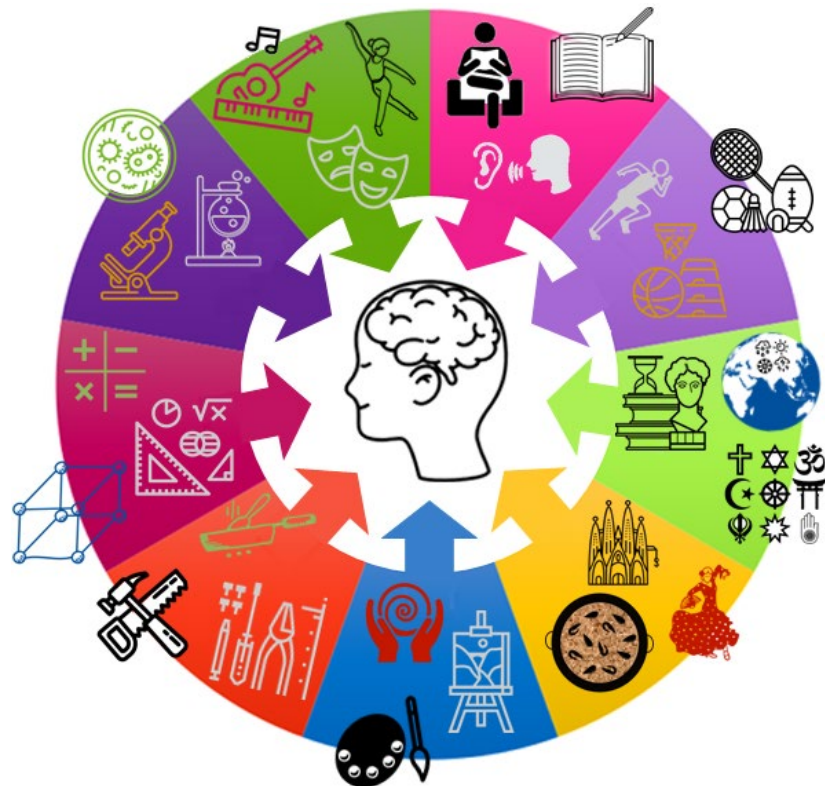


100% book - Year 8 Mainstream

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



Term 3

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 topic:

1. Particle model
2. Changing State
3. Mixtures
4. Separating Techniques

4 Key Words for this term:

1. Matter
2. Particle
3. Diffusion
4. Mixing
5. Freezing
6. Condensation
7. Evaporation
8. Solids
9. Solvent
10. Solution

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	In a regular pattern. Particles can vibrate in a fixed position.
Liquid	Particles are arranged randomly but are still touching each other. Particles can slide past each other and move around.
Gas	Particles are far apart and are arranged randomly. Particles carry a lot of energy and they move in all directions in a high speed.

A. What is the law of conservation of mass?
The Law of Conservation of Mass states that mass cannot be created or destroyed.

B. What are the different changes of state?

Melting	change of state from solid to liquid
Freezing	change of state from liquid to solid
Evaporation	Change of state from liquid to gas
Condensation	Change of state from gas to liquid

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

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

Impure A material that 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	

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!

Expectations for Prep and for using your Knowledge Organisers

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

How do I complete Knowledge Organiser Prep?

Step 1

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

The screenshot shows the epraise.com 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 7 Years' Knowledge Organiser for 'What is Particle Theory?'. It 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?'. There are also diagrams of particle arrangements for solid, liquid, and gas states.

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 right corner of the knowledge organiser template. The template includes sections for 'What is particle theory?', 'Describe the arrangement and movement of particles in the three states of matter', and 'What is the law of conservation of mass?'. There are also diagrams of particle arrangements for solid, liquid, and gas states.

Step 3

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

The handwritten notes in the student's prep book define particle theory and the states of matter. The date '29th May 2020' is written at the top. The title 'Properties of the states of matter' is written below. The notes state: '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 handwritten notes in the student's prep book repeat the definitions of solid, liquid, and gas states of matter. The notes state: '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 screenshot shows a student's prep book with the quizzable Knowledge Organiser template. The missing words are filled in: 'Self quizzing' for 'What are the different changes of state?', 'Arrangement/movement of matter' for 'Describe the arrangement and movement of particles in the three states of matter', 'Solid = regular pattern particles vibrate in fixed position' for 'Solid', 'Liquid = particles are arranged randomly but are still touching each other. Particles can slide past each other and move around.' for 'Liquid', and 'Gas = particles are far apart and are arranged randomly. Particles carry a lot of energy.' for 'Gas'. There are also diagrams of particle arrangements for solid, liquid, and gas states.

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 check the answers and repeat the definitions of solid, liquid, and gas states of matter. The notes state: '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.



Scandal in Bohemia – plot overview

- The King of Bohemia plans to marry a Norwegian princess. However, he previously had a relationship with a woman called Irene Adler. Adler is threatening to ruin his engagement with a picture she has of herself and the king together.
- Holmes tricks Adler into revealing where she keeps the photograph, but she outsmarts Holmes and escapes with it. Adler decides not to use the picture against the king. She leaves a picture of herself in its place, which Holmes keeps as a reminder of her.

- Jabez Wilson gets a job with the mysterious ‘Red-Headed League’ because of his ‘flame’ coloured hair.
- One day, he is mysteriously told that he is no longer needed by the league so visits Holmes to ask him to investigate.
- Holmes discovers that his story reveals a plot to steal from a bank vault which is successfully prevented.

- A policeman named Peterson is left with a man’s hat and Christmas goose.
- He takes the goose home to eat and discovers a blue carbuncle (a rare, and very valuable jewel) inside the goose!
- Holmes recognises the jewel as the one that was stolen from The Countess of Morcar. Using the hat as a clue, Holmes and Watson set off to discover how the blue carbuncle was stolen and how it ended up in a goose.

