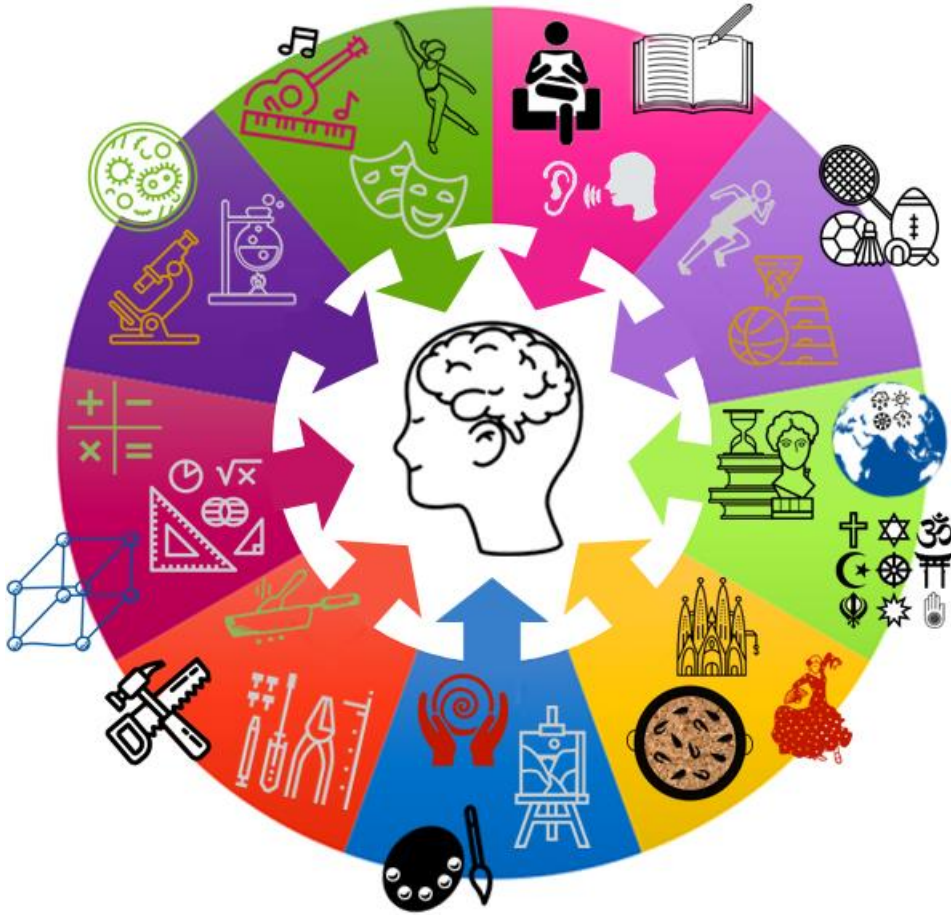


Year 8 – Grammar Stream

Knowledge Organisers

Term 5



Swindon Academy 2023-24

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

Year 7 Term 1 Science/Chemistry - Topic: TOP Particles

What are we learning this term?

- Particle model
- Changing from Solids
- Mixtures
- Separating techniques

4 Key Words for this term:

- Matter
- Particles
- Changes of state
- Mixing

6. What is particle theory?

The theory that all matter is made up of particles.

A. Describe the arrangement and movement of particles in the three states of matter.

Solid In a regular pattern. Particles can vibrate in a fixed position.

Liquid Particles are arranged randomly but are still touching each other. Particles can slide past each other and move around.

Gas Particles are far apart and are arranged randomly. Particles carry a lot of energy and they move in all directions in a high speed.

A. What is the law of conservation of mass?

The Law of Conservation of Mass states that mass cannot be created or destroyed.

B. What are the different changes of state?

Melting change of state from solid to liquid

Freezing change of state from liquid to solid

Evaporation change of state from liquid to gas

Condensation change of state from gas to liquid

C. What is the difference between a pure and an impure substance?

Pure A material that is made up of only one type of particle.

Impure A material that is made up of more than one type of particle.

Quizzable Knowledge Organisers

A. What is particle theory?

A. What is the law of conservation of mass?

A. Describe the arrangement and movement of particles in the three states of matter.

B. What are the different changes of state?

C. What is the difference between a pure and an impure substance?

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.

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.

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!

How do I complete Knowledge Organiser Prep?

Step 1

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

The image shows the epraise website interface. On the left is a 'Planner' for the week of 10th May to 16th May 2020, with a grid for different subjects. On the right is a 'New Year's Homework/Revision: Topic TSP Pack' for 'What is particle theory?'. It includes a table with columns 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?'. Below the table are diagrams of solid, liquid, and gas particle arrangements, and a phase change diagram.

Step 2

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

The image shows a printed knowledge organiser page. The date '29th May 2020' is written at the top. The title 'Particle theory' is written in the top right. The page contains sections A, B, and C with text and diagrams. Section A describes particle theory and states of matter. Section B lists changes of state. Section C shows a phase change diagram. Handwritten notes are present in the right margin.

Step 3

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

Handwritten notes on lined paper. The date '29th May 2020' is written at the top. The title 'Properties of the states of matter' is written. Below are definitions for Solid, Liquid, and Gas, and a list of changes of state: Melting, Freezing, Evaporation, and Condensation.

Step 4

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

Handwritten notes on lined paper. The date '29th May 2020' is written at the top. The title 'Particle theory' is written. Below are three identical definitions for Solid, Liquid, and Gas, each written three times.

Step 5

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

The image shows a printed quizzable knowledge organiser page. The date '29th May 2020' is written at the top. The title 'Particle theory' is written. The page contains sections A, B, and C with text and diagrams. Handwritten answers are present in the right margin.

Step 6

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

Handwritten notes on lined paper. The date '29th May 2020' is written at the top. The title 'Particle theory' is written. Below are definitions for Solid, Liquid, and Gas, and a list of changes of state. Checkmarks and corrections are present.

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
<p>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.</p>	<p>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.</p>	<p>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.</p>
<p>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.</p>	<p>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.</p>	<p>imperialism - a policy of extending a country's power and influence through colonization, use of military force, or other means.</p>
<p>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.</p>	<p>Terminology: Keywords</p> <p>comedy – a play that is funny. It has a happy ending.</p>	<p>usurp – to take control of someone else's power when you do not have the right to. Someone who usurps is called a usurper.</p>
<p>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.</p>	<p>soliloquy – when a character is speaking alone on stage to himself/herself or to the audience.</p>	<p>tempest – a violent storm.</p>
<p>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.</p>	<p>sibilance – figure of speech in which the letter 'S' is repeated. This often creates a hissing sound.</p>	<p>treason – a crime that harms your country or government. Someone who commits treason is a traitor.</p>
<p>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.</p>	<p>Characters</p> <p>Alonso – King of Naples</p> <p>Sebastian – Alonso's brother</p> <p>Ferdinand – Alonso's son</p> <p>Antonio – Prospero's brother. Antonio stole Prospero's title as Duke of Milan.</p> <p>Gonzalo – the old counsellor to the King of Naples</p> <p>Trinculo – a jester</p> <p>Stephano – a drunken butler</p> <p>Prospero – the rightful Duke of Milan</p> <p>Miranda – Prospero's daughter</p> <p>Ariel – an airy spirit; a slave of Prospero's who earns his freedom</p> <p>Caliban – a savage and deformed slave of Prospero's; a native of the island</p>	<p>callous – when someone is cruel and does not care about other people.</p>
		<p>pathos – a situation that makes us feel sympathy or sorrow.</p>
		<p>exploitation – taking advantage of someone for your own benefit</p>
		<p>nurture – to encourage or support the development of someone or something.</p>
		<p>dual nature – having two sides.</p>
		<p>Background Information</p> <p>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.</p>
		<p>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.</p>
		<p>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.</p>

