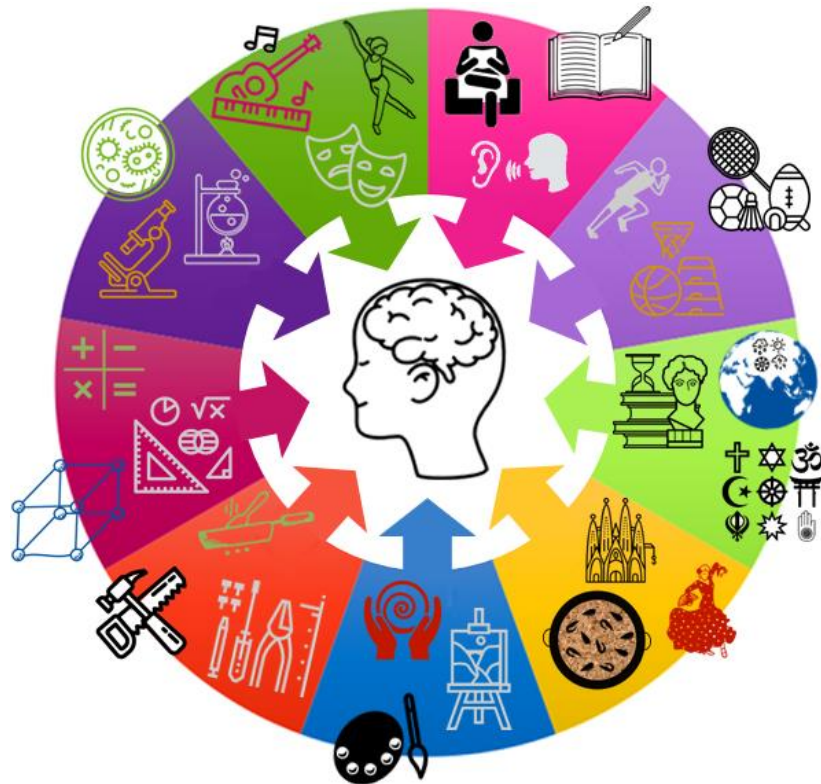


100% book – Year 8 Grammar

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



Term 2

| Swindon Academy 2024-25 | |
|-------------------------|--|
| Name: | |
| Tutor Group: | |
| Tutor & Room: | |

*“If you are not willing to learn, no one can help you.
If you are determined to learn, no one can stop you.”*

Using your Knowledge Organiser and Quizzable Knowledge Organiser

Knowledge Organisers

Year 7 Term 1 Science/Chemistry - Topic TOP Particles

What are we learning this term:

- Particle model
- Changing states
- Mixtures
- Separating mixtures

5 Key Words for this term:

- Matter
- Particles
- Dissolution
- Mixing
- Freezing
- Condensation
- Solids
- Solvent
- Filtration

A. 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 |
|----------------|------------------|-------------------|
| • tight | • not tight | • not tight |
| • fixed shape | • no fixed shape | • no fixed shape |
| • fixed volume | • fixed volume | • no fixed volume |

B. What happens to the temperature of a substance when it changes state?
During the change of state, the temperature will stay the same until the change of state is complete.

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?

| Change of State | From | To |
|-----------------|--------|--------|
| Melting | Solid | Liquid |
| Freezing | Liquid | Solid |
| Evaporation | Liquid | Gas |
| Condensation | Gas | 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.

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

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

Quizzable Knowledge Organisers

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?

| Change of State | From | To |
|-----------------|------|----|
| Melting | | |
| Freezing | | |
| Evaporation | | |
| Condensation | | |

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.

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

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

Expectations for Prep and for using your Knowledge Organisers

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

Top Tip

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

How do I complete Knowledge Organiser Prep?

Step 1

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

The screenshot shows the epraise.com website interface. On the left is a 'Planner' with a grid for tasks. On the right is a 'New! Year 10 Knowledge Organiser: What is Particle Theory?' document. The document 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?'. It also features diagrams of particle arrangements for solid, liquid, and gas states, and a phase change diagram.

Step 2

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

The screenshot shows a student's prep book. The date '29th May 2020' and the title 'Particle theory' are written in the top section 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 sections are diagrams of particle arrangements for solid, liquid, and gas states, and a phase change diagram.

Step 3

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

The handwritten notes in the student's prep book define the states of matter:

- 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.
- Gas = Particles are far apart and are arranged randomly. Particles carry a lot of energy

Step 4

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

The handwritten notes in the student's prep book repeat the definitions of the states of matter:

- Solid = regular pattern particles vibrate in fixed position
- Solid = regular pattern particles vibrate in fixed position
- 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 screenshot shows a student's prep book with the quizzable Knowledge Organiser template. The student has written 'Self quizzing' and 'Arrangement/movement of matter' in the 'What are the different changes of state?' section. 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 sections are diagrams of particle arrangements for solid, liquid, and gas states, and a phase change diagram.

Step 6

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

The handwritten notes in the student's prep book repeat the definitions of the states of matter with corrections:

- 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 ✓
- Gas = Particles are far apart and are arranged randomly. Particles carry a lot of energy ✓

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

'Animal Farm': Knowledge Organiser

Chapter breakdown

| | |
|----|---|
| 1 | The animals gather to listen to old Major. He gives them a vision of a life without man. |
| 2 | The animals rebel and overthrow Jones. The commandments are written. |
| 3 | The animals' first harvest is a success. The pigs keep the milk and apples to themselves. |
| 4 | The Battle of the Cowshed: Jones attempts to reclaim the farm. |
| 5 | Snowball and Napoleon debate the windmill. Napoleon uses dogs to chase Snowball from the farm. Napoleon makes himself leader. |
| 6 | Work begins on the windmill. The pigs move into the farmhouse. Winds destroy the windmill. |
| 7 | Work on the windmill starts again. Napoleon demands eggs from the hens. Napoleon slaughters animals at the show trials. |
| 8 | Napoleon betrays Mr. Pilkington and sells timber to Mr. Frederick. Frederick pays with counterfeit money. Frederick attacks the farm. The animals suffer losses in the Battle of the Windmill. The windmill is destroyed. |
| 9 | Boxer is sold to the knacker's yard. |
| 10 | The pigs are leaders on the farm. They start walking on two legs and carrying whips. There is no difference between the pigs and the humans they sought to overthrow at the start of the novel. |

Key words – Animal Farm

allegory – a story with two meanings. It has a literal meaning, which is what actually happens in the story. But it also has a deeper meaning. The deeper meaning is often a moral. It teaches you a lesson about life.

tyrant – someone who has total power and uses it in a cruel and unfair way. A **tyranny** is a situation in which a leader or government has too much power and uses that power in a cruel and unfair way.

rebellion – a rebellion is a situation in which people fight against those who are in charge of them.

harvest – the time when crops are cut and collected from fields.

corrupt – when people use their power in a dishonest way order to make life better for themselves.

propaganda – Information that is meant to make people think a certain way. The information may not be true.

cult of personality – a cult of personality is where a leader convinces people to worship him or her and treat them like a god.

treacherous – If you betray someone who trusts you, you could be described as **treacherous**.

declarative: describes something that makes information known. A statement

hierarchy: a system of organising people into different levels of importance

imperative: a command.

Review of the year: core knowledge

allegory – a story with two meanings. It has a literal meaning, which is what actually happens in the story. But it also has a deeper meaning. The deeper meaning is often a moral. It teaches you a lesson about life.

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hierarchy: a system of organising people into different levels of importance

imperative: a command.

'Animal Farm': Knowledge Organiser

Chapter breakdown

| | |
|----|--|
| 1 | The animals gather to _____. He gives them a _____. |
| 2 | The animals _____ and _____ Jones. The _____. |
| 3 | The animals' first _____ is a _____. The pigs keep _____. |
| 4 | The Battle of the _____: _____. |
| 5 | _____ and _____ debate the _____. _____ uses _____. |
| 6 | Work begins on the _____. The _____. |
| 7 | Work on the _____. Napoleon demands _____. Napoleon _____. |
| 8 | Napoleon betrays Mr. Pilkington _____ to Mr. Frederick. Frederick _____. |
| 9 | Boxer is _____. |
| 10 | The pigs are _____. They _____. |

The seven commandments

- 1 Whatever goes upon _____ legs is an _____.
- 2 Whatever goes upon _____ legs, or has _____, is a _____.
- 3 No animal shall _____.
- 4 No animal shall _____ in a _____.
- 5 No animal shall _____.
- 6 No animal shall _____ any other _____.
- 7 All animals are _____.

Characters

Napoleon
'a large, rather _____ Berkshire boar, the only _____ on the farm, not much of a _____, but with a _____ for getting his own way.'

Snowball
'a more _____ pig than _____, _____ in _____ and more _____, but was not considered to have the same _____ of _____.'

Squealer
'with very _____ cheeks, _____ eyes, _____ movements, and a _____ voice. He was a _____, and when he was _____ some difficult point he had a way of _____ from side to side and _____ his _____ which was somehow very _____. The others said of Squealer that he could turn _____ into _____.'

Boxer
'an _____ beast, nearly _____ hands high, and as _____ as any _____ ordinary horses put together... in fact he was not of first-rate _____, but he was universally _____ for his _____ of character and _____ powers of _____.'

Biographical information

- 1 'Animal Farm' was written in _____.
- 2 It was written by _____.
- 3 _____ was born in _____.
- 4 'Animal Farm' was _____ by the events of _____.
- 5 _____ wanted to write about the _____ of _____ during _____.
- 6 'Animal Farm' is an _____ for the events of the _____.

