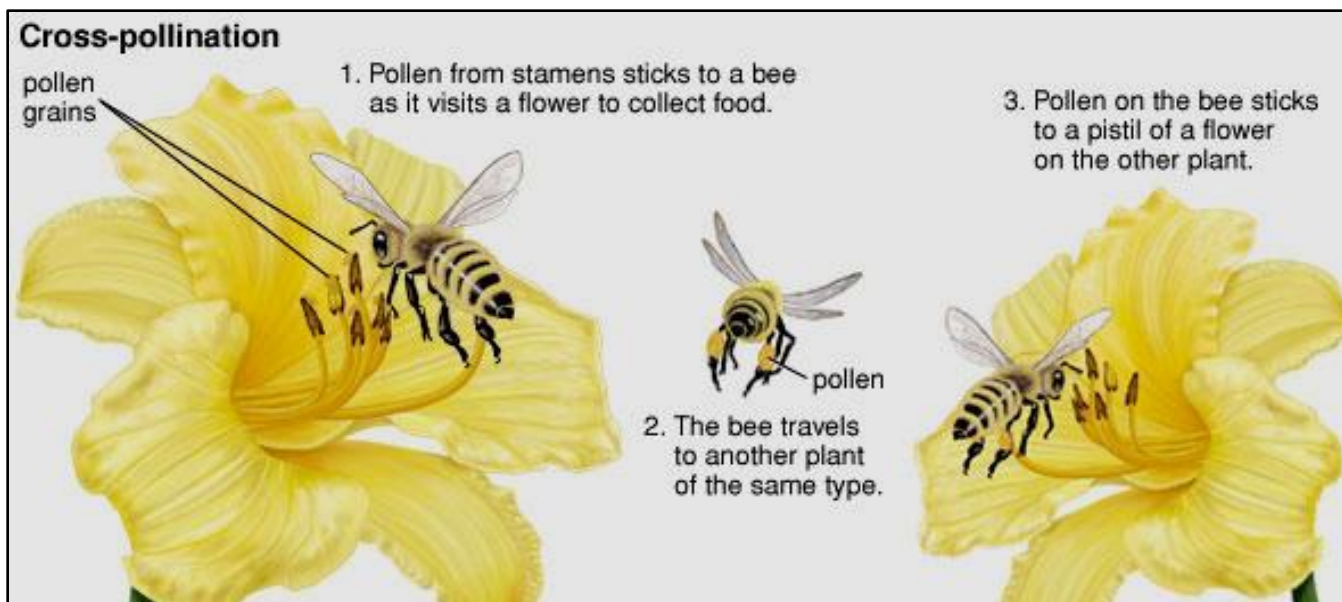
1. The leaf is **boiled** to break open cells.
2. Then boiled in **ethanol** to remove the chlorophyll.
3. Finally test with **iodine**. **Blue/black** is a positive result.





C.	Describe the adaptations of leaves for photosynthesis	
Large surface area	To absorb lots of light .	
Waxy coat	To prevent water loss and damage .	
Palisade cells	Long, thin and contain lots of chloroplasts for photosynthesis .	
Stomata	Small holes on the bottom of the leaf which allow carbon dioxide into the leaf and oxygen out.	
Guard cells	Control the opening and closing of the stomata.	

D.	Explain the importance of plant pollination in food security
<p>Lots of the foods we eat come from plants which reproduce by pollination.</p> <p>So if plant pollination is not occurring enough then food will be less secure.</p>	



D.	Define pollination
<p>Pollination is the transfer of pollen from a male part of a plant to a female part of a plant, enabling later fertilisation and the production of seeds.</p>	

**What we are learning this term:**

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

5 Key Words for this term

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

A. What is a chemical reaction?

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

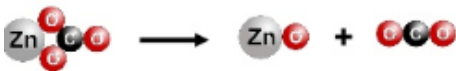
A. What is Thermal Decomposition?

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

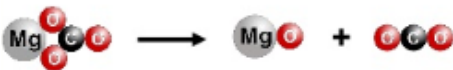
Does a thermal decomposition reaction give out energy, or take in energy from its surroundings?

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

Examples: Zinc Carbonate \rightarrow Zinc Oxide + Carbon dioxide
 $\text{ZnCO}_3 \rightarrow \text{ZnO} + \text{CO}_2$



Magnesium carbonate \rightarrow Magnesium Oxide + Carbon dioxide
 $\text{MgCO}_3 \rightarrow \text{MgO} + \text{CO}_2$

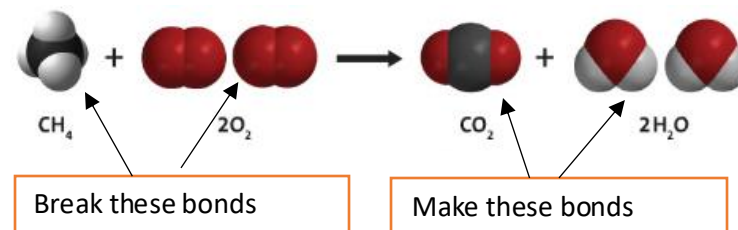
**A. What is Combustion?**

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

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

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

Examples: methane + oxygen \rightarrow carbon dioxide + water
 $\text{CH}_4 + 2\text{O}_2 \rightarrow \text{CO}_2 + 2\text{H}_2\text{O}$

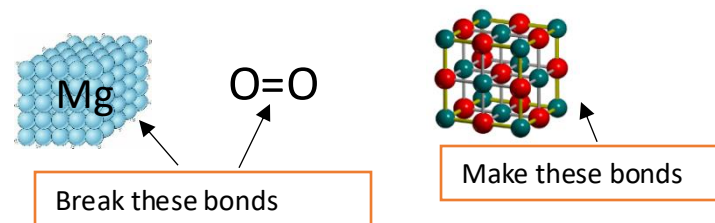
**A. What is oxidation?**

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

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

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

Examples: Magnesium + Oxygen \rightarrow Magnesium Oxide
 $\text{Mg} + \text{Oxygen} \rightarrow \text{MgO}$



**What we are learning this term:**

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

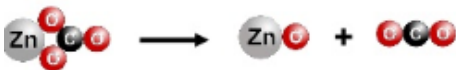
5 Key Words for this term

1.
2.
3.
4.
5.

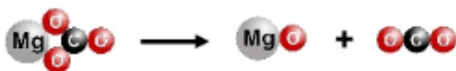
A. What is a chemical reaction?**A. What is Thermal Decomposition?**

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

Examples: Zinc Carbonate →

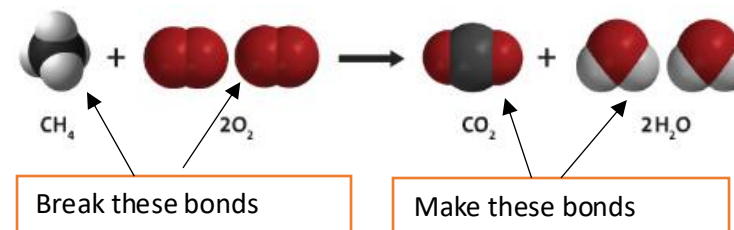


Magnesium carbonate →

**A. What is Combustion?**

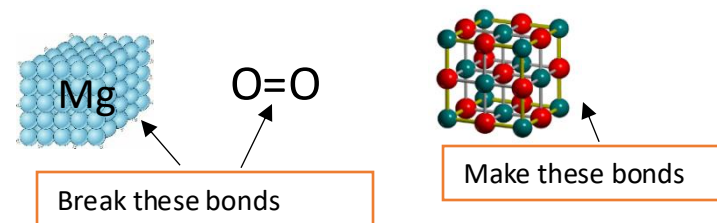
Does a combustion reaction give out energy, or take in energy from its surroundings?

Examples: methane + oxygen →

**A. What is oxidation?**

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

Examples: Magnesium + Oxygen →



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

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

B. What is the rate of a reaction?

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

What factors can affect rate of reaction?

1. Changing temperature
2. Changing the concentration of a solution
3. Changing the surface area of a solid
4. Adding a catalyst

B. What is a catalyst?

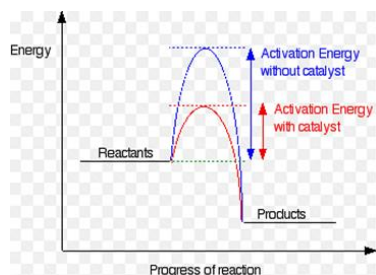
A catalyst is a substance which speeds up a chemical reaction without being used up.

- They are specific to each reaction

B. How do catalysts work?

Catalysts speeds up a reaction by:

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

How can you show this on a reaction profile?**B. Why aren't catalysts written in the chemical equation of a reaction?**

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

C. What is Activation energy?

The minimum energy required for a successful collision between reactants

What is a reaction profile?