'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 _____ 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:

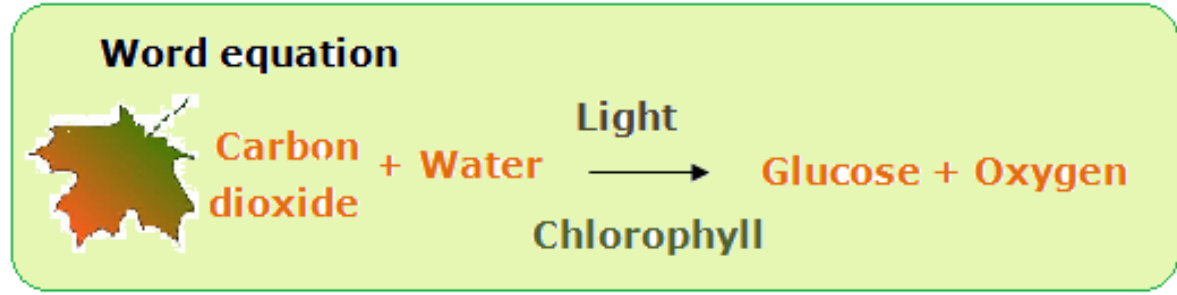
- A. Photosynthesis
- B. Roots
- C. Leaf adaptations
- D. The importance of photosynthesis

4 Key Words for this term

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

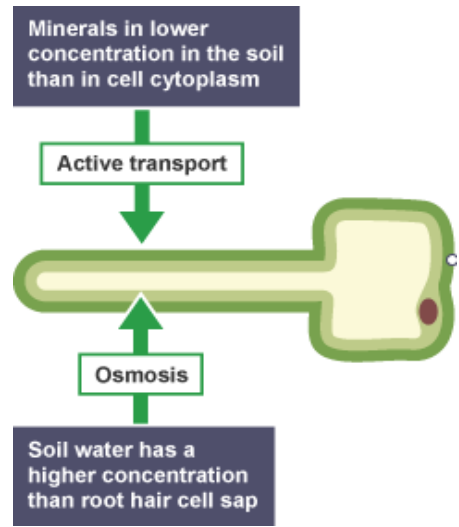
A.

State the word equation for photosynthesis



B. Describe the function of the roots

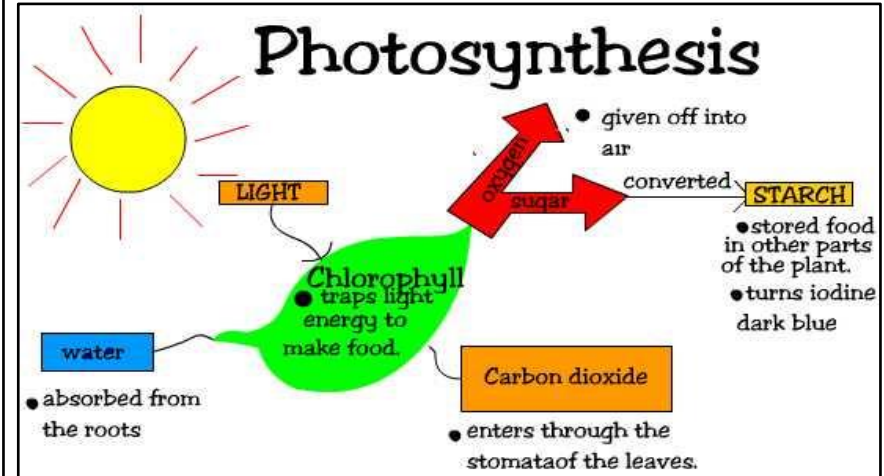
- Made up of **root hair cells**.
- These cells **absorb minerals** through **active transport** (which requires energy).
- They also **absorb water** through **osmosis** (which doesn't require energy).



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.



What we are learning this term:

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

4 Key Words for this term

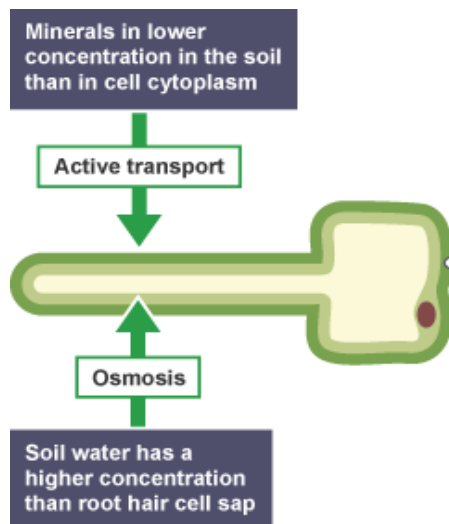
- 1.
- 2.
- 3.
- 4.

A.

State the word equation for photosynthesis

B. Describe the function of the roots

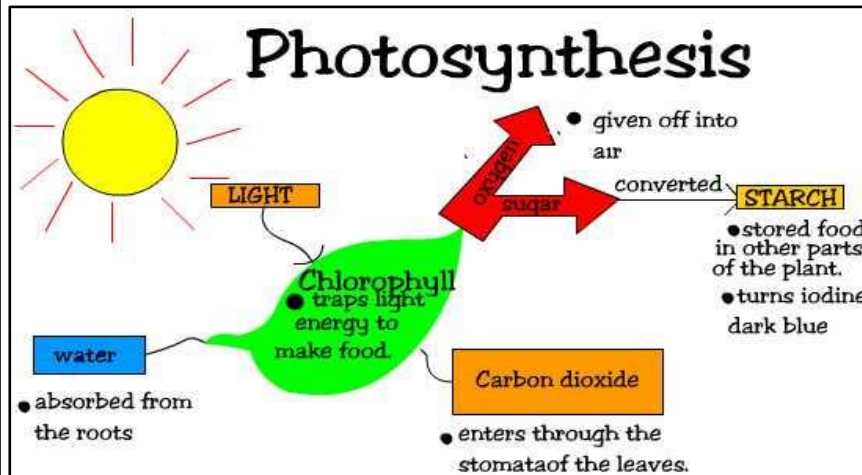
- Made up of _____
- _____.
- These _____ cells **absorb** _____ through _____ (which requires energy).
- They also **absorb** _____ through _____ (which doesn't require energy).



A.

Describe testing leaves for starch

- 1.
- 2.
- 3.





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
Lots of the foods we eat come from plants which reproduce by pollination . So if plant pollination is not occurring enough then food will be less secure.	

Cross-pollination

1. Pollen from stamens sticks to a bee as it visits a flower to collect food.

2. The bee travels to another plant of the same type.

3. Pollen on the bee sticks to a pistil of a flower on the other plant.

pollen grains

pollen

D.	Define pollination
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.	



C.	Describe the adaptations of leaves for photosynthesis
Large surface area	
Waxy coat	
Palisade cells	
Stomata	
Guard cells	

D.	Explain the importance of plant pollination in food security

Cross-pollination

pollen grains

1. Pollen from stamens sticks to a bee as it visits a flower to collect food.
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D.	Define pollination



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

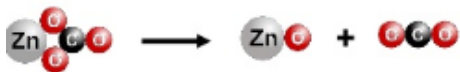
A. What is Thermal Decomposition?

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

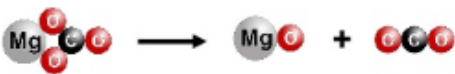
Does a thermal decomposition reaction give out energy, or take in energy from its surroundings?