Key words

- allegory** – _____
- _____
- _____
- tyrant** – _____
- _____
- tyranny** is _____.
- _____
- _____
- rebellion** – _____.
- _____
- _____
- harvest** – _____
- _____
- corrupt** – _____
- _____
- propaganda** – _____
- _____
- cult of personality** – a cult of personality is _____
- _____
- treacherous** – _____
- _____
- declarative:** _____
- _____
- hierarchy:** a _____
- _____
- imperative:** a _____.



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

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

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



| | | |
|---|-----------|---------------------------------|
| What we are learning this term: A. Healthy Diet B. Unbalanced Diet C. Digestion | A. | Describe the food tests. |
| | Starch | |
| | Sugar | |
| | Fat | |
| 5 Key Words for this term 1. 4. 2. 5. | Protein | |

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

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



| | |
|---|--------------------------------|
| B. | What is a malnutrition? |
| If a person has an unbalanced diet they are said to be malnourished. | |
| This can lead to people becoming overweight or underweight or having deficiency diseases. | |

| | |
|---|-------------------------|
| B. | What is obesity? |
| If a person eats too much food and does not do enough exercise they will gain weight. If someone becomes very overweight they are said to be obese. | |

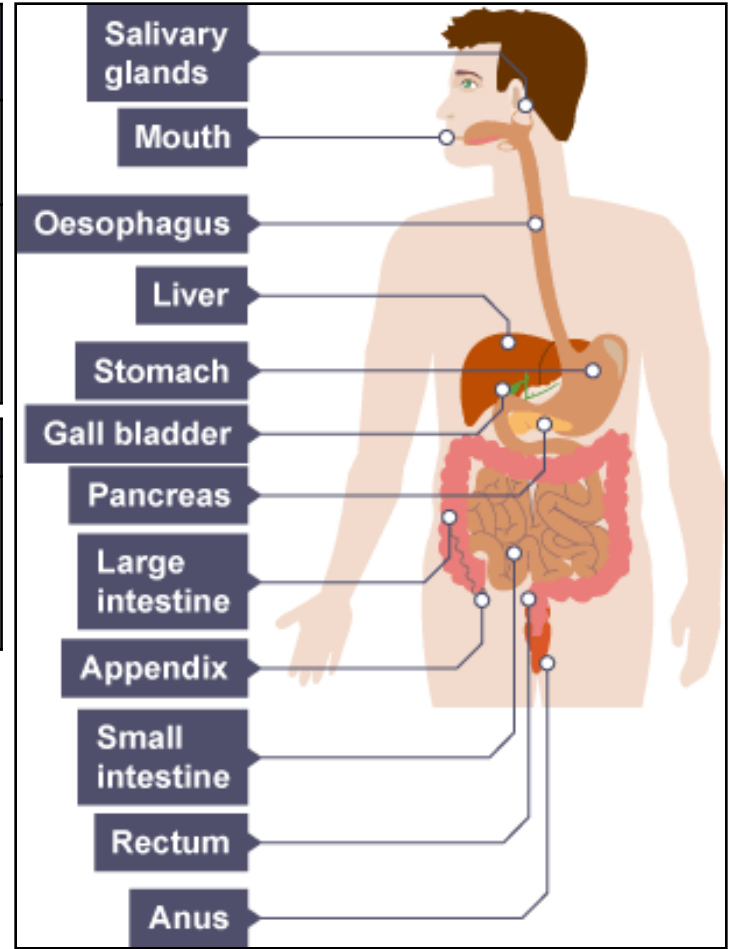
| | |
|--|--------------------------------------|
| B. | What is a deficiency disease? |
| A disease caused by the lack of a specific nutrient . | |
| <ul style="list-style-type: none"> • A lack of vitamin C can lead to scurvy which affects the gums. • A lack of vitamin D can lead to rickets which affects the bones. | |

| | |
|---|----------------------------|
| B. | What is starvation? |
| If a person does not eat enough food they will they will lose weight . In the extreme this can lead to starvation. | |

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

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

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



| | |
|-----------|---|
| C. | Describe the role of bacteria in the digestive system. |
|-----------|---|

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



| | |
|--|--------------------------------|
| B. | What is a malnutrition? |
| | |
| <p>This can lead to people becoming overweight or underweight or having deficiency diseases.</p> | |

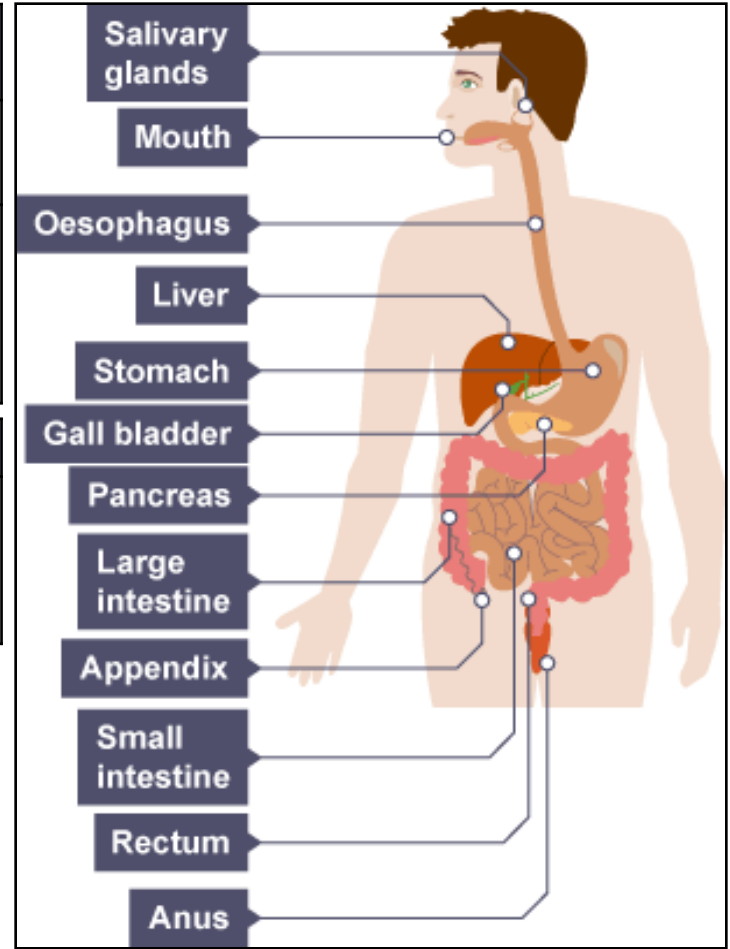
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|-----------|-------------------------|
| B. | What is obesity? |
| | |

| | |
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| | |
|-----------|----------------------------|
| B. | What is starvation? |
| | |

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

| Enzyme | Made in... | What it breaks down and where |
|--------|--|---|
| | Salivary glands, pancreas, small intestine | Starch into _____, in the mouth and small intestine |
| | Stomach, pancreas, small intestine | Protein into _____, in the stomach and small intestine |
| | Pancreas and small intestine | Lipids into _____ and _____, in the small intestine |



| | |
|-----------|---|
| C. | Describe the role of bacteria in the digestive system. |
|-----------|---|

- 1.
- 2.
- 3.



| What we are learning this term: |
|--|
| <p>A. Symbol equations B. Metals and non-metals C. Reactivity of metals D. Displacement reactions</p> |

| 8 Key Words for this term |
|---|
| <p>1. Reactant 2. Product 3. Salts 4. Displacement</p> <p>5. Reactivity 6. Properties 7. Extraction 8. Electrolysis</p> |

| A. | What is a symbol equation? |
|---|----------------------------|
| <p>A symbol equation is a short-hand way of showing a chemical reaction using chemical symbols</p> | |
| <p>What would the symbol equation be? Potassium + Chlorine → Potassium Chloride</p> | |
| $2K + Cl_2 \rightarrow 2KCl$ | |
| Why are symbol equations important? | |
| <ul style="list-style-type: none"> • They are a quick way of showing a reaction. • They are universal – all languages recognise them • You can see how many of each molecule is used in the reaction if you balance it | |

| B. | What products are made when a metal reacts with water? |
|--|--|
| <p>Some metals are so reactive they react with water. The products are hydrogen gas and a metal hydroxide</p> | |
| What are the word and symbol equations for the reaction of Sodium metal with water? | |
| <p>Sodium + Water → Sodium Hydroxide + Hydrogen $2Na + 2H_2O \rightarrow 2NaOH + H_2$</p> | |
| Which metals have a strong reaction with water? | |
| <p>Lithium, Sodium, Potassium and Calcium</p> | |

| B. | What differences are there between metals and non-metals? | |
|---|---|--|
| | Metals | Non-metals |
| Where are they found in the periodic table? | Metals are found on the left of the periodic table | Non-metals are found on the right hand side |
| What charge do they form? | Metals form positive ions (Lose electrons) | Non-metals form negative ions (Gain electrons) |

| B. | What products are made when a metal reacts with acid? |
|--|---|
| <p>When a metal reacts with acid, a salt and hydrogen gas are made.</p> | |
| What is a salt? | |
| <p>A compound where a metal is bonded to a non-metal – example is sodium chloride</p> | |
| What are the word and symbol equations for the reaction of Sodium metal with Hydrochloric acid? | |
| <p>Sodium + Hydrochloric acid → Sodium Chloride + Hydrogen $2Na + 2HCl \rightarrow 2NaCl + H_2$</p> | |

| C. | What is the reactivity series? |
|--|---|
| <p>A table which ranks metals on relative reactivity.</p> | |
| <p>Can you come up with a way to remember the order of the metals in the reactivity series?</p> | |
| <p>Potassium Sodium Lithium Calcium</p> <p>Magnesium Aluminium Zinc Iron Tin Lead</p> <p>Copper Mercury Silver</p> <p>Gold</p> | <p>potassium most reactive K sodium Na calcium Ca magnesium Mg aluminium Al carbon C zinc Zn iron Fe tin Sn lead Pb hydrogen H copper Cu silver Ag gold Au platinum least reactive Pt</p> |



What we are learning this term:

- A. Symbol equations
- B. Metals and non-metals
- C. Reactivity of metals
- D. Displacement reactions

8 Key Words for this term

| | |
|-----------------|-----------------|
| 1. Reactant | 5. Reactivity |
| 2. Product | 6. Properties |
| 3. Salts | 7. Extraction |
| 4. Displacement | 8. Electrolysis |

A. What is a symbol equation?

**What would the symbol equation be?
Potassium + Chlorine → Potassium Chloride?**

Why are symbol equations important?