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

C. What are exothermic and endothermic reactions?

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



B.	What 2 things do you need for a successful reaction to happen?
1.	
2.	
B.	What is the rate of a reaction?
What factors can affect rate of reaction?	1. 2. 3. 4.
B.	What is a catalyst?
B.	How do catalysts work?
How can you show this on a reaction profile?	
B.	Why aren't catalysts written in the chemical equation of a reaction?

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



What we are learning this term:
A. Compare Light and Sound waves B. Wave behaviour C. Sound waves D. Hearing ranges E. Uses of sound

3 Key Words for this term
1. Ultrasound 2. Frequency 3. Transverse

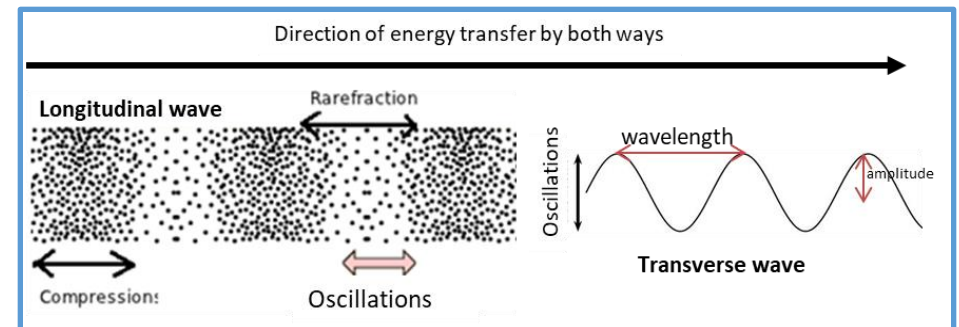
A.	How do sound waves compare with Electromagnetic waves (e.g. Light)
Sound	EM waves, like light
Requires a medium (particles) to travel	Does not require a medium (particles)
Longitudinal waves	Transverse Waves
Travels faster in more dense media. In air 330m/s	Travels slower in more dense material. In vacuum 3×10^8 m/s

A.	Types of Waves
Waves transfer energy without transferring matter.	
A.	What are the two types of waves?
Transverse	Longitudinal
<ul style="list-style-type: none"> Oscillations are perpendicular to the direction of energy transfer. 	<ul style="list-style-type: none"> Oscillations are parallel to the direction of energy transfer.

B.	What different behaviours do waves show?
Waves can travel through all sorts of media, and different things can happen at the boundary between different media:	
Transmission	Passing through, we say a wave is 'transmitted' through a medium
Reflection	When a wave bounces back from a boundary between media at the same angle as which it hit the boundary.
Refraction	When a wave changes direction at the boundary between media due to a change in speed.
Absorption	When the energy a wave transfers goes into heating a material.
Diffraction	The spreading out of a wave after it passes through a gap.

B.	What is Superposition
Superposition occurs when two or more of the same kind of waves are travelling together. The waves can add up or cancel each other out depending on how they line up.	
<div> <p>Constructive Interference</p> <p>Destructive Interference</p> </div>	

C.	Changes in sounds
What is pitch?	The highness/lowness of a sound. Higher sounds have a higher frequency
What is frequency?	The number of oscillations in a wave per second. This is also the number of waves passing a point per second. It is measured in Hertz (Hz)
What is volume?	The intensity of a sound. Louder sounds have a larger amplitude. It is measured in decibels (dB)





What we are learning this term:
A. Compare Light and Sound waves B. Wave behaviour C. Sound waves D. Hearing ranges E. Uses of sound

3 Key Words for this term
1. 2. 3.

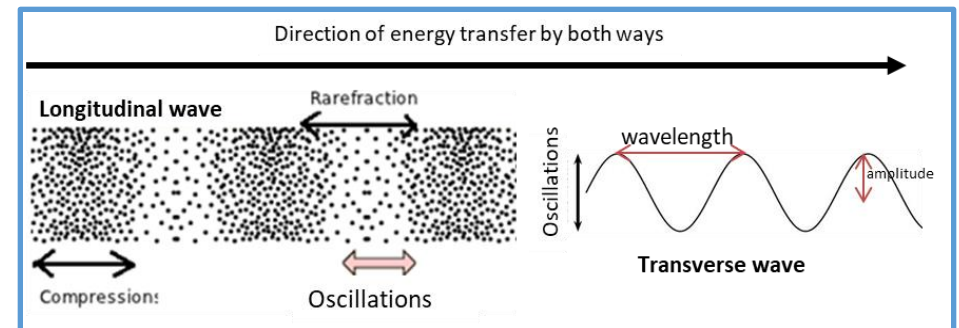
A.	How do Sound waves compare to Electromagnetic waves (e.g. Light)?
Sound	EM waves, like light

A.	Types of Waves
	Waves <u>transfer energy</u> without transferring matter.
A.	What are the two types of waves?

B.	What different behaviours do Waves show?
	Waves can travel through all sorts of media, and different things can happen at the boundary between different media:
Transmission	
Reflection	
Refraction	
Absorption	
Diffraction	

B.	What is Superposition?
	<p>Constructive Interference</p> <p>Destructive Interference</p>

C.	Changes in sounds
What is pitch?	
What is frequency?	
What is volume?	

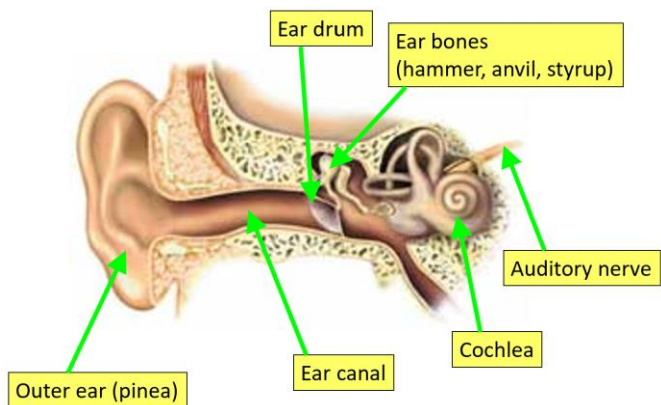




C.	How is sound produced?
	Sound is produced by vibrations
	How does sound travel?
	Vibrations transfer energy through particles.
	Which media does sound travel fastest in and why?
	Solids – the particles are closer together

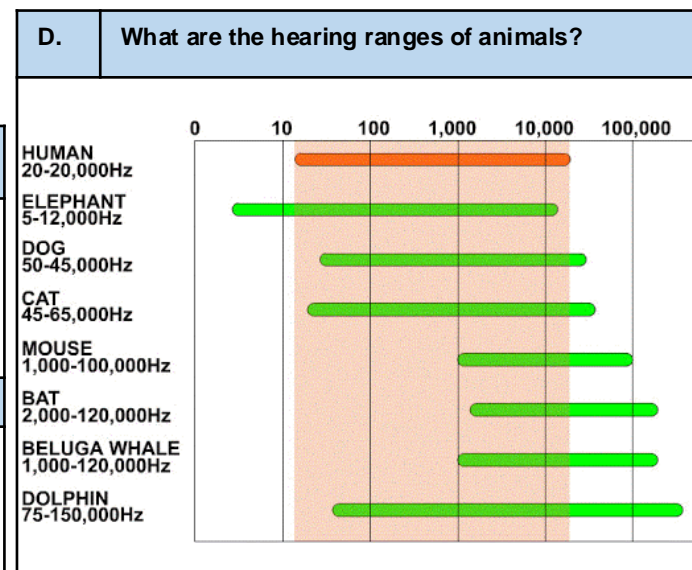
D.	Hearing ranges
What is the hearing range of humans?	Humans have a hearing range between 20 – 20 000 Hz
What is ultrasound?	Sounds with a frequency above 20 000 Hz
What is ultrasound used for?	Uses of ultrasound: <ul style="list-style-type: none">• Prenatal scans of unborn babies• Ultrasonic cleaning of fragile objects (eg jewellery)• Breaking up kidney stones to prevent harm.

C.	Part of the Ear	What is the Function?
	1. Outer ear (pinna)	Collects the sound like a funnel.
	2. Ear canal	Transmits sounds from the pinna to the ear drum
	3. Ear drum	Sound waves causes this to vibrate
	4. Ear bones (hammer, anvil, stirrup)	After the ear drum vibrates, it passes the vibrations on to these. They transfer the vibrations to the cochlea
	5. Cochlea	Receives vibrations and converts these to nerve impulses
	6. Auditory nerve	Carries nerve impulses (messages) to the brain



E.	What is an echo?
	A reflected sound

E.	How do loudspeakers work?
	<ul style="list-style-type: none">• Loudspeakers are vibrating cones.• The pattern and frequency of the vibrations (oscillations) determines the sound.
	How do Microphones work?
	Microphones have a vibrating <u>diaphragm</u> inside, which converts the sound wave into an electrical signal in a circuit.