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

Examples: Zinc Carbonate \rightarrow Zinc Oxide + Carbon dioxide
 $ZnCO_3 \rightarrow ZnO + CO_2$



Magnesium carbonate \rightarrow Magnesium Oxide + Carbon dioxide
 $MgCO_3 \rightarrow MgO + CO_2$



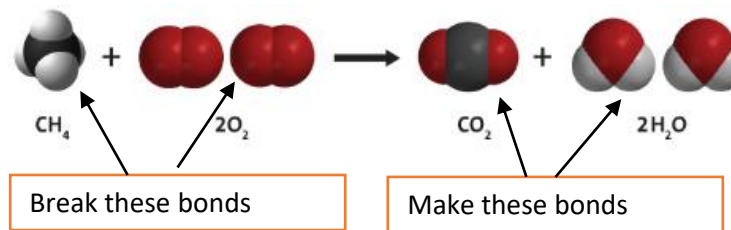
A. What is Combustion?

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
 $CH_4 + 2O_2 \rightarrow CO_2 + 2H_2O$



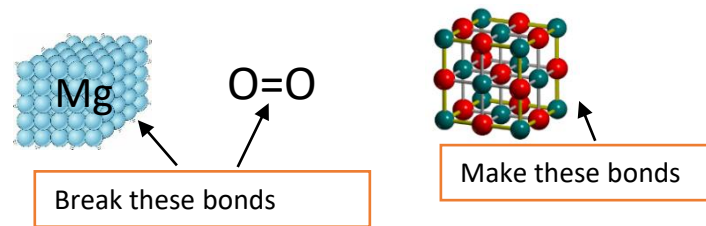
A. What is oxidation?

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 surrounding. It gives out more energy than it takes in

Examples: Magnesium + Oxygen \rightarrow Magnesium Oxide
 $Mg + O_2 \rightarrow MgO$



What we are learning this term:

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

5 Key Words for this term

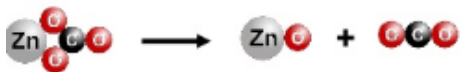
1. 4.
 2. 5.
 3.

A. What is a chemical reaction?

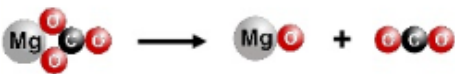
A. What is Thermal Decomposition?

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

Examples: Zinc Carbonate →



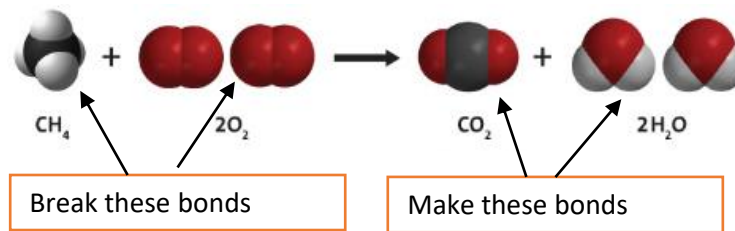
Magnesium carbonate →



A. What is Combustion?

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

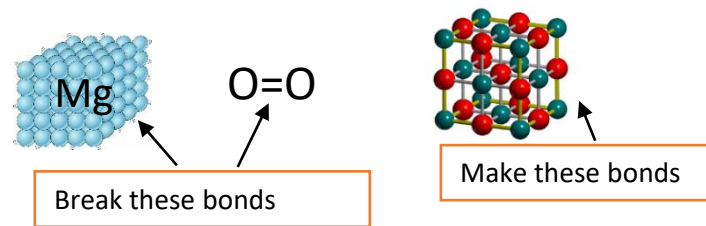
Examples: methane + oxygen →



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? | <ol style="list-style-type: none"> 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?

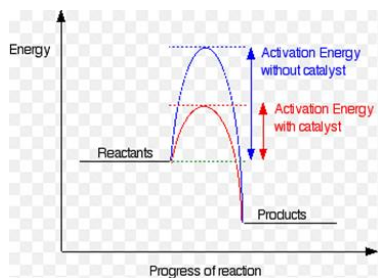
A catalyst is a substance which speeds up a chemical reaction without being used up.

- 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:
<p>A. Compare Light and Sound waves</p> <p>B. Wave behaviour</p> <p>C. Sound waves</p> <p>D. Hearing ranges</p> <p>E. Uses of sound</p>

3 Key Words for this term
<p>1. Ultrasound</p> <p>2. Frequency</p> <p>3. Transverse</p>

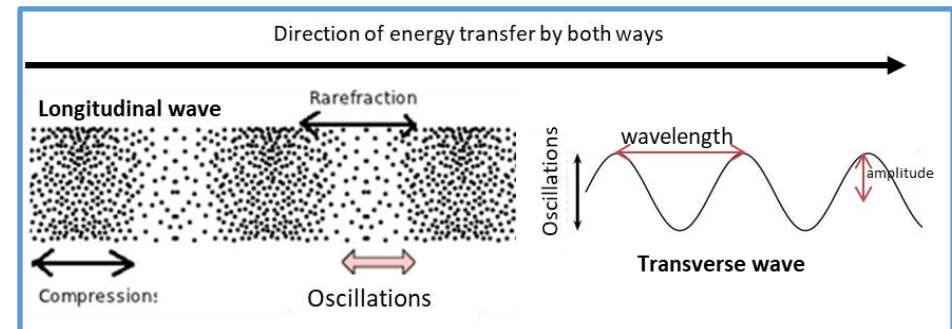
A. How do sound waves compare with Electromagnetic waves (e.g. Light)								
<table border="1"> <thead> <tr> <th>Sound</th> <th>EM waves, like light</th> </tr> </thead> <tbody> <tr> <td>Requires a medium (particles) to travel</td> <td>Does not require a medium (particles)</td> </tr> <tr> <td>Longitudinal waves</td> <td>Transverse Waves</td> </tr> <tr> <td>Travels faster in more dense media. In air 330m/s</td> <td>Travels slower in more dense material. In vacuum 3×10^8 m/s</td> </tr> </tbody> </table>	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
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?				
<table border="1"> <thead> <tr> <th>Transverse</th> <th>Longitudinal</th> </tr> </thead> <tbody> <tr> <td> <ul style="list-style-type: none"> Oscillations are perpendicular to the direction of energy transfer. </td> <td> <ul style="list-style-type: none"> Oscillations are parallel to the direction of energy transfer. </td> </tr> </tbody> </table>	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.
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:										
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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.
<p>Constructive Interference</p> <p>Destructive Interference</p>

C. Changes in sounds						
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What we are learning this term:
<ul style="list-style-type: none"> 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
<ul style="list-style-type: none"> 1. 2. 3.

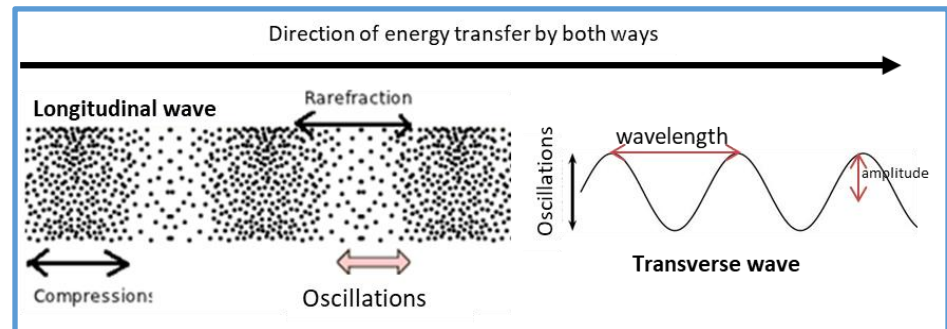
A. How do Sound waves compare to Electromagnetic waves (e.g. Light)?								
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Sound	EM waves, like light							

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:										
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B. What is Superposition?
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C. Changes in sounds	
What is pitch?	
What is frequency?	
What is volume?	