B. What products are made when a metal reacts with water?

What are the word and symbol equations for the reaction of Sodium metal with water?

Which metals have a strong reaction with water?

| B. What differences are there between metals and non-metals? | | |
|--|--------|------------|
| | Metals | Non-metals |
| Where are they found in the periodic table? | | |
| What charge do they form? | | |

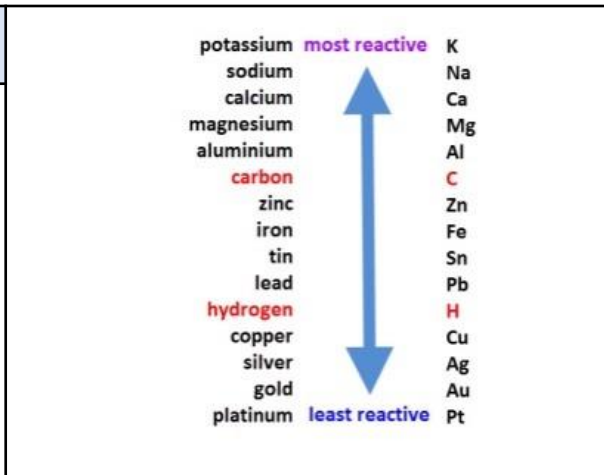
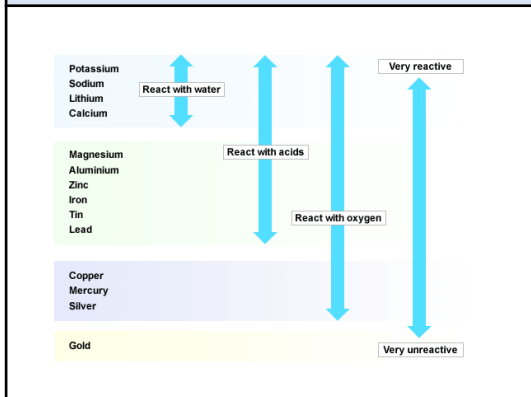
B. What products are made when a metal reacts with acid?

What is a salt?

What are the word and symbol equations for the reaction of Sodium metal with Hydrochloric acid?

C. What is the reactivity series?

Can you come up with a way to remember the order of the metals in the reactivity series?

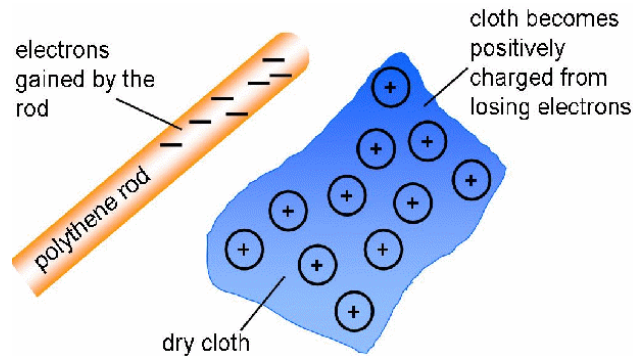




B. Describe how static charge produced.

Negative electrons are transferred from one material to another.

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

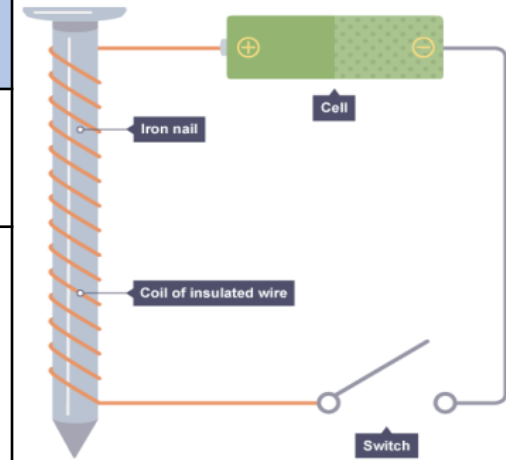


C. What is an electromagnet?

A magnet created by the flow of electric current.

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

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



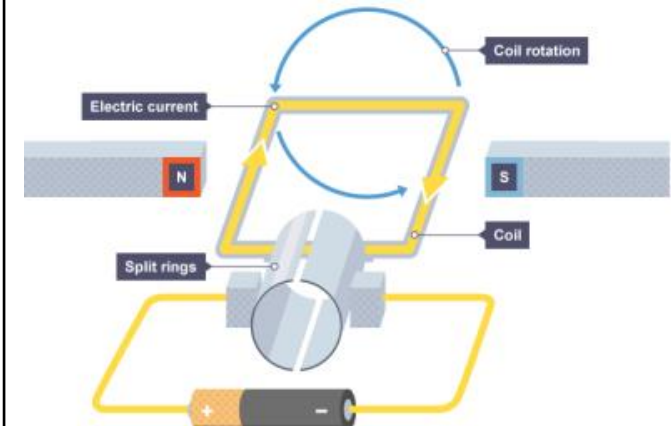
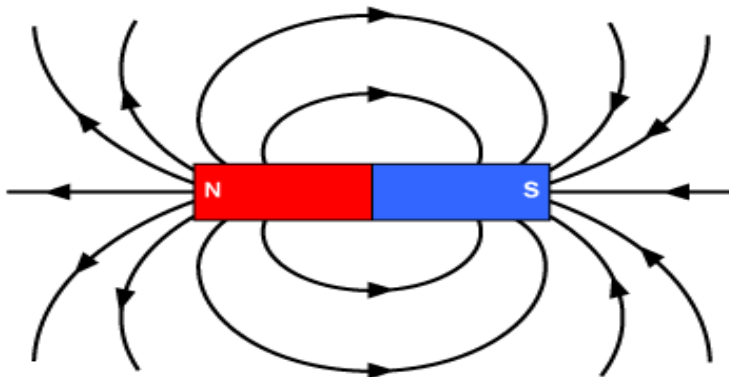
C. What is a magnetic field?

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

C. What is the motor effect?

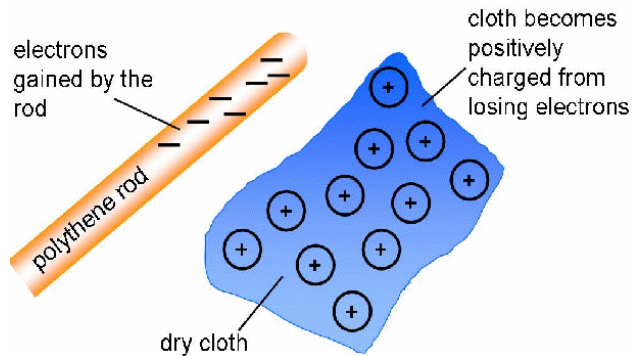
When an electric current flows through a coil, the magnetic field around the coil and the magnetic field of the magnet cause forces of attraction and repulsion. This causes the coil of wire to spin around.

C. Show the magnetic field.





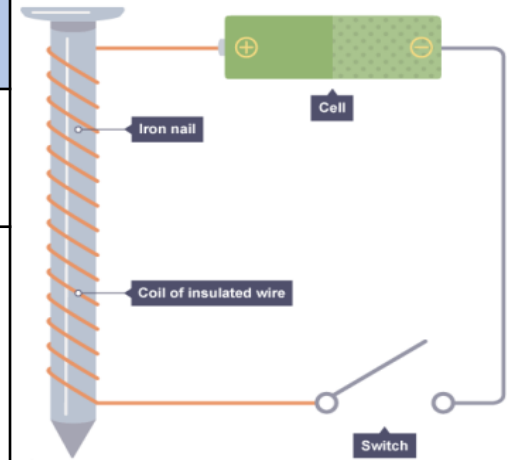
B. Describe how static charge produced.