Vocabulary: Key words

- enlighten** – to provide someone with information and understanding. People come to Holmes so that they can be enlightened on a crime.
- deduction** – the process of reaching a decision by looking at the facts that are known. Holmes is able to use his skills of deduction to solve crimes.
- scandal** – a scandal is something that shocks people because they think it is morally wrong. The King of Bohemia fears that scandal of his relationship with Irene Adler being exposed.
- introspective** – when you examine your own thoughts, ideas, and feelings. Sherlock Holmes can be **introspective**. This makes him a better detective.
- dual nature** – Holmes has a dual nature: his quiet introspective side, and his manic detecting side.
- fallible** - capable of making mistakes or being wrong.
- infallible** - incapable of making mistakes or being wrong.
- zealous** - great energy or enthusiasm in pursuit of a cause or an objective
- tenacity** - quality or fact of being very determined
- enigmatic** – difficult to interpret or understand; mysterious
- obstinate** - quality or condition of being stubborn.
- multifaceted** - having many different aspects or features

Terminology: Key words

- detective fiction:** a sub-genre of crime fiction and mystery fiction in which an investigator or a detective (professional, amateur or retired) investigates a crime, often murder.
- periodical/serial** – books, magazines or other entertainment that are released on a regular basis. The Strand Magazine was a periodical that published the Sherlock Holmes stories.

Historical Context

- Sir Arthur Conan Doyle was the author of the Sherlock Holmes stories.
- Sir Arthur Conan Doyle lived and wrote during the Victorian era.
- Sherlock Holmes is a fictional detective created by Sir Arthur Conan Doyle.
- Sherlock Holmes’ fictional home was 221B Baker Street, which is now a museum of Doyle’s life and work.
- Doyle’s short stories were published individually in The Strand Magazine periodical and then collected to form The Adventures of Sherlock Holmes short story collection in 1892.
- Before he became a writer, Doyle studied medicine.

Characters in Sherlock Holmes Adventures

Sherlock Holmes – a fictional consulting detective created by Arthur Conan Doyle. He is known for his intelligence, introspection and dual nature. He is described as an ‘observing machine’ because of his ability to capture the essence of people with seemingly very little evidence.

Dr Watson – Holmes’ former flatmate, a doctor and his closest companion. The stories are told from his perspective, working as Holmes’ assistant.

Irene Adler – a famous American opera singer who had a relationship with the future King of Bohemia. To Holmes, she is ‘the woman’ who outsmarted him.

King of Bohemia – in the Victorian era, Bohemia was an area of central Europe; today it is a region of the Czech Republic. The King is engaged to a Scandinavian princess but five years previously was madly in love with Irene Adler. Because of his status, he was unable to marry her at the time, which he regrets. The King still respects Adler.

James Ryder – head attendant of the hotel where the Blue Carbuncle goes missing. He works with his accomplice **Catherine Cusack** (the countess’ maid) to steal the jewel and frame **John Horner** for the crime. He is racked with guilt and confesses when Holmes questions him.

Jabez Wilson – a London pawnbroker who has distinctively red hair. His business is struggling so he takes the job working for The Red-Headed League. Wilson was tricked by his assistant Vincent Spaulding who worked alongside another criminal to use his shop to rob the bank next door.

Vincent Spaulding/John Clay – Jabez Wilson’s assistant. This is actually a disguise for John Clay who attempts a bank robbery using Wilson’s shop as an easy passage.



Scandal in Bohemia – plot overview	Vocabulary: Key words	Characters in Sherlock Holmes Adventures
<ul style="list-style-type: none"> The King of Bohemia plans to marry a _____ However, he previously had a _____ with a woman called _____. Adler is threatening to ruin his _____ with a picture she has of herself and the _____. Holmes tricks _____ into revealing where she keeps the photograph, but she outsmarts Holmes and _____ with it. _____ decides ___ to use the _____ against the _____. She leaves a picture of _____ in its place, which _____ keeps as a reminder of her. 	<p>.</p>	<p>Sherlock Holmes –</p> <p>Dr Watson –</p> <p>Irene Adler –</p>
<ul style="list-style-type: none"> Jabez _____ gets a job with the _____ ‘Red-_____ League’ because of his ‘flame’ coloured _____. One day, he is mysteriously told that he is no longer needed by the _____ so visits _____ to ask him to _____. _____ that his story reveals a _____ to _____ from a _____ vault which is successfully _____. 	<p>Terminology: Key words</p> <p>detective fiction:.</p> <p>periodical/serial –</p>	<p>King of Bohemia –</p> <p>James Ryder –</p>
<ul style="list-style-type: none"> A _____ named _____ is left with a man’s hat and _____. He takes the _____ home to _____ and discovers a _____ (a rare, and very valuable _____) inside the _____! Holmes recognises the _____ as the one that was stolen from The _____ of _____. Using the hat as a clue, Holmes and Watson set off to discover how the blue _____ was _____ and how it ended up in a _____. 	<p>Historical Context</p> <p>Sir Arthur Conan Doyle was</p> <p>Sir Arthur Conan Doyle lived</p> <p>Sherlock Holmes is a fictional</p> <p>Sherlock Holmes’ fictional home was</p> <p>Doyle’s short stories were published</p> <p>Before he became a writer,</p>	<p>Jabez Wilson –</p> <p>Vincent Spaulding/John Clay</p>

What we are learning this term:

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

4 Key Words for this term

1. Current 3. Component
 2. Field 4. Resistance

A. Identify the circuit symbols.

Switch Cell Battery

Lamp Voltmeter Ammeter

Resistor Variable resistor Motor

A. What is the equation involving current, potential difference and resistance?

$V = I \times R$

$V =$ **potential difference** (volts, V)
 $I =$ **current** (amperes, A)
 $R =$ **resistance** (ohms, Ω)

A.	Describe current, potential difference (voltage) and resistance		
Current	The rate of flow of charge .	Amps A	Measured by an ammeter
Potential difference	The energy provided by the cell to the charges. This energy is then used by the charges in electrical components.	Volts V	Measured by a voltmeter
Resistance	How difficult it is for current to flow . Eg. with high current, low resistance.	Ohms Ω	Calculate using the current and potential difference $R=V/I$

A. Define a series circuit?

Linking components one after another, making **one loop**.

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

A. Define a parallel circuit?

Linking components so they are in **separate loops**.

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

A. What is an insulator?

A material that can be charged but **does not let the charges flow**.

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

A. What is a conductor?

A material that **does let the charges flow**.