D.	Seeing sounds – How can you see sounds?
	You can use an instrument called an oscilloscope to see a sound wave
Amplitude (volume) is shown by the height. The higher the waves, the louder the sound.	<p>Amplitude</p> <p>Frequency</p>
The frequency (pitch) is shown by how close the waves are to each other. The closer they are, the higher the pitch.	



Geography Knowledge Organiser: Year 8 Term 5 Ecosystems



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

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

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

C. Climatic features (4)	
Climate graph	A graph showing rainfall and temperature in a place over a whole year.
Precipitation	Any form of water falling from the sky.
Convectional rainfall	Rain that is produced when warm air rises, cools and condenses, forming clouds and then rainfall.
High pressure	Areas where air is sinking, this air has little moisture, thus condensation can not happen.
F. Rainforest features (4)	
Rainforest layers	Forest floor, understorey, canopy, emergent layer.
Nutrient cycle	Nutrients move from living things to litter and the soil in a continuous cycle, keeping both plants and soil healthy.
Drip tip leaves	A plant adaptation that lets excess water drip off leaves quickly.
G. Desert characteristics (4)	
Diurnal range	Differences between the highest day and lowest night time temperature.
Nocturnal	Animals only come out at night.
Cactus	Long root systems to get as much water as possible from dry ground.
Camel	Webbed feet to help walk in sand.

H. Opportunities and challenges for development in the Sahara desert	
Where	The Sahara is found in Northern Africa.
Opportunities (2):	
1. In Algeria, oil extraction accounts for 60% of the GDP. 2. Farming in Egypt happens because the Aswan dam provides water all year round to grow crops and providing an income for farmers.	
Challenges (2)	
1. Extreme temperatures can cause illness or death because of dehydration. 2. Water is scarce and so farming can be unreliable meaning an unreliable income for farmers.	

D. Major global biomes (4)	
Tundra (2)	1. Found at the far north and south of the planet. 2. A cold ecosystem, little rainfall.
Hot desert (2)	1. Found along the Tropic of Cancer and the Tropic of Capricorn. 2. Hot environments with little rain.
Tropical rainforest (2)	1. Found in places along the Equator. 2. Hot and humid environments with huge amounts of rainfall.
Temperate forest (2)	1. The main biome of the UK and other places along the same lines of latitude. 2. Warm summers, mild winters. No extremes of temperature, rainfall.
E. Deforestation in the rainforest (6)	
Deforestation	The cutting down and removal of forest. This happens due to many factors.
Logging	Cutting down trees to sell the wood for a profit, sometime this is done illegally.
Cattle ranching	Removing trees from a large part of the rainforest and keeping cows on the land. These are sold for meat.
Slash and burn	A type of farming where you cut down a small area of trees, burn the vegetation and then grow crops on this land.
Soil erosion	When the soil in an area loses its minerals (water or wind erosion) so that it becomes difficult to grow crops there.
Indigenous tribes	A group of people who live traditional lives in places (like the rainforest).



Background:		C. Climatic features (4)	D. Major global biomes (4)
1. An ecosystem is a community of things that are linked together to make up a type of environment. (A, B)		Climate graph	Tundra (2)
2. An ecosystem contains biotic (living) and abiotic (non-living) parts. (B)		Precipitation	Hot desert (2)
3. The climate of an ecosystem is very important as it influences what you will find there. (C)		Convectional rainfall	Tropical rainforest (2)
4. The main world biomes can be found in specific parts of the world, they have very different climatic conditions & features. (C, D)		High pressure	Temperate forest (2)
5. The rainforest biome has some distinctive features. (F)		F. Rainforest features (4)	E. Deforestation in the rainforest (6)
6. However, deforestation is a major challenge facing rainforests world-wide. (E)		Rainforest layers	Deforestation
7. The deserts world-wide also have some key characteristics. (G)		Nutrient cycle	Logging
8. The Sahara desert is a place with opportunities for people, but there are also challenges which need to be overcome. (H)		Drip tip leaves	Cattle ranching
A. Classification of ecosystem (4)		G. Desert characteristics (4)	Slash and burn
Ecosystem		Diurnal range	Soil erosion
Biome		Nocturnal	Indigenous tribes
Habitat		Cactus	
Biodiversity		Camel	
B. Features of an ecosystem (3)		H. Opportunities and challenges for development in the Sahara desert	
Biotic		Where	
Abiotic		Opportunities (2):	Challenges (2)
Food chain			

Year 8 History Unit 4 Age of Exploration

What we are covering: Age of Exploration

We will be studying: How this helped to kickstart the Industrial Revolution (E, F), The lives of slaves on plantations and how this compares to those of factory workers during the Industrial Revolution (G), Factors that contributed to the abolition of slavery and the slave trade (H), Developments in transport during the Industrial Revolution (I).

F. Causes of the Industrial Revolution

Population growth – Rapid growth in population. The more people there are the more goods they buy. Increase in population provided source of labour – workers.

Raw materials – Lots of iron to make machines, railways and cannons, coal to drive steam engines in the factories and clay to supply the pottery industry. Raw materials for new machines/inventions were available, either home produced or imported

Farmers grew more food – They are producing more food for the growing population, particularly for those in towns who cannot grow their own food. Farm workers are earning more and so have more money to spend on goods produced by industry.

Empire and Trade – Traders make more money and invest it in improving British industry and transports. Traders bring in raw materials like cotton from America. People overseas buy lots of British goods e.g. cotton cloth. This keeps the factories and workers busy back in Britain.

British transport improved – Better transport (canals and railways) makes raw materials cheaper and makes the supply more reliable. It also enlarges the markets and makes the finished goods cheaper. Improved transport allows new ideas and inventions to spread more quickly.

Talented Entrepreneurs and Inventors – Britain has great inventors (e.g. Arkwright) who have ideas about how to improve industry. Entrepreneurs can see how to make money out of these new ideas and invention.

E.

Why did Britain's population increase so rapidly after 1750?

Improvements in farming After 1750 farmers produced more food and people had the opportunity to enjoy a healthier diet (fruit, veg, dairy and meat). All the proteins and vitamins helped the body to fight disease.

Edward Jenner – in 1796, Jenner discovered how to vaccinate against one of Britain's worst diseases – smallpox. Gradually, more and more people were treated until 1870 when vaccination was made compulsory for all. Smallpox disappeared.

Improvements in Public Health – After the 1860's councils began to clean up towns and cities. Clean water supplies and sewers were installed, better housing was built too.

Super Soap – after 1800 cheap soap became readily available. Soap is a powerful germ-killer (although before the 1860's (at this time) people did not know that germs caused disease.

Medical advancements – After 1870, doctors started to use anaesthetics (numbs pain) and antiseptics (kills germs) to make operations safer and cleaner. Fewer patients died of shock, pain or infection.

G. How did the lives of slaves and factory workers compare?

Slaves

Families were deliberately split up

Owners gave their slaves new names, and some owners branded their initials onto the slaves' skin

Working in sugar cane and rice plantations was exhausting, but tobacco plantations tended to be less demanding.

One of the worst jobs was working in the salt ponds of the Turks and Caicos Islands, where standing for long hours in the saltwater caused blisters and boils to spread across slaves' legs

Small minority of slaves were taken into the plantation owners house, where they worked as cooks, servants or cleaners – some given a basic education

Factory Workers

Labourers worked 12- to 14-hour days, six days a week. When demand increased it could be up to 19 hours

The noise of the machines caused workers to lose their hearing, and the dust and cotton fibres that filled the air caused lung diseases.

Factory owners kept strict discipline, docking the wages of employees who broke factory rules.

Poor families depended upon the extra income provided by their children – children would start work as young as 5 (as scavengers and piecers)

Children had to work right next to moving machinery, and if their arms or leg got caught, they could lose a limb – they would be beaten with a leather strap for not working hard enough/being disobedient.

H

Beginnings of the Slave Trade

Discovery of the New World

- Interest in the New World. Christopher Columbus discovered America in 1492.
- Conquistadors- Balboa's exploration of Isthmus of Panama led to the establishment of the first European settlement on the American mainland.
- British colonies benefitted from their place in the empire by gaining more developed infrastructure, better education and improved law and order. Britain also introduced democracy to its colonies which gave more power to the people. Even colonies that had left the Empire were provided with help and support through the commonwealth.