C. What is an electromagnet?

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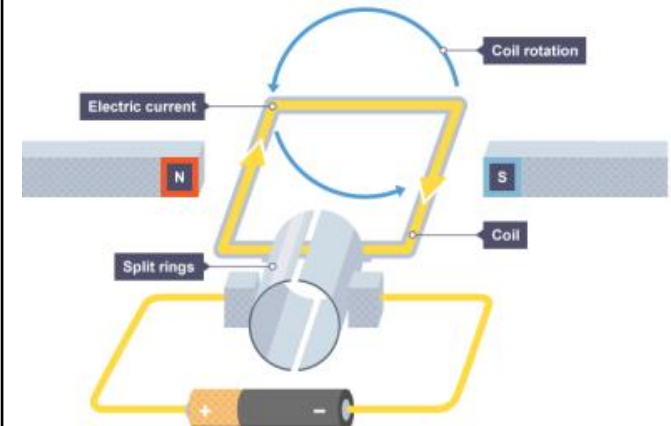
1. Increase the number of coils
2. Increase the current
3. Add an iron core



C. What is a magnetic field?

C. What is the motor effect?

C. Show the magnetic field.





Geography Knowledge Organiser: Year 8 Term 2 Population



| | |
|---|--|
| Background: | |
| <ol style="list-style-type: none"> The world's population is not spread evenly. (A) There are many factors that influence where we live. These factors have caused some places to be densely populated, whilst others are sparsely populated. (B) Total population is constantly changing, both within countries and world-wide. (C) We can look at changes in population by comparing past and predicted population structures. (D) The level of development within a country will influence its population structure. However, as countries develop economically, these structures will change. (E) In many developed countries the population is ageing. This process brings many impacts. (F) Migration is also an important population process world-wide and is one of the biggest drivers of population change. (G, H) | |

| | |
|-------------------------|---|
| A. | Population distribution (4) |
| Population density | The number of people per square km. |
| Population distribution | How people are spread out over an area. |
| Densely populated | Many people per square km |
| Sparsely populated | Few people per square km |

| | |
|--------------|---|
| B. | Factors influencing population |
| Physical (4) | <ol style="list-style-type: none"> The relief of the land (flat or steep). Natural resource availability. Climate. Fertility of the soil. |
| Human (3) | <ol style="list-style-type: none"> Transport links. The availability of jobs. The availability of local services e.g. hospitals, education. |

| | |
|------------------------------|---|
| C. | Population change (5) |
| Birth rate | The number of births per 1000. |
| Death rate | The number of deaths per 1000. |
| Natural increase | The difference between birth and death rates. |
| Contraception | Stops women getting pregnant (decreases the birth rate) |
| Demographic transition model | A model which shows the changes a population is likely to go through over time. |

| | |
|--------------------------|--|
| E. | Population structure differences |
| Developed countries (2) | <ol style="list-style-type: none"> High birth rates, so a large young dependent population. A lower life expectancy, so a small elderly dependent population. |
| Developing countries (2) | <ol style="list-style-type: none"> A declining birth rate, so a small young dependent population. A rising life expectancy, so a large elderly dependent population. |

| | |
|------------------------------|---|
| F. | An ageing population (4) |
| Life expectancy | The average age you are expected to live to in a country. |
| Possible problems (3) | <ol style="list-style-type: none"> Pressure on the NHS, waiting times could increase. The government may have to support the funding of pensions. Government investment into more care homes and carers might be costly. |
| Possible benefits (2) | <ol style="list-style-type: none"> Grandparents can help look after their grandchildren, reducing the cost of childcare for parents. Some elderly have more disposable income so spend more in shops. |
| Solutions (3) | <ol style="list-style-type: none"> Increase the retirement age. Raise taxes. Offer incentives for couples to have children e.g. longer maternity pay. |

| | |
|----------------------|---|
| D. | Population structure (4) |
| Population structure | The number/ proportion of people in each age range, for each gender. |
| Population pyramid | A graph showing population structure, by age and sex. |
| Economically active | Those people who work, receive a wage and pay tax. |
| Dependent population | Those who rely on the economically active for support e.g. the young and elderly. |

| | |
|------------------|---|
| G. | Migration (5) |
| Economic migrant | A person who leaves one area or country to go to another, to seek better job opportunities. |
| Push factor | Things that make people want to leave an area. |
| Pull factor | Things that attract people to live in an area. |
| Host country | The destination country for a migrant. |
| Source country | The home country of a migrant. |

| | |
|------------------------------|---|
| H. | Impacts of migration |
| Positives for the source (2) | <ol style="list-style-type: none"> Money sent home (remittances) can support families. Potential for increased trade between host country and source country. |
| Negatives for the source (2) | <ol style="list-style-type: none"> Fewer economically active citizens. Less tax, as fewer working people in the country. |
| Positives for the host (2) | <ol style="list-style-type: none"> Migrants can work in jobs that are difficult to fill, therefore contribute tax. New shops and restaurants open, which is positive for the economy. |
| Negatives for host (1) | <ol style="list-style-type: none"> Potential pressure on public services e.g. health care. |



Geography Knowledge Organiser: Year 8 Term 2 Population



Background:

- The world's population is not spread evenly. **(A)**
- There are many factors that influence where we live. These factors have caused some places to be densely populated, whilst others are sparsely populated. **(B)**
- Total population is constantly changing, both within countries and world-wide. **(C)**
- We can look at changes in population by comparing past and predicted population structures. **(D)**
- The level of development within a country will influence its population structure. However, as countries develop economically, these structures will change. **(E)**
- In many developed countries the population is ageing. This process brings many impacts. **(F)**
- Migration is also an important population process world-wide and is one of the biggest drivers of population change. **(G, H)**

| A. Population distribution (4) | |
|-----------------------------------|----|
| Population density | |
| Population distribution | |
| Densely populated | |
| Sparsely populated | 2. |
| B. Factors influencing population | |
| Physical (4) | |
| Human (3) | |

| C. Population change (5) | |
|------------------------------|--|
| Birth rate | |
| Death rate | |
| Natural increase | |
| Contraception | |
| Demographic transition model | |

| E. Population structure differences | |
|-------------------------------------|--|
| Developed countries (2) | |
| Developing countries (2) | |

| F. An ageing population (4) | |
|------------------------------|--|
| Life expectancy | |
| Possible problems (3) | |
| Possible benefits (2) | |
| Solutions (3) | |

| D. Population structure (4) | |
|-----------------------------|--|
| Population structure | |
| Population pyramid | |
| Economically active | |
| Dependent population | |

| G. Migration (5) | |
|------------------|--|
| Economic migrant | |
| Push factor | |
| Pull factor | |
| Host country | |
| Source country | |

| H. Impacts of migration | |
|------------------------------|--|
| Positives for the source (2) | |
| Negatives for the source (2) | |
| Positives for the host (2) | |
| Negatives for host (1) | |

Year 8 History : Elizabethan England

What we are learning this term:

The differences in the religious policies of the Tudor monarchs (religious rollercoaster), the threats faced by Elizabeth I and whether her reign truly was a Golden Age.

A. Can you define these key words?

| | |
|--------------------|--|
| Transubstantiation | the conversion of the substance of the Eucharistic elements into the body and blood of Christ at consecration, only the appearances of bread and wine still remaining. |
| Illegitimate | a child born of parents not lawfully married to each other. |
| Papacy | the office or authority of the Pope. |
| Poverty | the state of being extremely poor. |
| Recusant | someone who refused to attend Protestant church services |
| Puritan | an extreme protestant |
| Armada | a fleet of warships |
| Vagrant | a person without a settled home or regular work who wanders from place to place and lives by begging |

C. Elizabeth's Middle Way

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

B. What were the religious policies/beliefs of these Tudor monarchs and what changes did they make?

| 1. Edward VI | 2. Mary I | 3. Elizabeth I |
|--|---|---|
| <ul style="list-style-type: none"> Strong Protestant Two very strongly Protestant advisors (Dukes of Northumberland and Somerset) that influenced him He allowed priests to be married (1549) Introduced a new prayer book written in English (1549) so common folk could understand it Made a change to the line of succession and was succeeded by Lady Jane Grey (ruled for 9 days) who was a Protestant | <ul style="list-style-type: none"> Strong Catholic Changed language back to Latin Reverted churches back to how they looked before (colourful, images, statues) Made the Pope head of the church once again. Made priests choose between the church and their families Burned nearly 300 people at the stake – majority were Protestants (heretics) Burned the Archbishop of Canterbury at the stake (Thomas Cranmer) as he refused to convert to Catholicism. | <ul style="list-style-type: none"> Protestant (mild/moderate) Did not want any more major religious change and upheaval. She introduced the Middle Way – this was a comprise of both Catholic and Protestant features The Middle Way leaned more towards Protestantism as this was Elizabeth's own belief. Tolerant of Catholics at the start of her reign but after numerous plots to depose and kill her and the threat of Mary Queen of Scots her toleration of Catholics lessened. Known as the 'Virgin Queen'- never married/ never had an heir. |

D. Was the Elizabethan Period a Golden Age?

| YES | NO |
|--|--|
| Renaissance – a high point, or a renaissance in drama, art, music and literature. - Elizabeth's Golden Age opened up the arts to every class of society e.g. the theatre. | Rising population – led to an increase in poverty and growing social problems especially in towns. |
| Victory, exploration and expansion – the defeat of the Spanish armada in 1588, expansion of the British empire into the New World, the founding of Virginia | Religious division returned – recusants and Catholic threats to Elizabeth |
| Religious settlement – very little religious tension during this period. Elizabeth was able to avoid the religious strife and political turmoil that had dominated the reigns of her siblings. | Four poor harvests in a row paired with changes in farming (enclosures) led to a rise in unemployment and homelessness . |
| Improvement in quality of life – Business and industry developed and it was possible for merchants to become extremely wealthy and rise in social status (gentry class). Life improved for the lower classes - Elizabethan Poor Laws . | Intense rivalry at court led to an unsuccessful rebellion - Essex Rebellion (1601)- Earl of Sussex tries to take over the privy council. |