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

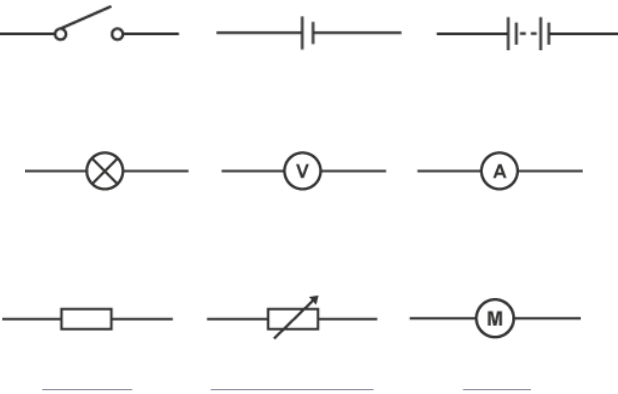
What we are learning this term:

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

4 Key Words for this term

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

A. Identify the circuit symbols.



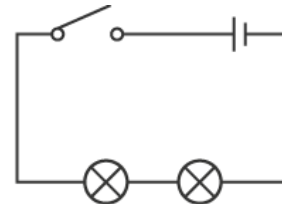
A. What is the equation involving current, potential difference and resistance?

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

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

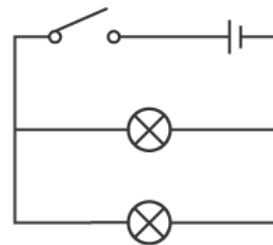
Current		Amps A	Measured by an ammeter
Potential difference		Volts V	Measured by a voltmeter
Resistance		Ohms Ω	Calculate using the current and potential difference

A. Define a series circuit?



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

A. Define a parallel circuit?



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

A. What is an insulator?

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

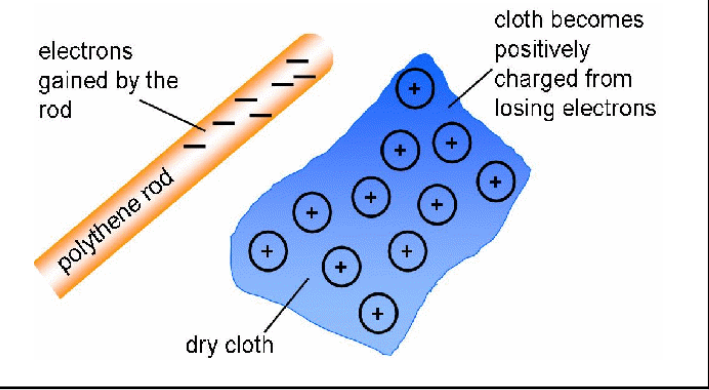
A. What is a conductor?

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

B. Describe how static charge produced.

Negative electrons are transferred from one material to another.

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

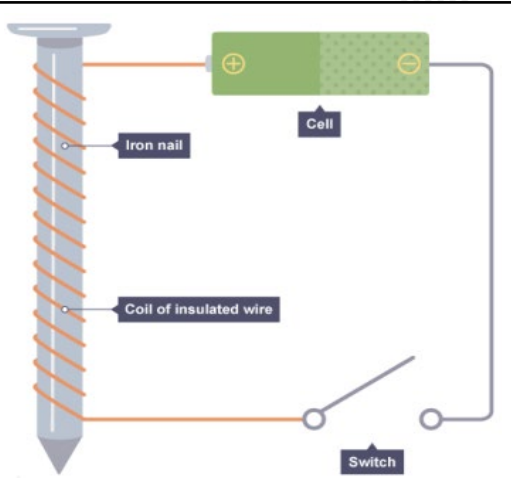


C. What is an electromagnet?

A magnet created by the flow of electric current.

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

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



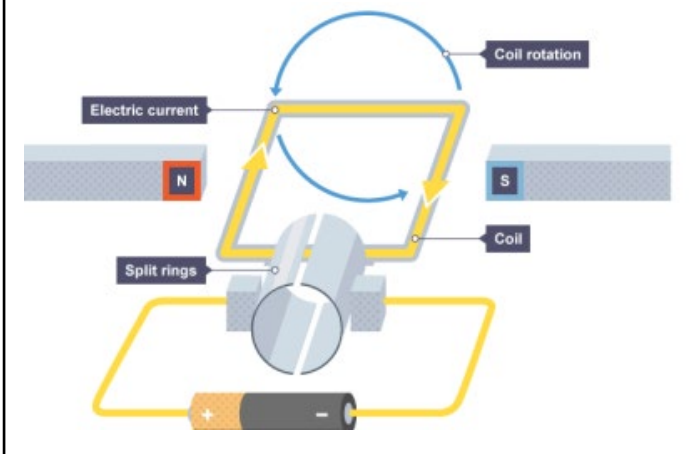
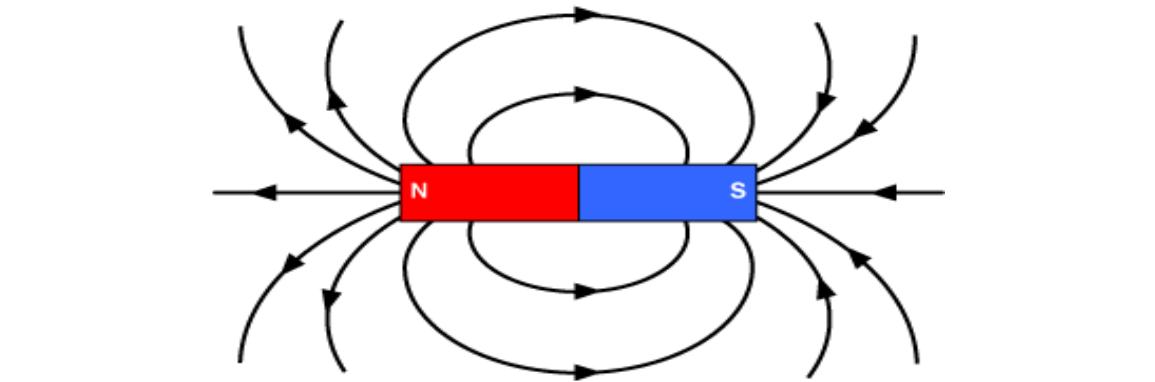
C. What is a magnetic field?

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

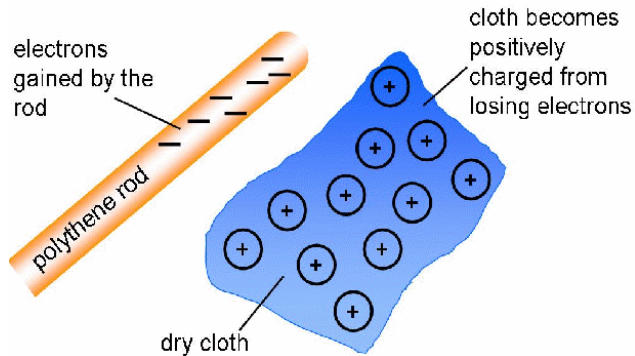
C. What is the motor effect?

