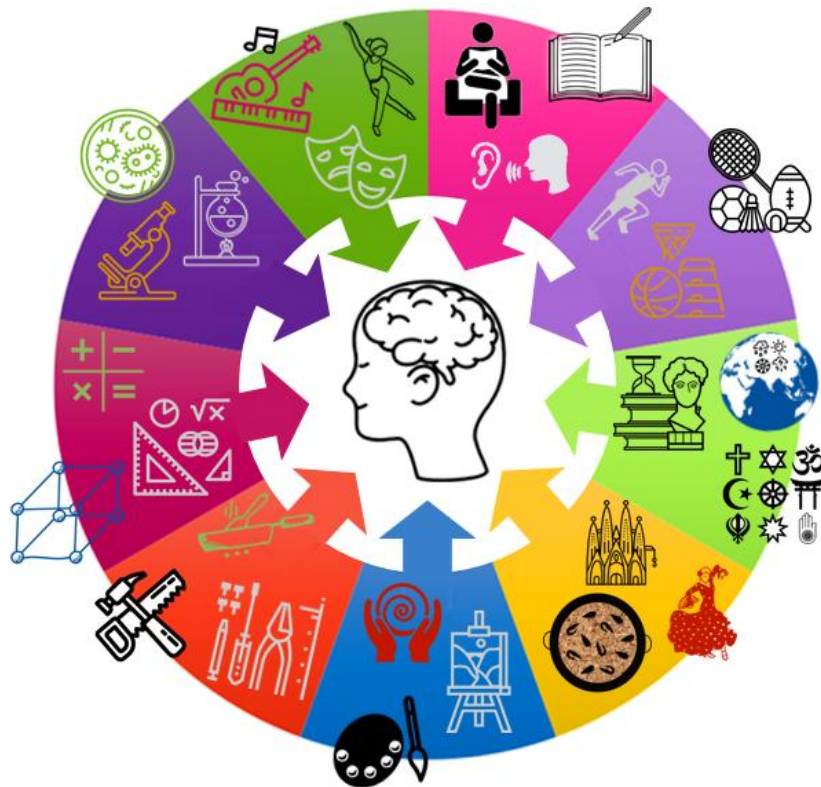


100% book - Year 8 Grammar

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

Term 1



Swindon Academy 2025-26

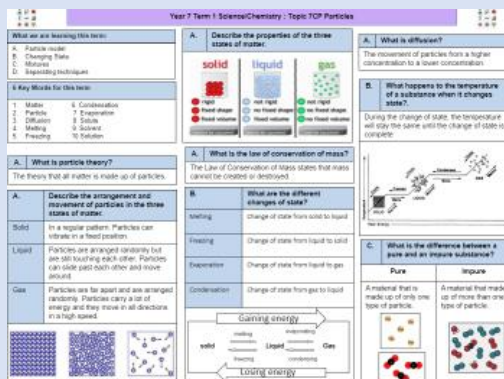
Name:	
Tutor Group:	
Tutor & Room:	

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

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

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

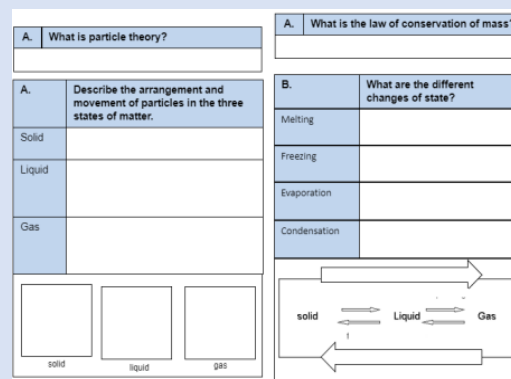
Knowledge Organisers



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

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

Quizzable Knowledge Organisers



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

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

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.

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!

How do I complete Knowledge Organiser Prep?

Step 1

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

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

Step 2

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

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

Step 3

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

The handwritten notes in the prep book show the date '29th May 2020' and the title 'Properties of the states of matter'. It includes definitions for Solid, Liquid, and Gas states of matter, and a definition for Particle theory.

Step 4

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

The handwritten notes in the prep book show the date '29th May 2020' and the title 'Properties of the states of matter'. It includes definitions for Solid, Liquid, and Gas states of matter, and a definition for Particle theory, repeated three times.

Step 5

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

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

Step 6

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

The handwritten notes in the prep book show the date '29th May 2020' and the title 'Properties of the states of matter'. It includes definitions for Solid, Liquid, and Gas states of matter, and a definition for Particle theory, with corrections and checkmarks.

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

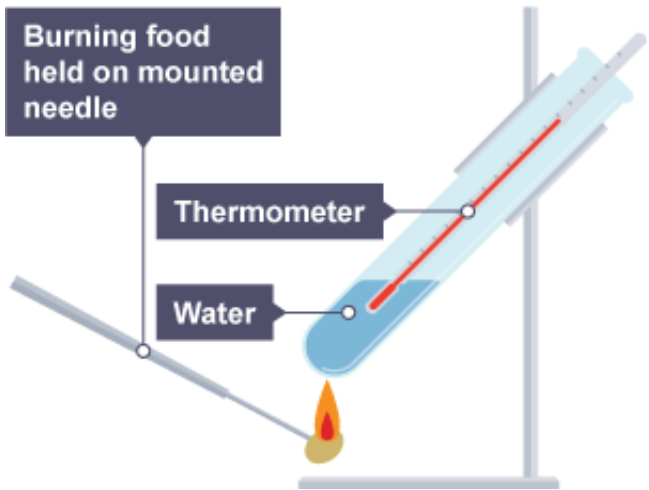
'Animal Farm': Knowledge Organiser		Key words – Animal Farm	Review of the year: core knowledge
Chapter breakdown			
1	The animals gather to listen to old Major. He gives them a vision of a life without man.	allegory – a story with two meanings. It has a literal meaning, which is what actually happens in the story. But it also has a deeper meaning. The deeper meaning is often a moral. It teaches you a lesson about life.	allegory – a story with two meanings. It has a literal meaning, which is what actually happens in the story. But it also has a deeper meaning. The deeper meaning is often a moral. It teaches you a lesson about life.
2	The animals rebel and overthrow Jones. The commandments are written.	tyrant – someone who has total power and uses it in a cruel and unfair way. A tyranny is a situation in which a leader or government has too much power and uses that power in a cruel and unfair way.	tyrant – someone who has total power and uses it in a cruel and unfair way. A tyranny is a situation in which a leader or government has too much power and uses that power in a cruel and unfair way.
3	The animals' first harvest is a success. The pigs keep the milk and apples to themselves.		
4	The Battle of the Cowshed: Jones attempts to reclaim the farm.	rebellion – a rebellion is a situation in which people fight against those who are in charge of them.	rebellion – a rebellion is a situation in which people fight against those who are in charge of them.
5	Snowball and Napoleon debate the windmill. Napoleon uses dogs to chase Snowball from the farm. Napoleon makes himself leader.	harvest – the time when crops are cut and collected from fields.	harvest – the time when crops are cut and collected from fields.
6	Work begins on the windmill. The pigs move into the farmhouse. Winds destroy the windmill.	corrupt – when people use their power in a dishonest way order to make life better for themselves.	corrupt – when people use their power in a dishonest way order to make life better for themselves.
7	Work on the windmill starts again. Napoleon demands eggs from the hens. Napoleon slaughters animals at the show trials.	propaganda – Information that is meant to make people think a certain way. The information may not be true.	propaganda – Information that is meant to make people think a certain way. The information may not be true.
8	Napoleon betrays Mr. Pilkington and sells timber to Mr. Frederick. Frederick pays with counterfeit money. Frederick attacks the farm. The animals suffer losses in the Battle of the Windmill. The windmill is destroyed.	cult of personality – a cult of personality is where a leader convinces people to worship him or her and treat them like a god.	cult of personality – a cult of personality is where a leader convinces people to worship him or her and treat them like a god.
		treacherous – If you betray someone who trusts you, you could be described as treacherous .	treacherous – If you betray someone who trusts you, you could be described as treacherous .
9	Boxer is sold to the knacker's yard.	declarative : describes something that makes information known. A statement	declarative : describes something that makes information known. A statement
10	The pigs are leaders on the farm. They start walking on two legs and carrying whips. There is no difference between the pigs and the humans they sought to overthrow at the start of the novel.	hierarchy : a system of organising people into different levels of importance	hierarchy : a system of organising people into different levels of importance
		imperative : a command.	imperative : a command.