E. What was life like for the poor in Elizabethan England?

| | | | |
|---|--|--|--|
| No welfare state – if you were out of a job you had to beg, steal or starve | Dissolution of the Monasteries – after this life became harder for the poor and these places had looked after people in times of hardship or distress. | Vagrancy – some homeless and jobless people roamed around in gangs stealing or bullying people into giving them alms | Punishments for vagrancy, begging or stealing were brutal e.g. flogging, branding, whipping and hanging. |
| The Poor Laws (1597 and 1601) helped to ease the lives of the poor by making sure that each Parish looked after their poor e.g. a poor relief tax was collected, food, money and clothes were donated and dispensed, work or apprenticeships were provided etc. | | | |

Year 8 History : Elizabethan England

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| | |
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| Illegitimate | |
| Papacy | |
| Poverty | |
| Recusant | |
| Puritan | |
| Armada | |
| Vagrant | |

C. Elizabeth's Middle Way

| | |
|---|--|
| Catholic (stayed the same as under Mary I) | |
| Protestant (changes made by Elizabeth after becoming queen) | |

B. What were the religious policies/beliefs of these Tudor monarchs and what changes did they make?

| 1. Edward VI (1537-1553) | 2. Mary I (1516-1558) | 3. Elizabeth I (1533-1603) |
|--------------------------|-----------------------|----------------------------|
| | | |

D. Was the Elizabethan Period a Golden Age?

| <u>YES</u> | <u>NO</u> |
|------------|-----------|
| | |
| | |
| | |
| | |

E. What was life like for the poor in Elizabethan England?

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

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 ummah |
| 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 7 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> | | | |



| What we are learning this term: | |
|--|----------|
| <p>A. Talking about what you eat and drink B. Giving opinions on food and drink C. Ordering food in a restaurant D. Discussing what makes a healthy diet E. Saying what parts of the body are hurting F. Key words across topics G. Translation practice</p> | |
| 6 Key Words for this term | |
| 1. la dieta | 4. comer |
| 2. sano/a | 5. beber |
| 3. vegano/a | 6. usted |

A. ¡Qué hambre! – I'm so hungry!

| | |
|-----------------|----------------------|
| almorzar | to have lunch |
| beber | to drink |
| cenar | to have dinner |
| comer | to eat |
| desayunar | to have breakfast |
| merendar | to snack |
| tomar | to have (food/drink) |
| la cena | dinner |
| la comida | food / lunch |
| el desayuno | breakfast |
| la merienda | the snack |
| el agua | water |
| la bebida | drink |
| la leche | milk |
| el zumo | juice |
| el zumo de piña | pineapple juice |
| la cantina | the canteen |
| vegetariano/a | vegetarian |

B. Más Comida – More Food

| | |
|--------------------|----------|
| el arroz | rice |
| la carne | meat |
| la ensalada | salad |
| la fruta | fruit |
| el marisco | seafood |
| las patatas fritas | chips |
| el pescado | fish |
| el pollo | chicken |
| el queso | cheese |
| las salchichas | sausages |
| el salmón | salmon |
| la sopa | soup |
| el tomate | tomato |
| las tostadas | toast |

| C. ¡Una de bravas por favour! – One bravas please! | |
|--|-----------------------------|
| la verdura | vegetables |
| el yogur | yoghurt |
| ¿Qué desea? | What wld you like? |
| ¿Qué va a tomar? | What are you going to have? |
| el primer/Segundo plato | first/second course |
| el postre | dessert |
| alérgico/a | allergic |
| el apetito | appetite |
| el/la camarero/a | the waiter/ress |
| la cuenta | the bill |
| el menú | the menu |
| servir | to serve |
| fresco/a | fresh |

D. ¡Nam nam! – Yum Yum!

| | |
|-------------------|-------------------|
| Mi plato favorito | my favourite dish |
| la cebolla | onion |
| el champiñón | mushroom |
| los guisantes | peas |
| el pimiento | pepper |
| el plátano | banana |
| el refresco | fizzy drink |
| amargo/a | bitter |
| asqueroso/a | disgusting |
| delicioso/a | delicious |
| dulce | sweet |
| insípido/a | tasteless |
| picante | spicy |
| sabroso/a | tasty |
| salado/a | salty |
| tradicional | traditional |
| contener | to contain |
| el ingrediente | the ingredient |
| la energía | energy |
| la grasa | fat |
| el mineral | mineral |
| el nutriente | nutrient |
| la porción | portion |

| Key Verbs | | | | |
|------------------------------|-------------------|---------------------|-------------------------|-------------------------|
| Almorzar To have lunch | Comer To eat | Beber To drink | Tomar To have (food) | Merendar To snack |
| Almuerzo I have lunch | Como I eat | Bebo I drink | Tomo I have | Meriendo I snack |
| Amuezas You have lunch | Comes You eat | Bebes You drink | Tomas You have | Meriendas You snack |
| Almuerza s/he has lunch | Come s/he eats | Bebe s/he drinks | Toma s/he has | Merienda s/he snacks |
| Almorzamos We have lunch | Comemos We eat | Bebemos We drink | Tomamos We have | Merendamos We snack |
| Almuerzan They have lunch | Comen They eat | Beben They drink | Toman They have | Merendan They snack |

E. Mi dieta sana – My healthy diet

| E. Mi dieta sana – My healthy diet | | F. ¡ Ay! ¡Qué dolor! – Ouch! That's sore! | |
|------------------------------------|---------------------|---|------------------|
| la proteína | protein | Me duele | It hurts... |
| diario/a | daily | el brazo | arm |
| grasiento/a | fatty | la cabeza | head |
| lácteo/a | lactose | el codo | elbow |
| nutritivo/a | nutritious | el cuello | neck |
| poco sano/a | unhealthy | el dedo | finger |
| saludable | healthy | el dedo del pie | toe |
| sano/a | healthy | la espalda | back |
| el aceite | olive oil | el estómago | stomach |
| el caramelo | sweet | el hombro | shoulder |
| la comida rápida | fast food | la mano | hand |
| derivado/a de | derived from | la nariz | nose |
| la dieta | diet | el pie | foot |
| las fajitas | fajitas | la pierna | leg |
| la hamburguesa | hamburger | la rodilla | knee |
| el helado | ice cream | los oídos | ears |
| el huevo | egg | los ojos | eyes |
| la manzana | apple | el tobillo | ankle |
| el pan | bread | estoy... | I am... |
| las sardinas | sardines | cansado/a | tired |
| aconsejable | advisable | mal | bad |
| esencial | essential | mareado/a | dizzy |
| ideal | ideal | tengo... | I have... |
| importante | important | tos | a cough |
| recomendable | recommended | vómitos | sickness |
| variado/a | varied | ¿Qué te duele? | What hurts you? |
| un estilo de vida | a healthy lifestyle | ¿Estás bien? | Are you ok? |
| sano | | ¿Cómo te sientes? | How do you feel? |
| llevar una vida sana | to have a healthy | Me siento mal | I feel bad |
| la salud | life | enfermo/a | ill |
| | health | mejorar | to get better |



| G. Translation Practice | |
|---|-----------------------|
| I ate chips and I drank coke in the cafe | C p f y b u c c e e c |
| We ate a sandwich and we drank water | C u b y b a |
| The chicken is delicious | E p e d |
| The salad is tasty | L e e s |
| The tarts are sweet | L t s d |
| The hot dogs are more tasty | E p c s m s |
| The sausages are more fatty | L a s m g |
| Eating fruit is healthy | C f e m s |
| This dish has lots of protein and minerals | E p t m p y m |
| My back hurts but his head hurts | M d l e p l d l c |
| Are you ok? | ¿E b? |
| My head and my neck hurt a lot | M d m m c y m c |
| Her feet hurt a lot | L d m l p |
| What hurts? | ¿Q t d? |
| How do you feel? | ¿C t s? |
| For my first course I would like soup. | P m p p m g l s |
| And for a second course I would like a seafood paella | Y p e s p m g u p d m |
| Can I have the bill please? | ¿P t l c p f? |

| H . Key Questions: Answer the following in your own words. Use these model answers | |
|--|---|
| ¿Qué te gusta comer y beber y por qué? | Me gusta comer una dieta muy sana así que como muchas verduras. También me gusta mucho comer fruta como uvas y plátanos porque son muy sanos. Mi bebida preferida es el té con un poco de azúcar pero sé que beber agua es mucho más sano. |
| ¿Qué comiste ayer y qué vas a comer mañana? | Ayer comí una paella de mariscos y fue muy rico! Después de comer la paella tomé un helado de chocolate para postre. Mañana desgraciadamente no voy a comer lo mismo pero voy a comer un bocadillo de queso que hace mi madre y voy a beber un coca-cola. |
| ¿Qué te duele? | Me duele mucho la cabeza desde hace tres días. No puedo concentrar. También me duele mucho el cuello y me siento un poco mareada. |
| ¿Qué desea para el primer plato? | Para el primer plato me gustaría tomar la sopa de tomate con un vaso de agua por favor y para el segundo plato me gustaría tomar el pollo con verduras. Muchas gracias. |