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

C. Show the magnetic field.



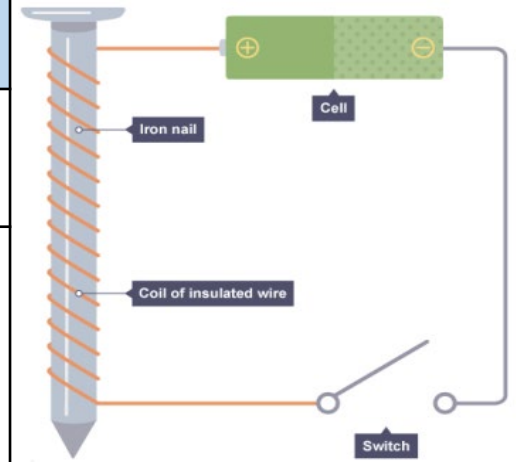
B. Describe how static charge produced.



C. What is an electromagnet?

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

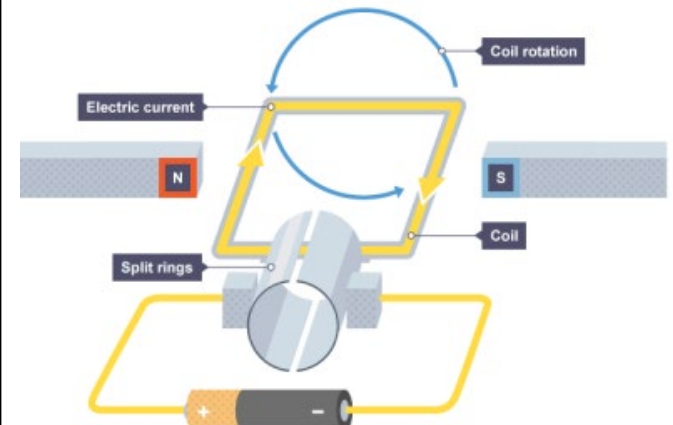
1. Increase the number of coils
2. Increase the current
3. Add an iron core



C. What is a magnetic field?

C. What is the motor effect?

C. Show the magnetic field.





Background:	
<ol style="list-style-type: none"> Coastlines are dynamic changing landscapes, which are affected by the action of the waves. Waves can have differing features; these features can influence the processes and landforms which may develop along our coastlines. (A) Destructive waves can erode the coastline. (B) Through erosion a number of distinctive coastal features can form. (D, E, F) Further processes act on the coastline, leading to material being transported along the coastline. (C) This material will eventually be deposited leading to the formation of landforms such as spits. (G) Coastal erosion can impact the landscape and the lives of people living in areas of coastal erosion. Different strategies are used to reduce erosion. (H) Often these strategies can be controversial. (I) 	

A. Wave features (5)	
Swash	Movement of a wave up the beach. The direction is dependent upon the wind direction.
Backwash	Movement of a wave back down the beach, this happens at 90°.
Constructive wave	Have a strong swash and weak backwash; they cause deposition.
Destructive wave	Have a weak swash and strong back wash; they cause erosion.
Fetch	The distance a wave has travelled.

B. Types of erosion (4)	
Hydraulic action	Waves compress pockets of air in cracks in a cliff, causing the crack to widen, breaking off rock.
Abrasion	Eroded material is hurled or scrapes against the cliff, breaking off rock.
Attrition	Eroded material in the sea, hit into each other breaking down into smaller pieces.
Solution	Cliffs e.g. chalk dissolve in seawater.

C. Other coastal processes (4)	
Transportation	The movement of sediment.
Deposition	When waves drop the sediment they are transporting, either due to a loss of energy or change in direction of coastline.
Longshore drift	The movement of sediment along the coastline in a zig-zag motion, due to the wind & swash occurring at an angle to the beach.
Weathering	Breaking down of rocks by physical and chemical processes.

D. Headlands and bays (3)	
Geology	Different rock types e.g. resistant rock such as granite, and less resistant rock such as clay.
Headland	Resistant rock which is not easily eroded so sticks out to sea.
Bay	Soft rock which is easily eroded so retreats to form a bay.

E. Wave cut platforms (2)	
Wave cut notch	These form at the foot of a cliff due to erosion. This undercuts the cliff above leaving it unsupported.
Wave cut platform	When the unsupported cliff collapses, the process repeats and the cliff retreats leaving a sloping wave cut platform.

F. Caves stacks and arches (3)	
Crack	A weakness in the headland is eroded by hydraulic pressure, forming a cave.
Cave	This is eroded further, until the cave erodes all the way through the headland forming an arch.
Arch	The roof of the arch has no support, so collapses to form a stack.

G. Spits (3)	
Change in coastline	Leads to material transported by longshore drift being deposited into the sea, forming a spit.
Hooked ends	Form on a spit due to a change in the direction of the prevailing wind.
Salt marsh	An area of salty marshland found behind a spit, which has dried out as the sea can no longer reach this area.

H. Coastal management (2)	
Hard engineering	Human-made structures that help to deal with coastal erosion, such as: <ol style="list-style-type: none"> Sea walls, which reflect the waves energy back out to sea Groynes, which trap longshore drift.
Soft engineering	Adaptations to work with nature, such as: <p>Managed retreat, allowing the coast to erode and moving people away.</p>

I. Case study example: Holderness coast, Mableton		
Where?	The fastest eroding coastline in Europe, in east Yorkshire.	
Reasons to protect (2)	Management strategies (2)	Success (2)
<ol style="list-style-type: none"> Rocks are made of soft rock (till), eroding at 2m per year. The B1242 runs through Mableton and would be expensive to re-route. 	<ol style="list-style-type: none"> Rock groyne put in place to trap sediment being transported by longshore drift, creating a wider beach to absorb the power of the waves. Rip-rap has been placed in front of the cliffs to absorb the wave energy. 	<ol style="list-style-type: none"> Good – erosion in front of Mableton has reduced, so the road has been saved. Bad - beaches further south have been starved of sediment so erosion has increased e.g. at Great Cowden.