The trade triangle

- Around 11 million African people arrived as slaves in the Americas between 1500 and 1850.
- Ships full of commodities were transported from Britain to West Africa in port towns along the coast.
- Slaves were shipped across the Atlantic ocean to the Americas and the Caribbean.
- Slaves were sold, and the ships then transported the raw materials from the plantations back to Britain to sell to the British public.

Year 8 History Unit 4 Age of Exploration

What we are covering: Age of Exploration

We will be studying: How this helped to kickstart the Industrial Revolution (E, F) ,The lives of slaves on plantations and how this compares to those of factory workers during the Industrial Revolution (G), Factors that contributed to the abolition of slavery and the slave trade (H), Developments in transport during the Industrial Revolution (I).

F.	Causes of the Industrial Revolution
	<u>Population growth</u> –
	<u>Raw materials</u> –
	<u>Farmers grew more food</u> –
	<u>Empire and Trade</u> –
	<u>British transport improved</u> –
	<u>Talented Entrepreneurs and Inventors</u> –

E.	Why did Britain's population increase so rapidly after 1750?				
<u>Improvements in farming</u>	<u>Edward Jenner –</u>	<u>Improvements in Public Health–</u>	<u>Super Soap-</u>	<u>Medical advancements–</u>	

G. How did the lives of slaves and factory workers compare?	
Slaves	Factory Workers

H	Beginnings of the Slave Trade
Discovery of the New World	
The trade triangle	

Year 8 History Unit 4 Age of Exploration

I	Factors in the abolition of slavery and the slave trade		
Slave Rebellions	The Maroons – escaped slaves who ran away from their plantations into the mountains There were 2 wars and the Maroons were cheated out of their peace agreement, arrested and transported out of Jamaica	Nat Turner's – Organised an uprising which resulted in the murder of the plantation owner and his family and the murder of 51 other white people. Turner was arrested, convicted and hanged along with 16 of his followers. This resulted in harsher laws against slaves.	Haitian Revolution – most successful slave rebellion. Resulted in the foundation of Haiti. The slaves rebelled killing thousands of whites and burning down sugar plantations. The slaves succeeded and declared their independence in 1804.
Sugar Boycotts	<ul style="list-style-type: none"> - After Parliament rejected the abolition bill in 1791, abolitionists took action by sidestepping Parliament entirely and calling for a boycott on Britain's largest import, slave-grown sugar. - An anti-sugar pamphlet by William Fox published in 1791 sold 70,000 copies in four months - by 1792, 400,000 people in Britain were boycotting sugar - The boycott spread rapidly until by 1794 it is estimated that well over 300,000 families had joined - Grocers reported that demand had fallen by a third 		
Economy	<ul style="list-style-type: none"> - Less people were buying slave-grown sugar from the West Indies because they were able to get cheaper and more ethical sugar from countries such as Cuba and Brazil. This led to the plantation owners in the West Indies losing business. - It became clear to the plantation owners that it was actually cheaper to employ ex-slaves as waged labourers than to own slaves who had to be housed and fed. With a smaller market for their cargoes there was less profit for the slave traders in the West Indies. 		
Abolitionists	Granville Sharp- set up the Abolition Committee in 1787 to encourage the government to abolish slavery. Defended black enslaved people such as Jonathan Strong.	William Wilberforce- abolitionists' representative in parliament. Wilberforce introduced the abolition bill every year between 1790 and 1806, but they kept being defeated. Succeeded- 1807 Abolition of Slavery	Thomas Clarkson- helped to start the Committee for the Abolition of the African Slave Trade in 1787.

J. How did developments in transport improve people's lives in Britain?

Canals	Railways
<ul style="list-style-type: none"> • People knew that it was far easier to transport goods over water than it was over land • A horse could pull a barge with ten times more weight on than if the horse was pulling a cart – fewer horses pulling more goods = profitable • Francis Egerton the Duke of Bridgewater had seen how effective canals were for transporting raw materials so he decided to link some coal mines that he owned in Worsley by a canal to the city of Manchester where the coal was used for iron and ship making (The Bridgewater Canal). • Made it easier to transport coal to Manchester - the price of coal in the city halved and the Duke of Bridgewater made huge amounts of money – this inspired others to want to build canals. 	<ul style="list-style-type: none"> • Trains were a cheaper, more efficient and more effective way of travelling than canals - could travel at 15 miles an hour which was far faster than the couple of miles an hour a horse could walk carrying a barge • Trains could carry 50 tonnes of goods - far more than a horse could pull on a barge • Trains could be used to carry passengers and up to 600 passengers would be carried on it every journey - people could go to places that they would have never been able to before • It allowed fresh dairy and agricultural produce from rural areas to be delivered to towns and cities • Trains were a financial success and people suddenly realised that railways could provide huge profits – investors spend huge amounts of money on railways.

Year 8 History Unit 4 Age of Exploration

I	Factors in the abolition of slavery and the slave trade		
Slave Rebellions			
Sugar Boycotts			
Economy			
Abolitionists			

J. How did developments in transport improve people’s lives in Britain?	
Canals	Railways



What we are learning this term:		C.	What is the Trimurti?
A. Key words.	D. The nature of Goddess	Trimurti	The triad of Gods (meaning "three forms" of God) consisting of Brahma the creator, Vishnu the preserver, and Shiva the destroyer as the three highest manifestations of the one ultimate reality.
B. Hindu understanding of God.	E. Hindu beliefs about the afterlife	Representation of Brahma	The creator shown with 4 heads facing 4 directions- shows that it has created the whole universe. Holds rosary (mala) to symbolise that he meditates to recreate the universe after each era. Sits on a lotus flower to symbolise its purity.
C. The meaning of Trimurti	F. The principles of Ahimsa.	Representation of Vishnu	Vishnu means pervading. It is the preserver, protector, guard. Its job is to maintain and preserve the order and harmony of the universe. Blue in colour to represent endless bliss, mind and infinity like the sky.
A.	Can you define these key words?	Representation of Shiva	The destroyer, re-creator, transformer. Represented dancing on a demon which shows his power of destruction of pride, ignorance and ego. Holding hourglass and fire which means that it controls the universe and has the power to destroy it.
Key word	Key definition	D. What is the nature of the Goddess in Hinduism?	
Polytheism	The belief in or worship of more than one God.	Meaning	the Goddess is seen as the activating force that enables the male Gods to exert their power. The goddess has many forms.
Trimurti	The triad of gods consisting of Brahma, Vishnu and Shiva.	Different forms of Goddess	Kali, she represents the ferocious nature of the goddess
Atman	Sanskrit name for soul. It is a deep self hidden in all beings.		Parvati, she represents the kindness and gentleness of the goddess
Samsara	The cycle of birth, death and rebirth to which life in the material world is bound.		Saraswathi is worshipped as the goddess of learning, wisdom, speech, and music.
Pervading	Be present and apparent throughout, everywhere.		Lakshmi is the goddess of good fortune, wealth, wellbeing.
Eternal	Everlasting or existing forever; without end.	E.	What are the Hindu beliefs about the afterlife?
Immortal	living forever; never dying	Atman (soul)	It is 'a deep self hidden in all beings'. This soul within all living things is part of the pervading spirit of Brahman.
Karma	The force produced by a person's actions in one life that influences what happens to them in future lives.	Reincarnation	After death, the atman continues to exist and enters another body just 'as a man casts off old clothes and takes on other clothes'. This is because the atman is 'eternal' and 'indestructible'.
Moksha	The release from the cycle of rebirth, the perfect peace, happiness and bliss of union with Brahman	The cycle of Death and rebirth.	Hindus believe that the soul passes through a cycle of successive lives (samsara) and its next incarnation is always dependent on how the previous life was lived (karma). Moksha is the end of the death and rebirth cycle and is classed as the fourth and ultimate goal.
Ahimsa	Ahimsa means harmlessness or non-violence carried out in words, in thought and in action	How these beliefs affect a Hindus everyday life	Karma literal meaning is 'action'. Hindus believe in a law that every action has an equal reaction either immediately or at some point in the future. Good or virtuous actions, will have good reactions or responses and bad actions, will have the opposite effect. So Hindus try to conduct good actions in their lives. They live good, ethical and moral lives, help people around them and follow the god's words. Follow the principles of Ahimsa.
Reincarnation	The rebirth of a soul in another body.	B	How do Hindus understand God?
B		F.	What is meant by Ahimsa.
Hindus believe is Polytheistic	This is the belief in or worship of more than one God. However, Hindus believe in One God, Brahman- who can take many forms.	1	Meaning- Showing respect for all living things and avoidance of violence towards others
Concept of Brahman	Brahman is understood as the life-giving force that is the 'origin of all that comes into being'. This power dwells within all living beings but is also beyond the universe. Brahman is often described as 'it' showing there is no gender as God is not a physical being.	2	Why Hindus follow the principle of Ahimsa? Hindus believe Ahimsa is a universal vow that is required for self-realisation. It is a necessity for anyone who aims to control their mind.
Understanding of God	They believe there is one supreme universal spirit, Brahman. This power dwells in all living beings. God is invisible, formless and pervading.	3	How is the principle of Ahimsa shown in practice? By being a vegetarian, refusing to fight in war and being a pacifist, protecting the environment