| I. Key Questions: Translate these model answers using the KO | |
|--|---|
| ¿Qué te gusta comer y beber y por qué? – What do you like to eat and drink and why? | I like to eat toast with fruit for breakfast because it is healthy. Sometimes I eat cereals for breakfast. For lunch I like to eat a chicken salad with some crisps and sometimes I eat a cheese sándwich. I like to drink lemonade because it's sweet and gives me energy. |
| ¿Qué comiste ayer y qué vas a comer mañana? – What did you eat yesterday & what are you going to eat tomorrow? | Yesterday I ate a lot of fruit and a pizza. I also drank a tea with my family and we had ice cream after dinner. Tomorrow I am going to eat cereals with milk for breakfast and for lunch I'm going to eat a meat paella with some bread. I am going to snack some biscuits with a glass of milk in the afternoon with my brother when we watch TV. |
| ¿Qué te duele? – What hurts you? | My feet have been hurting for a week. My legs also hurt me too. And you? |
| ¿Qué desea para el primer plato? – What wld you like for 1st course? | For my first course I would like mushroom soup and strawberries. For my second course I would like salmon with vegetables please. |

| J. Key Grammar | |
|---|---|
| Using 'Me duele(n)' correctly | Remember to use the correct pronoun for who you are referring to. e.g. <i>Le duele la nariz = His/her nose is hurting</i> <i>Me duele el ojo = My eye hurts</i> Remember to add N for plural body parts e.g. <i>Me duelen los pies = My feet hurt</i> |
| Using the verbs "to be" and "to have" correctly | Tengo = I have (you just need one word in Spanish not 2 like in English) but remember each person needs a different word eg <i>he has = tiene, we have = tenemos</i> |
| Adjective placement Adjective agreement | Remember adjectives go after the noun Remember adjectives have to agree with the noun in number and gender e.g. <i>Los caramelos son muy dulces</i> |
| Use porque to describe your opinions Use singular and plurals correctly | Me gusta comer fruta porque es sana. BUT No me gusta comer sardinas porque son asquerosas. |



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A. ¡Qué hambre! – I'm so hungry!

| | |
|-----------------|-------------------|
| _____ | to have lunch |
| _____ | to drink |
| _____ | to have dinner |
| comer | _____ |
| _____ | to have breakfast |
| merendar | _____ |
| tomar | _____ |
| _____ | dinner |
| _____ | food / lunch |
| el desayuno | _____ |
| _____ | the snack |
| el agua | _____ |
| _____ | drink |
| la leche | _____ |
| _____ | juice |
| el zumo de piña | _____ |
| _____ | the canteen |
| vegetariano/a | _____ |

B. Más Comida – More Food

| | |
|--------------------|----------|
| _____ | rice |
| _____ | meat |
| _____ | salad |
| la fruta | _____ |
| el marisco | _____ |
| las patatas fritas | _____ |
| el pescado | _____ |
| el pollo | _____ |
| _____ | cheese |
| _____ | sausages |
| _____ | salmon |
| la sopa | _____ |
| el tomate | _____ |
| las tostadas | _____ |

| C. ¡Una de bravas por favour! – One bravas please! | |
|--|-----------------------------|
| _____ | vegetables |
| _____ | yoghurt |
| _____ | What wld you like? |
| _____ | What are you going to have? |
| _____ | first/second course |
| _____ | _____ |
| el postre | _____ |
| alérgico/a | _____ |
| el apetito | _____ |
| el/la camarero/a | _____ |
| la cuenta | the bill |
| _____ | the menu |
| _____ | to serve |
| _____ | fresh |

D. ¡Nam nam! – Yum Yum!

| | |
|----------------|-------------------|
| _____ | my favourite dish |
| _____ | onion |
| _____ | _____ |
| el champiñón | _____ |
| los guisantes | _____ |
| el pimiento | _____ |
| _____ | banana |
| _____ | fizzy drink |
| _____ | bitter |
| _____ | _____ |
| asqueroso/a | _____ |
| delicioso/a | _____ |
| dulce | _____ |
| insípido/a | _____ |
| _____ | spicy |
| _____ | tasty |
| _____ | salty |
| _____ | traditional |
| _____ | _____ |
| contener | _____ |
| el ingrediente | _____ |
| la energía | _____ |
| la grasa | _____ |
| _____ | mineral |
| _____ | nutrient |
| la porción | _____ |

Key Verbs

| Almorzar To have lunch | Comer | Beber To drink | _____ | Merendar |
|------------------------------|--------------------|---------------------|----------------------------------|------------------------|
| _____ | Como I eat | Bebo _____ | To have (food) Tomo I have | _____ I snack |
| Amuezas You have lunch | Comes _____ | _____ You drink | Tomas _____ | _____ You snack |
| Almuerza s/he has lunch | _____ s/he eats | Bebe _____ | _____ s/he has | Merienda s/he _____ |
| Almorzamos We have lunch | Comemos We eat | Bebemos _____ | _____ We have | Merendamos _____ |
| Almuerzan They have lunch | Comen They eat | _____ They drink | Toman _____ | Merendan They snack |

E. Mi dieta sana – My healthy diet

| | |
|-------------------|-------------------|
| _____ | protein |
| _____ | daily |
| _____ | fatty |
| _____ | _____ |
| lácteo/a | _____ |
| nutritivo/a | _____ |
| poco sano/a | _____ |
| _____ | healthy |
| _____ | healthy |
| _____ | olive oil |
| _____ | _____ |
| el caramelo | _____ |
| la comida rápida | _____ |
| _____ | derived from |
| _____ | diet |
| _____ | _____ |
| las fajitas | _____ |
| la hamburguesa | _____ |
| el helado | _____ |
| el huevo | _____ |
| _____ | apple |
| _____ | bread |
| _____ | _____ |
| las sardinas | _____ |
| aconsejable | _____ |
| esencial | _____ |
| _____ | ideal |
| _____ | important |
| _____ | recommended |
| _____ | _____ |
| variado/a | _____ |
| un estilo de vida | _____ |
| sano | _____ |
| _____ | to have a healthy |
| _____ | life |
| _____ | health |

F. ¡ Ay! ¡Qué dolor! – Ouch! That's sore!

| | |
|----------------|------------------|
| Me duele | _____ |
| el brazo | _____ |
| la cabeza | _____ |
| el codo | _____ |
| _____ | neck |
| _____ | finger |
| _____ | toe |
| _____ | back |
| _____ | _____ |
| el estómago | _____ |
| el hombro | _____ |
| la mano | _____ |
| _____ | nose |
| _____ | foot |
| _____ | leg |
| _____ | _____ |
| la rodilla | _____ |
| los oídos | _____ |
| los ojos | _____ |
| el tobillo | _____ |
| _____ | I am... |
| _____ | tired |
| _____ | bad |
| _____ | _____ |
| mareado/a | _____ |
| tengo... | _____ |
| _____ | a cough |
| _____ | sickness |
| _____ | _____ |
| ¿Qué te duele? | _____ |
| ¿Estás bien? | _____ |
| _____ | How do you feel? |
| _____ | I feel bad |
| _____ | _____ |
| enfermo/a | _____ |
| mejorar | _____ |



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. |
| Hacktivism | Raise awareness of a political or social problem. |
| Cyberwarfare | Disrupt or damage the activities or assets of another country. |
| D | Definitions |
| Esafety | 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. |



Year 8 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 | | |



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

| 6 Key Words for this project | |
|------------------------------|-------------------------|
| 1. | Sugar Skull |
| 2. | Mexican Day of the Dead |
| 3. | Symmetry |
| 4. | Armature |
| 5. | Papier Mâché |
| 6. | Outcome |

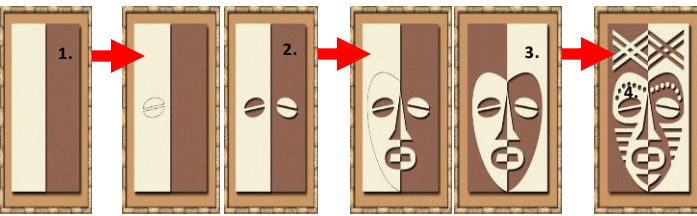


| B. | How to use the Grid Method for accurate drawing. |
|----|---|
| 1. | Use a ruler to draw an equally spaced grid onto your image. |
| 2. | Draw an identical grid LIGHTLY onto paper. |
| 3. | Draw in the main <i>outlines</i> of your image, focusing on one square at a time Use a ruler to help you <i>measure</i> the positioning of lines if needed. |
| 4. | Add main details before erasing the grid on the paper. |
| 5. | Add fine <i>details</i> and build in <i>tone</i> . |



| D. | How to make a positive/negative collage. |
|---|---|
| Collage is a form of art by cutting and ripping paper to create interesting artworks. | |
| Steps for making your collage: | |
| 1. | Cut a piece of light A4 piece of paper in half and place one half over the top of the darker A4 piece of paper. |
| 2. | Draw and cut out one facial feature at a time from the light piece of paper and flip it over onto the dark piece of paper. DO NOT cut into the dark piece of paper, only the light. Remove the dark piece of paper from underneath the light piece before cutting. |
| 3. | Draw the shape of the face on the light piece of paper and flip it over to the dark piece of paper, aligned with the rest of the face. |
| 4. | Add additional details on the face and in the background, following the same technique as step 2. |
| What each tool is used for: | |
| Cutting mat | To protect the table from damage. |
| Craft knife | To precisely cut shapes from paper. |
| Glue stick | To cleanly stick the shapes onto paper. |