‘Animal Farm’: Knowledge Organiser		The seven commandments		Key words
Chapter breakdown		1	Whatever goes upon _____ legs is an _____.	allegory – _____
1	The animals gather to _____. He gives them a _____.	2	Whatever goes upon _____ legs, or has _____, is a _____.	_____
2	The animals _____ and _____ Jones. The _____.	3	No animal shall _____.	_____
3	The animals’ first _____ is a _____. The pigs keep _____.	4	No animal shall _____ in a _____.	tyrant – _____
4	The Battle of the _____: _____.	5	No animal shall _____.	_____.
5	_____ and _____ debate the _____. _____ uses _____.	6	No animal shall _____ any other _____.	tyranny is _____
6	Work begins on the _____. The _____.	7	All animals are _____.	_____.
7	Work on the _____. Napoleon demands _____. Napoleon _____.	Characters		rebellion – _____
8	Napoleon betrays Mr. Pilkington _____ to Mr. Frederick. Frederick _____. The animals _____.	Napoleon		_____
9	Boxer is _____.	‘a large, rather _____ Berkshire boar, the only _____ on the farm, not much of a _____, but with a _____ for getting his own way.’		_____
10	The pigs are _____. They _____.	Snowball		harvest – _____
	_____.	‘a more _____ pig than _____, _____ in _____ and more _____, but was not considered to have the same _____ of _____.’		_____.
	_____.	Squealer		corrupt – _____
	_____.	‘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 _____.’		_____
	_____.	Boxer		propaganda – _____
	_____.	‘an _____ beast, nearly _____ hands high, and as _____ as any _____ ordinary horses put together... in fact he was not of first-rate _____, but he was universally _____ for his _____ of character and _____ powers of _____.’		_____.
	_____.	Biographical information		cult of personality – a cult of personality is _____
	_____.	1	‘Animal Farm’ was written in _____.	_____
	_____.	2	It was written by _____.	treacherous – _____
	_____.	3	_____ was born in _____.	_____.
	_____.	4	‘Animal Farm’ was _____ by the events of _____.	declarative: _____
	_____.	5	_____ wanted to write about the _____ of _____ during _____.	_____.
	_____.	6	‘Animal Farm’ is an _____ for the events of the _____.	hierarchy: a _____
	_____.			imperative: a _____.



What we are learning this term:	A.	Describe the food tests.
A. Healthy Diet B. Unbalanced Diet C. Digestion	Starch	If iodine is added to starch it will turn blue/black .
	Sugar	If Benedict's solution is added to a sugar and heated it will form an orange precipitate .
5 Key Words for this term	Fat	If a small amount of ethanol and distilled water is added to fat then a milky white emulsion appears.
1. Carbohydrate 2. Protein 3. Glucose	Protein	If Biuret solution is added to protein it will turn purple .
4. Amino acid 5. Villi		

A.	What are the food groups?	
Protein	For growth and repair.	Fish, meat, dairy
Fat	For long term energy storage and insulation.	Butter, oils, nuts
Carbohydrate	To provide energy.	Bread, pasta, sugar
Fibre	To help move food through the gut.	Vegetables, bran
Minerals	Required in small amounts to remain healthy.	Dairy (calcium for healthy teeth and bones)
Vitamins	Required in small amounts to remain healthy.	Oranges (vitamin C), carrots (vitamin A)
Water	To form cytoplasm in cells and other fluids.	Water, fruit juice, milk

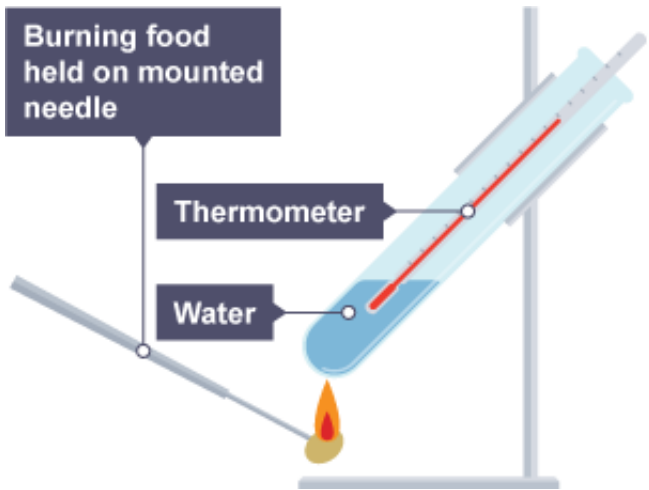
A.	How can you measure the energy content of food?
Set the food on fire, use it to heat up water and measure the temperature change. The temperature change shows how much energy was stored in the food.	
	



What we are learning this term:	A.	Describe the food tests.
A. Healthy Diet B. Unbalanced Diet C. Digestion	Starch	
	Sugar	
	Fat	
	Protein	

5 Key Words for this term	
1.	4.
2.	5.

A.	What are the food groups?	
	For growth and repair.	Fish, meat, dairy
	For long term energy storage and insulation.	Butter, oils, nuts
	To provide energy.	Bread, pasta, sugar
	To help move food through the gut.	Vegetables, bran
	Required in small amounts to remain healthy.	Dairy (calcium for healthy teeth and bones)
	Required in small amounts to remain healthy.	Oranges (vitamin C), carrots (vitamin A)
	To form cytoplasm in cells and other fluids.	Water, fruit juice, milk

A.	How can you measure the energy content of food?
	

**B. What is a malnutrition?**

If a person has an **unbalanced diet** they are said to be malnourished.

This can lead to people becoming overweight or underweight or having deficiency diseases.

B. What is obesity?

If a person eats **too much food** and does **not do enough exercise** they will gain weight.
If someone becomes **very overweight** they are said to be obese.

B. What is a deficiency disease?

A disease caused by the **lack** of a **specific nutrient**.

- A lack of vitamin C can lead to scurvy which affects the gums.
- A lack of vitamin D can lead to rickets which affects the bones.

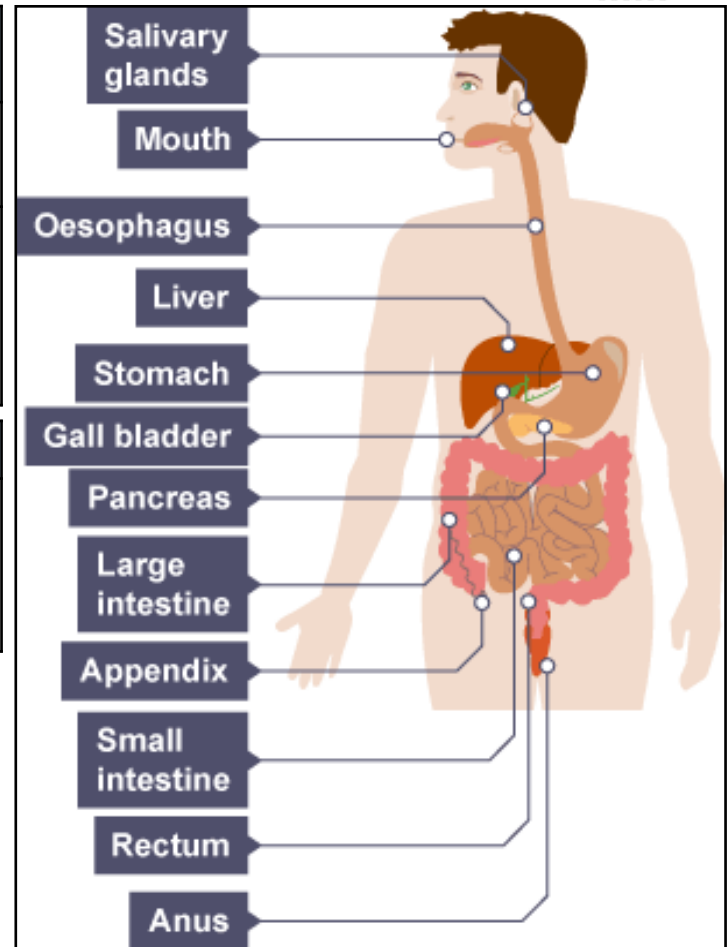
B. What is starvation?

If a person does not **eat enough food** they will **lose weight**.
In the extreme this can lead to starvation.

C. Describe the function of enzymes in the digestive system.

Enzymes help to break down larger food molecules into smaller ones, so that they can be absorbed through the walls of our small intestines, into our blood stream.