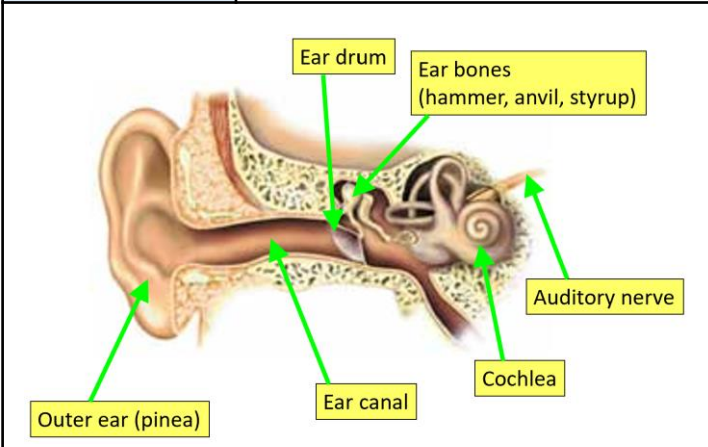




C.	How is sound produced?
Sound is produced by vibrations	
How does sound travel?	
Vibrations transfer energy through particles.	
Which media does sound travel fastest in and why?	
Solids – the particles are closer together	

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.

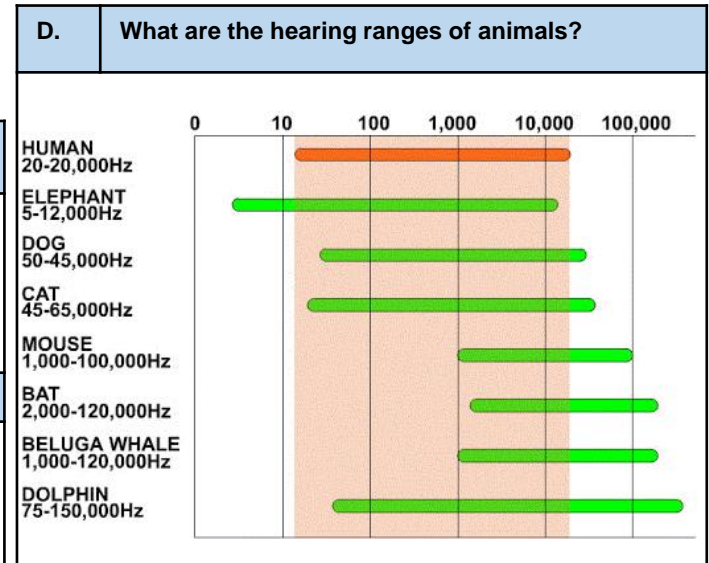
C.	Part of the Ear	What is the Function?
1.	Outer ear (pinna)	Collects the sound like a funnel.
2.	Ear canal	Transmits sounds from the pinna to the ear drum
3.	Ear drum	Sound waves causes this to vibrate
4.	Ear bones (hammer, anvil, stirrup)	After the ear drum vibrates, it passes the vibrations on to 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 diaphragm 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.	
The frequency (pitch) is shown by how close the waves are to each other. The closer they are, the higher the pitch.	



C.	How is sound produced?
	How does sound travel?
	Which media does sound travel fastest and why?

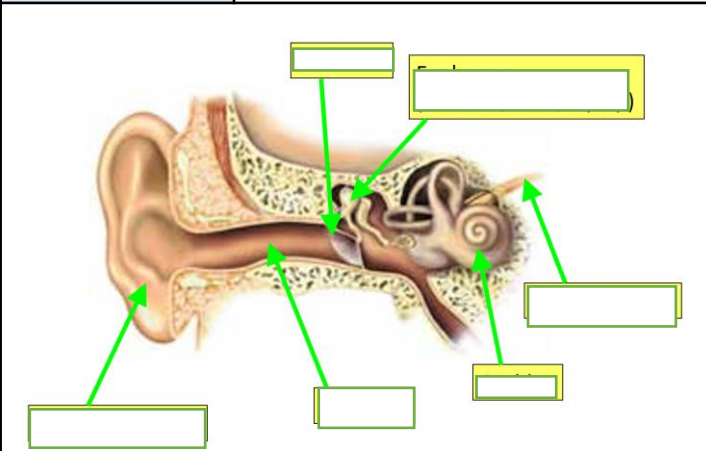
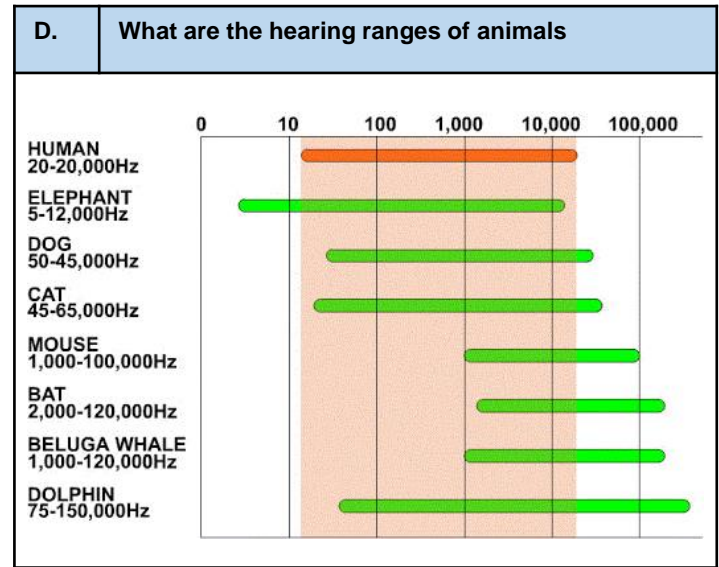
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	What is the hearing range of humans?
	What is Ultrasound?
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C.	Part of the Ear	What is the Function?
	1. Outer ear (pinna)	
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	3. Ear drum	
	4. Ear bones (hammer, anvil, stirrup)	
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E.	What is an echo?

E.	How do loudspeakers work?

How do Microphones work?



D.	Seeing sounds – How can you see sounds?
Amplitude (volume) is shown by:	
The frequency is shown by:	

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.
Convictional 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):	Challenges (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.	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:

1. An ecosystem is a community of things that are linked together to make up a type of environment. **(A, B)**
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A. Classification of ecosystem (4)	
Ecosystem	
Biome	
Habitat	
Biodiversity	

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Biotic	
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Food chain	

C. Climatic features (4)	
Climate graph	
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Temperate forest (2)	

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



What we are covering: Age of Exploration		E. Why did Britain's population increase so rapidly after 1750?				
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).		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.
F.	Causes of the Industrial Revolution	G. How did the lives of slaves and factory workers compare?				
Population growth - Rapid growth in population. The more people there are the more goods they buy. Increase in population provided source of labour - workers.		Slaves		Factory 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		Families were deliberately split up		Labourers worked 12- to 14-hour days, six days a week. When demand increased it could be up to 19 hours		
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.		Owners gave their slaves new names, and some owners branded their initials onto the slaves' skin		The noise of the machines caused workers to lose their hearing, and the dust and cotton fibres that filled the air caused lung diseases.		
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.		Working in sugar cane and rice plantations was exhausting, but tobacco plantations tended to be less demanding.		Factory owners kept strict discipline, docking the wages of employees who broke factory rules.		
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.		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		Poor families depended upon the extra income provided by their children - children would start work as young as 5 (as scavengers and piecers)		
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.		Small minority of slaves were taken into the plantation owners house, where they worked as cooks, servants or cleaners - some given a basic education		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	Other 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. 					

I. 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.



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).

