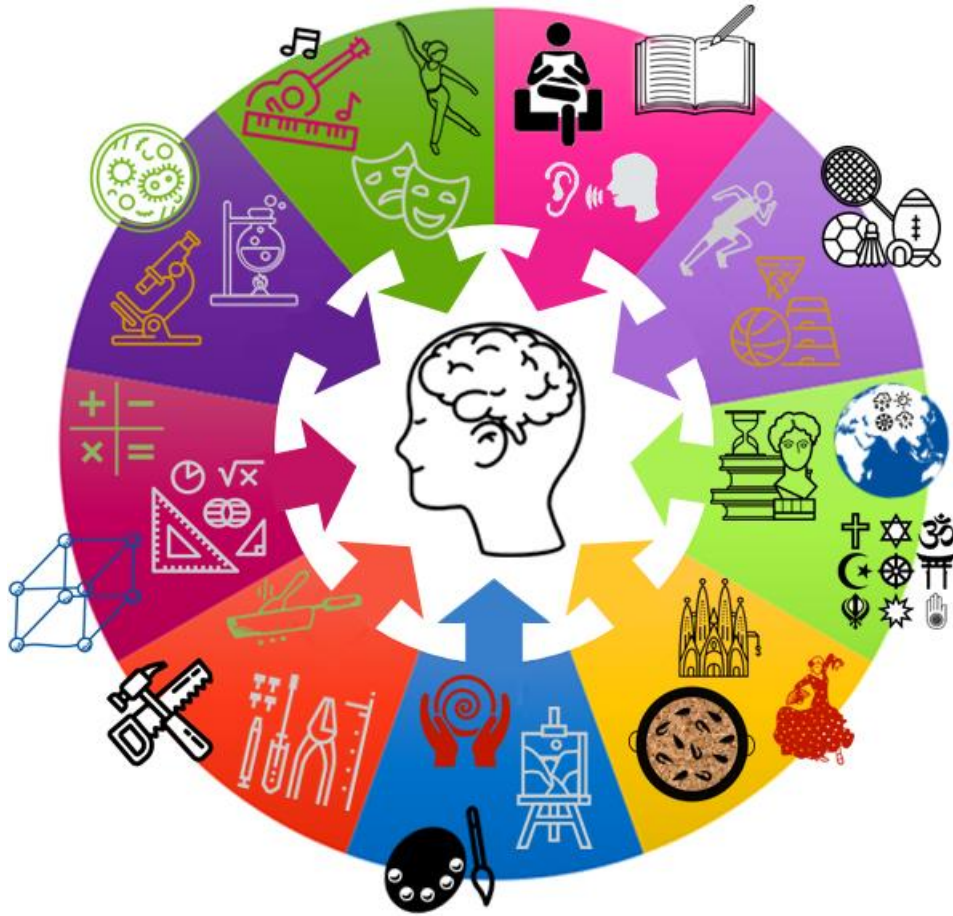


Year 8 – Booster Knowledge Organisers

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:
 1. Particle model
 2. Changing from
 3. Mixtures
 4. Separating techniques

4 Key Words for this term:
 1. Matter
 2. Particles
 3. Gases
 4. Freezing

6. What is particle theory?
 The theory that all matter is made up of particles.

A. Describe the properties of the three states of matter.

Solid	Liquid	Gas
<ul style="list-style-type: none"> • Particles are packed closely together in a regular pattern. • Particles are arranged randomly but are still touching each other. Particles can slide past each other and move around. 	<ul style="list-style-type: none"> • 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. Describe the arrangement and movement of particles in the three states of matter.

Solid	
Liquid	
Gas	

A. What is the law of conservation of mass?

B. What are the different changes of state?

Melting	
Freezing	
Evaporation	
Condensation	

Diagram: A cycle showing transitions between solid, liquid, and gas states with arrows indicating the direction of change.

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 particles, 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 student's prep book. The date '29th May 2020' and the title 'Particle theory' are written in the top right of the knowledge organiser template. The template includes sections for 'What is particle theory?', 'Describe the arrangement and movement of particles in the three states of matter', and 'What is the law of conservation of mass?'. Below these are diagrams of solid, liquid, and gas particles, and a phase change diagram.

Step 3

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

The image shows a student's prep book with the keywords/definitions/facts from the knowledge organiser written out in full. The text includes: '29th May 2020', 'Properties of the states of matter', 'Particle theory = all matter is made of particles', 'Solid = regular pattern particles vibrate in fixed position', 'Liquid = particles are arranged randomly but are still touching each other particles can slide past each other and move around', and 'Gas = Particles are far apart and are arranged randomly. Particles carry a lot of energy'.

Step 4

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

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

Step 5

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

The image shows a student's prep book with the missing words from the quizzable knowledge organiser written in the prep book. The text includes: 'Self quizzing', 'Arrangement/movement of matter', 'Solid = regular pattern particles can slide past each other and move around', 'Liquid =', and 'Gas ='. The knowledge organiser template is also visible in the background.

Step 6

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

The image shows a student's prep book with the keywords/definitions/facts from the knowledge organiser written out in full, with corrections. The text includes: 'Particle theory = all matter is made of particles', 'Solid = regular pattern particles vibrate in fixed position', 'Liquid = particles are arranged randomly but are still touching each other particles can slide past each other and move around', and 'Gas = Particles are far apart and are arranged randomly. Particles carry a lot of energy'.

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

‘The Tempest’ Foundation Knowledge Organiser

Plot Summary

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.

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.

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.

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.

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.

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.

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.

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.

Terminology: Keywords

comedy – a play that is funny. It has a happy ending.

soliloquy – when a character is speaking alone on stage to himself/herself or to the audience.

Characters

Alonso – King of Naples

Sebastian – Alonso's brother

Ferdinand – Alonso's son

Antonio – Prospero's brother.
Antonio stole Prospero's title as Duke of Milan.

Gonzalo – the old counsellor to the King of Naples

Trinculo – a jester

Stephano – a drunken butler

Prospero – the rightful Duke of Milan

Miranda – Prospero's daughter

Ariel – an airy spirit; a slave of Prospero's who earns his freedom

Caliban – a savage and deformed slave of Prospero's; a native of the island

Vocabulary: Keywords

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**.

usurp – to take control of someone else's power when you do not have the right to. Someone who usurps is called a **usurper**.

tempest – a violent storm.

treason – a crime that harms your country or government. Someone who commits treason is a **traitor**.

callous – when someone is cruel and does not care about other people.

pathos – a situation that makes us feel sympathy or sorrow.

exploitation – taking advantage of someone for your own benefit

nurture – to encourage or support the development of someone or something.

dual nature – having two sides.

Background Information

Shakespeare was born in the Elizabethan era, named after Elizabeth I. After she died, James I became king. This period of history is called the **Jacobean** era, because Jacob is the Latin for James. Shakespeare lived and worked in both eras.

Italian city states - A city-state is an area that is ruled by a major city. During the Elizabethan and Jacobean era, Italy wasn't one unified country, but a number of small independent city-states.