Background:	
<ol style="list-style-type: none"> Coastlines are dynamic changing landscapes, which are affected by the action of the waves. Waves can have differing features; these features can influence the processes and landforms which may develop along our coastlines. (A) Destructive waves can erode the coastline. (B) Through erosion a number of distinctive coastal features can form. (D, E, F) Further processes act on the coastline, leading to material being transported along the coastline. (C) This material will eventually be deposited leading to the formation of landforms such as spits. (G) Coastal erosion can impact the landscape and the lives of people living in areas of coastal erosion. Different strategies are used to reduce erosion. (H) Often these strategies can be controversial. (I) 	

A.	Wave features (5)
Swash	
Backwash	
Constructive wave	
Destructive wave	
Fetch	

B.	Types of erosion (4)
Hydraulic action	
Abrasion	
Attrition	
Solution	

C.	Other coastal processes (4)
Transportation	
Deposition	
Longshore drift	
Weathering	

D.	Headlands and bays (3)
Geology	
Headland	
Bay	

E.	Wave cut platforms (2)
Wave cut notch	
Wave cut platform	

F.	Caves stacks and arches (3)
Crack	
Cave	
Arch	

G.	Spits (3)
Change in coastline	
Hooked ends	
Salt marsh	

H.	Coastal management (2)
Hard engineering	
Soft engineering	

I.	Case study example: Holderness coast, Mappleton		
Where?			
	Reasons to protect (2)	Management strategies (2)	Success (2)

Year 8 History : English Civil War

What we are learning this term:

We will explore the reign of Charles I, the role of Parliament in 17th century England, Laud's religious reforms and the English Civil War.

A.	<i>Can you define these key words?</i>
Gunpowder Plot	The attempt of Guy Fawkes to blow up parliament in 1605. Fawkes was a Catholic who despised Protestantism under Charles I's father, James I.
Divine Right	The right of a sovereign to rule directly from God and not from the people.
Personal Rule	The period from 1629 to 1640, when King Charles I of England ruled without Parliament
Parliament	The group of (usually) elected politicians or other people who make the laws for their country (comprised of the House of Lords and House of Commons)
Restoration	The return of a monarch to a throne, a head of state to government, or a regime to power. Charles II restored the English monarchy in 1660.
Tyranny	Cruel and oppressive government or rule
Commonwealth	An independent country or community, especially a democratic republic
Presbyterian	A denomination of Protestantism
Parliamentarians	A supporter of Parliament in the English Civil War; a Roundhead
Royalists	A supported of the monarch in the English Civil War; a Cavalier
Civil War	War between citizens of the same country

E. What key events occurred between 1649 and 1660 that led to England having a monarch again?

1. English Civil War	2. Commonwealth	3. Restoration
<p>- 1642-1649 (Battle of Naseby 1645)</p> <p>- Charles I lost and was found guilty of treason (private letters) and beheaded (Jan 1649)</p> <p>- Cromwell then took over and became Lord Protector – introduced the commonwealth and military dictatorship to England.</p>	<p>- England was made a commonwealth (1649) as there was no longer a monarch - it was now being ruled in the best interests of the people.</p> <p>- Banned theatre, pubs, dancing, Christmas, sports and shops on Sundays.</p> <p>- After Cromwell's death (1658) his son Richard took over.</p> <p>- He was a weak leader and stepped down after a year (1659).</p> <p>- This left the door open for Charles II to return as king.</p>	<p>- Charles II was accepted back as king but only on the condition that he did not punish those involved in the ECW, he ruled alongside parliament and was tolerant of religion (Declaration of Breda 1660).</p> <p>He was welcomed into London in May 1660 with excited crowds glad to have their king back.</p> <p>Scientific revolution.</p>

B. How did Charles I's belief in the Divine Right of Kings lead him to make mistakes?

1. Personal Rule	2. Marriage to Henrietta Maria	3. Appointment of Laud
<p>- Charles's belief in the Divine Right of Kings meant that he thought anyone who challenged his power was challenging the power of God. This meant he did not respond well to being controlled.</p> <p>- Many Puritans were in Parliament during Charles's rule – they repeatedly questioned and tried to limit his power</p> <p>- As a result, Charles dissolved parliament in 1629 and ruled without them for 11 years until 1640.</p>	<p>- An attempt to make peace with France and create an alliance – this was a failure as war continued</p> <p>- She was Catholic which the people of England did not like – they saw this as Charles being a Catholic sympathiser and some even suspected him as a secret Catholic.</p> <p>- She became involved in the running of court – this caused problems as she was not a Protestant and was a foreigner so many thought that she was meddling in the affairs of the nation.</p>	<p>- Suspicions that Charles was a secret catholic were strengthened after the appointment of Archbishop Laud.</p> <p>- Laud brought back many aspects of Catholic services e.g. stain glass windows and stone altars.</p> <p>- Laud punished those who defied him e.g. in 1637 he cut off the ears of 3 Puritans that were writing pamphlets that criticised his beliefs.</p> <p>- These changes and punishments disturbed the Protestant people of England as Charles was allowing Catholic changes to be made.</p>

C. Consequences of Charles's 11 Year Tyranny

Ship Money	<ul style="list-style-type: none"> An old tax only meant to be applied to coastal towns when England was at war. Charles applied this to every town in order to raise new money without the assistance of parliament. As a result, people lost faith and trust in Charles and began to turn against him.
Bishops' War	<ul style="list-style-type: none"> Presbyterians (Protestants) in Scotland rebelled to the Catholic elements of Laud's prayer book. This resulted in 2 conflicts between England and Scotland in 1639 and 1640. Despite fighting back both times, the king was defeated and as a result needed to pay Scotland reparations (damages) – he did not have the funds to do this so needed to find a solution.
Long Parliament	<ul style="list-style-type: none"> Charles needed to raise money to pay these reparations and called parliament for the first time in 11 years. This became known as the Long Parliament as they remained in session on and off for 20 years. The conditions given by the MP's were that they would meet every 3 years, ship money would be stop and they no longer wanted the king to have the power to dissolve parliament.

D. Why was Charles disgraced after the Battle of Naseby (1645)?

1. **The New Model Army (NMA)** – This was the first major battle fought by the NMA. Royalist troops were outnumbered. The NMA destroyed the Royalist army; by the end of the battle the Royalists had 6000 casualties and the Parliamentarians only had 400. This was a crippling blow to Charles as it demonstrated to the Royalists that the NMA were a strong army and a force to be reckoned with.
2. **Loss of Support** – After the battle, evidence was found amongst items that Parliamentarians had seized that Charles was asking the Irish and French armies to invade England and reinstate him as king. To show his gratitude for their support, Charles has promised to abolish the anti-Catholic laws in England. Parliament used this evidence to show that the King was committing treason against his people. This ultimately caused Parliament to gain support and the King to lose his.
3. **Strategic Advantage** – During the battle, the NMA moved to a weaker starting position. To begin with, Sir Thomas Fairfax decided to start on the steep slopes of Naseby ridge. However, Cromwell believed that the Royalists would not attack such a strong position and persuaded Fairfax to move the troops back. This meant that although Charles had the upper-hand he was still defeated which disgraced him.