Enzyme	Made in...	What it breaks down and where
Amylase	Salivary glands, pancreas, small intestine	Starch into sugars , in the mouth and small intestine
Protease	Stomach, pancreas, small intestine	Protein into amino acids , in the stomach and small intestine
Lipase	Pancreas and small intestine	Lipids into fatty acids and glycerol , in the small intestine

**C. Describe the role of bacteria in the digestive system.**

1. Digesting certain carbohydrates that our own enzymes cannot.
2. Reduce the chances of harmful bacteria multiplying and making us ill.
3. They produce some vitamins that we need that we cannot (e.g: vitamins K and B).

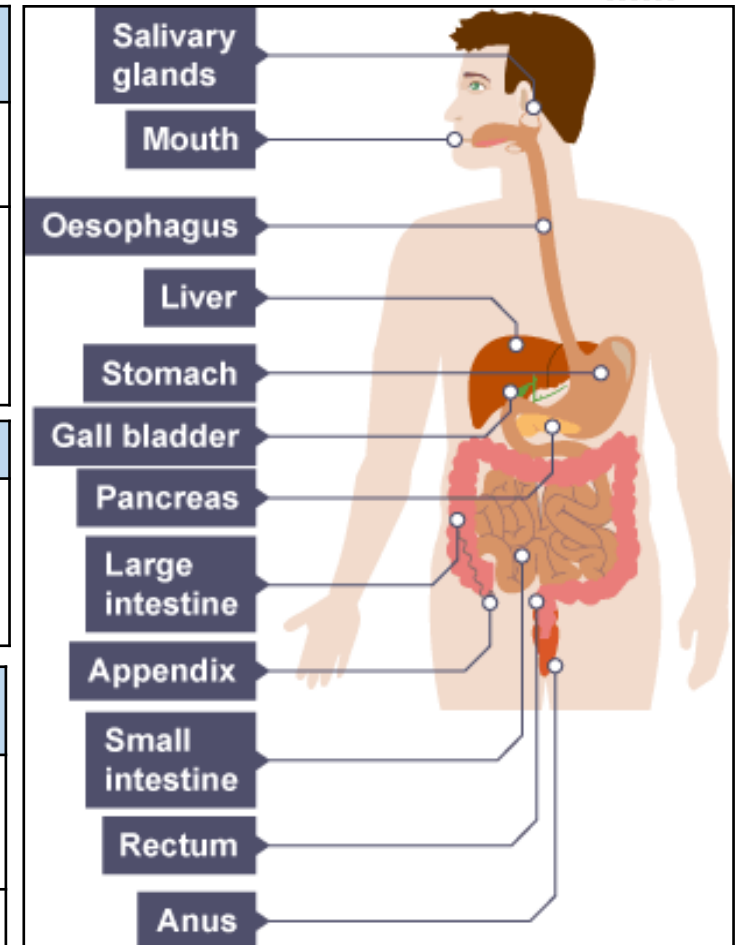


B.	What is a malnutrition?
	This can lead to people becoming overweight or underweight or having deficiency diseases.

B.	What is obesity?

C.	Describe the function of enzymes in the digestive system.	
Enzyme	Made in...	What it breaks down and where
	Salivary glands, pancreas, small intestine	Starch into _____, in the mouth and small intestine
	Stomach, pancreas, small intestine	Protein into _____, in the stomach and small intestine
	Pancreas and small intestine	Lipids into _____ and _____, in the small intestine

B.	What is a deficiency disease?
	• A lack of vitamin _____ can lead to scurvy which affects the gums. • A lack of vitamin _____ can lead to rickets which affects the bones.
B.	What is starvation?



C.	Describe the role of bacteria in the digestive system.
	1. 2. 3.

**What we are learning this term:**

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

5 Key Words for this term

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

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

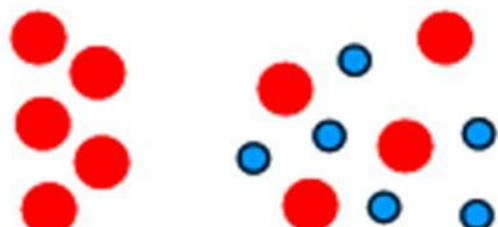
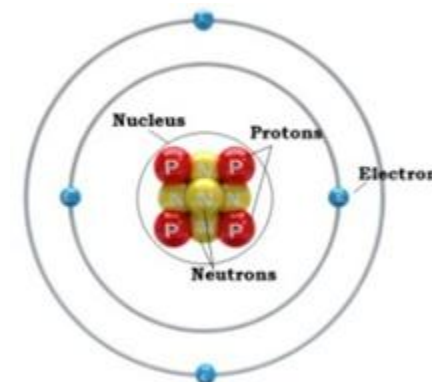
in the nucleus and have a positive charge.

Neutron

in the nucleus and have no charge.

Electron

in the shells and have a negative charge.

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

What all matter is made up off.

A. What is an element?

A substance that contains only one type of atom.

A. What is a compound?

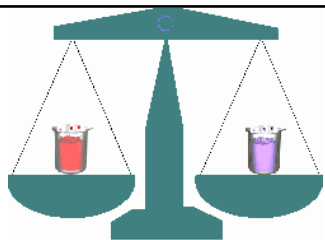
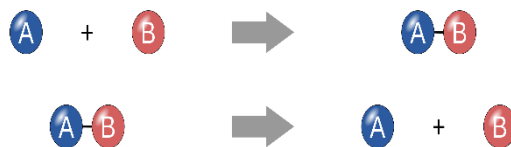
A substance that contains 2 or more elements that are chemically bonded together.

A. What is a mixture?

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

B. What is the conservation of mass?

The total starting mass must equal the total final mass.

**Reactants → Products**

**What we are learning this term:**

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

5 Key Words for this term

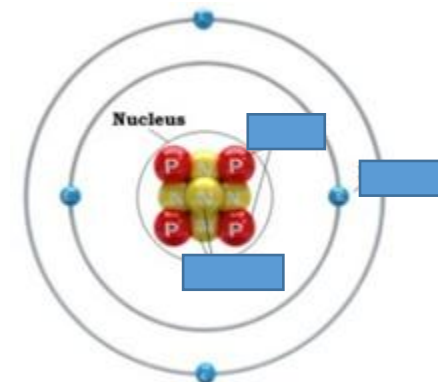
- | | |
|----|----|
| 1. | 4. |
| 2. | 5. |
| 3. | |

A. What is an atom made up?

in the nucleus and have a positive charge.

in the nucleus and have no charge.

in the shells and have a negative charge.

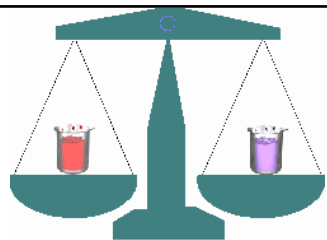
**A. What is an atom?****A. What is an element?****A. What is a compound?****A. What is a mixture?**

element

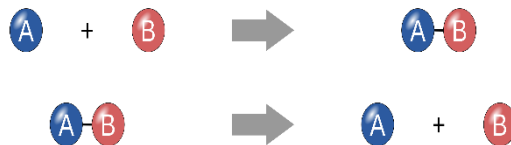
mixture

element

compound

B. What is the conservation of mass?

Reactants → Products





B.	What is an oxidation reaction?
The addition of oxygen to a substance	

B.	What is a decomposition reaction?
A reaction where one substance breaks down into 2 or more substances.	

C.	How is an atom shown on the Periodic Table?
----	---

Atomic number	The number of protons in an atom.
Mass number	The total number of protons + neutrons in the nucleus.

The diagram shows a light blue square representing a Sodium (Na) atom. Inside the square, the symbol 'Na' is written in large, bold, black letters. To the left of the square, there are two dark blue rectangular boxes. The top box is labeled 'Mass Number' in white text, and an arrow points from it to the number '23' located at the top left of the square. The bottom box is labeled 'Atomic Number' in white text, and an arrow points from it to the number '11' located at the bottom left of the square.

Property	Value
Mass Number	23
Atomic Number	11

B.	Complete the word equation.
Magnesium + Oxygen → Magnesium Oxide	

B.	Complete the symbol equation.
$2\text{H}_2 + \text{O}_2 \rightarrow 2\text{H}_2\text{O}$	

[illegible]

C.	What two types of elements are found on the periodic table?
	Metals
	Non-metals

C.	Who designed the most accurate Periodic Table before the modern Periodic Table?	
Mendeleev		He arranged the elements in increasing atomic weight.
		He left gaps for elements that had not been discovered yet.

C.	How is the Periodic Table organised?	
Groups	The vertical columns of elements in the periodic table. Elements in the same group have similar properties.	
Periods	The horizontal rows of elements in the periodic table.	