Sea exploration was booming in the Elizabethan era as people 'discovered' new parts of the world. Queen Elizabeth I was obsessed with their discoveries and was happy to pay for their travels. Led by her example, the rest of the country were also fascinated by their stories and goods. Colonialism has had a lasting impact on the world. Many natives were exploited and killed by the white European colonisers. Issues of colonialism; such as racism and slavery are important to the play.

'The Tempest' Foundation Knowledge Organiser

Plot Summary

The Tempest Act 1, Scene 1

_____, the King of Naples, is on a ship with his son _____ and his companions _____. They are struck by a terrifying, howling _____. They abandon ship and swim to a nearby _____ but are washed ashore in _____. The island seems to be abandoned.

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. One night, Antonio ordered soldiers to take _____ and _____ and put them on a _____ to their _____. 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.

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. Prospero has agreed to _____ Ariel after this last mission. _____ is a deformed savage _____ who is also under Prospero's _____. He is the son of an old witch, _____, and is a _____ of the island. Prospero taught Caliban how to _____ but Caliban _____ the control _____ has over him.

Kind Alonso Act 2, Scene 1

King Alonso and his younger brother _____, as well as _____ (the usurping Duke of Milan), wander around the island. King Alonso _____ as he believes his son _____ is _____. _____ and _____ to _____ Alonso so that Sebastian can be _____. They are stopped by Ariel's magical intervention.

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

The monster _____ is found by Stephano and Trinculo. They give him alcohol to drink and he gets _____. Caliban offers to _____ 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 _____ go to find and kill _____.

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 _____. They fall instantly in _____. Prospero wants to _____ that the love is _____. Ferdinand has to endure hard _____ to _____ his intentions are _____. Miranda pities _____ and wants to _____ him. Prospero _____ their marriage.

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 _____. Prospero and _____ send _____ to scare them away. _____ and _____ 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 _____ and asks for _____ from _____ which he grants.

Epilogue

Prospero declares that he will _____

Terminology: Keywords

comedy –

soliloquy –

Characters

Alonso –

Sebastian –

Ferdinand –

Antonio –

Gonzalo –

Trinculo –

Stephano –

Prospero –

Miranda –

Ariel –

Caliban –

Vocabulary: Keywords

colonialism – _____

_____ Th
e original inhabitants of the land are called _____.

usurp –

tempest –

treason –

callous –

pathos –

exploitation –

nurture –

dual nature –

Background Information

Shakespeare was born in the _____ era, named after Elizabeth I. After she died, James I became king. This period of history is called the _____ era, because _____ is the Latin for _____. Shakespeare lived and worked in _____.

Italian city states - A _____ is an area that is _____ by a major _____. During the Elizabethan and Jacobean era, Italy wasn't one unified country, but a number of small independent city-states.

Sea exploration was booming in the Elizabethan era as people 'discovered' new parts of the world. Queen Elizabeth I was obsessed with their discoveries and was happy to pay for their travels. Led by her example, the rest of the country were also fascinated by their stories and goods. _____ 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:

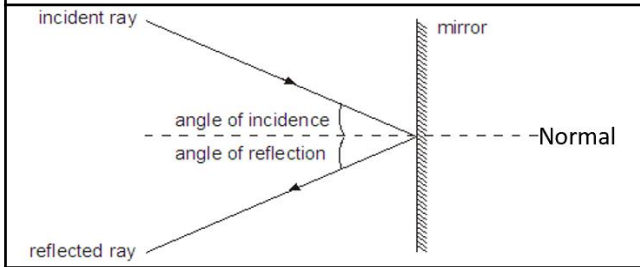
- Light and materials
- Ray model
- Colour
- Weight and mass
- Astronomical structures and distances
- Days, years and seasons

6 Key Words for this term

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

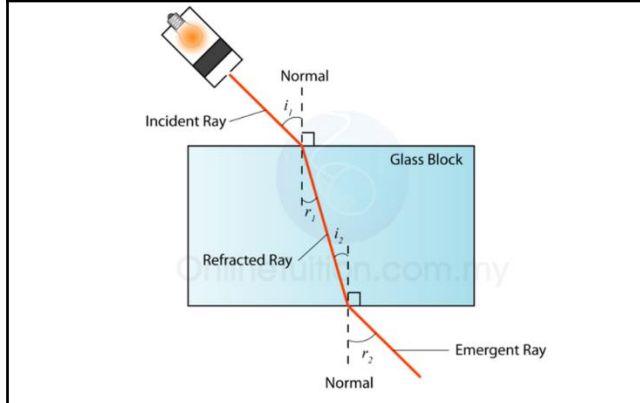
B. What is reflection?

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



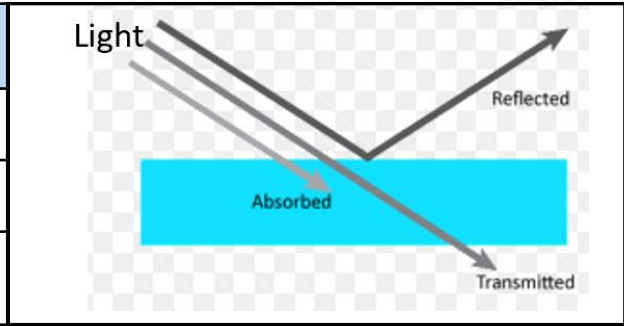
B. What is refraction?

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



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

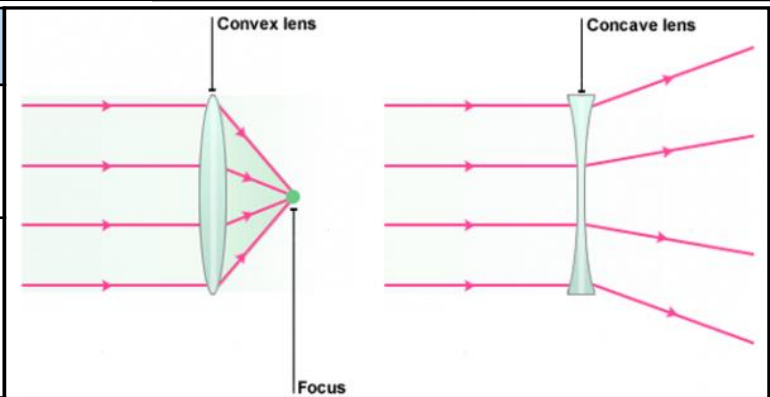
Light is transmitted	it passes straight through
Light is absorbed	it does not pass through
Light is reflected	light bounces off the surface of the material



B. What are the two types of lenses?

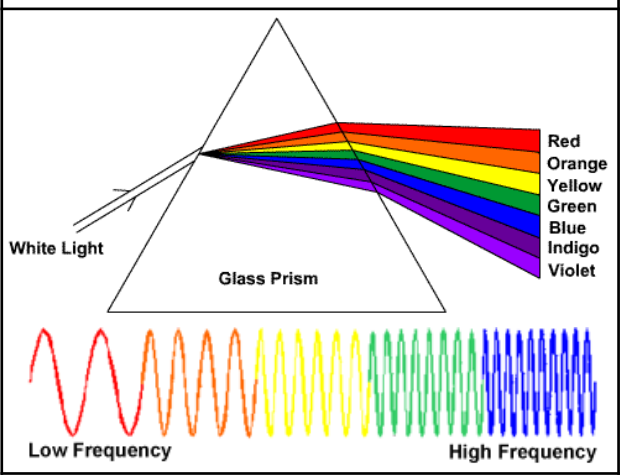
Convex lens – light rays are refracted then **converge** (meet up).