Year 8 History : English Civil War

What we are learning this term:

We will explore the reign of Charles I, the role of Parliament in 17th century England, Laud's religious reforms and the English Civil War.

A.	Can you define these key words?
Gunpowder Plot	
Divine Right	
Personal Rule	
Parliament	
Restoration	
Tyranny	
Commonwealth	
Presbyterian	
Parliamentarians	
Royalists	
Civil War	

E. What key events occurred between 1649 and 1660 that led to England having a monarch again?

1. English Civil War	2. Commonwealth	3. Restoration

B. How did Charles I's belief in the Divine Right of Kings lead him to make mistakes?

1. Personal Rule	2. Marriage to Henrietta Maria	3. Appointment of Laud

C. Consequences of Charles's 11 Year Tyranny

Ship Money	
Bishops' War	
Long Parliament	

D. Why was Charles disgraced after the Battle of Naseby?

1. The New Model Army (NMA) –
2. Loss of Support –
3. Strategic Advantage –



What we are learning this term:	
<p>A. Discussing the internet and social media B. Discussing TV programmes C. Watching films at the cinema and at home D. Discussing music tastes E. Creating an online profile F. Discussing jobs and careers G. Translation practice</p>	
6 Key Words for this term	
1. las redes sociales	4. etiquetar
2. acabar de...	5. en directo
3. en línea	6. chatear

C. Las Películas – Films	
el dispositivo la experiencia hacer un maratón la programación la variedad una película cómica de aventuras de ciencia ficción de dibujos animados de miedo de misterio del oeste	device experience to binge watch TV schedule variety a film comedy adventure science fiction animated/cartoon horror mystery western

Key Verbs				
Ver To watch/ to see	Acabar de To just finish	Subir To upload	Descargar To download	Etiquetar To tag
Veo I watch	Acabo de I just finish	Subo I upload	Descargo I download	Etiqueto I tag
Ves You watch	Acabas de You just finish	Subes You upload	Descargas You download	Etiquetas You tag
Ve s/he watches	Acaba de s/he just finishes	Sube s/he uploads	Descarga s/he downloads	Etiqueta s/he tags
Vemos We watch	Acabamos de We just finish	Subimos We upload	Descargamos We download	Etiquetamos We tag
Ven They see	Acaban de They just finish	Suben They upload	Descargan They download	Etiquetan They tag

A. Generación Digital – Digital Generation	
descargar música gastar batería hacer la compra por internet jugar a videojuegos llamar por videollamada sacar fotos subir fotos ver videos la aplicación / la app las compras la conexión wifi la cuenta el navegador la radio digital el supermercado virtual la tableta	to download music to waste battery to do shopping online to play videogames to call by videocalling to take photos to upload photos to watch videos app shopping wifi connection account sat-nav digital radio virtual supermarket tablet

D. ¿Qué piensas? – What do you think?	
músical romántica cautivador(a) complejo/a decepcionante entretenido/a espeluznante impactante mejor memorable nuevo/a peor predicible profundo/a sangriento/a triste me da miedo me hace pensar me hace reír me recuerda a lo/la recomiendo porque emocionante maravilloso/a grave largo/a corto/a el cortometraje grabar ver el Actor la Actriz la trama	musical romantic captivating complex disappointing entertaining terrifying striking better memorable new worse predictable deep / insightful bloody sad it scares me it makes me think it makes me laugh it reminds me of I recommend it because exciting amazing serious long short a short film to record to watch / see actor actress the plot line

E. Quiero ser – I want to be...	
el / la actor/actriz el / la arquitecto/a el / la bibliotecario/a el / la bloguero/a el / la carnicero/a el / la científico/a el / la cocinero/a el / la dentista el / la electricista el / la enfermero/a el / la escritor(a) el / la fontanero/a el / la fotógrafo/a el / la granjero/a el / la jugador(a) de fútbol el / la mecánico/a el / la médico el / la pescadero/a el / la piloto de avión el / la policía el / la profesor(a) el / la recepcionista el / la secretario/a el / la jefe/jefa la libertad el sueldo agradable estimulante exigente gratificante	actor/actress architect librarian blogger butcher scientist chef dentist electrician nurse writer plumber photographer farmer football player mechanic doctor fishmonger airline pilot police officer teacher receptionist secretary boss freedom salary pleasant stimulating demanding satisfying

F. Somos melóman@s – We are music lovers	
los instrumentos la música tocar la batería la flauta la gaita la guitarra la pandereta el piano la trompeta el violín el / la artista la banda el / la cantante el concierto el / la melónamo/a la pasión los datos personales el estado la obsesión el perfil de internet la tendencia el tuit dar 'me gusta' estar de moda estar bien informado/a poner filtros poner efectos subir selfis	instruments music to play (instrument) the drums the flute the bagpipes the guitar the tambourine the piano the trumpet the violin the artist the band / group the singer concert music lover passion personal details status obsession internet profile trend the tweet to 'like' something to be in fashion to be well informed to add filters to add effects to upload selfies

B. ¿Qué ponen en la television? –What do they put on TV?	
el concurso los dibujos animados el documental la película el programa de deportes el programa de humor el programa musical la serie el telediaro la telenovela a la carta el canal el capítulo	game show cartoons documentary film sports programme comedy programme music programme series the news soap opera on demand channel episode/chapter



G. Translation Practice	
I like to go online and upload selfies	M g i e l y s s
I download music	D m
I like to watch horror films because they are terrifying	M g v l p d m p s e
I prefer to watch films at home because it's cheaper	P v l p e c p e m b
What film do you want to watch?	¿Q p q v
I play the trumpet	T l t
I can't play the tambourine	N p t l t
I like the tweets	M g l t
I like to tag my friends in photos on Facebook	M g e a m a e f e F
I like to use Instagram because it's fun	M g u l p e d
Do you have a Wifi connection?	¿T u c d w?
I don't have Wifi	N t w
I use my phone to listen to music	U m m p e m
My favourite app is Spotify because I love music	M a f e S p m e l m
I want to be a dentist	Q s d
My brother is a plumber	M h e f
My sister is a police officer	M h e p
I want to be a teacher	Q s p