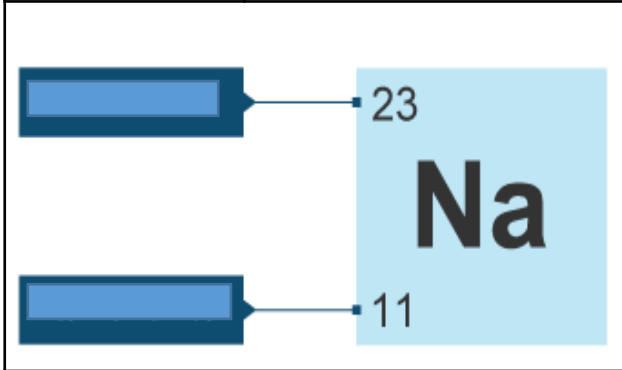
B.	What is an oxidation reaction?

B.	What is a decomposition reaction?

C.	How is an atom shown on the Periodic Table?
----	---

	The number of protons in an atom.
--	-----------------------------------

	The total number of protons + neutrons in the nucleus.
--	--



B.	Complete the word equation.
Magnesium + Oxygen → _____ Oxide	

[illegible]

B.	Complete the symbol equation.
$2\text{H}_2 + \text{---} \rightarrow 2\text{H}_2\text{O}$	

		He	C. What two types of elements are found on the periodic table?
F	Ne		
Cl	Ar		
Br	Kr		
I	Xe		
At	Rn		

C.	Who designed the most accurate Periodic Table before the modern Periodic Table?
----	---

	He arranged the elements in increasing atomic weight.
--	---

	He left gaps for elements that had not been discovered yet.
--	---

C.	How is the Periodic Table organised?
----	--------------------------------------

	The vertical columns of elements in the periodic table. Elements in the same group have similar properties.
--	---

	The horizontal rows of elements in the periodic table.
--	--



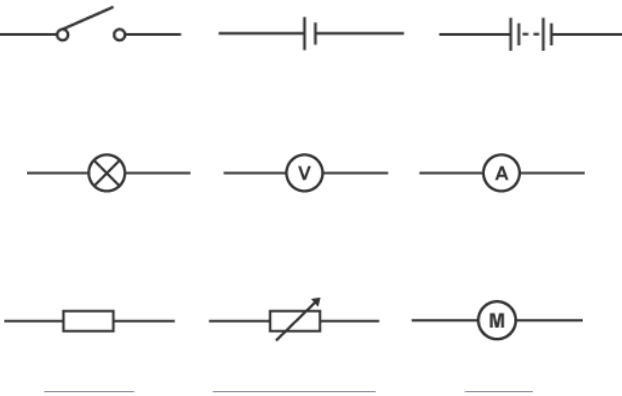
What we are learning this term: A. Circuits B. Charges and Static Electricity C. Magnetism and Electromagnetism		A. Describe current, potential difference (voltage) and resistance			
4 Key Words for this term 1. Current 2. Field 3. Component 4. Resistance		Current	The rate of flow of charge .	Amps A	Measured by an ammeter
		Potential difference	The energy provided by the cell to the charges. This energy is then used by the charges in electrical components.	Volts V	Measured by a voltmeter
		Resistance	How difficult it is for current to flow . Eg. with high current, low resistance.	Ohms Ω	Calculate using the current and potential difference $R=V/I$
A.	Identify the circuit symbols.				
A.	Define a series circuit?				
Linking components one after another, making one loop .		These two lamps are in series with each other.			
A.	Define a parallel circuit?				
Linking components so they are in separate loops .		These two lamps are in parallel with each other.			
A.	What is the equation involving current, potential difference and resistance?	A. What is an insulator? A material that can be charged but does not let the charges flow . Examples: almost any non-metal materials, like rubber, fabrics, paper, plastics, wood			
$V = I \times R$ $V =$ potential difference (volts, V) $I =$ current (amperes, A) $R =$ resistance (ohms, Ω)		A. What is a conductor? A material that does let the charges flow . Examples: all metals, and graphite (in your pencil!)			

**What we are learning this term:**

- A. Circuits
- B. Charges and Static Electricity
- C. Magnetism and Electromagnetism

4 Key Words for this term

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

A. Identify the circuit symbols.**A. What is the equation involving current, potential difference and resistance?**

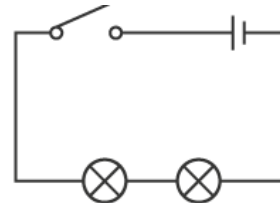
___ = **potential difference** (volts, V)
___ = **current** (amperes, A)
___ = **resistance** (ohms, Ω)

A.**Describe current, potential difference (voltage) and resistance**

Current

Amps
AMeasured by an
ammeterPotential
differenceVolts
VMeasured by a
voltmeter

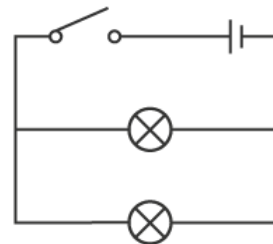
Resistance

Ohms
 Ω **Calculate** using the
current and potential
difference**A.****Define a series circuit?**

These two lamps
are in **series** with
each other.

A.**What is an insulator?**

Examples: almost any non-metal
materials, like rubber, fabrics,
paper, plastics, wood

A.**Define a parallel circuit?**

These two lamps are
in **parallel** with
each other.

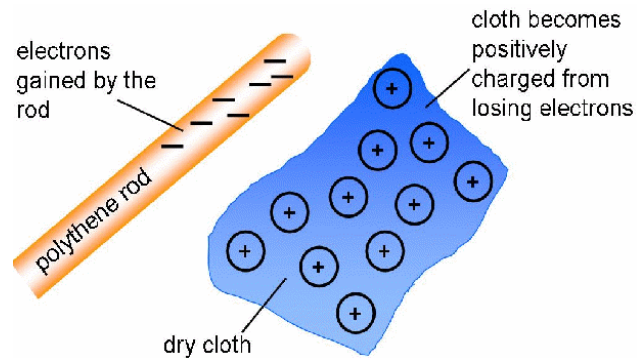
A.**What is a conductor?**

Examples: all metals, and
graphite (in your pencil!)

**B. Describe how static charge produced.**

Negative electrons are transferred from one material to another.

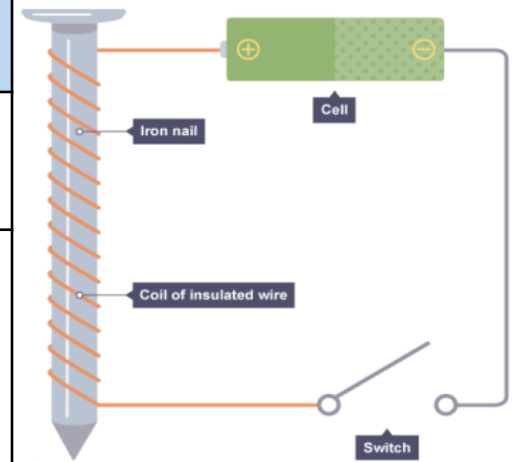
The material that loses electrons becomes positively charged whereas the material that gains electrons becomes negatively charged.

**C. What is an electromagnet?**

A magnet created by the flow of electric current.

You can increase the strength of an electromagnet by doing three things:

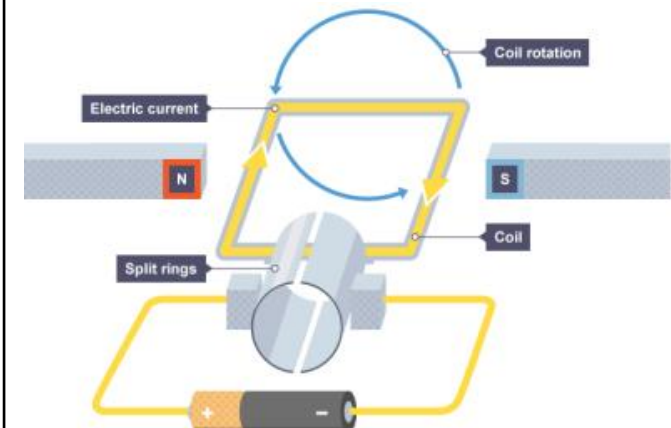
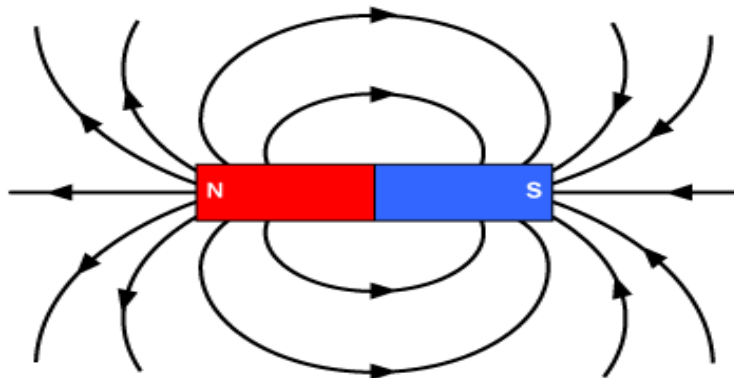
1. Increase the number of coils
2. Increase the current
3. Add an iron core