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



C. What is light dispersion?

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



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

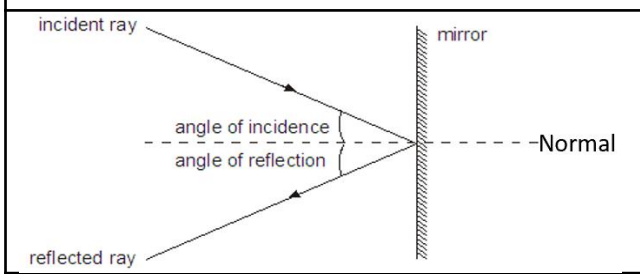
What we are learning this term:

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

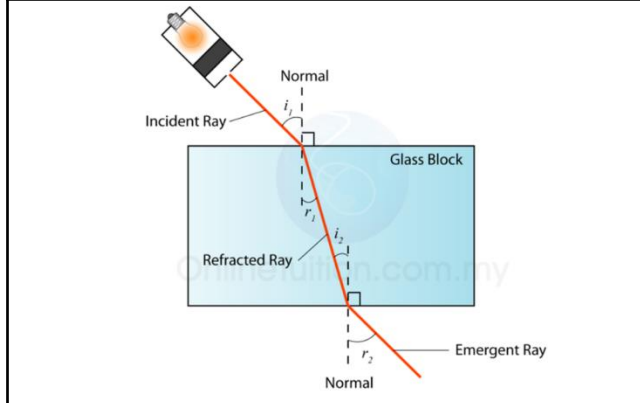
6 Key Words for this term

1.	4.
2.	5.
3.	6.

B. What is reflection?

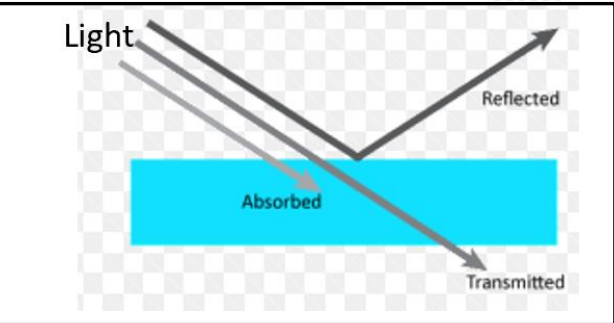


B. What is refraction?

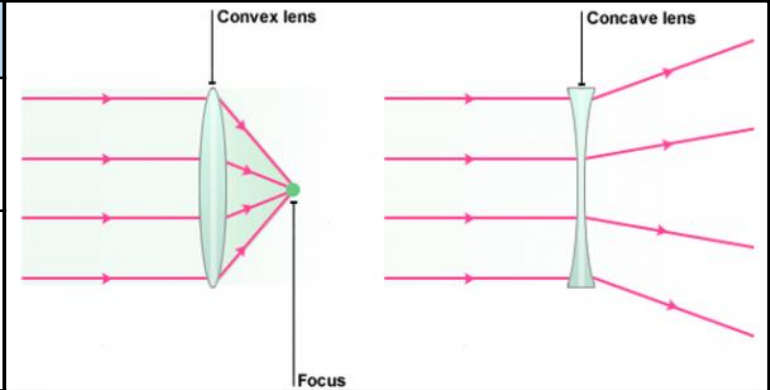


A. What are the three different ways light interacts with material?

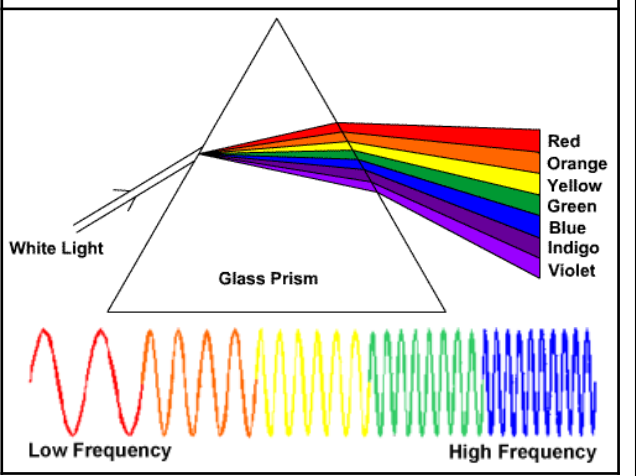
Light is _____	it passes straight through
Light is _____	it does not pass through
Light is _____	light bounces off the surface of the material



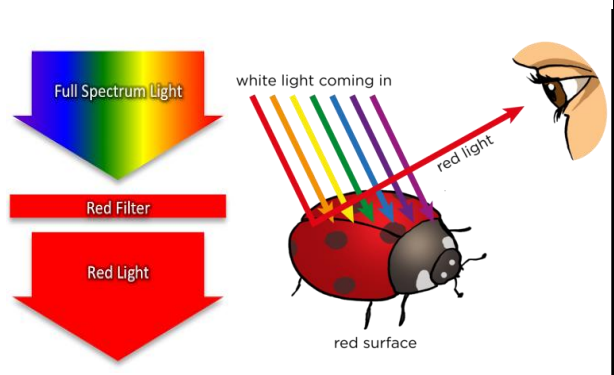
B. What are the two types of lenses?



C. What is light dispersion?



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



D. What is mass?

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

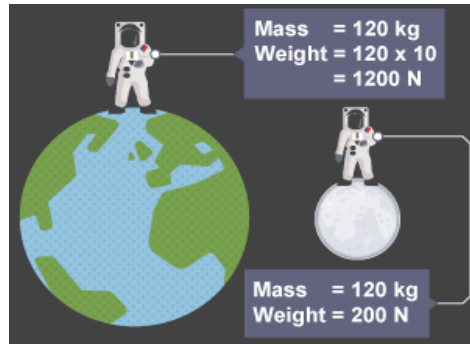
D. What is weight?

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

D. What is gravitational field strength?

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

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



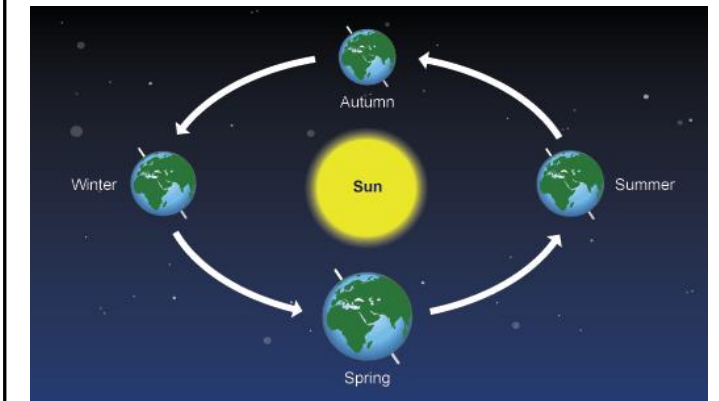
Planet	Weight of the 50 kg crate
Mercury	190 N
Venus	440 N
Earth	500 N
Mars	190 N
Jupiter	1245 N
Saturn	520 N
Uranus	520 N
Neptune	690 N
Pluto	14.5 N

F. What causes the seasons?

The tilt of the earth's axis.