H . Key Questions: Answer the following in your own words. Use these model answers	
¿Qué tipo de película te gusta y por qué?	Me gustan mucho las películas de ciencia ficción porque me fascinan los caracteres en las películas y pienso que son muy interesantes. Creo que las películas de ciencia ficción son una escapada de la realidad. Me gusta ver también los documentales porque son importantes.
¿Qué tipo de música te gusta y por qué?	Prefiero la música rock porque me da mucha energía y me banda favorita es una banda de rock se llama The Eagles. Me gusta el ritmo de sus canciones y su pasión por música.
¿Para qué usas tu móvil?	Uso mi móvil para sacar selfis en Instagram y grabo videos en TikTok con mis amigos. Es muy divertido porque nos encanta reír. También descargo música en mi móvil.
¿Qué quieres hacer en el futuro?	En el futuro me gustaría ser profesora de historia porque me interesa mucho el pasado.
I. Key Questions: Translate these model answers using the KO	
¿Qué tipo de película te gusta y por qué?- What type of film do you like and why?	My favourite type of film is a romantic film because I think they are exciting and interesting but my friend hates romantic films because she says that they are boring. I also like to watch action films because they are very entertaining.
¿Qué tipo de música te gusta y por qué? – What type of music do you like and why?	I love pop music because it makes me feel very happy and I love to dance in my bedroom when I listen to pop music. My favourite band is One Direction because they are very good. I hate rock music because it's too loud.
¿Para qué usas tu móvil? – What do you use your mobile for?	I use my mobile to send messages to my family and I use whatsapp to speak to my friends. I love to take photos and upload them onto Instagram. I add filters to my photos and special effects.
¿Qué quieres hacer en el futuro? - What do you want to do in the future?	In the future I would like to be a dentist. I think that teeth are very important. My dad is a dentist and he really likes his work. I would not like to be a policía officer because the work is very dangerous. My mum works in the supermarket in the town centre.
J. Key Grammar	
Use the personal 'a' when using the verb etiquetar (to tag)	e.g. <i>Me gusta etiquetar A mis amigos en Instagram porque es divertido. - I like to tag my friends on Instagram because it's fun.</i> <i>¿Me puedes etiquetar en esta foto? – Can you tag me in this photo?</i>
Using ACABAR DE... to just finish something or to have just finished something:	e.g. <i>Acabo de ver esta película – I have just finished watching this film</i> <i>Acabamos de estudiar para hoy – We have just finished studying for today</i>
Making comparisons with más que and menos que / mejor and peor	e.g. <i>Esta película es mejor que la otra – This film is better than the other one</i> <i>Esta película es peor que la otra – This film is worse than the other one</i> <i>Esta película es más divertida que la otra – This film is more fun than the other one</i> <i>Esta película es menos interesante que la otra – this film is less interesting than the other</i>
SER AND ESTAR both mean TO BE	SER is for PERMANENT things. E.g. <i>Soy español – I am Spanish</i> ESTAR is for TEMPORARY things: e.g. <i>Está enfadado contigo – He is angry with you</i>



What we are learning this term:	
A. Discussing the internet and social media B. Discussing TV programmes C. Watching films at the cinema and at home D. Discussing music tastes E. Creating an online profile F. Discussing jobs and careers G. Translation practice	
6 Key Words for this term	
1. las redes sociales	4. etiquetar
2. acabar de...	5. en directo
3. en línea	6. chatear

C. Las Películas – Films	
el dispositivo	_____
_____	experience
_____	to binge watch
la programación	_____
_____	variety
una película	_____
_____	comedy
de aventuras	_____
de ciencia ficción	_____
de dibujos animados	_____
de miedo	_____
_____	mystery
_____	western

Key Verbs				
Ver To watch/ to see	Acabar de _____	_____ To upload	Descargar To download	Etiquetar To tag
Veo _____	Acabo de I just finish	Subo I upload	Descargo I _____	_____ I tag
_____ You watch	_____ You just finish	_____ You upload	Descargas You _____	Etiquetas _____
Ve s/he watches	Acaba de s/he just finishes	_____ s/he uploads	_____ s/he downloads	Etiqueta s/he tags
Vemos _____	Acabamos de _____	Subimos We upload	Descargamos _____	_____ We tag
Ven They see	Acaban de They just finish	_____ They upload	_____ They download	Etiquetan They tag

A. Generación Digital – Digital Generation

_____	to download music
_____	to waste battery
_____	_____
hacer la compra por internet	_____
jugar a videojuegos	_____
llamar por videollamada	_____
sacar fotos	_____
subir fotos	_____
ver videos	_____
_____	app
_____	shopping
la conexión wifi	_____
la cuenta	_____
el navegador	_____
_____	digital radio
el supermercado virtual	_____
_____	tablet

D. ¿Qué piensas? – What do you think?

_____	musical
_____	romantic
cautivador(a)	_____
complejo/a	_____
_____	disappointing
_____	entertaining
_____	_____
espeluznante	_____
impactante	_____
mejor	_____
memorable	_____
_____	new
_____	worse
_____	_____
predicible	deep / insightful
_____	_____
sangriento/a	_____
triste	_____
_____	it scares me
_____	it makes me think
_____	it makes me laugh
me recuerda a	_____
_____	_____
_____	I recommend it
_____	because
emocionante	_____
maravilloso/a	_____
grave	_____
_____	long
_____	short
el cortometraje	_____
_____	to record
ver	_____
la Actriz	actor
la trama	_____

B. ¿Qué ponen en la television? –What do they put on TV?

_____	game show
los dibujos animados	_____
_____	documentary
la película	_____
el programa de deportes	_____
el programa de humor	_____
_____	music programme
la serie	_____
_____	the news
la telenovela	_____
_____	on demand
el canal	_____
el capítulo	_____

E. Quiero ser – I want to be...

_____	actor/actress
el / la arquitecto/a	_____
el / la bibliotecario/a	_____
el / la bloguero/a	_____
_____	butcher
_____	scientist
el / la cocinero/a	_____
el / la dentista	_____
el / la electricista	_____
_____	nurse
_____	writer
el / la fontanero/a	_____
el / la fotógrafo/a	_____
_____	farmer
el / la jugador(a) de fútbol	_____
el / la mecánico/a	_____
_____	doctor
_____	fishmonger
el / la piloto de avión	_____
el / la policía	_____
_____	teacher
_____	_____
el / la recepcionista	_____
el / la secretario/a	_____
el / la jefe/jefa	_____
_____	freedom
_____	salary
agradable	_____
estimulante	_____
_____	demanding
_____	_____
gratificante	_____