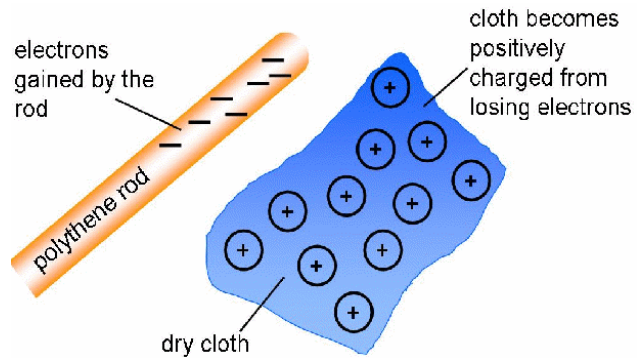
**C. What is a magnetic field?**

The area around a magnet where a force acts on other magnets or on magnetic materials. (3D, unlike diagrams usually show)

C. What is the motor effect?

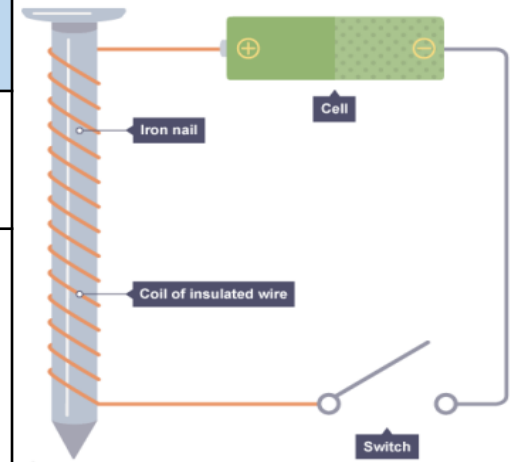
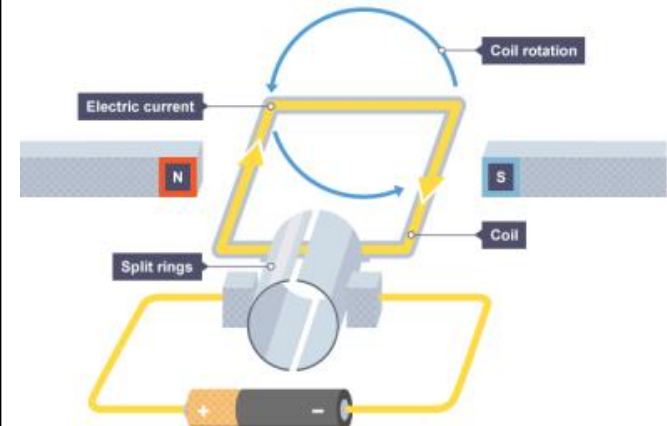
When an electric current flows through a coil, the magnetic field around the coil and the magnetic field of the magnet cause forces of attraction and repulsion. This causes the coil of wire to spin around.

C. Show the magnetic field.

**B. Describe how static charge produced.****C. What is an electromagnet?**

You can increase the strength of an electromagnet by doing three things:

1. Increase the number of coils
2. Increase the current
3. Add an iron core

**C. What is a magnetic field?****C. What is the motor effect?****C. Show the magnetic field.**

8.01: Population



Population distribution

Population structure

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

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

Population change

Migration

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

Managing population

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

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

8.01: Population



Population distribution

1 population density

2 population distribution

3 densely populated

4 sparsely populated

1 population structure

2 population pyramid

3 working age population

4 young dependents

5 elderly dependents

Population structure

Population change

1 birth rate

2 death rate

3 natural increase

4 population explosion

5 overpopulation

Migration

1 voluntary migration

2 forced migration

3 international migration

4 internal migration

5 push factor

6 pull factor

7 source country

8 host country

Managing population

1 ageing population

2 youthful population

8.01: Population



Factors influencing population distribution

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

Factors affecting birth and death rate

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

Population structure and development

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

Ageing population

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

Youthful population

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

Factors affecting migration

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

8.01: Population



Factors influencing population distribution

1 physical

2 human

Factors affecting birth and death rate

1 Birth rate

2 Death rate

3 both

Population structure and development

1 developing countries

2 developed countries

Ageing population

1 Advantages

2 Disadvantages

3 Management strategies

Youthful population

1 Advantages

2 Disadvantages

3 Management strategies

Factors affecting migration

Push factors

Pull factors

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

A.	Can you define these key words?
Reformation	Means change to the church
Catholicism	The faith and practice of the Roman Catholic Church
Protestantism	People who protest against the Roman Catholic Church
Heretic	Someone whose actions or beliefs go against the accepted religion
Excommunicated	Means you are not allowed to be a member of the Church any more
Machiavellian	Cunning, scheming, dishonest and unfair especially in politics
Renaissance	A period of time from the 14th to the 17th century in Europe. It was a rebirth of education, science, art, literature, music, and a better life for people in general.
Monasteries	Buildings occupied by a community of monks or nuns living under religious vows
Dissolution	The action of formally ending or dismissing an assembly, partnership, or official body.
B.	How are the Catholic Church and Protestant Church different?
Catholic	1.Pope was the head of the Roman Catholic Church 2. There were 7 sacraments 3. Transubstantiation (bread and wine turned into body and blood of Jesus) 4. Church services and Bible in Latin 5. Prayers were said for the dead, and indulgences could be sold to help people get into heaven 6. Images and statues were worshipped in Churches 7. Going on a pilgrimage was seen as a good Catholic duty and a way to get God's approval 8. Priests had a special statue which was reflected in their ornate vestments (clothes)
Protestant	1.The monarch (king or queen) was head of the Church 2. There were 3 sacraments 3. Consubstantiation (bread and wine DID NOT turn into body and blood of Jesus) 4. Church services and Bible in English (so everyone could read/understand it) 5. Prayers for the dead were seen as a waste of time, and indulgences were seen as corrupt. 6. Images and statues were seen as superstitious (not in Churches) 7. Going on a pilgrimage was seen as a waste of time 8. Priests were regarded as ordinary men and did not wear special clothing.