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

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



D. What is the equation for gravitational field strength?

$$W = m g$$

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

F. What is the axis?

The imaginary line in the Earth between North and South pole

F. What is a day?

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

F. What is a year?

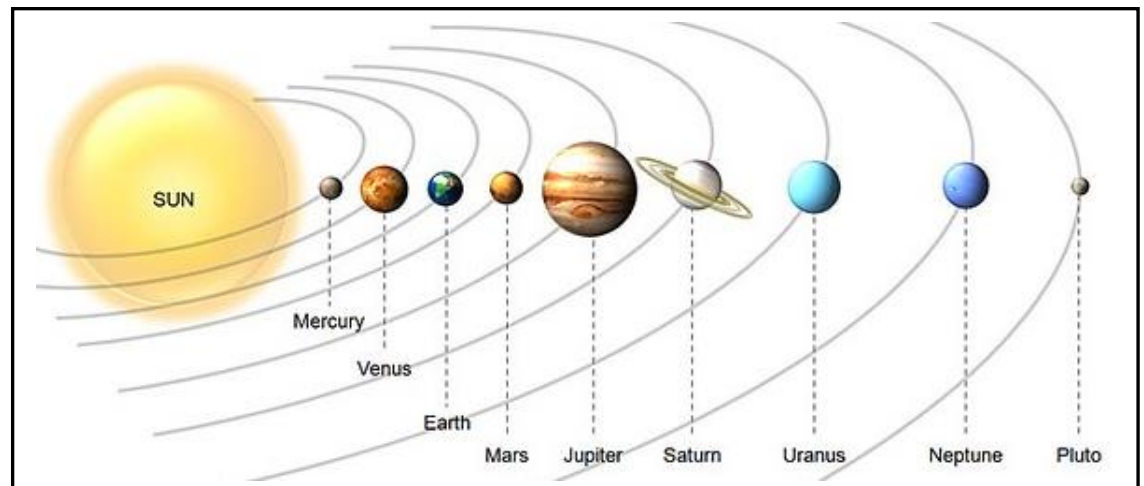
The time taken for a planet to completely orbit the Sun. It takes Earth 365.25 days.

E. What is a lightyear?

The distance travelled by light in one year.

E. Order these from largest to smallest

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



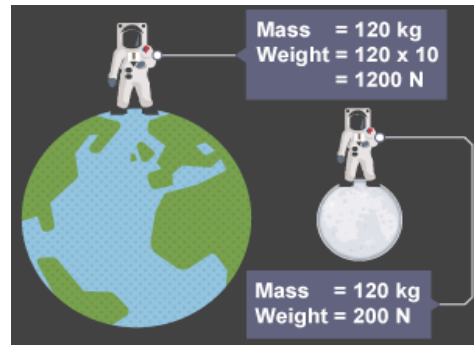


D. What is mass?

D. What is weight?

D. What is gravitational field strength?

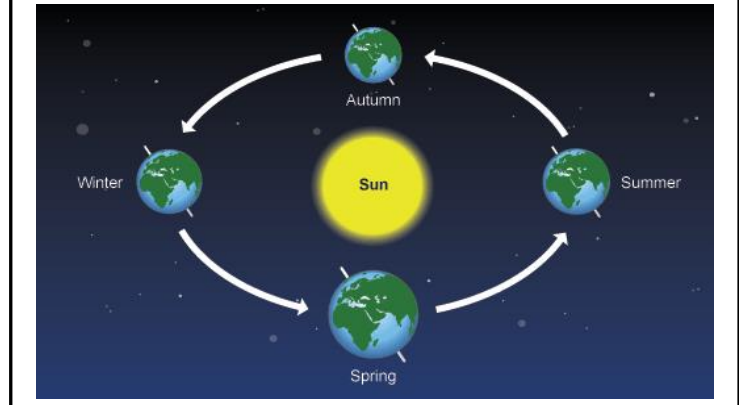
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Planet	Weight of the 50 kg crate
Mercury	190 N
Venus	440 N
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Jupiter	1245 N
Saturn	520 N
Uranus	520 N
Neptune	690 N
Pluto	14.5 N

F. What causes the seasons?

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



D. What is the equation for gravitational field strength?

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

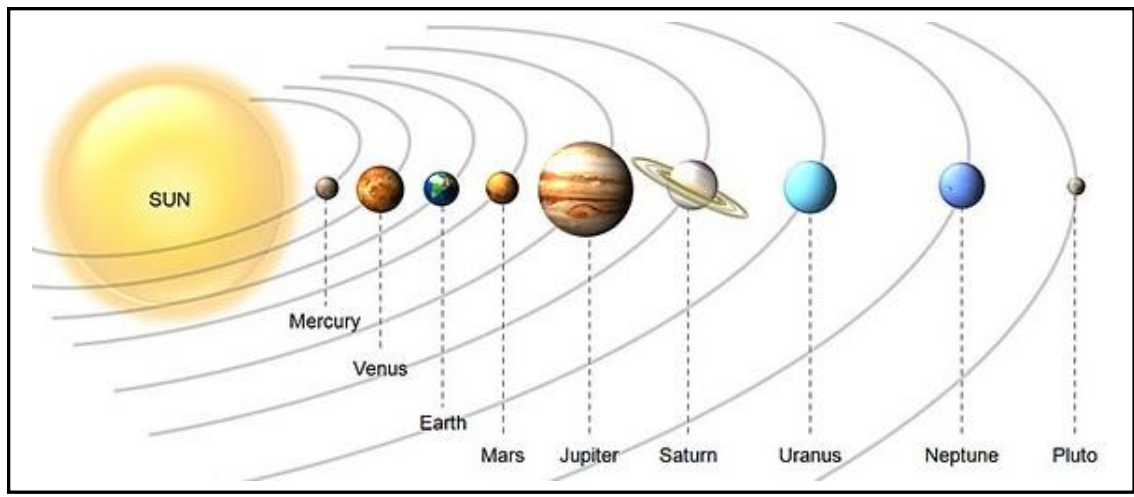
E. What is a lightyear?