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> –

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> –

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

H	Other factors in the abolition of slavery and the slave trade		
Slave Rebellions	The Maroons –	Nat Turner's –	Haitian Revolution – .
Sugar Boycotts			
Economy			

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

Canals

Railways

Year 8 Religious Education: Islam

A.	Can you define these key words?		
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 Medina and grew the first Ummah. Returned to Mecca with 10,000 others and conquered Mecca, returned Ka'aba to the worship of one God	
Hajj	Annual Islamic pilgrimage to Mecca, Saudi Arabia	G	Caliphates
Greater jihad	The spiritual struggle with oneself against sin	<i>Rashidun</i>	<ul style="list-style-type: none"> - 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 umamah
Lesser jihad	Defending Islam from threat but must meet a range of strict conditions to be declared	<i>Umayyad</i>	<ul style="list-style-type: none"> - Caused damage to the Kaaba and were very greedy and corrupt which made people angry
E	The final sermon	<i>Abbasid</i>	<ul style="list-style-type: none"> - 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>		G	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>		<i>Shahadah</i>	<ul style="list-style-type: none"> - 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	<i>Salah</i>	<ul style="list-style-type: none"> - 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	<i>Zakah</i>	<ul style="list-style-type: none"> - 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	<i>Sawm</i>	<ul style="list-style-type: none"> - 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
H	Jihad	<i>Hajj</i>	<ul style="list-style-type: none"> - 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
<i>Lesser</i>	Defending faith from enemies e.g. people not allowing others to practice Islam		
<i>Greater</i>	Internal struggle to follow rules of faith e.g. Salah		
<i>Rules</i>	Hard to declare because of strict conditions which must be followed		

Year 8 Religious Education: Islam

A.	Can you define these key words?		
Key word	Key definition	B	Pre-Islamic Arabia
Tawhid		1	
Polytheism		2	
Qur'an		3	
Ummah			
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		<i>Rashidun</i>	
E	The final sermon	<i>Umayyad</i>	
		<i>Abbasid</i>	
		G	Five pillars – what are they and why are they significant
F	The first Caliph: Abu Bakr	<i>Shahadah</i>	
1		<i>Salah</i>	
2		<i>Zakah</i>	
H	Jihad	<i>Sawm</i>	
<i>Lesser</i>			
<i>Greater</i>		<i>Hajj</i>	
<i>Rules</i>			

Year 8 Religious Education: The Philosophy of Religion

A. Can you define these key words?		B. Design Argument	C. Cosmological Argument
Key word	Key definition	<ul style="list-style-type: none"> This is the argument for the existence of God based on evidence of design in the world. Examples of design include purpose and regularity in the world. For example, the laws of physics mean the planets move around the sun in a regular and ordered way. The human eye has all the complex structures to enable it to fulfil a purpose- vision 	<ul style="list-style-type: none"> This is the argument for the existence of God which argues that God is the cause of the universe. Things in the world must have a cause – if a door opens then something must have opened it – this argument suggests that there must have been a first cause to begin life in the universe and that first cause is God. Something cannot come from nothing, therefore something must have caused the world into existence. Without a first cause there could be no second cause etc.
Omnipotent	The belief that God is all-powerful		
Omniscient	The belief that God is all-knowing		
Omnibenevolent	The belief that God is all-loving		
Theism	The belief in God		
Atheism	Disbelief or lack of belief in God		
Agnosticism	The belief that nothing can be known about the existence or nature of God		
Empirical evidence	Evidence for something based on observation or experience		
Analogy	A comparison between things that have similar features, often used to help explain a principle or idea.		
Theodicy	An argument which defends God against the problem of evil.		
Fallacy	A mistaken belief, especially one based on unsound arguments.		
		D. The Problem of Evil	E. Religious Experience
		<ul style="list-style-type: none"> This is the argument that the existence of evil undermines belief in an omnipotent and omnibenevolent God. If God is meant to be omnibenevolent, omnipotent and omniscient, then the existence of evil cancels out one of these attributes of God. The problem of evil is frequently known as the inconsistent triad. The inconsistent triad is only a challenge to the god of classical theism/ monotheistic Abrahamic faiths, as this is the description of God they offer. 	<ul style="list-style-type: none"> This is an experience which has a religious meaning for the person who experienced it. Religious experiences are where you experience God. It can include visions / dreams where you are visited/ hearing God/ seeing a miracle/ prayers being answered or just feeling the presence of God/ Near death experiences Bernadette at Lourdes had religious experiences where the Virgin Mary spoke to her.

F. Criticisms Design Argument	Cosmological Argument	Theodicies	Religious Experience
<ul style="list-style-type: none"> God is supposed to be perfect therefore how can there be flawed design such as corruptions in DNA which cause cancers or damage to bodies The 'Design' of the world may be coincidence. For example, sometimes we see pictures in the clouds, like a rabbit or a face. We know this is just a random coincidence. Just like clouds that move into and out of shape quickly, without a designer, the atoms in the universe have moved into this shape and will move out of it again before long. We think we see design, but it is just coincidence 	<ul style="list-style-type: none"> Just because something is true of the part, it does not mean it is true of the whole- eg a brick is small, so a wall is small. Our understanding of the universe is limited to the world around us – because things require a cause in this world, does not mean that the entire universe requires a first cause. If the existence of God as a 'necessary' being without a cause can be a fact, why can't the universe itself just be a 'brute fact'? 	<ul style="list-style-type: none"> Many religions explain the origin of evil in the world – such as in Christianity with Adam and Eve and the original sin. God gave humans free will, and through free will humans can choose evil. Some people argue that experiencing the bad in the world allows humans to grow and develop. Do we need evil to understand what good is? If we lived in a world that was all red, we wouldn't have an understanding of what red really meant. So if we lived in a world that was only good, would we understand what good really meant? 	<ul style="list-style-type: none"> There is no evidence that people who claim to have had religious experiences are telling the truth. Factors such as certain foods, drugs and alcohol make people have strange feelings. There have been times when there seems to be an increase in reported religious experiences. If God is able to give people religious experiences that they cannot deny, why doesn't He give them to everyone so there is no doubt that God exists? People who have religious experiences have often had some form of religious upbringing. Could this mean that they are more likely to think that a mysterious experience has an obvious explanation?

Year 8 Religious Education: The Philosophy of Religion

A.	Can you define these key words?	B.	Design Argument	C.	Cosmological Argument
Key word	Key definition				
Omnipotent					
Omniscient					
Omnibenevolent					
Theism					
Atheism					
Agnosticism					
Empirical evidence		D.	The Problem of Evil	E.	Religious Experience
Analogy					
Theodicy					
Fallacy					

F. Criticisms Design Argument	Cosmological Argument	Theodicies	Religious Experience
<ul style="list-style-type: none"> God is supposed to be _____ therefore how can there be flawed design such as _____ in DNA which cause cancers or damage to bodies The 'Design' of the world may be _____. For example, sometimes we see pictures in the clouds, like a rabbit or a face. We know this is just a _____. Just like clouds that move into and out of shape quickly, without a designer, the atoms in the universe have moved into this shape and will move out of it again before long. We think we see design, but it is just _____ 	<ul style="list-style-type: none"> Just because something is true of the _____, it does not mean it is true of the _____ - eg a brick is small, so a wall is small. Our understanding of the universe is limited to the world around us – because things require a _____ in this world, does not mean that the entire _____ requires a first cause. If the existence of God as a '_____' being without a cause can be a fact, why can't the universe itself just be a '_____ '? 	<ul style="list-style-type: none"> Many religions explain the _____ of evil in the world – such as in _____ with Adam and Eve and the original sin. God gave humans _____, and through free will humans can choose evil. Some people argue that experiencing the _____ in the world allows humans to grow and _____. Do we need _____ to understand what _____ is? If we lived in a world that was all red, we wouldn't have an _____ of what red really meant. So if we lived in a world that was only _____, would we understand what good really meant? 	<ul style="list-style-type: none"> There is no _____ that people who claim to have had religious experiences are telling the truth. Factors such as certain _____ and _____ make people have strange feelings. There have been times when there seems to be an increase in reported _____ experiences. If God is able to give people religious experiences that they cannot _____, why doesn't He give them to everyone so there is no _____ that God exists? People who have religious experiences have often had some form of religious _____. Could this mean that they are more likely to think that a mysterious experience has an obvious _____?