C. Why did Henry decide to Break with Rome?												
1. The Succession		2. The state of the Church			3. Money							
Catherine of Aragon was too old to bear any more children and had only provided Henry with a daughter, Mary I. Henry needed to divorce Catherine so he could remarry to produce a son.		The church was very corrupt – priests were gambling, drinking and getting married/having children. This went against their vows of poverty, chastity and obedience.			The church was a very powerful institution at the time. They owned over a third of the land in England – if Henry broke with Rome and became head of the Church he would have control over this land (could sell it, rent it, use it)							
Henry thought Mary wouldn't have a strong enough hold on the throne and was determined to have a son so that the Tudor Dynasty would safely continue.		The church was selling indulgences as a way to get into heaven or reduce time in purgatory – using peoples fear of hell to exploit them.										
To try and secure his divorce, Henry argued that God was punishing him by not giving him a son as he had married his brothers widow. He even found an extract from the Bible that supported his argument.		Anti-clericalism - ordinary people especially merchants and lawyers who felt let down by the Catholic Church primarily due to the corruption of the church Act of Supremacy 1534- Henry becomes head of Protestant Church in England.			All clergy paid a tax called Annates. If Henry broke with Rome he would be able to benefit financially - use this money to help to pay off his extensive war debts and to fund ongoing wars							
Henry had fallen in love with Anne Boleyn who was much younger and able to bear children. He hoped that she would give him the son he desperately wanted. Act of Succession 1534- Mary made illegitimate and Henry's first marriage was invalid.		Richard Hunne – His baby son died and he could not afford the funeral fees and so was arrested and charged with owning Protestant literature. Later found dead hanging in his cell - suspicious circumstances. People suspected the clergy were involved.										
D. What opposition did Henry face to the changes he made?												
Change	Opposition											
Dissolution of the Monasteries (1536)	The Pilgrimage of Grace – 2 rebellions in the north of England (Lincolnshire and Yorkshire) led by Robert Aske. People were not happy with the dissolution of the monasteries as they now had no access to education/shelter/healthcare if they needed it. They also resented Cromwell for his influence in the dissolution and wanted to weaken his power at court. Ultimately, after negotiations with the king, the rebellion was unsuccessful as the rebels achieved none of their aims. However, it is still significant as it was the largest uprising of the Tudor period and they forced the king to negotiate.											
Oath of Succession (1534)	Elizabeth Barton – A Nun who claimed to been visited by the Virgin Mary in a vision and cured by here. Then began to have her own visions which spoke against Henry's plans to divorce Catherine of Aragon and marry Anne Boleyn – problematic for Henry. Directly spoke out against the Royal Supremacy in her visions – got persecuted for treason and was executed. John Fisher – Was very outspoken against the king's efforts to secure a divorce and opposed Henry's Break with Rome. He believed that by claiming the powers used by the pope as his own, Henry was committing a mortal sin. In 1533 he was charged for treason for his links with Elizabeth Barton but was only given a fine of £300. In April 1534, Henry demanded that he take the Oath of Succession but he refused to acknowledge Anne Boleyn as the true queen and was sentenced to death. Thomas More – More was a devout Catholic and he believed that Protestantism threatened the souls of the English people. His principles went against Henry's wish to divorce Catherine and marry Anne, however, he was a loyal subject and did not wish to oppose the king and so planned to retire from public life and remain silent about Henry's divorce and Break with Rome. Unfortunately, this was not good enough for Henry, if you weren't with him you were against him . Because More would not offer his public support by taking the Oath of succession he was imprisoned in the Tower of London. He was eventually put on trial for treason and executed 2 weeks after John Fisher.											
Treason Act (1534)												
E.	Was Henry VIII a Renaissance Prince or a Machiavellian King?											
Renaissance Prince	Henry made England a strong and powerful country.		Henry used England's money to create the English Navy and help keep England safe.		Henry forged a union with Wales.		Henry was a clever scholar.					
Machiavellian King	Henry shut down the monasteries and took all their riches for himself and his friends.		Henry quarrelled with the Pope and made himself Head of the Church of England.		Henry stopped foreign interference with England's business		Henry beheaded Anne Boleyn and Katherine Howard.		Henry executed men who opposed him, such as Sir Thomas More.		Henry dealt savagely with an uprising in the north called the Pilgrimage of Grace.	

F. Black Tudor History	
Name	Background
John Blanke	- Employed as a trumpeter in the courts of Henry VII and Henry VIII. As a trumpeter, John played at many royal events including the funeral of Henry VII and coronation of Henry VIII. - John's annual wage of £12 was double that of an agricultural worker and three times that of an average servant wage, yet John must have been close to King Henry VIII as he soon asked for a wage increase that was agreed by the king.
Cattelena of Almondsbury	- Lived in a small Gloucestershire village near Bristol - Cattelena was an unmarried woman who owned a cow and relied on this to make butter and milk which she sold to non-farming neighbours. Her status as unmarried was not unusual as 30% of women were unmarried at this time. The only record we have of her is an inventory of what she owned when she died in 1625 which listed her possessions. - At a time when Africans in other parts of the world were considered property, it is remarkable that she legally owned anything. She was not only free from enslavement but also appeared to be independent from a family and work. With the help of her cow, she was able to sustain herself.
Jacques Francis	- Deep-sea diver and was part of an 8 man team employed by Henry VIII to save as much as possible from the Mary Rose when it sank in 1545. - The fact that Francis was chosen to give evidence shows he was not enslaved (enslaved people were not allowed to give evidence in court) but also that he was an important member of the team. We do not know how he came to England only that he was from an island in west Africa known as 'guinea'. - Francis was highly skilled in free diving and had the ability to dive up to 90ft underwater for a long time without apparatus.

Year 8 History : Henry VIII and the Reformation		C. Why did Henry decide to Break with Rome?								
What we are learning this term: The factors that contributed to Henry VIII’s Break with Rome and the Protestant Reformation in England. SECOND-ORDER CONCEPTS- change and continuity. How did the Reformation change religion and politics in England?		1. The Succession		2. The state of the Church			3. Money			
		D. What opposition did Henry face to the changes he made?								
		<u>Change</u>	<u>Opposition</u>							
		Dissolution of the Monasteries (1536)	The Pilgrimage of Grace -							
		Oath of Succession (1534)	Elizabeth Barton – John Fisher – Thomas More –							
		Treason Act (1534)								
		E.	Was Henry VIII a Renaissance Prince or a Machiavellian King?							
		Renaissance Prince								
		Machiavellian King								

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

A.	Can you define these key words?	Year 8 Religious Education: Islam	
Key word	Key definition	B	Pre-Islamic Arabia
Tawhid	The belief in the oneness of God in Islam	1	Religion included polytheism, Christianity, Judaism and other religions but the dominant religion was Arabian polytheism.
Polytheism	Belief in or worship of more than one God	2	There were many tribes who lived a nomadic lifestyle looking for food and water and lots of tight knit communities and there was violence due to lack of resources to survive
Qur'an	Holy book in Islam	3	In Mecca, the Quraysh tribe made sure people could come to Mecca to trade safely without the violence they usually faced
Ummah	The worldwide Muslim community	C.	Muhammad and the Qur'an
Hijrah	The migration of Muhammad from Mecca to Medina	1	Muhammad felt troubled by what was happening in Mecca and went to meditate. He received his first revelation of the Qur'an on the night of power
Hadith	The sayings of the Prophet Muhammad	2	The Qur'an is important because it is the word of Allah and must not be changed. Messages include only worshipping one God, rules on how to live in order to get to Heaven, etc.
Sunni/Shi'a split	A division in Islam which occurred after the death of the Prophet Muhammad on who should lead the Ummah	D	The Hijrah and conquest of Mecca
Caliphate	An area ruled by a Muslim leader	Muhammad escaped from violence in Mecca to Medinah and grew the first Ummah. Returned to Mecca with 10,000 others and conquered Mecca, returned Ka'aba to the worship of one God. They did not use violence and this is part of lesser jihad.	
Hajj	Annual Islamic pilgrimage to Mecca, Saudi Arabia	G	Caliphates
Greater jihad	The spiritual struggle with oneself against sin	Rashidun	- Expanded the influence of Islam to the North - Created the first diwan to deal with taxes and gain money from the new territories - Completed the compilation of the Qur'an which is still used today – helped build the Ummah
Lesser jihad	Defending Islam from threat but must meet a range of strict conditions to be declared	Umayyad	- Caused damage to the Kaaba and were very greedy and corrupt which made people angry
E	The final sermon	Abbasid	- Gained support from many people because the Umayyad represented greed and hypocrisy - Islamic golden age – tried to translate and gather all the world's knowledge into Arabic
<i>The hadith: this is the writings about the life of Muhammad. It teaches Muslims how to live their lives</i>		H	Five pillars – what are they and why are they significant
<i>Before his death, Muhammad delivered a sermon during the Hajj. It contained many important teachings about equality of all people including between men and women</i>		Shahadah	- Declaration of faith – “There is no God but Allah and Muhammad is His messenger”. - Provides the foundation for the other pillars because it shows belief in one God. Said many times in the day/life
F	The first Caliph: Abu Bakr	Salah	- Prayer 5x a day, reciting from the Qur'an/washing before to cleanse body/mind before communicating with God - Strengthens relationship with God, strengthens Ummah, earn a place in Heaven, fulfil a duty - Jummah = congregational Friday prayer, reward 27x greater, strengthens the Ummah, in the mosque
1	Abu Bakr was one of Muhammad's closest friends. Some wanted Muhammad's cousin Ali to be leader instead	Zakah	- Giving 2.5% of money to charity 1x per year to help the Muslim community/people in need - Seen as a duty, given in private, distributed by Islamic government or by Mosque // Sadakah = voluntary charity
2	Muslims who believe Ali was the rightful successor to Muhammad are called Shi'a Muslims, and those who believe Abu Bakr was the rightful successor are called Sunni Muslims	Sawm	- Fasting between sunrise and sunset during the month of Ramadan - Learn self-discipline and compassion for those who are more disadvantaged, duty in the Qur'an, strengthen community, renew faith for the year ahead
I	Jihad	Hajj	- Pilgrimage to Mecca, Saudi Arabia to strengthen community, re-enact actions of important figures e.g. Ibrahim - E.g. circle Ka'aba, throw stones at Jamarat, pray at Mt Arafat, run between Safa and Marwa, Zam Zam well - Receive forgiveness, strengthen ummah, recognise equality of all Muslims, pray, duty in the Qur'an, renew or strengthen faith
Lesser	Defending faith from enemies e.g. people not allowing others to practice Islam		
Greater	Internal struggle to follow rules of faith e.g. Salah		
Rules	Hard to declare because of strict conditions which must be followed		

A.		Can you define these key words?		Year 8 Religious Education: Islam	
Key word		Key definition		B	Pre-Islamic Arabia
Tawhid		1			
Polytheism		2			
Qur'an					
Ummah		3			
Hijrah		C.	Muhammad and the Qur'an		
Hadith		1			
Sunni/Shi'a split		2			
Caliphate		D	The Hijrah and conquest of Mecca		
Hajj					
Greater jihad		G	Caliphates		
Lesser jihad		Rashidun			
E	The final sermon		Umayyad		
			Abbasid		
			G	Five pillars – what are they and why are they significant	
F	The first Caliph: Abu Bakr		Shahadah		
1			Salah		
2			Zakah		
H	Jihad		Sawm		
Lesser			Hajj		
Greater					
Rules					



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



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

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



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



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



What we are learning during these term:

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

6 Key Words for this project

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



Keywords for this project in detail:

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

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.