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

F. What is the axis?

F. What is a day?

F. What is a year?



Geography Knowledge Organiser: Year 8 Term 5 Ecosystems



Background:		C. Climatic features (4)		D. Major global biomes (4)	
<ol style="list-style-type: none"> 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) 		Climate graph	A graph showing rainfall and temperature in a place over a whole year.	Tundra (2)	<ol style="list-style-type: none"> 1. Found at the far north and south of the planet. 2. A cold ecosystem, little rainfall.
		Precipitation	Any form of water falling from the sky.	Hot desert (2)	<ol style="list-style-type: none"> 1. Found along the Tropic of Cancer and the Tropic of Capricorn. 2. Hot environments with little rain.
		Convictional rainfall	Rain that is produced when warm air rises, cools and condenses, forming clouds and then rainfall.	Tropical rainforest (2)	<ol style="list-style-type: none"> 1. Found in places along the Equator. 2. Hot and humid environments with huge amounts of rainfall.
		High pressure	Areas where air is sinking, this air has little moisture, thus condensation can not happen.	Temperate forest (2)	<ol style="list-style-type: none"> 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.
		F. Rainforest features (4)			
Rainforest layers	Forest floor, understorey, canopy, emergent layer.	E. Deforestation in the rainforest (6)			
Nutrient cycle	Nutrients move from living things to litter and the soil in a continuous cycle, keeping both plants and soil healthy.	Deforestation	The cutting down and removal of forest. This happens due to many factors.		
Drip tip leaves	A plant adaptation that lets excess water drip off leaves quickly.	Logging	Cutting down trees to sell the wood for a profit, sometime this is done illegally.		
G. Desert characteristics (4)		Cattle ranching	Removing trees from a large part of the rainforest and keeping cows on the land. These are sold for meat.		
Diurnal range	Differences between the highest day and lowest night time temperature.	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.		
Nocturnal	Animals only come out at night.	Soil erosion	When the soil in an area loses its minerals (water or wind erosion) so that it becomes difficult to grow crops there.		
Cactus	Long root systems to get as much water as possible from dry ground.	Indigenous tribes	A group of people who live traditional lives in places (like the rainforest).		
Camel	Webbed feet to help walk in sand.	H. Opportunities and challenges for development in the Sahara desert			
B. Features of an ecosystem (3)		Where	The Sahara is found in Northern Africa.		
Biotic	The living parts of an ecosystem. Examples: plants, animals, humans.	Opportunities (2):			
Abiotic	The non-living parts of an ecosystem. Examples: soil, climate, river.	Challenges (2)			
Food chain	A diagram that shows what is eating what in an ecosystem.	<ol style="list-style-type: none"> 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. 	<ol style="list-style-type: none"> 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. 		



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	
Biome	
Habitat	
Biodiversity	

B. Features of an ecosystem (3)	
Biotic	
Abiotic	
Food chain	

C. Climatic features (4)	
Climate graph	
Precipitation	
Convictional rainfall	
High pressure	

F. Rainforest features (4)	
Rainforest layers	
Nutrient cycle	
Drip tip leaves	

G. Desert characteristics (4)	
Diurnal range	
Nocturnal	
Cactus	
Camel	

H. Opportunities and challenges for development in the Sahara desert	
Where	
Opportunities (2):	Challenges (2)

D. Major global biomes (4)	
Tundra (2)	
Hot desert (2)	
Tropical rainforest (2)	
Temperate forest (2)	

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



What we are learning this term:
A. Similarities between plantations and factories
B. Campaigners against slavery and slave trade
C. Reasons for the abolition of slavery
D. Benefits of the Industrial Revolution

A.	What is similar about life on a plantation and life in a factory?
1.	Cotton factories started in the Industrial Revolution and hired many men, women and children
2.	People in cotton factories would work 12-14 hours a day
3.	Slaves on plantations would work from sunrise until after the sun had set
4.	Slaves faced many dangers on plantations such as being crushed or burnt
5.	In factories there were dangers such as losing limbs in the machines

B.	Features of the work of white campaigners
1.	Society for the Abolition of Slave Trade was set up to get rid of slavery in British colonies
2.	Thomas Clarkson helped to start the society and he also gathered evidence to show people the horrors of slavery
3.	William Wilberforce was an MP(Member of Parliament) who campaigned in government for an end to slavery
4.	Granville Sharp was a lawyer who helped to put an end to slavery
5.	The British public helped to end slavery through petitions and boycotts of sugar

C.	'The main reason slavery was abolished was due to the work of individuals' How far do you agree?
1.	Thomas Clarkson was an individual who helped to abolish slavery by gathering evidence
2.	Olaudah Equiano was a former slave who helped to abolish slavery by telling people his story
3.	Slave resistance and rebellions helped to abolish slavery by showing people that they were humans
4.	Slavery was also abolished when people started to lose money
5.	Plantations became too expensive to run so people got rid of them

D.	Why did transport improve during the Industrial Revolution?
1.	New transportation was invented during the Industrial Revolution
2.	The invention of the steam engine meant that steam trains were developed
3.	Railways were invented for the new steam trains and helped to connect different parts of the UK
4.	The invention of the railway led to towns such as Swindon developing
5.	Canals were built to also connect different parts of the UK and to help carry large amounts of coal on barges



What we are learning this term:
A. Similarities between plantations and factories
B. Campaigners against slavery and slave trade
C. Reasons for the abolition of slavery
D. Benefits of the Industrial Revolution

A.	What is similar about life on a plantation and life in a factory?
1.	Cotton factories started in the _____ and hired many men, women and _____
2.	People in cotton factories would work _____ hours a day
3.	Slaves on _____ would work from sunrise until after the sun had set
4.	Slaves faced many dangers on plantations such as being _____ or _____
5.	In factories there were dangers such as losing _____ in the _____

B.	Features of the work of white campaigners
1.	Society for the Abolition of _____ was set up to get rid of slavery in British colonies
2.	Thomas _____ helped to start the society and he also gathered evidence to show people the _____ of _____
3.	William _____ was an MP(Member of Parliament) who campaigned in _____ for an end to slavery
4.	Granville Sharp was a _____ who helped to put an end to slavery
5.	The British public helped to end slavery through _____ and _____ of sugar

C.	'The main reason slavery was abolished was due to the work of individuals' How far do you agree?
1.	Thomas Clarkson was an individual who helped to abolish slavery by gathering _____
2.	Olaudah Equiano was a former _____ who helped to abolish slavery by telling people his _____
3.	Slave _____ and _____ helped to abolish slavery by showing people that they were _____
4.	Slavery was also abolished when people started to lose _____
5.	Plantations became too _____ to run so people got rid of them

D.	Why did transport improve during the Industrial Revolution?
1.	New _____ was invented during the Industrial Revolution
2.	The invention of the _____ engine meant that steam _____ were developed
3.	_____ were invented for the new steam trains and helped to _____ different parts of the UK
4.	The _____ of the railway led to towns such as _____ developing
5.	_____ were built to also connect different parts of the UK and to help carry _____ amounts of coal on _____