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



| A. | About Day of the Dead, Mexican Holiday. |
|-------|---|
| What? | <ul style="list-style-type: none"> It is a Mexican Christian holiday. It began as a day of thanks for the harvest. The festival lasts 3 days. It Occurs 31st October – 2nd November every year. |
| Why? | It is a festival that celebrates the lives of those who have died. |
| How? | Different things happen on each day.... DAY 1: <ul style="list-style-type: none"> Relatives put flowers on graveyards or in vases. They create an altar somewhere in the house with pictures of the dead, along with favourite objects. The rest of this day is spent making the favourite foods of the person(s). DAY 2: <ul style="list-style-type: none"> Families have big celebrations at their homes. They serve all the food they made the day before. They eat candies shaped like skeletons. Friends stop by and people dance and sing. DAY 3: <ul style="list-style-type: none"> The holiday expands to the town. There are parades and floats and characters in costume. |

| C. | DOTD artists: Thaneeya McArdle and Laura Barbosa. |
|-------------------------|---|
| Thaneeya McArdle | <ul style="list-style-type: none"> Inspired by Indian Art. Works with a range of materials including acrylic. paint and various programmes on the computer. Her work shows a creative and personal interpretation of Day of the Dead and has Indian like qualities. Designs are vibrant, symmetrical and include the use of intricate patterns. |
| Laura Barbosa | <ul style="list-style-type: none"> Self-taught painter Produces artwork based on the theme Mexican day of the dead Uses fluorescent and vibrant colours that also have contrasting areas. Her brush strokes are dominant in her work and Her use of patterns are simplistic. |




| E. | How to make a papier mâché sugar skull. |
|---|---|
| Papier mâché is made from newspaper and PVA glue, which hardens solid once dry. | |
| Steps for making your sugar skull: | |
| 1. | Roll two balls of white tissue, one slightly bigger than the other and tape it to a piece of A4 card. This is the armature, the bare bones of starting the sculpture. |
| 2. | Apply the first layer of papier mâché using newspaper as smoothly as possible using PVA glue. |
| 3. | Mould the facial features with papier mâché using white tissue and PVA glue, building it up to make it three dimensional and as smooth as possible. |
| 4. | Apply a final thin layer of newsprint and PVA papier mâché for a smooth and even finish. |
| 5. | Paint the sugar skull with white emulsion paint and allow to dry. Apply colourful poster paint in the background and use acrylic paint and pens to add the final details. |






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

- 6 Key Words for this project**
- Sugar Skull
 - Mexican Day of the Dead
 - Symmetry
 - Armature
 - Papier Mâché
 - Outcome
- 

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

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



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

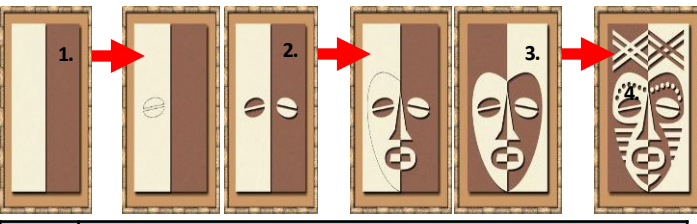
Collage is:

Steps for making your collage:







-
-
-
-

What each tool is used for:

| | |
|-------------|--|
| Cutting mat | |
| Craft knife | |
| Glue stick | |



Keywords for this project in detail:

| | | |
|-------------------------|---|---|
| Sugar Skull |  | A colourful and heavily patterned skull. The term is often applied to edible version of a skull, with colour and pattern. They are made and eaten in celebrating ancestors who have died. |
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| Symmetry |  | Same on both sides, like a reflection. |
| Armature |  | A support and foundations (starting point) for a sculpture. |
| Papier Mâché |  | A technique using watered down PVA glue and paper. |
| Outcome |  | The final piece of art for a project, which shall be the DOTD papier mâché sugar skull sculptures. |

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

Papier mâché is:



Steps for making your sugar skull:

-
-
-
-
-

A. About Day of the Dead, Mexican Holiday.

| | |
|-------|---|
| What? | <ul style="list-style-type: none"> It is a Mexican Christian holiday. It began as a day of thanks for the harvest. The festival lasts 3 days. It Occurs 31st October – 2nd November every year. |
| Why? | It is a festival that celebrates the lives of those who have died. |
| How? | <p>Different things happen on each day....</p> <p>DAY 1:</p> <ul style="list-style-type: none"> Relatives put flowers on graveyards or in vases. They create an altar somewhere in the house with pictures of the dead, along with favourite objects. The rest of this day is spent making the favourite foods of the person(s). <p>DAY 2:</p> <ul style="list-style-type: none"> Families have big celebrations at their homes. They serve all the food they made the day before. They eat candies shaped like skeletons. Friends stop by and people dance and sing. <p>DAY 3:</p> <ul style="list-style-type: none"> The holiday expands to the town. There are parades and floats and characters in costume. |

C. DOTD artists: Thaneeya McArdle and Laura Barbosa.

| | |
|---|--|
| <p>Thaneeya McArdle</p>  | <ul style="list-style-type: none"> Inspired by Indian Art. Works with a range of materials including acrylic paint and various programmes on the computer. Her work shows a creative and personal interpretation of Day of the Dead and has Indian like qualities. Designs are vibrant, symmetrical and include the use of intricate patterns. |
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YEAR 8 GRAPHIC COMMUNICATION

What are we learning this term?

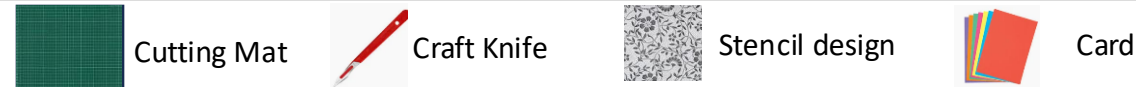
| | | | | |
|---------------------|-------------------|---------------------|----------------|-----------------|
| A Stencil design | B Step up card | C Accordion card | D Key words | E Evaluation |
|---------------------|-------------------|---------------------|----------------|-----------------|

A | Stencil design

List 3 health and safety rules for using a cutting knife

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

List the materials you need to create a stencil



B | Draw the inside of the pop up card

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

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

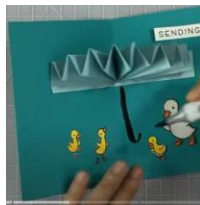


Coloured paper to add to the design
Cut any incisions

C | Draw the inside of an accordion card

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

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



Coloured paper to add to the design

D | Key words

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

E | Evaluation

Evaluation: To judge or give an opinion

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

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

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

For example:

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

What we are learning this term:

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

6 Key Words for this term

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

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

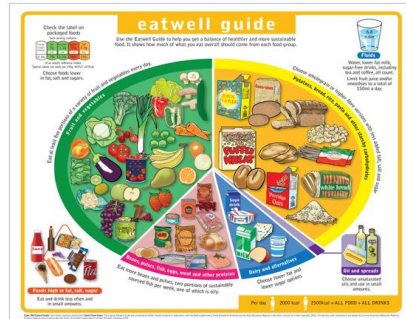
| | |
|--|---|
| B. | Can you give 5 reasons for why someone should eat healthily? |
| 1 to avoid obesity 2 it can be less expensive 3 to keep a healthy heart 4 to keep your body fit 5 it can make a positive impact on your family | |



| | |
|---|--|
| A. | What is cross contamination and how can it be prevented? |
| Cross contamination happens when you use the wrong chopping board or equipment to prepare food which can therefore result in food poisoning. | |
| B. | What is the image on the left showing and how is it used? |
| In the photo you can see a food temperature probe. You use it to check that food is cooked. First you need to make sure that the probe is clean, then you insert it into the thickest part of the food and then check the temperature. If the food is cooked it can be served, if the food is not the correct temperature it needs to be cooked for longer. | |

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

| | |
|---------------|--|
| 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. |



| | |
|--|---|
| C. | Can you list 5 reasons for why we cook food and why it is important? |
| <p><u>Rule</u></p> <ul style="list-style-type: none"> • 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 | <p><u>Why it is important</u></p> <ul style="list-style-type: none"> • 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 |

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

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

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

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

1
2
3
4
5

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

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

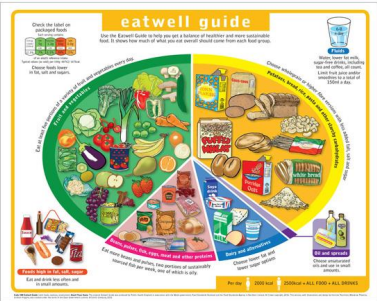


C. Can you list 5 reasons for why we cook food and why it is important?

| Rule | Why it is important |
|------|---------------------|
| • 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 | |

A. What are the three macronutrients in the diet?





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 |

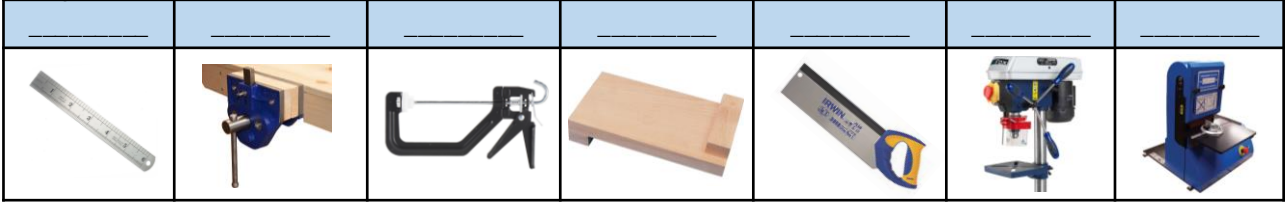
| D. CAM | |
|---|--|
| By using computer aided manufacture (CAM) , designs can be sent to CAM machines such as laser cutters and 3D printers | |
| Advantages of CAM | Disadvantages of CAM |
| Quick – Speed of production can be increased | CAM takes a long time to learn |
| Consistency – All parts manufactured 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 Ettore Sottsass </p> |
| | <p>Key Features: Crazy patterns; animal print, geometric, pinstripes. Strange shapes thrown together.</p> |
| | <p>Contrast!</p> |
| | <p>Colours: Bright, bold, Contrasting primary and secondary colours. Black patterns.</p> |
| | <p>Line Styles: 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 _____