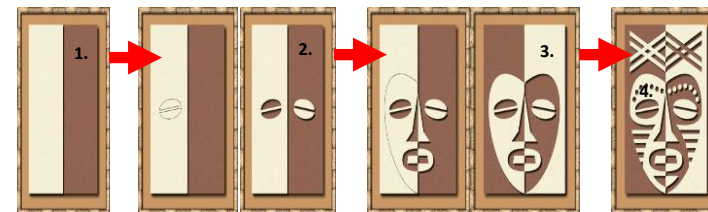
Collage is a form of art by cutting and ripping paper to create interesting artworks.

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 31st October – 2nd November every year.
Why?	It is a festival that celebrates the lives of those who have died.
How?	Different things happen on each day.... DAY 1: - Relatives put flowers on graveyards or in vases. - They create an altar somewhere in the house with pictures of the dead, along with favourite objects. The rest of this day is spent making the favourite foods of the person(s). DAY 2: - Families have big celebrations at their homes. They serve all the food they made the day before. They eat candies shaped like skeletons. Friends stop by and people dance and sing. DAY 3: - The holiday expands to the town. There are parades and floats and characters in costume.

C.	DOTD artists: Thaneeya McArdle and Laura Barbosa.
Thaneeya McArdle	- Inspired by Indian Art. - Works with a range of materials including acrylic. paint and various programmes on the computer. - Her work shows a creative and personal interpretation of Day of the Dead and has Indian like qualities. - Designs are vibrant, symmetrical and include the use of intricate patterns.
Laura Barbosa	- Self-taught painter - Produces artwork based on the theme Mexican day of the dead - Uses fluorescent and vibrant colours that also have contrasting areas. - Her brush strokes are dominant in her work and - Her use of patterns are simplistic.



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

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

6 Key Words for this project

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

**B. 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:

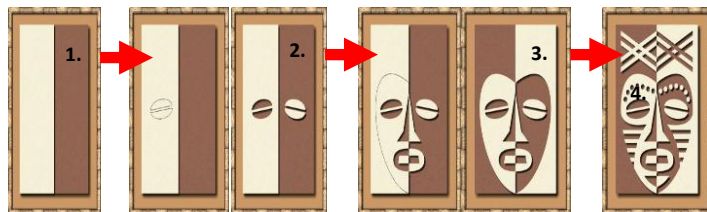
- 1
- 2
- 3
- 4

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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A.	About Day of the Dead, Mexican Holiday.	C.	DOTD artists: Thaneeya McArdle and Laura Barbosa.
What?	- It is a Mexican Christian holiday. - It began as a day of thanks for the harvest. - The festival lasts 3 days. It Occurs 31st October – 2nd November every year.	Thaneeya McArdle 	- Inspired by Indian Art. - Works with a range of materials including acrylic. paint and various programmes on the computer. - Her work shows a creative and personal. interpretation of Day of the Dead and has Indian like qualities. - Designs are vibrant, symmetrical and include the use of intricate patterns.
Why?	It is a festival that celebrates the lives of those who have died.	Laura Barbosa 	- Self-taught painter - Produces artwork based on the theme Mexican day of the dead - Uses fluorescent and vibrant colours that also have contrasting areas. - Her brush strokes are dominant in her work and - Her use of patterns are simplistic.
How?	Different things happen on each day.... DAY 1: ❖ Relatives put flowers on graveyards or in vases. ❖ They create an altar somewhere in the house with pictures of the dead, along with favourite objects. The rest of this day is spent making the favourite foods of the person(s). DAY 2: ❖ Families have big celebrations at their homes. They serve all the food they made the day before. They eat candies shaped like skeletons. Friends stop by and people dance and sing. DAY 3: ❖ The holiday expands to the town. There are parades and floats and characters in costume.		

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

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

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

Year 8 Term 1 : Topic = Planning a Healthy Meal

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



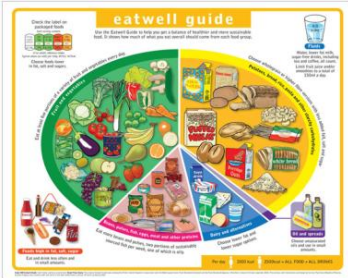
A.	What is cross contamination and how can it be prevented?
	Cross contamination happens when you use the wrong chopping board or equipment to prepare food which can therefore result in food poisoning.
B.	What is the image on the left showing and how is it used?
	In the photo you can see a food temperature 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?
<u>Rule</u> 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	<u>Why it is important</u> 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 grows and repairs your muscles
Fibre	Foods that keep your digestive system healthy and avoid constipation.
Calcium	Foods that make your teeth and bones strong
Design Idea	A sketch or plan of how you are hoping a project to turn out.
Organisation	Having everything ready for a lesson and following instructions
Time keeping	Using the time to remain organised.
Sensory analysis	Use your senses to taste and describe a product
Mood Board	A collage of photos and key words based on a project

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
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2 Health
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Year 8 Term 1 : Topic = Planning a Healthy Meal

B.	Can you give 5 reasons for why someone should eat healthily?
1	
2	
3	
4	
5	



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

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

C.	Can you list 5 reasons for why we cook food and why it is important?
<u>Rule</u> 1 2 3 4 5	<u>Why it is important</u> 1 2 3 4 5



Year 8 PRODUCT DESIGN Rotation Knowledge Organiser



What we are learning this term:

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

A. Workshop Tools



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

B. Materials

Timbers come from **trees**

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

Softwoods come in planks and boards

Manufactured Boards come from **wood pulp**

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

Manufactured Boards come in sheets

Polymers come from **crude oil**

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

Polymers come in sheets, graduals and filament

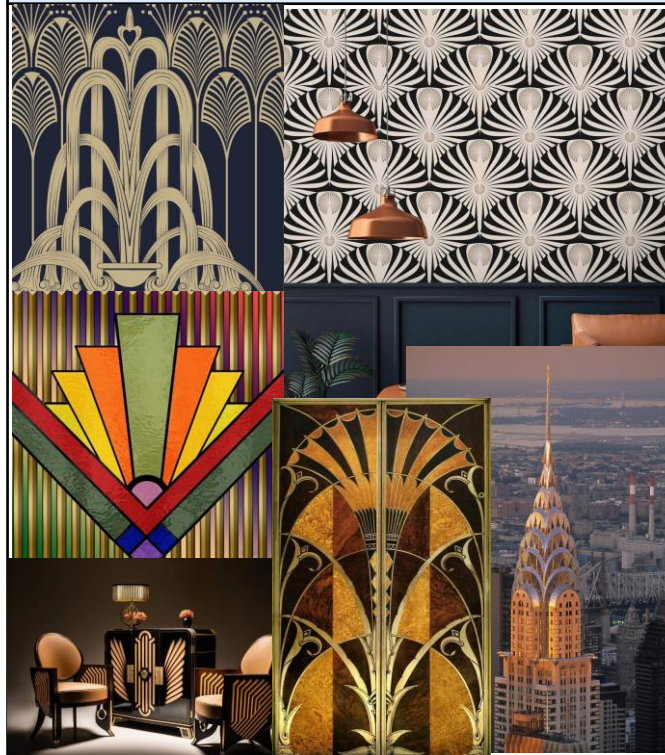
C.