Year 8 Religious Education: Islam

A.		Can you define these key words?			
Key word		Key definition			
Tawhid	The belief in the oneness of God	B	Pre-Islamic Arabia	C	Muhammad and the Qur'an
Polytheism	Belief in or worship of more than one God				
Qur'an	Holy book in Islam				
Ummah	The worldwide Muslim community				
Hijrah	The migration of Muhammad from Mecca to Medina	1	Religion was polytheistic	1	Muhammad received his first revelation of the Qur'an on the night of power
Hadith	The sayings of the Prophet Muhammad	2	There was violence between tribes to get resources like food and water	2	The Qur'an is important because it is the word of Allah and must not be changed. The Qur'an is still used by Muslims today.
Sunni/Shi'a split	A division in Islam which occurred after the death of the Prophet Muhammad on who should lead the Ummah	3	In Mecca, people could come to trade safely without violence		
Caliphate	An area ruled by a Muslim leader	D	The Hijrah and conquest of Mecca		
Hajj	Annual Islamic pilgrimage to Mecca, Saudi Arabia	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			
Greater jihad	The spiritual struggle with oneself against sin	G	Caliphates		
Lesser jihad	Defending Islam from threat but must meet a range of strict conditions to be declared	<i>Rashidun</i>	<ul style="list-style-type: none"> - 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 umma 		
F	The first Caliph: Abu Bakr	<i>Umayyad</i>	<ul style="list-style-type: none"> - Caused damage to the Kaaba and were very greedy and corrupt which made people angry 		
1	Abu Bakr was one of Muhammad's closest friends. Some wanted Muhammad's cousin Ali to be leader instead	<i>Abbasid</i>	<ul style="list-style-type: none"> - Islamic golden age – tried to translate and gather all the world's knowledge into Arabic 		
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	E The final sermon			
		<i>The hadith: this is the writings about the life of Muhammad. It teaches Muslims how to live their lives</i>			
		<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>			
H	Jihad	G	Five pillars – what are they and why are they significant		
<i>Lesser</i>	Defending faith from enemies e.g. people not allowing others to practice Islam	<i>Shahada</i>	<ul style="list-style-type: none"> - Declaration of faith – “There is no God but Allah and Muhammad is His messenger”. - Shows a Muslim's belief in one God 		
<i>Greater</i>	Internal struggle to follow rules of faith e.g. Salah	<i>Salah</i>	<ul style="list-style-type: none"> - Prayer 5x a day - Strengthens relationship with God - Strengthens community because doing it at the same time - Jumma = Friday prayer in the mosque 		
<i>Rules</i>	Hard to declare because of strict conditions which must be followed	<i>Zakah</i>	<ul style="list-style-type: none"> - Giving 2.5% of money to charity - Helps people in need - Strengthens the community 		
		<i>Sawm</i>	<ul style="list-style-type: none"> - Fasting between sunrise and sunset during the month of Ramadan - Learn self-discipline - Learn compassion for people who are in need 		
		<i>Hajj</i>	<ul style="list-style-type: none"> - Pilgrimage to Mecca, Saudi Arabia - Strengthens community - Get closer to God - Remember Ibrahim's actions 		

Year 8 Religious Education: Islam

A.	Can you define these key words?				
Key word	Key definition	B	Pre-Islamic Arabia	C	Muhammad and the Qur'an
Tawhid	The belief in the _____ of God in Islam	1	Religion was _____	1	Muhammad received his first revelation of the Qur'an on the night _____
Polytheism	Belief in or worship of _____	2	There was _____ between tribes to get resources like food and water	2	The _____ is important because it is the word of _____ and must not be changed. The Qur'an is still used by Muslims today.
Qur'an		3	In _____, people could come to _____ safely without violence		
Ummah		D	The Hijrah and conquest of Mecca		
Hijrah	The migration of Muhammad from _____ to _____	Muhammad escaped from violence in _____ to _____ and grew the first _____. Returned to Mecca with 10,000 others and conquered Mecca, returned _____ to the worship of one God			
Hadith	The sayings of the _____	G	Caliphates		
Sunni/Shi'a split	A division in Islam which occurred after the death of the Prophet Muhammad on who should lead the _____	<i>Rashidun</i>	<ul style="list-style-type: none"> - Created the first _____ to deal with taxes and gain money from the new territories - Completed the compilation of the _____ which is still used today – helped build the _____ 		
Caliphate	An area ruled by a _____	<i>Umayyad</i>	<ul style="list-style-type: none"> - Caused damage to the _____ and were very greedy and corrupt which made people angry 		
Hajj	Annual Islamic pilgrimage to Mecca, Saudi Arabia	<i>Abbasid</i>	<ul style="list-style-type: none"> - _____ – tried to translate and gather all the world's knowledge into _____ 		
Greater jihad	The spiritual _____ with oneself against _____				
Lesser jihad	Defending Islam from _____ but must meet a range of strict conditions to be declared				
F	The first Caliph: Abu Bakr	E	The final sermon		
1	_____ was one of Muhammad's closest friends. Some wanted Muhammad's cousin _____ to be leader instead	<i>The hadith: this is the writings about the life of Muhammad. It teaches Muslims</i>			
2	Muslims who believe Ali was the rightful successor to Muhammad are called _____ Muslims, and those who believe Abu Bakr was the rightful successor are called _____ Muslims	<i>Before his death, Muhammad delivered a _____ during the Hajj. It contained many important teachings about _____ of all people including between men and women</i>			
H	Jihad				
<i>Lesser</i>	Defending _____ e.g. people not allowing others to practice Islam				
<i>Greater</i>	Internal struggle to _____ e.g. Salah				
<i>Rules</i>	Hard to declare because _____ which must be followed				
G	Five pillars – what are they and why are they significant				
<i>Shahadah</i>	<ul style="list-style-type: none"> - Declaration of _____ – “There is no _____ but Allah and Muhammad is His _____”. - Shows a Muslim's belief in one God 				
<i>Salah</i>	<ul style="list-style-type: none"> - _____ 5x a day - Strengthens relationship with _____ - Strengthens _____ because doing it at the same time - _____ = _____ prayer in the _____ 				
<i>Zakah</i>	<ul style="list-style-type: none"> - Giving _____ of money to _____ - Helps _____ - Strengthens the _____ 				
<i>Sawm</i>	<ul style="list-style-type: none"> - Fasting between _____ and _____ during the month of _____ - Learn _____ - Learn _____ for people who are in need 				
<i>Hajj</i>	<ul style="list-style-type: none"> - Pilgrimage to _____, Saudi Arabia - Strengthens _____ - Get closer to _____ - Remember _____ actions 				

Year 8 Religious Education: The Philosophy of Religion

A. <i>Can you define these key words?</i>		B. <i>Design Argument</i>	C. <i>Cosmological Argument</i>
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 Paley's Watch – an analogy that suggests that there is a designer of the world. We may not question how a rock exists or the design behind it, but a watch has an intricate design that suggests there must be a designer. This analogy means that there is intricacy in the design of the world, therefore there must be a designer – God. 	<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. Aquinas suggested three ways – the uncaused cause, the unmoved mover and a necessary being.
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. <i>The Problem of Evil</i>		E. <i>Religious Experience</i>	
<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. For example, if someone put their child in a soft play world and didn't let them out because they did not want them to be hurt... would they be a loving parent? Or would they learn and develop more through experience of the world? 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. Could these experiences be people misunderstanding them? There have been times when there seems to be an increase in reported religious experiences. Could this suggest that people jump on a 'bandwagon'? Or is it that people feel more comfortable coming forward with their own valid experience? 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	<ul style="list-style-type: none"> This is the argument for the existence of God based on evidence of _____ in the world. Examples of design include purpose and regularity in the world. For example _____ mean the planets move around the sun in a regular and ordered way. The human eye has all the _____ structures to enable it to fulfil a purpose- vision Paley's Watch – an _____ that suggests that there is a designer of the world. We may not question how a rock exists or the design behind it, but a watch has an _____ design that suggests there must be a designer. This analogy means that there is intricacy in the design of the world, therefore there must be a designer – _____. 	<ul style="list-style-type: none"> This is the argument for the existence of God which argues that God is the _____. Things in the world must have a _____ – if a door opens then something must have opened it – this argument suggests that there must have been a _____ to begin life in the universe and that first cause is _____. _____ cannot come from _____, therefore something must have caused the world into existence. Without a first cause there could be no _____ cause etc. _____ suggested three ways – the uncaused cause, the unmoved mover and a _____ being.
Omnipotent			
Omniscient			
Omnibenevolent			
Theism			
Atheism			
Agnosticism			
Empirical evidence			
Analogy			
Theodicy			
Fallacy			
		D. The Problem of Evil	E. Religious Experience
		<ul style="list-style-type: none"> This is the argument that the existence of _____ undermines belief in an omnipotent and _____ God. If God is meant to be omnibenevolent, omnipotent and _____ then the existence of evil cancels out one of these attributes of God. The problem of evil is frequently known as the _____. The _____ 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 _____ meaning for the person who experienced it. Religious experiences are where you experience God. It can include _____ where you are visited/ hearing God/ seeing a miracle/ prayers being answered or just _____ the presence of God/ Near death experiences _____ at Lourdes had religious experiences where the _____ spoke to her.