What we are learning this term:			C.	What is the Trimurti?		
A. Key words.		D. The nature of Goddess E. Hindu beliefs about the afterlife F. The principles of Ahimsa.	Trimurti			
B. Hindu understanding of God.			Representation of Brahma			
C. The meaning of Trimurti			Representation of Vishnu			
		Representation of Shiva				
A.	Can you define these key words?		D.		What is the nature of the Goddess in Hinduism?	
Key word		Key definition	Meaning			
Polytheism			Different forms of Goddess			
Trimurti						
Atman						
Samsara						
Pervading						
Eternal						
Immortal						
Karma			E.		What are the Hindu beliefs about the afterlife?	
Moksha			Atman (soul)			
Ahimsa			Reincarnation			
Reincarnation			The cycle of Death and rebirth.			
			How these beliefs affect a Hindus everyday life			
B		How do Hindus understand God?			F.	What is meant by Ahimsa.
Hindus believe is Polytheistic					1	
Concept of Brahman					2	
Understanding of God					3	



What we are learning this term:		B. Lo que hago por las tardes y por las noches – What I do in the afternoons and evenings		Key Verbs			
A. Describing morning routines B. Describing afternoon and evening routines C. Personality descriptors D. Relationships at home E. Relationships at home F. Film vocabulary				Aguantar(se) To stand / bear	Llevarse bien con – to get on well with	Cuidar de To care for	Pensar To think
6 Key Words for this term		acostar(se) cambiar de ropa cenar hacer los deberes merendar pasear al perro relajar(se) volver a casa cuando llego a casa cuando me apetece si mis padres me dejan si tengo tiempo siempre que puedo	to go to bed to get changed to have dinner to do homework to snack to walk the dog to relax to return home when I get home when I feel like it if my parents let me if I have time whenever I can	Me aguanto I stand / bear	Me llevo bien con I get on well with	Cuido de I care for	Pienso I think
1. Mi rutina diaria 2. el mundo 3. llevarse bien con				Te aguantas You stand / bear	Te llevas bien con You get on well with	Cuidas de You care for	Piensas You think
4. las relaciones 5. las soluciones 6. puntos de vista				Se aguanta S/he stands / bears	Se lleva bien con S/he gets on well with	Cuida de s/he cares for	Piensa s/he thinks
				Nos aguantamos We stand / bear	Nos llevamos bien We get on well with	Cuidamos de We care for	Pensamos We think
				Se aguantan They stand / bear	Se llevan bien con They get on well with	Cuidan de They care for	Piensan They think
A. Lo que hago por las mañanas – What I do in the mornings		C. Personalidad		D. ¡Te he dicho que no! – I've told you no!		F. En busca de un mundo mejor – In search of a better world	
la rutina desayunar despertar(se) duchar(se) ir al instituto lavar(se) los dientes levantar(se) peinar(se) vestir(se) a menudo a veces antes después durar inmediatamente luego mientras nunca	routine to have breakfast to wake up to shower to go to school to brush your teeth to get up to brush your hair to get dressed often sometimes before afterwards to last immediately then/after while never	trabajador hablador tranquilo serio simpático deportista estudioso sociable Antipático	Hard working Talkative Quiet Serious Friendly/nice Sporty Studious Sociable Unfriendly	estricto/a incompatible injusto/a justo/a razonable a todas horas el conflicto el lio el permiso la regla raras veces siempre deprisa	strict incompatible unfair fair reasonable all the time conflict mess permission rule rarely always fast / quickly	las películas de acción las películas del Oeste las películas de amor las películas de artes marciales las películas de ciencia ficción los dibujos animados las comedias las películas de guerra las películas de terror las películas policíacas	action films Westerns romantic films martial arts films science fiction films animated films comedies war films horror films Police films
				E. ¡Te he dicho que no! – I've told you no!			
				llegar a casa llevarse bien con llevarse mal con volver a casa estar de acuerdo estar en contra	to arrive home to get on well with to get on badly with to return home to agree with to be against		



G. Translation Practice	
I have breakfast then I clean my teeth	D l m l d d
I brush my hair while I get dressed	M p m q m v
My mum wakes up at 6.30 in the morning	M m s l a l s y m d l m
They go to school in the afternoon	V a c p l t
I get on well with my parents because they respect me	M l b c m p p m r
I don't get on with my sister	N m l b c m h
My dad is very strict	M p e m e
My mum is very reasonable	M m e m r
I get on with my teachers because they're hardworking = m l b c m p p s t	
From time to time I'm sporty but always I'm hardworking = d v e c s d p s s t	
Sometimes I'm lazy but often I'm friendly = a v s p p a m s s	
I get on with my teachers because they're hardworking = m l b c m p p s t	
I don't get on with my brother because he's annoying – n m l b c m h p e m	
I get on well with my parents because they're friendly = m l b c m p p s s	
My parents are more friendly than my teachers = m p s m s q m p	
My maths teacher is less studious and less hardworking = m p d m e m e y m t	
My geography teacher is more chatty = m p d g e m h	
They're less hardworking but more chatty – s m t p m h	
My friends are hardworking and chatty and sociable = m a s t y h y s	

H . Key Questions: Answer the following in your own words. Use these model answers	
¿Cómo es tu rutina diaria? – What is your daily routine like?	Normalmente me despierto a las siete de la mañana y me levanto muy pronto después. Me lavo los dientes, me visto y salgo de casa a las ocho para ir al colegio.
¿Te llevas bien con tus padres? – Do you get on well with your parents?	Sí, me llevo muy bien con mis padres especialmente con mi madre. Ella me respeta mucho y me da permiso para salir con mis amigos todo el tiempo. No me lleva muy bien con mi padre porque es muy estricto y se enfada todo el tiempo.
¿Describe tus profesores?	Mi profesor de matemáticas es muy simpático y divertido. Mi profesora de ingles es más simpática que mi profesor de ciencias pero mi profesor de ciencias es menos generoso. Mi profesor de español es tan guapo como mi profesor de educación física.
¿Qué películas te gustan? What films do you like?	Me encantan las películas de terror porque son emocionantes y entretenidas. Me gustan también las películas cómicas porque en mi opinión son muy graciosas y bastante divertidas

I. Key Questions: Translate these model answers using the KO	
¿Cómo es tu rutina diaria? – What is your daily routine like?	I get up at 8am and then I have a shower. I have my breakfast at 8.20 and then I get dressed. Normally on the weekends I get up later.
¿Te llevas bien con tus padres? – Do you get on well with your parents?	No, I don't get on well with my parents because they are very strict. I get on very well with my sister because she is fun and she makes me laugh. I also get on well with my brother because he respects me and we have a good relationship.
¿Describe tus profesores?	Mi profesor de matemáticas es muy simpático y divertido. Mi profesora de ingles es más simpática que mi profesor de ciencias pero mi profesor de ciencias es menos generoso. Mi profesor de español es tan guapo como mi profesor de educación física.

J. Key Grammar	
Using reflexive verbs	<p>Reflexive verbs reflect an action that is done to oneself. When you use reflexive verbs, you need to use the reflexive pronoun before each one (conjugations to the verb apply as normal)</p> <p>e.g. Me levanto (I get (myself) up)</p> <p>e.g. Mi madre se levanta (My mum gets (herself) up)</p> <p>The reflexive pronouns are: me, te, se, nos, os, se</p> <p>You can recognise a reflexive verb in the dictionary because it ends in –SE</p>
Using direct object pronouns (DOPs)	<p>lo/la/los / las</p> <p>Basically, a DOP means 'it/them' it saves you from having to keep repeating the noun all the time. DOPs must agree with the noun you are replacing / referring to.</p> <p>e.g. Me gusta llevar la camiseta – I like to wear the T-shirt <u>OR</u> you can use DOP and say Me gusta llevarla. (la on the end refers to the noun which in this case is FEM. SINGULAR)</p> <p>e.g. La voy a comprar = I'm going to buy it (the DOP is LA so we know the noun is FEM. SINGULAR).</p> <p>e.g. Voy a comprar el jersey = I'm going to buy the jumper <u>OR</u> lo voy a comprar = I'm going to buy IT. (LO in this case refers to MASC. SINGULAR. noun which is 'el jersey')</p>