What we are learning this term:	
A. Describing morning routines B. Describing afternoon and evening routines C. Personality descriptors D. Relationships at home E. Relationships at home F. Film vocabulary	
6 Key Words for this term	
1. Mi rutina diaria	4. las relaciones
2. el mundo	5. las soluciones
3. llevarse bien con	6. puntos de vista

A. Lo que hago por las mañanas – What I do in the mornings

la rutina	routine
desayunar	to have breakfast
despertar(se)	to wake up
duchar(se)	to shower
ir al instituto	to go to school
lavar(se) los dientes	to brush your teeth
levantar(se)	to get up
peinar(se)	to brush your hair
vestir(se)	to get dressed
a menudo	often
a veces	sometimes
antes	before
después	afterwards
durar	to last
inmediatamente	immediately
luego	then/later
mientras	while
nunca	never

B. Lo que hago por las tardes y por las noches – What I do in the afternoons and evenings

acostar(se)	to go to bed
cambiar de ropa	to get changed
cenar	to have dinner
hacer los deberes	to do homework
merendar	to snack
pasear al perro	to walk the dog
relajar(se)	to relax
volver a casa	to return home
cuando llego a casa	when I get home
cuando me apetece	when I feel like it
si mis padres me dejan	if my parents let me
si tengo tiempo	if I have time
siempre que puedo	whenever I can

C. Personalidad

trabajador	Hard working
hablador	Talkative
tranquilo	Quiet
serio	Serious
simpático	Friendly/nice
deportista	Sporty
estudioso	Studious
sociable	Sociable
Antipático	Unfriendly
Bastante	Quite
Un poco	A little bit
Siempre	Always
De vez en cuando	From time to time
Nunca	never
Sería	He/she would be
Tendría	He/she would have

Key Verbs			
Aguantar(se) To stand / bear	Llevarse bien con – to get on well with	Cuidar de To care for	Pensar To think
Me aguanto I stand / bear	Me llevo bien con I get on well with	Cuido de I care for	Pienso I think
Te aguantas You stand / bear	Te llevas bien con You get on well with	Cuidas de You care for	Piensas You think
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

D. ¡Te he dicho que no! – I've told you no!

estricto/a	strict
incompatible	incompatible
injusto/a	unfair
justo/a	fair
razonable	reasonable
a todas horas	all the time
el conflicto	conflict
el lío	mess
el permiso	permission
la regla	rule
raras veces	rarely
siempre	always
deprisa	fast / quickly

E. ¡Te he dicho que no! – I've told you no!

aguantar(se)	to stand / bear
criticar	to criticise
discutir	to argue
enfadarse	to get angry
Gritar	to shout
pelearse	to fight / argue
respetar	to respect
llegar a casa	to arrive home
llevarse bien con	to get on well with
llevarse mal con	to get on badly with
volver a casa	to return home
estar de acuerdo	to agree with
estar en contra	to be against

F. En busca de un mundo mejor – In search of a better world

las películas de acción	action films
las películas del Oeste	Westerns
las películas de amor	romantic films
las películas de artes marciales	martial arts films
las películas de ciencia ficción	science fiction films
los dibujos animados	animated films
las comedias	comedies
las películas de guerra	war films
las películas de terror	horror films
las películas policíacas	Police films
emocionantes	exciting
graciosas	Funny
interesantes	Interesting
infantiles	Childish
divertidas	Fun
inteligentes	Intelligent
tontas	Silly/stupid
aburridas	boring



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	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) e.g. Me levanto (I get (myself) up) e.g. Mi madre se levanta (My mum gets (herself) up) The reflexive pronouns are: me, te, se, nos, os, se You can recognise a reflexive verb in the dictionary because it ends in -SE
Using direct object pronouns (DOPs)	lo/la/los / las 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. 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) e.g. La voy a comprar = I'm going to buy it (the DOP is LA so we know the noun is FEM. SINGULAR). 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')



What we are learning this term:	
A. Describing morning routines B. Describing afternoon and evening routines C. Personality descriptors D. Relationships at home E. Relationships at home F. Film vocabulary	
6 Key Words for this term	
1. Mi rutina diaria	4. las relaciones
2. el mundo	5. las soluciones
3. llevarse bien con	6. puntos de vista

A. Lo que hago por las mañanas – What I do in the mornings

_____	routine
desayunar	_____
_____	to wake up
duchar(se)	_____
_____	to go to school
lavar(se) los dientes	_____
_____	to get up
peinar(se)	_____
_____	to get dressed
a menudo	_____
_____	sometimes
antes	_____
_____	afterwards
durar	_____
_____	immediately
luego	_____
_____	while
nunca	_____

B. Lo que hago por las tardes y por las noches – What I do in the afternoons and evenings

acostar(se)	_____	to get changed
_____	_____	_____
cenar	_____	to do homework
_____	_____	_____
merendar	_____	to walk the dog
_____	_____	_____
relajar(se)	_____	to return home
_____	_____	when I get home
cuando llego a casa	_____	when I feel like it
_____	_____	_____
si mis padres me dejan	_____	if my parents let me
si tengo tiempo	_____	whenever I can

C. Personalidad

trabajador	_____	Talkative
_____	_____	_____
tranquilo	_____	Serious
_____	_____	_____
simpático	_____	Sporty
_____	_____	_____
estudioso	_____	Sociable
sociable	_____	Unfriendly
_____	_____	_____
Bastante	_____	A little bit
_____	_____	_____
Siempre	_____	From time to time
_____	_____	_____
Nunca	_____	He/she would be
_____	_____	He/she would have
_____	_____	_____

Key Verbs

Aguantar(se) To stand / bear	Llevarse bien con – to get on well with	Cuidar de To care for	Pensar To think
_____	_____	_____	_____
I stand / bear	I get on well with	I care for	I think
_____	_____	_____	_____
You stand / bear	You get on well with	You care for	You think
_____	_____	_____	_____
S/he stands / bears	S/he gets on well with	s/he cares for	s/he thinks
_____	_____	_____	_____
We stand / bear	We get on well with	We care for	We think
_____	_____	_____	_____
They stand / bear	They get on well with	They care for	They think

D. ¡Te he dicho que no! – I've told you no!

_____	strict
incompatible	incompatible
_____	unfair
justo/a	fair
_____	reasonable
a todas horas	all the time
el conflicto	_____
el lio	_____
el permiso	_____
la regla	_____
raras veces	_____
siempre	_____
deprisa	_____

E. ¡Te he dicho que no! – I've told you no!

aguantar(se)	_____
criticar	to _____
discutir	_____
enfadarse	_____
Gritar	_____
pelearse	_____
respetar	_____
_____	_____
llegar a casa	_____
llevarse bien con	_____
llevarse mal con	_____
volver a casa	_____
estar de acuerdo	_____
estar en contra	_____

F. En busca de un mundo mejor – In search of a better world

_____	action films
_____	_____
_____	Westerns
_____	_____
_____	romantic films
_____	_____
_____	martial arts films
_____	_____
_____	science fiction films
_____	_____
_____	animated films
_____	comedies
_____	war films
_____	_____
_____	horror films
_____	_____
_____	Police films
_____	_____
_____	exciting
_____	Funny
_____	Interesting
_____	Chlidish
_____	Fun
_____	Intelligent
_____	Silly/stupid
_____	boring



Year * COMPUTER SCIENCE Term 2 – E-Safety



What we are learning this term:

A. Wider Issues B. Social Engineering C. Cyberattack Motivations D. Definitions

A.	Wider Issues
Ethical and environmental concerns of computing.	
	The electricity that flows into your devices when you're not using them.
Carbon Footprint	
E-Waste	
	Producing goods designed to become obsolete and require replacement.