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 _____. For example, if someone put their child in a soft play world and didn't let them out because they did not want them to be hurt... would they be a _____ parent? Or would they _____ and develop more through experience of the world? 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. Could these experiences be people misunderstanding them? There have been times when there seems to be an increase in reported _____ experiences. Could this suggest that people jump on a '_____ '? Or is it that people feel more comfortable coming forward with their own valid experience? 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)		
	<table border="0"> <tr> <td style="vertical-align: top;"> <p><u>Similarities:</u></p> <ul style="list-style-type: none"> • 1. Both made from ceramic • 2. Both outcomes explore emotions • 3. Both made using the pinch pot technique </td> <td style="vertical-align: top;"> <p><u>Differences</u></p> <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. </td> </tr> </table>	<p><u>Similarities:</u></p> <ul style="list-style-type: none"> • 1. Both made from ceramic • 2. Both outcomes explore emotions • 3. Both made using the pinch pot technique 	<p><u>Differences</u></p> <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.
<p><u>Similarities:</u></p> <ul style="list-style-type: none"> • 1. Both made from ceramic • 2. Both outcomes explore emotions • 3. Both made using the pinch pot technique 	<p><u>Differences</u></p> <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	
-Get amazing GCSE grades	Strengths
-Bungie jump	- Kind
	- Sporty
	- Ambitious
	- Funny
	Weakness
Emotions	-Face my fear of heights
-Happy	
-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:	
A. Research and Key Words B. Drawing C. Mind Mapping D. Designing E. Making F. Decorating	

A.	Key word for this term?	
	Key word	Key definition
1.	Sculpture	
2.	Materials	
3.	Formal Elements	
4.	Mental Health	
5.	Ceramic	
6.	Artist study	
7.	Tone	
8.	Pinch Pot	

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

B.	What equipment do you need to complete a successful grid method?	
1. 2. 3.		
C.	Similarities and differences between Eva Funderberg and Anya Stasenکو (Images on top banner)	
<u>Similarities:</u> • . • . • .		<u>Differences:</u> • . • . • .

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
						


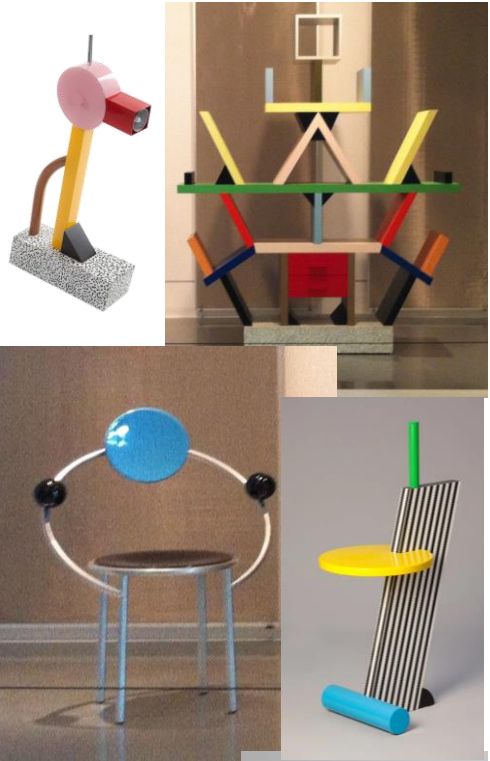

B. Materials	
Timbers come from trees	
	<p>Scots pine – which you used for your clock base – is a softwood</p> <p>Softwoods come in planks and boards</p>

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:

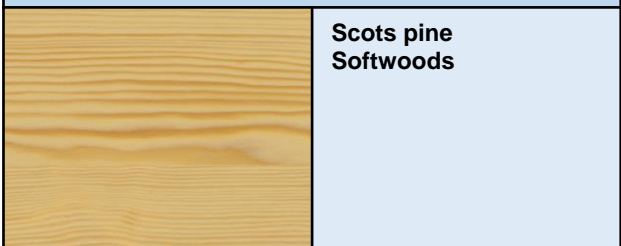
A. Workshop Tools B. Materials C. CAD D. CAM E. Memphis Design Movement