Key Words

Research	An investigation of resources and materials to help inspire ideas
Design	A plan or drawing produced to show the look and function or workings of a building, garment or other object before it is made
component	Part of a whole
Manufacture	The degree to which the result of a measurement, conforms to the correct value

D. Art Deco Design Movement

Art Deco was a decorative art and architectural style that originated in France in the 1920s and flourished until the start of World War II. It's characterized by its geometric shapes, luxurious materials, and bold colors, often reflecting a sense of glamour and modernity.



Key Designer

Émile-Jacques Ruhlmann



Key Features:

Geometric shapes and patterns,
Bold colours and contrasting palettes,
Symmetry and rectangular forms
Streamlined and elongated forms
Stepped or Setback forms

Colours:

Rich, bold, contrasting colour palettes
Key colours include; red, blue, green often contrasted with black, gold or silver.

Line Styles:

Very geometric, straight lines, symmetry, streamlined forms, repetitive patterns



Year 8 PRODUCT DESIGN Rotation Knowledge Organiser



What we are learning this term:

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

A. Workshop Tools



B. Materials

Timbers come from _____



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

Softwoods come in _____ and _____

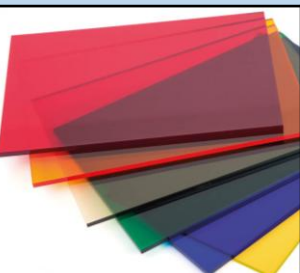
Manufactured Boards come from _____



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

Manufactured Boards come in _____

Polymers come from _____

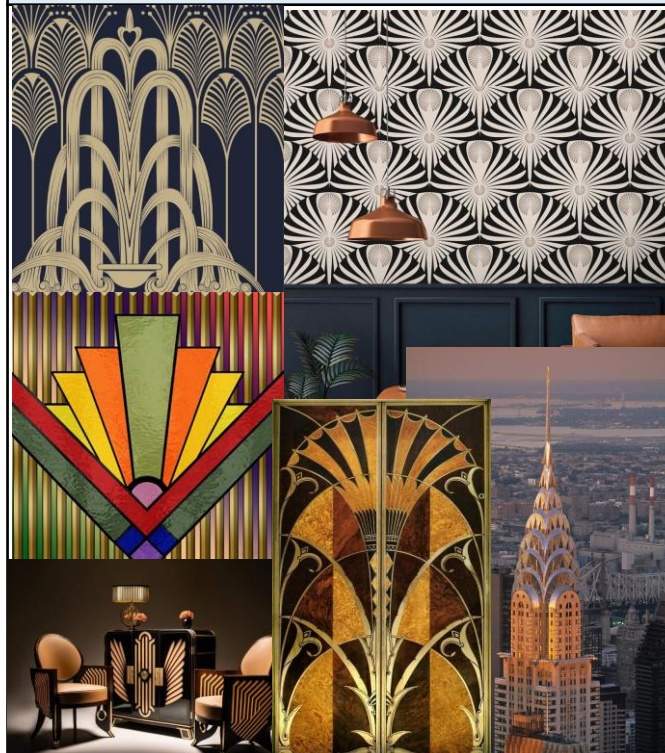


Acrylic – which you used as your Memphis shapes – is a **polymer**

Polymers come in _____, _____ and _____

D. Art Deco Design Movement

Art Deco was a decorative art and architectural style that originated in France in the 1920s and flourished until the start of World War II. It's characterized by its _____



C. Key Words

Research

Design

component

Manufacture

Key Designer



Key Features:

_____ shapes and _____,
_____ colours and contrasting _____,
_____ and rectangular forms
_____ and elongated forms
Stepped or _____

Colours:

Line Styles:

YEAR 8 GRAPHIC COMMUNICATION

What are we learning this term?

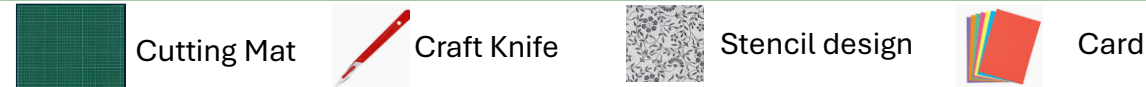
A Stencil design	B Step up card	C Accordion card	D Key words	E Evaluation
---------------------	-------------------	---------------------	----------------	-----------------

A | Stencil design

List 3 health and safety rules for using a cutting knife

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

List the materials you need to create a stencil



B | Draw the inside of the pop up card

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

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

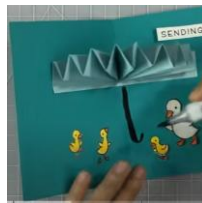


Coloured paper to add to the design
Cut any incisions

C | Draw the inside of an accordion card

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

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



Coloured paper to add to the design

D | Key words

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

E | Evaluation

Evaluation: To judge or give an opinion

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

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

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

For example:

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

YEAR 8 GRAPHIC COMMUNICATION

What are we learning this term?

A
Stencil design

B
Step up card

C
Accordion card

D
Key words

E
Evaluation

A | Stencil design

List 3 health and safety rules for using a cutting knife

List the materials you need to create a stencil



B | Draw the inside of the pop up card

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

C | Draw the inside of an accordion card

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

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

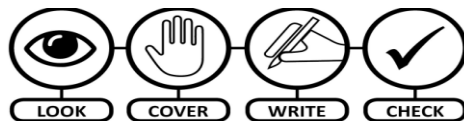
Evaluation: To judge or give an opinion

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



C	African Drumming Techniques

Bass

Tone

Slap

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

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

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



Mamady
Kéita: Kuku ->



Bolokada Conde

Ladysmith Black
Mambazo

E	African Drums and Melody Instruments

Djembe

dununba

sangban

kenkeni

BALAFON	MBIRA	FLUTE	GOURD	MARACAS	KORA

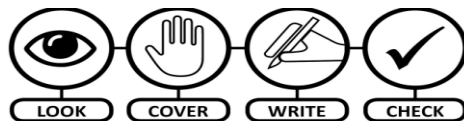
F	Basic Note Values
---	-------------------

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

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

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

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

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

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

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

Mamady
Këita: 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.

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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*.

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

Sentence Stems: Year 5 to Year 9



Listen and Mark

Pay close attention to others and point out important moments.

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

Defend and Unpack

Defend your perspective and explain your thought process.

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

Introduce and Invite

Begin your contribution and encourage others to participate.

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

Build and Support

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

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

Challenge and Verify

Disagree and ask others to prove or clarify information.

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

Summarise and Map

Draw together big themes and track the discussion.

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





#AIMHIGH CHALLENGE TASKS Y8

Hard Work ... Kindness... Responsibility



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

SWINDON ACADEMY READING CANON

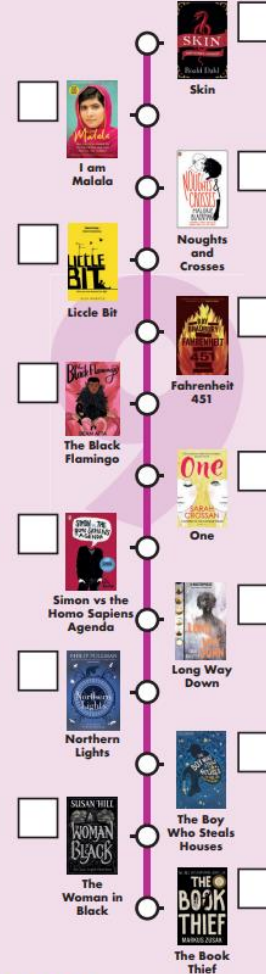
Year 7



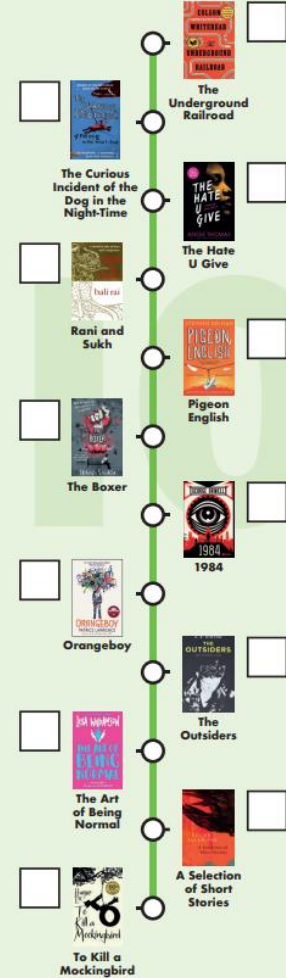
Year 8



Year 9



Year 10



#ReadingisPower