B.	Social Engineering
The manipulation of people to hand over confidential information or access.	
	Making up a story to get monetary assistance or access.
	Redirecting a user from a genuine website to a fraudulent one.
Phishing	
	Observing personal information over the shoulder when entering a password or a pin.
	A phishing attack targeting a specific organisation or group.
Whaling	

C.	Cyberattack Motivations
Committing a cyberattack in order to...	
Cybercrime	
Cyberespionage	
	Raise awareness of a political or social problem.
Cyberwarfare	
D.	Definitions
	The safe and responsible use of technology, the internet and other means of communication.
Cyber-attack	
Cyber-security	



Year * COMPUTER SCIENCE Term 2 – E-Safety



What we are learning this term:
 A. Wider Issues B. Social Engineering C. Cyberattack Motivations D. Definitions

A.	Wider Issues
Ethical and environmental concerns of computing.	
Vampire Power	The electricity that flows into your devices when you're not using them.
Carbon Footprint	Total amount of Co2 emitted over the full life cycle of a product, service or event.
E-Waste	All electronic items which are discarded as waste.
Planned Obsolescence	Producing goods designed to become obsolete and require replacement.

B.	Social Engineering
The manipulation of people to hand over confidential information or access.	
Blagging	Making up a story to get monetary assistance or access.
Pharming	Redirecting a user from a genuine website to a fraudulent one.
Phishing	Sending an email which appears to be from a legitimate source.
Shouldering	Observing personal information over the shoulder when entering a password or a pin.
Spear-phishing	A phishing attack targeting a specific organisation or group.
Whaling	A phishing attack targeting a specific individual.

C.	Cyberattack Motivations
Committing a cyberattack in order to...	
Cybercrime	Generate profit or cause criminal damage.
Cyberespionage	Gain access to confidential information.
Hactivism	Raise awareness of a political or social problem.
Cyberwarfare	Disrupt or damage the activities or assets of another country.
D.	Definitions
E-safety	The safe and responsible use of technology, the internet and other means of communication.
Cyber-attack	Using computers or other technology to modify programs or data to cause harm or damage.
Cyber-security	The technology and practices needed to protect devices and data from cyberattacks.



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

B.	What equipment do you need to complete a successful grid method?
	<ol style="list-style-type: none"> 1. Sharp pencil 2. Ruler 3. Image you are drawing and plain paper.
C.	Similarities and differences between Eva Funderberg and Anya Stasenko (Images on top banner)
<u>Similarities:</u>	<u>Differences</u>
<ul style="list-style-type: none"> • 1. Both made from ceramic • 2. Both outcomes explore emotions • 3. Both made using the pinch pot technique 	<ul style="list-style-type: none"> • 1. Anya hopes to make people smile with her work • 2. Eva tried to portray a dark emotion • 3. Eva creates her objects based on what humans feel on the inside.

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

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

Images of tools.

D.	Mind Mapping for Inner Self
Use the space below to design and create your own mind map for Inner Self.	
Goals	Strengths
-Get amazing GCSE grades	- Kind
-Bungie jump	- Sporty
	- Ambitious
	- Funny
Emotions	Weakness
-Happy	-Face my fear of heights
-Cheerful	

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

D.	Tools needed for working with clay:
1	Clay
2	Wooden board
3	Rolling pin
4	Slats
5	Clay tools
6	Plastic bags
7	Sponges or wipes
8	Spray water



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

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

B.	What equipment do you need to complete a successful grid method?	
<p>1. 2. 3.</p>		
C.	Similarities and differences between Eva Funderberg and Anya Stasenکو (Images on top banner)	
<p><u>Similarities:</u></p> <ul style="list-style-type: none"> • . • . • . 		<p><u>Differences:</u></p> <ul style="list-style-type: none"> • . • . • .

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

Images of tools.

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

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



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

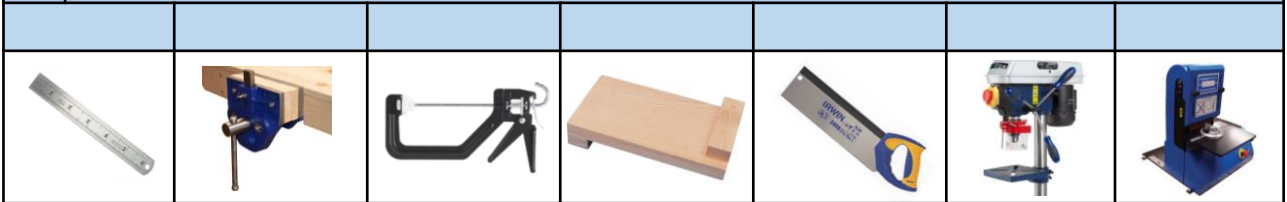
D. CAM	
By using computer aided manufacture (CAM) , designs can be sent to CAM machines such as laser cutters and 3D printers	
Advantages of CAM	Disadvantages of CAM
Quick – Speed of production can be increased	CAM takes a long time to learn
Consistency – All parts manufactured are all the same	High 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	
<p>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.</p> <p>The idea was for the products to be bright, colourful, playful.</p>	
	<p>Key Designer</p> <p>Ettore Sottsass </p> <p>Key Features:</p> <p>Crazy patterns; animal print, geometric, pinstripes. Strange shapes thrown together.</p> <p>Contrast!</p> <p>Colours:</p> <p>Bright, bold, Contrasting primary and secondary colours. Black patterns.</p> <p>Line Styles:</p> <p>Very geometric; rectangles, triangles, squares, circles and arcs.</p>



What we are learning this term:
A. Workshop Tools B. Materials C. CAD D. CAM E. Memphis Design Movement

A. Workshop Tools 

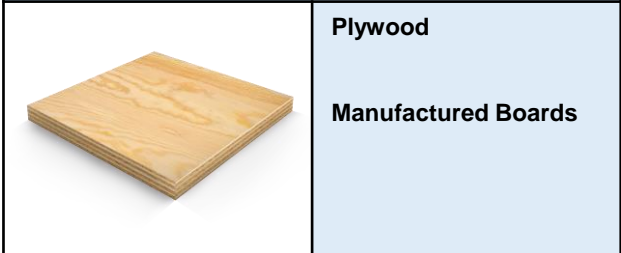


B. Materials

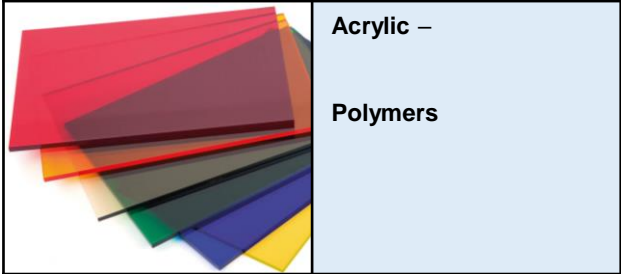
Timbers come from trees



Manufactured Boards come from wood pulp



Polymers come from crude oil



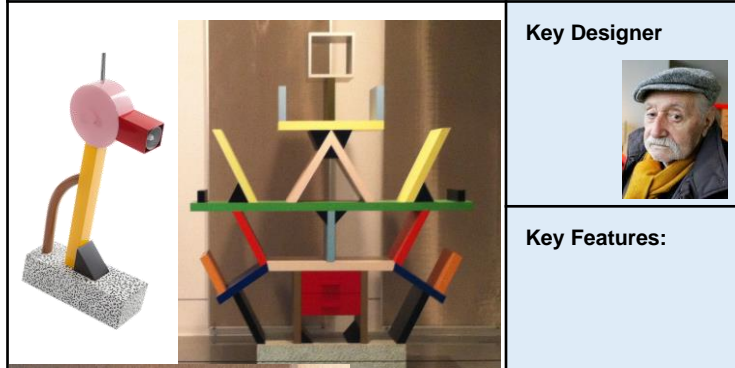
C. CAD 

Advantages of CAD **Disadvantages of CAD**

D. CAM 

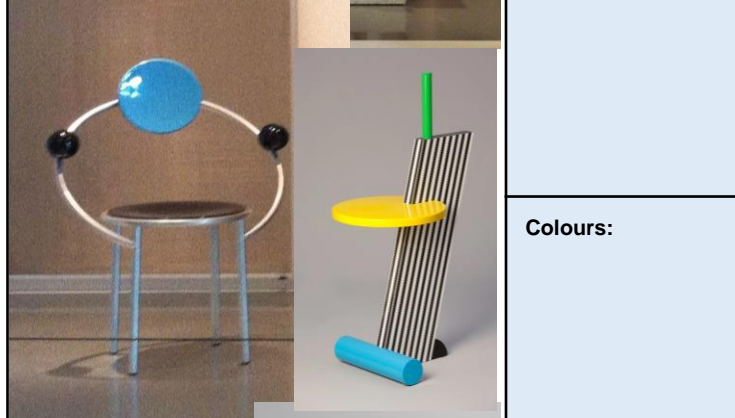
Advantages of CAM **Disadvantages of CAM**