What we are learning this term:		B. Lo que hago por las tardes y por las noches – What I do in the afternoons and evenings		Key Verbs			
A. Describing morning routines B. Describing afternoon and evening routines C. Personality descriptors D. Relationships at home E. Relationships at home F. Film vocabulary				Aguantar(se) To stand / bear	Llevarse bien con – to get on well with	Cuidar de To care for	Pensar To think
6 Key Words for this term		acostar(se)	_____ to get changed	I stand / bear	I get on well with	I care for	I think
1. Mi rutina diaria		cenar	_____ to do homework	You stand / bear	You get on well with	You care for	You think
2. el mundo		merendar	_____ to walk the dog	S/he stands / bears	S/he gets on well with	s/he cares for	s/he thinks
3. llevarse bien con		relajar(se)	_____ to return home when I get home	We stand / bear	We get on well with	We care for	We think
4. las relaciones		cuando llego a casa	_____ when I feel like it	They stand / bear	They get on well with	They care for	They think
5. las soluciones		si mis padres me dejan	_____ if my parents let me	D. ¡Te he dicho que no! – I've told you no!		F. En busca de un mundo mejor – In search of a better world	
6. puntos de vista		si tengo tiempo	_____ whenever I can	incompatible	strict	_____	action films
A. Lo que hago por las mañanas – What I do in the mornings				justo/a	incompatible	unfair	Westerns
_____ desayuno	routine			a todas horas	fair	reasonable	_____
_____ duchar(se)	to wake up			el conflicto	all the time	_____	romantic films
_____ lavar(se) los dientes	to go to school			el lio	_____	_____	martial arts films
_____ peinar(se)	to get up			el permiso	_____	_____	science fiction films
_____ a menudo	to get dressed			la regla	_____	_____	animated films
_____ antes	sometimes			raras veces	_____	_____	comedies
_____ durar	afterwards			siempre	_____	_____	war films
_____ luego	immediately			deprisa	_____	_____	horror films
_____ nunca	while				_____	_____	Police films
					_____	_____	exciting
					_____	_____	Funny
					_____	_____	Interesting
					_____	_____	Chlidish
					_____	_____	Fun
					_____	_____	Intelligent
					_____	_____	Silly/stupid
					_____	_____	boring
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Year 8 Art Term 5: Topic : Inner Self



What we are learning this term:

- Research and Key Words
- Drawing
- Mind Mapping
- Designing
- Making
- Decorating

B.

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

- Sharp pencil
- Ruler
- Image you are drawing and plain paper.

C.

Similarities and differences between Eva Funderberg and Anya Stasenka (Images on top banner)

Similarities:

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

Differences

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

A.

Key word for this term?

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

E.

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

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

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



Images of tools.



D. Tools needed for working with clay:

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

D.

Mind Mapping for Inner Self

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

Goals

- Get amazing GCSE grades
- Bungee jump

Strengths

- Kind
- Sporty
- Ambitious
- Funny

Inner Self

Emotions

- Happy
- Cheerful

Weakness

- Face my fear of heights



What we are learning this term:

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

A. Key word for this term?

Key word Key definition

1. Sculpture

2. Materials

3. Formal Elements

4. Mental Health

5. Ceramic

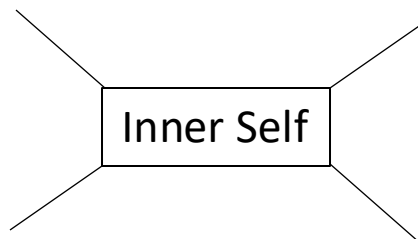
6. Artist study

7. Tone

8. Pinch Pot

D. Mind Mapping for Inner Self

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



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

- 1.
- 2.
- 3.

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

Similarities:

- .
- .
- .

Differences:

- .
- .
- .

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

1.

2.

3.

4.

5.

6.

7.

8.

Images of tools.

D. Tools needed for working with clay:

1

2

3

4

5

6

7

8

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












Year 8 PRODUCT DESIGN Rotation Knowledge Organiser



What we are learning this term:


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

A. Workshop Tools


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

B. Materials

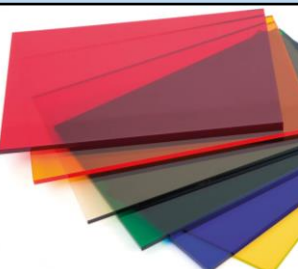
Timbers come from **trees**

	<p>Scots pine – which you used for your clock base – is a softwood</p> <p>Softwoods come in planks and boards</p>
----------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------

Manufactured Boards come from **wood pulp**

	<p>Plywood – which you used as your Memphis shapes – is a manufactured board</p> <p>Manufactured Boards come in sheets</p>
-----------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------

Polymers come from **crude oil**

	<p>Acrylic – which you used as your Memphis shapes – is a polymer</p> <p>Polymers come in sheets, graduals and filament</p>
------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------

C. CAD

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

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

D. CAM

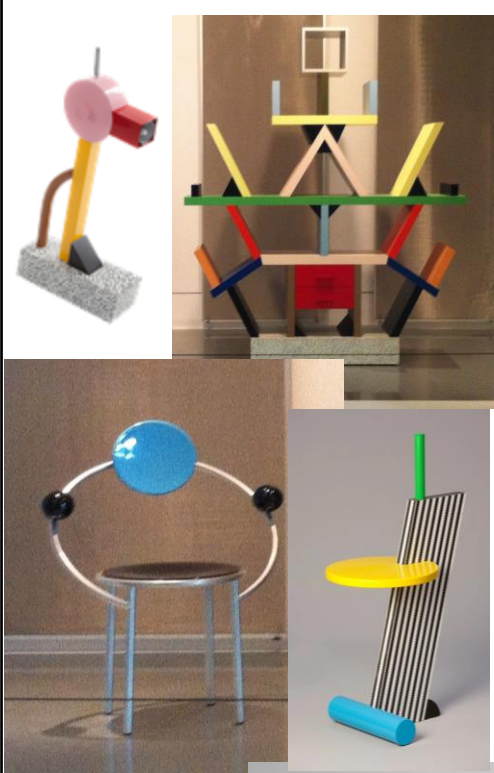
By using **computer aided manufacture (CAM)**, designs can be sent to **CAM machines** such as **laser cutters** and **3D printers**

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

E. Memphis Design Movement

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

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



Key Designer

Ettore
Sottsass



Key Features:

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

Contrast!

Colours:

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

Line Styles:

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





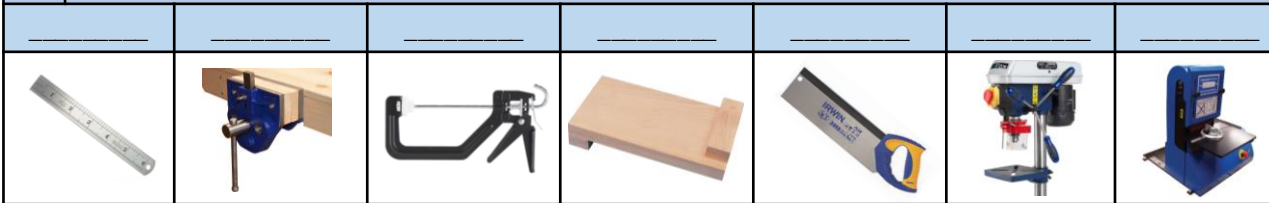
Year 8 PRODUCT DESIGN Rotation Knowledge Organiser



What we are learning this term:

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

A. Workshop Tools



B. Materials

Timbers come from _____



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

Softwoods come in _____ and _____

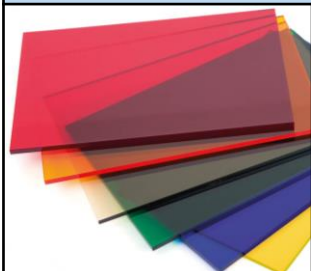
Manufactured Boards come from _____



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 _____

C. CAD

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

Advantages of CAD

Disadvantages of CAD

D. CAM

By using **computer aided manufacture (CAM)**, designs can be sent to _____ such as _____

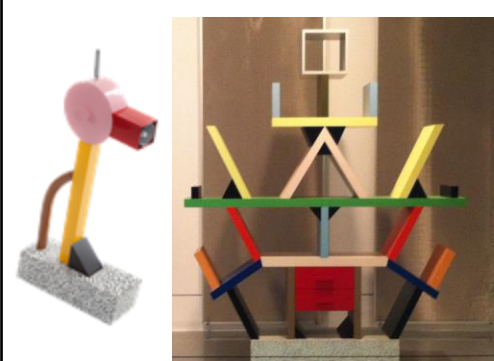
Advantages of CAM

Disadvantages of CAM

E. Memphis Design Movement

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

The idea was for the products to be _____



Key Designer

Ettore
Sottsass



Key Features:

Colours:



Line Styles:

Year 8 Term 5 : Topic = Planning a Healthy Meal

What we are learning this term:

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

6 Key Words for this term

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

A. What are the three macronutrients in the diet?

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

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

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



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

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

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

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

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

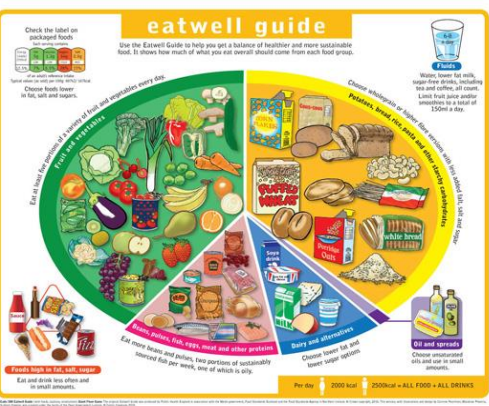
Rule

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

Why it is important

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

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



Year 8 Term 5 : Topic = Planning a Healthy Meal

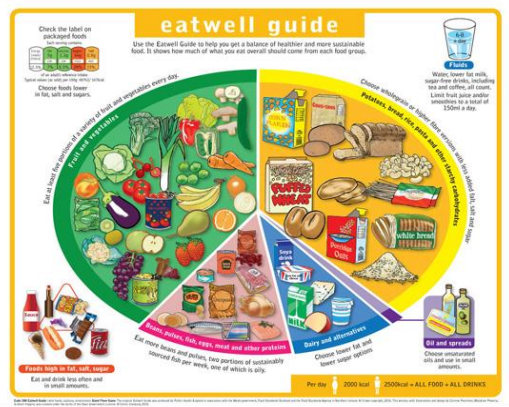
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- E. Practical skills
- F. Evaluation Work

6 Key Words for this term

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

A. What are the three macronutrients in the diet?



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

- 1
- 2
- 3
- 4
- 5

Prevent Cross Contamination

Use correct colour coded chopping boards and knives at all times



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

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

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

Rule

- 1
- 2
- 3
- 4
- 5

Why it is important

- 1
- 2
- 3
- 4
- 5

E. Keywords

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

YEAR 8 GRAPHIC COMMUNICATION

What are we learning this term?

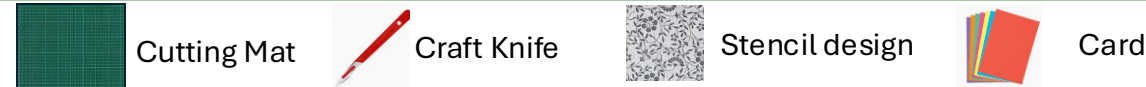
A Stencil design	B Step up card	C Accordion card	D Key words	E Evaluation
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A | Stencil design

List 3 health and safety rules for using a cutting knife

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

List the materials you need to create a stencil



B | Draw the inside of the pop up card

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

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

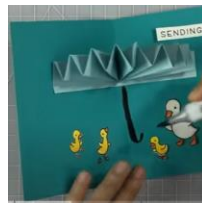


Coloured paper to add to the design
Cut any incisions

C | Draw the inside of an accordion card

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

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



Coloured paper to add to the design

D | Key words

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

E | Evaluation

Evaluation: To judge or give an opinion

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

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

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

For example:

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

YEAR 8 GRAPHIC COMMUNICATION

What are we learning this term?

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

A | Stencil design

List 3 health and safety rules for using a cutting knife

List the materials you need to create a stencil



B | Draw the inside of the pop up card

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

C | Draw the inside of an accordion card

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

D | Key words

Material	The matter from which a thing can be made. E.g. a pop-up card would be made from paper and card
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What we are learning this term:

- A. 12 Bar Blues Structure (Chords)
- B. Playing the Keyboard – left hand / right hand
- C. History of Blues Music – Check out this youtube video here!

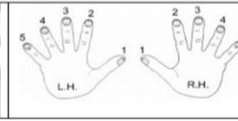


SCAN ME

C

Playing the Keyboard

- Remember to use your right hand when playing notes in the treble clef



Chords:

C = CEG

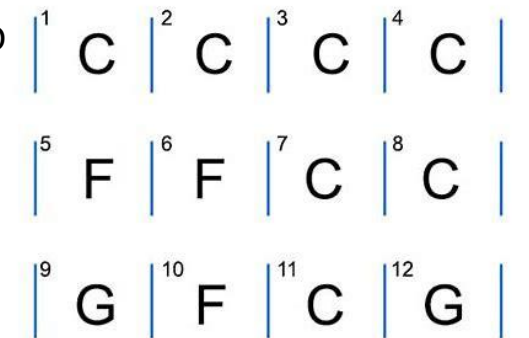
F = FAC

G = GBD

C

12 bar blues Structure

12 Bar Blues Chord Progression in C



E

What are the music symbols?

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

G

How to read music – treble clef and Bass Clef

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

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

G

Describing music – MAD T SHIRT

M

A

D

T

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H

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R

T

Melody

Articulation

Dynamics

Texture

Structure

Harmony/Tonality

Instruments

Rhythm

Tempo

The tune of the song/music	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 and beats	The speed of the music
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What we are learning this term:

- A. 12 Bar Blues Structure (Chords)
- B. Playing the Keyboard – left hand / right hand
- C. History of Blues Music – Check out this youtube video here!

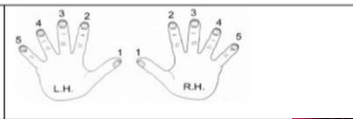


SCAN ME

C

Playing the Keyboard

- Remember to use your right hand when playing notes in the treble clef



Chords:

C = CEG

F = FAC

G = GBD

C

12 bar blues Structure

12 Bar Blues Chord Progression in C

1	2	3	4
5	6	7	8
9	10	11	12



E

What are the music symbols?

Note	Name	Beats	Rest	Note	Name	Beats	Rest
					Dotted		

G

How to read music – treble clef and Bass Clef

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

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

G

Describing music – MAD T SHIRT

M

A

D

T

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H

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T

BLOCKING

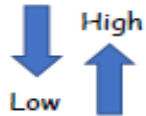
Planning your positioning and movement around the stage, including entrances and exits.

Year 8 TEACHERS Term 2/5

SET DESIGN

Deciding on the different elements that will be used to create a visual interpretation of the environment/setting of the scene.

PERFORMANCE SKILLS



Vocals - Pitch: How high or low your voice is.

Vocals - Pace: The speed that you speak at.



Vocals - Emphasis: 'Highlighting' a specific word or phrase, by changing at least one aspect of your vocals.

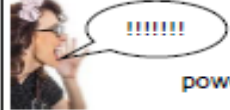


'Teetechers' is a play written by John Godber in 1985. It is a play within a play in which three students perform for their teachers. The three actors multirole throughout the performance providing an account of their time in secondary school.

Key Characters:

Lillian Hobson "Hobby" – fed up with her friends.
Gail Saunders – The flirty one
Ian Salt "Salty" – The fired soul, doesn't know what he'll do with his life after leaving school.
Mr Nixon – the drama teacher
Mrs. Hudson – the headmistress, renamed Mrs. Parry for the play, loud and large with a terrible dress sense.
Bobby Moxon – (Oggy Moxon) Bully of the school who scares teachers and students alike.
Ms. Whitham – Hopeless English teacher, eager to leave
Mr. Basford – The deputy head and maths teacher. Hates children, typically nasty.
Miss Jackie Prime – The sports teacher, young and bouncy.
Doug – The caretaker. Grouchy and assertive.
Mr. Dean – A teacher who thinks that all of the kids love him.

Vocals - Power: The amount of tension in your voice. This is not the same as volume - you can have large vocal power at a low volume.

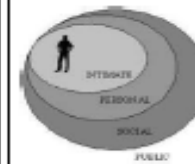
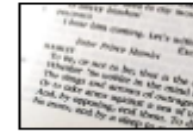


Spatial Awareness: The ability to see yourself, (in relation to other actors/set), in the stage space to create a specific effect.



DRAMA TERMS

Script: The entire play written down. Scripts include all the dialogue that the characters speak, stage directions and a brief overview of the setting.



Proxemics: The use of space/distance to communicate relationship.

Given Circumstances: Everything that the script tells you. The 'world' of the play - the things that make the play that play and not a different play.

- **Environmental** - Geographic location (inc. climate), date, year, season, time of day. Also includes the economic environment: the character's relationship to wealth or poverty, and the class of the character in relationship to the society in which they live.