A. Workshop Tools 



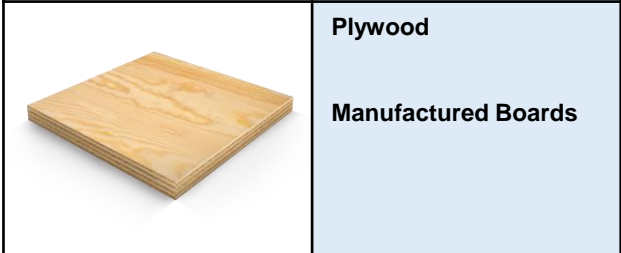
B. Materials

Timbers come from trees



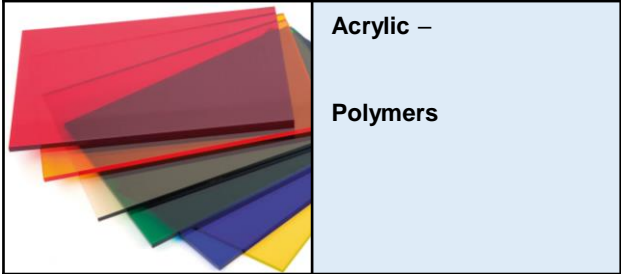
Scots pine
Softwoods

Manufactured Boards come from wood pulp



Plywood
Manufactured Boards

Polymers come from crude oil




Acrylic –
Polymers

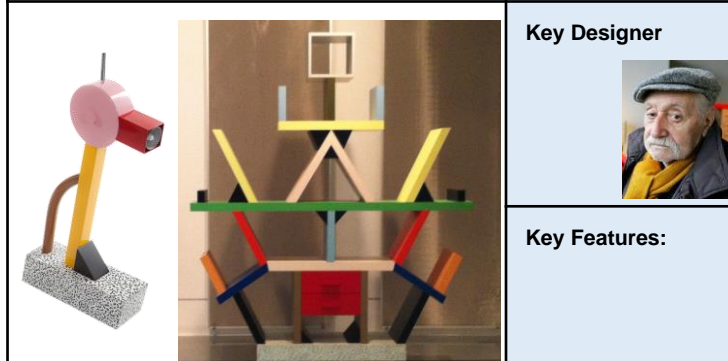
C. CAD 

Advantages of CAD Disadvantages of CAD

D. CAM 

Advantages of CAM Disadvantages of CAM

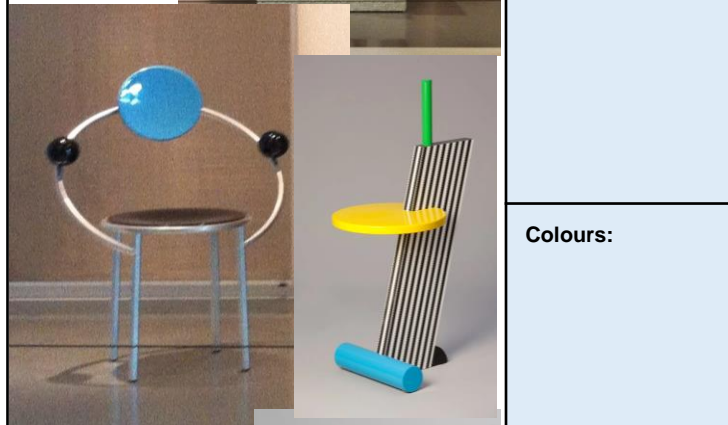
E. Memphis Design Movement 



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.

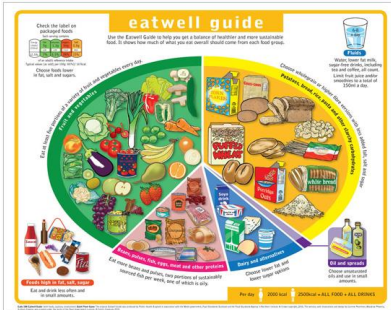
C. Can you list 5 reasons for why we cook food and why it is important?

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?

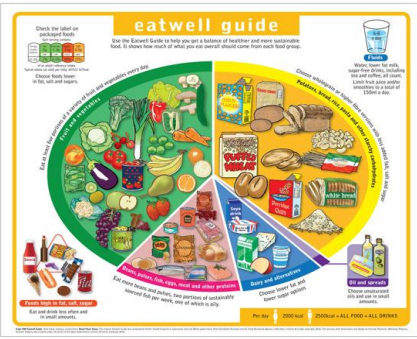
- 1
- 2
- 3
- 4
- 5

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**

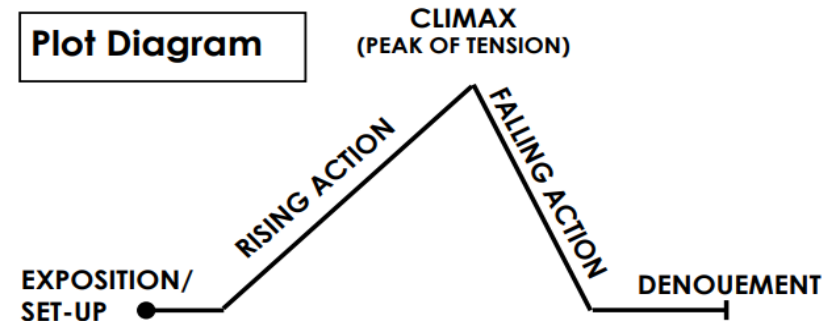
G Describing music – MAD T SHIRT

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

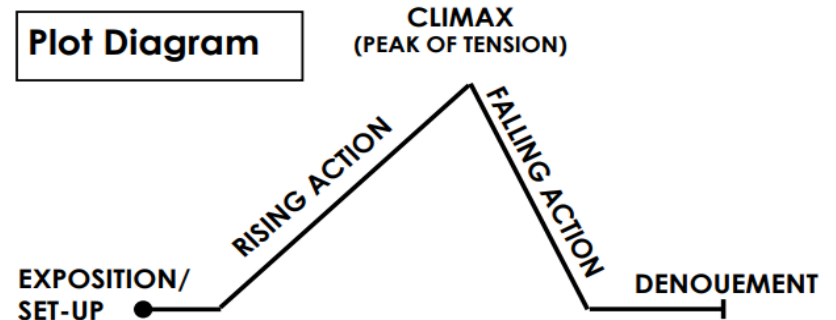


Genre	Definition	Conventions - Key Features
Science Fiction	Stories that make imaginative use of scientific knowledge. Often show HUMANITY at its best and worst, e.g. corrupt governments using technology to trick the people; space battles to free enslaved people from terrible dictators.	<ul style="list-style-type: 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	
Dramatic Tension	
Suspense	
Mime	
Slow-motion	
Atmosphere	
Cliff-hanger	
Exposition	
Rising Action	
Climax (Peak of Tension)	
Falling Action	
Denouement	
Pace	
Tone	
Volume	
Pause/silence	
Resonance / Clarity of voice	
Distinction between characters	
Pitch	

Plot Diagram



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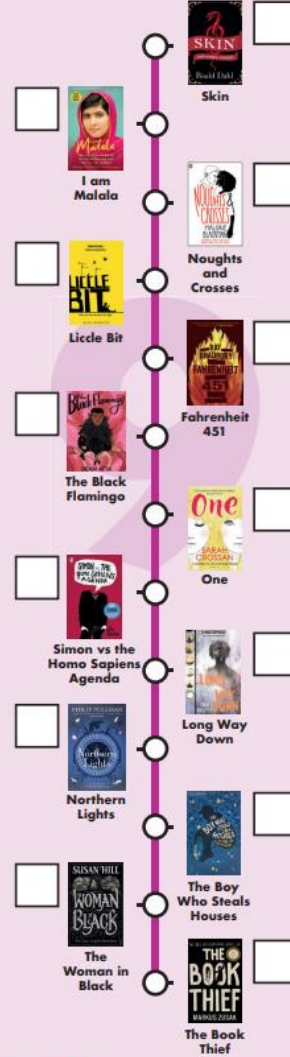
Year 7



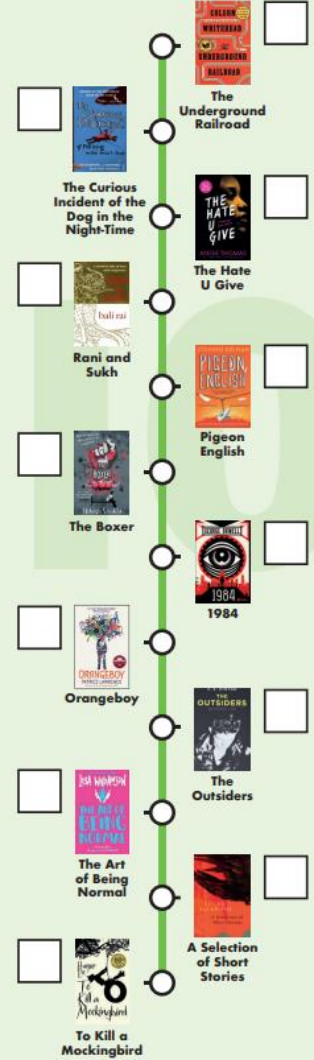
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Year 9



Year 10



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