E. Memphis Design Movement 



Key Designer


Key Features:



Colours:



Line Styles:

Year 8 Term 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

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

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.



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.

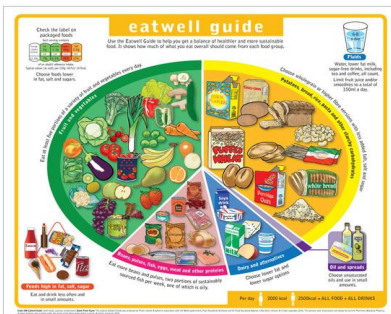
C. Can you list 5 reasons for why we cook food and why it is important?

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 re creating a product for.
Carbohydrates	Foods that give you energy
Protein	Food that grow and repair your muscles
Fibre	Foods that keep your digestive system healthy and avoid constipation.
Calcium	Foods that make your teeth and bones strong
Design Idea	A sketch or plan of how you are hoping a project to turn out.
Organisation	Having everything ready for a lesson and following instructions
Time keeping	Using the time to remain organised.
Sensory analysis	Use your senses to taste and describe a product
Mood Board	A collage of photos and key words based on a project

What we are learning this term:

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

6 Key Words for this term

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

Year 8 Term 5 : Topic = Planning a Healthy Meal

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

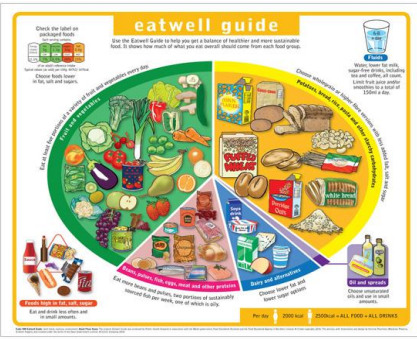
- 1
- 2
- 3
- 4
- 5

A. What are the three macronutrients in the diet?



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?

<u>Rule</u>	<u>Why it is important</u>
• 1	• 1
• 2	• 2
• 3	• 3
• 4	• 4
• 5	• 5

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






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!



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	C	2	C	3	C	4	C
5	F	6	F	7	C	8	C
9	G	10	F	11	C	12	G

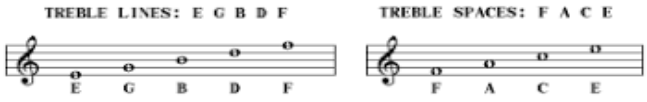
F	Keywords
Chord	A group of notes played together .
Accompaniment	A musical line that supports the melody
12 Bar Blues	A chord progression used in Blues music using chords 1,4,and 5.
Improvisation	Music that is created spontaneously , or without preparation
Walking Bass	Bass line that moves up and down the scale note by note.
Riff	Similar to ostinato . A repeating chord progression, pattern or melody.
Syncopation	A placement of rhythmic stresses/accents where they wouldn't normally occur. Off-beat sounding .
Blues Music	A musical style originating in the US at the end of the 19 th century, mostly performed by Black Americans.
Blues Scale	A six-note scale based on the major/minor pentatonic

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	1½ beats	
	Quaver, Eighth Note	1/2 beat			Dotted Quaver, Dotted Eighth Note	¾ 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**



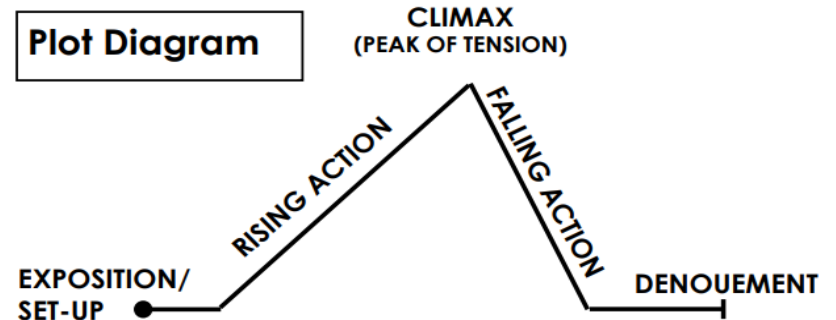
G Describing music – MAD T SHIRT

M	A	D	T	S	H	I	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

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

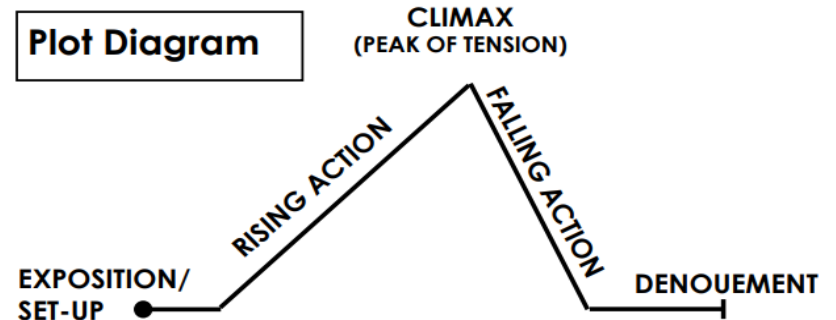


Genre	Definition	Conventions - Key Features
Science Fiction	Stories that make imaginative use of scientific knowledge. Often show HUMANITY at its best and worst, e.g. corrupt governments using technology to trick the people; space battles to free enslaved people from terrible dictators.	<ul style="list-style-type: 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.

Drama YR8 Tension

Keywords	
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Mime	
Slow-motion	
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Rising Action	
Climax (Peak of Tension)	
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Plot Diagram



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SWINDON ACADEMY READING CANON

Year 7



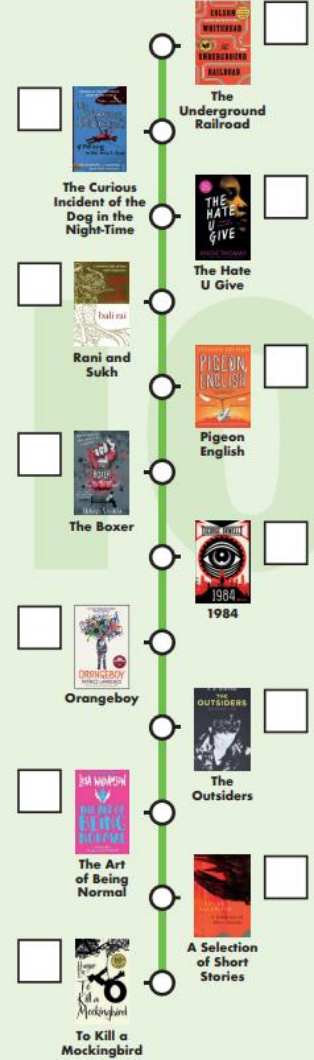
Year 8



Year 9



Year 10



#ReadingisPower