- **Previous Action** - Any action mentioned in the play's dialogue that reveals any incident or action that took place before the current action of the play/scene began. Often called, 'exposition'.



- **Polar Opposition/Attitude** - Beliefs held by a character that are in direct opposition to the world in which the character lives. This opposition creates conflict. Conflict creates dramatic action.



DIG DEEPER QUESTIONS

How could you use vocal skills to communicate subtle changes to a character's emotions?
How might environmental given circumstances influence a set designer?
How might you as an actor use given circumstances to craft your character?
What do you think is the most important part of the 'page to stage' process?

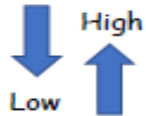
Why is blocking an important part of the 'page to stage' process?
Why are proxemics so important when creating meaning?
How can eye contact change the meaning of a line of dialogue?
What makes a successful, scripted performance?

BLOCKING

Year 8 TEECHERS Term 2/5

Deciding on the different elements that will be used to create a visual interpretation of the environment/setting of the scene.

PERFORMANCE SKILLS



Vocals - Pitch: How high or low your voice is.

Vocals - Pace:



'Teachers' is a play written by John Godber in It is a play within a play in which students perform for their teachers. The three actors throughout the performance providing an account of their time in secondary school.

Key Characters:

"Hobby" - fed up with her friends.

- The flirty one

"- The fired soul, doesn't know what

he'll do with his life after leaving school.

Mr - the drama teacher

- the headmistress, renamed Mrs. Parry for the play, loud and large with a terrible dress sense.

- (Oggy Moxon) Bully of the school who scares teachers and students alike.

- Hopeless English teacher, eager to leave

Mr. - The deputy head and maths teacher. Hates children, typically nasty.

Miss - The sports teacher, young and bouncy.

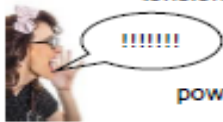
- The caretaker. Grouchy and assertive.

Mr - A teacher who thinks that all of the kids love him.

Vocals - Emphasis: 'Highlighting' a specific word or phrase, by changing at least one aspect of your vocals.



Vocals - Power: The amount of tension in your voice. This is not the same as volume - you can have large vocal power at a low volume.

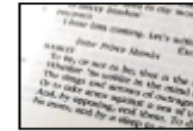


The ability to see yourself, (in relation to other actors/set), in the stage space to create a specific effect.



DRAMA TERMS

Script: The entire play written down. Scripts include all the dialogue that the characters speak, stage directions and a brief overview of the setting.



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DIG DEEPER QUESTIONS

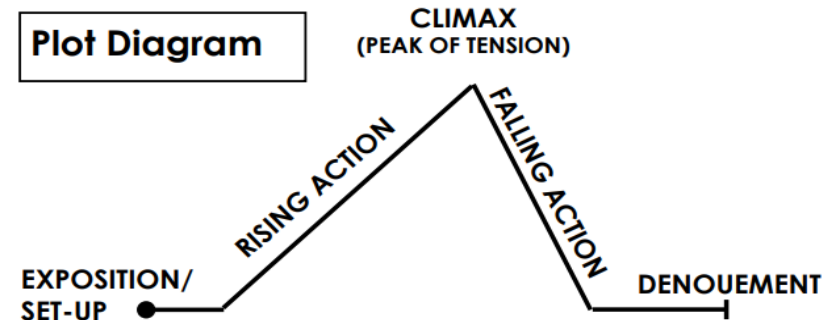
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Drama YR8 Tension

Keywords	
Dramatic Tension	Keeping an audience wondering; not knowing something they want to know
Suspense	A synonym for Dramatic Tension
Mime	Movement/copying physical action
Slow-motion	The slowing down of real-life speed to highlight a key moment
Atmosphere	The mood or feeling of a narrative
Cliff-hanger	Halting the action at the peak of tension
Exposition	Establishing information and details about characters, background and plot
Rising Action	Events, actions and problems created for the characters
Climax (Peak of Tension)	The highest point of suspense, where danger, uncertainty etc is at its greatest
Falling Action	After the Peak, the immediate events that affect the characters
Denouement	The longer term impact/consequences on the remaining characters suggested or shown
Pace	The speed at which the story is delivered, or with which something happens or changes
Tone	A quality in the voice which expresses the speaker's feelings or thoughts
Volume	The level of sound produced
Pause/silence	A short period in which something such as a sound or an activity is stopped before starting again
Resonance / Clarity of voice	The quality of being loud and clear
Distinction between characters	The use of different voices for different characters
Pitch	The relative highness or lowness of a tone as perceived by the ear

Plot Diagram

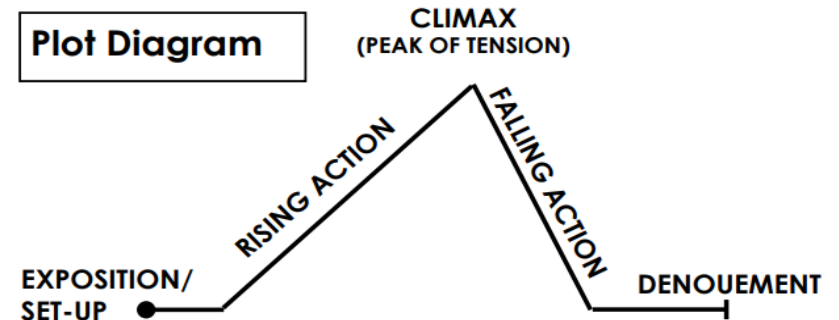


Genre	Definition	Conventions - Key Features
Science Fiction	Stories that make imaginative use of scientific knowledge. Often show HUMANITY at its best and worst, e.g. corrupt governments using technology to trick the people; space battles to free enslaved people from terrible dictators.	<ul style="list-style-type: none"> • These stories are often set in the future. • They use the science and discoveries that we have made to imagine other things that may or may not be possible. • Futuristic technology is often featured. • They might be set in space or on a 'Future Earth'.
Gothic Horror	Gothic horror is a genre or mode of literature and film that combines fiction and horror, death, and at times romance. The effect of Gothic fiction feeds on a pleasing sort of terror. Examples are: Dracula, Frankenstein, Jekyll and Hyde, The Woman in Black	<ul style="list-style-type: none"> • Gothic plots often surround a family mystery, curse, ancient prophecies or revenge. Concepts of "inherited" curses or terrible family mysteries are common • Often, the protagonist must overcome the ancestral curse to restore the world to order. • Sometimes depicts a fallen society -- one that has succumbed to some kind of evil or temptation -- that must be brought back to the light.

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SWINDON ACADEMY READING CANON

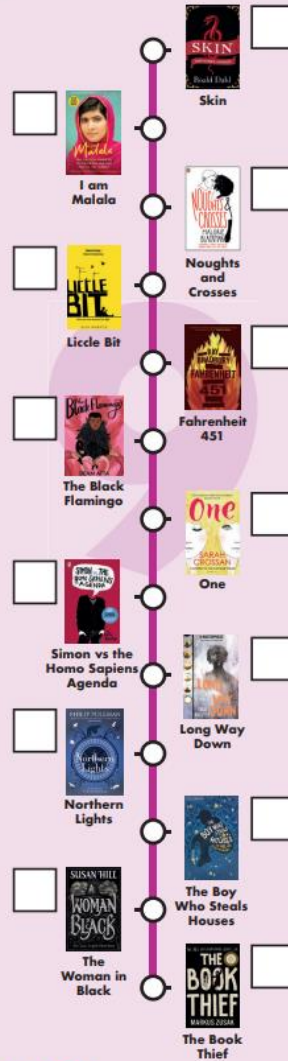
Year 7



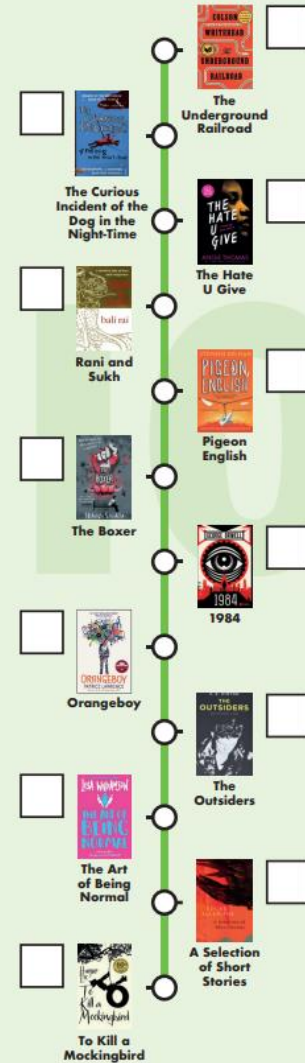
Year 8



Year 9



Year 10



#ReadingisPower