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

Softwoods come in _____ and _____


Manufactured Boards come from _____



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

Manufactured Boards come in _____

Polymers come from _____



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

Polymers come in _____ and _____

C. CAD

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

| Advantages of CAD | Disadvantages of CAD |
|-------------------|----------------------|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

D. CAM

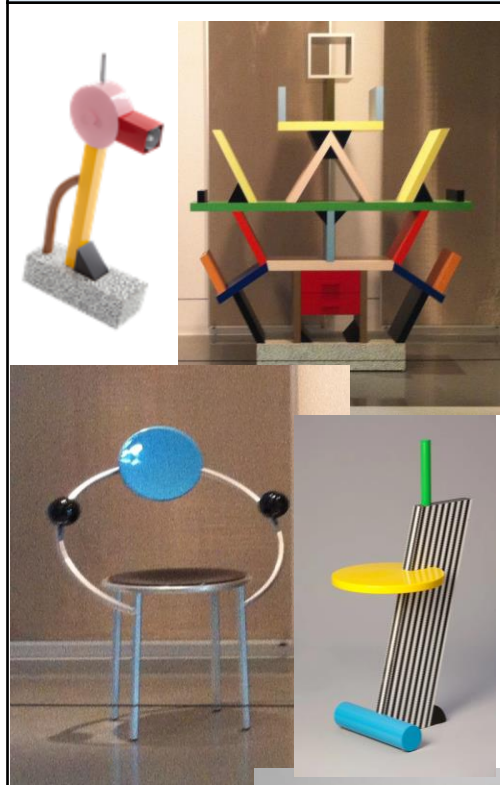
By using **computer aided manufacture (CAM)**, designs can be sent to _____ such as _____

| Advantages of CAM | Disadvantages of CAM |
|-------------------|----------------------|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

E. Memphis Design Movement

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

The idea was for the products to be _____

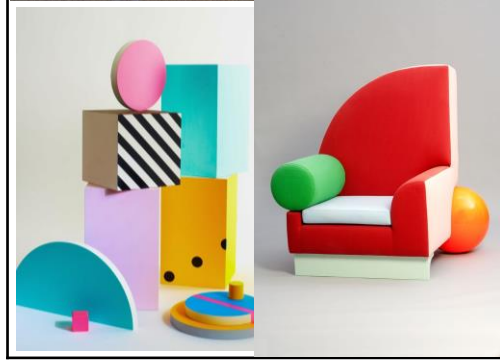


Key Designer
 Ettore Sottsass



Key Features:

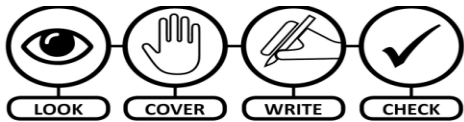
Colours:



Line Styles:



| A | What we are learning about this term... |
|---|---|
| 1 | What is minimalism? |
| 2 | Features of Minimalism |
| 3 | Performing Minimalist Music |
| 4 | Composing using Minimalist styles |



C Keyboard Technique / Chords

E Minimalism Composers

Terry Riley

Steve Reich

| B | Keywords |
|------------------------------|---|
| CELL | small rhythm/melodic idea that can be alone, or can make up one part of a longer motif/piece of music |
| MOTIF | a short musical melody, that is recurring |
| OSTINATO | a motif or phrase that persistently repeats in the same musical voice, frequently at the same pitch |
| PHASING | Where two parts start the same, then one gradually goes out of sync. |
| METAMORPHIS (Gradual Change) | this is where tiny changes are made over time to a motif or rhythm |
| LAYERING | Adding new musical parts to thicken texture |
| ADDITION | Adding notes to a motif – in order to change it gradually |
| SUBTRACTION | Removing notes from a motif – in order to change it gradually |

D Analysing Minimalism Music

Listen and watch this video... Which instruments are being used? Can you hear the **repeated rhythms and melodies**? These are called motifs in minimalism music!

Listen for the **gradual build up in texture** as the music develops. In Minimalism this is sometimes called layering – where instruments keep being added to the texture. This example also includes lots of **ostinatos** (melodies repeating)

Lemon Jelly Elements->

F Basic Note Values / Treble Clef Notation

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

| QUESTION | ANSWER | | | | | |
|--|--|------------|-------------|--------------|----------------|-------------|
| Where did MINIMALISTIC music come from? | Minimalism is a style of music which originated on the West coast of America in the 1960s | | | | | |
| Name some famous composers of MINIMALISTIC music | <table border="1"> <tr><td>John Adams</td></tr> <tr><td>Terry Riley</td></tr> <tr><td>Philip Glass</td></tr> <tr><td>La Monte Young</td></tr> <tr><td>Steve Reich</td></tr> </table> | John Adams | Terry Riley | Philip Glass | La Monte Young | Steve Reich |
| John Adams | | | | | | |
| Terry Riley | | | | | | |
| Philip Glass | | | | | | |
| La Monte Young | | | | | | |
| Steve Reich | | | | | | |
| MINIMALISTIC music is sometimes referred to as "trance" music. What else is it known as? | Hypnotic music | | | | | |

Basic Rhythm Values in 4/4 time

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

G Describing music – MAD T SHIRT

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

BLOCKING

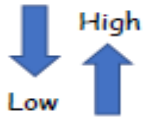
Planning your positioning and movement around the stage, including entrances and exits.

Year 8 TEECHERS Term 2

SET DESIGN

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

PERFORMANCE SKILLS



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

Vocals - Pace: The speed that you speak at.



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

If using a high level of articulation, you would pronounce every letter in every word.

Key Characters:

Lilian Hobson - "Hobby" - fed up with her friends.
Gail Saunders - The flirty one.
Ian Salt - Salty - The fired soul, doesn't know what he'll do with his life after leaving school.

Mrs. Hudson - the headmistress, renamed Mrs. Hudson for the play, loud and large with a terrible dress sense.
Bobby Moxon - (Oggy Moxon), bully of the school who scares teachers and students alike.

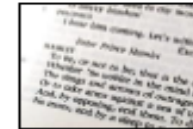
Ms. Whitham - Hopeless English teacher, ever - led.
Mr. Basford - The deputy head and maths teacher. Harsh on children, typically nasty.

Miss Jackie Prime - The sports teacher, young and bouncy.
Doug - The caretaker. Grumpy and assertive.
Mr. Dean - A teacher who thinks that all of the kids love him.

Direction: The position your face or move in.

DRAMA TERMS

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



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

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

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



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

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



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



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



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



DIG DEEPER QUESTIONS

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

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

BLOCKING

**Year 8 TEECHERS
Term 2**

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

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Vocals - Pace:

'Teachers' is a play written by John Godber in which it is a play within a play in which students perform for their teachers. The three actors provide an account of their time in secondary school.

Key Characters:

- "Hobby" - fed up with her friends. The flirty one

Eye Contact: Choosing to look at a member of the audience.

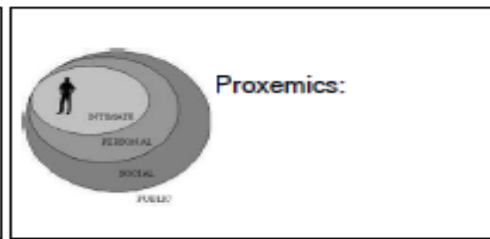
- Mr. - the drama teacher
- the headmistress, renamed Mrs. Parry for the play, loud and large with a terrible dress sense.
- (Oagy Moxon) - bully of the school who scares teachers and students alike.
- Hopeless English teacher, eager to lead his children, typically nasty.
- Mr. - The deputy head and maths teacher.

Direction: Giving you feedback on your performance.

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- The caretaker: Grouchy and assertive.
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 - Backstory -** Any action mentioned in the play's dialogue that reveals any incident or action that took place before the current action of the play/scene began. Often called, 'exposition'.
 - Polar Opposition/Attitude -** Beliefs held by a character that are in direct opposition to the world in which the character lives. This opposition creates conflict. Conflict creates dramatic action.
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SWINDON ACADEMY READING CANON

Year 7



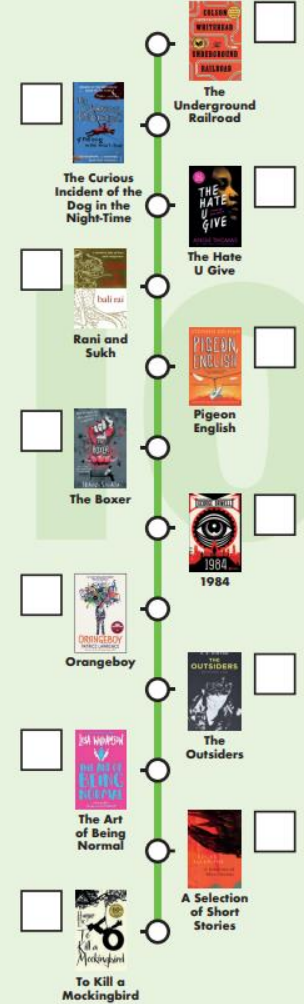
Year 8



Year 9



Year 10



#ReadingisPower