F. Somos melóman@s – We are music lovers

los instrumentos	_____
la música	_____
_____	to play (instrument)
_____	the drums
_____	the flute
_____	_____
la gaita	_____
la guitarra	_____
la pandereta	_____
el piano	_____
_____	the trumpet
_____	the violin
_____	the artist
_____	_____
la banda	_____
el / la cantante	_____
_____	concert
el / la melónamo/a	_____
_____	passion
los datos personales	_____
el estado	_____
_____	obsession
_____	internet profile
_____	_____
la tendencia	_____
el tuit	_____
_____	to 'like' something
_____	to be in fashion
_____	_____
estar bien informado	_____
poner filtros	_____
poner efectos	_____
_____	to upload selfies

Year 8 Religious Education: The Philosophy of Religion

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

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

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

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



Year 8 COMPUTER SCIENCE Term 3 – Combined



What we are learning this term:

A. Strong Passwords B. Social Engineering C. File Handling D. Definitions

A.	Creating Strong Passwords
A strong password should:	
A	Use a mixture of 10-15 characters.
B	Use symbols and numbers.
C	Use upper and lower case letters.
D	Avoid sequences.
E	Not contain personal information
A weak password	
A	Is short (less than 10 characters long)
B	Uses popular terms.
C	Uses common phrases.
D	Uses sequences of letters or numbers.
E	Uses personal information (individual's name, date of birth).

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.

B.	File Handling
Keyboard shortcuts	
Renaming a file	F2
Copy	Ctrl+C
Paste	Ctrl+V
Cut	Ctrl+X
New folder	Ctrl+Shift+N
D	Definitions
Esafty	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 3 – Combined



What we are learning this term:

A. Strong Passwords B. Social Engineering C. File Handling D. Definitions

A.	Creating Strong Passwords
A strong password should:	
A	
B	
C	
D	
E	
A weak password	
A	
B	
C	
D	
E	

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.	File Handling
Keyboard shortcuts	
Renaming a file	
Copy	
Paste	
Cut	
New folder	
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

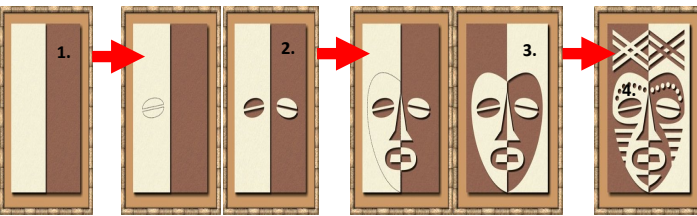


B.	How to use the Grid Method for accurate drawing.
1.	Use a ruler to draw an equally spaced grid onto your image.
2.	Draw an identical grid LIGHTLY onto paper.
3.	Draw in the main outlines of your image, focusing on one square at a time Use a ruler to help you measure the positioning of lines if needed.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



D.	How to make a positive/negative collage.
Collage is a form of art by cutting and ripping paper to create interesting artworks.	
Steps for making your collage:	
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.

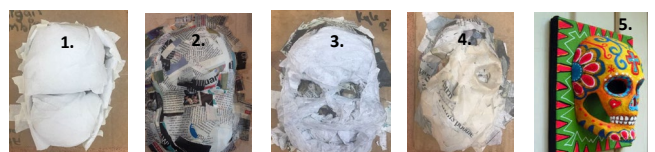
Keywords for this project in detail:	
Sugar Skull	A colourful and heavily patterned skull. The term is often applied to edible version of a skull, with colour and pattern. They are made and eaten in celebrating ancestors who have died.
Mexican Day of the Dead	Or known as 'Día de Muertos' in Spanish, 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:

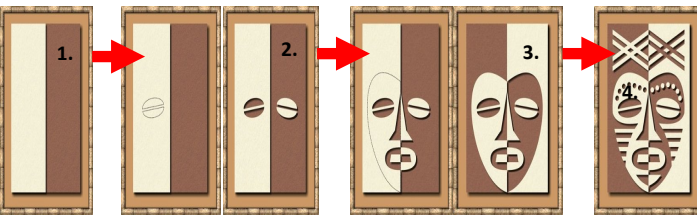
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-

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.
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?

- It is a Mexican Christian holiday.
- It began as a day of thanks for the harvest.
- The festival lasts 3 days. It Occurs 31st October – 2nd November every year.

Why?

It is a festival that celebrates the lives of those who have died.

How?

Different things happen on each day....

DAY 1:

- Relatives put flowers on graveyards or in vases.
- They create an altar somewhere in the house with pictures of the dead, along with favourite objects. The rest of this day is spent making the favourite foods of the person(s).

DAY 2:


- Families have big celebrations at their homes. They serve all the food they made the day before. They eat candies shaped like skeletons. Friends stop by and people dance and sing.

DAY 3:

- The holiday expands to the town. There are parades and floats and characters in costume.


C. DOTD artists: Thaneeya McArdle and Laura Barbosa.

Thaneeya McArdle



- Inspired by Indian Art.
- Works with a range of materials including acrylic paint and various programmes on the computer.
- Her work shows a creative and personal interpretation of Day of the Dead and has Indian like qualities.
- Designs are vibrant, symmetrical and include the use of intricate patterns.

Laura Barbosa



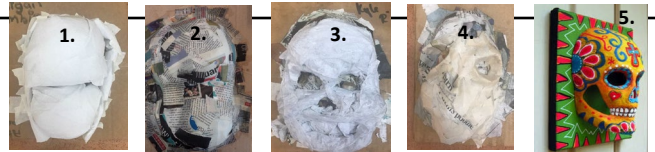
- Self-taught painter
- Produces artwork based on the theme Mexican day of the dead
- Uses fluorescent and vibrant colours that also have contrasting areas.
- Her brush strokes are dominant in her work and
- Her use of patterns are simplistic.

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

Papier mâché is:

Steps for making your sugar skull:








-
-
-
-
-






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**



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

Softwoods come in planks and boards


Manufactured Boards come from **wood pulp**



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

Manufactured Boards come in sheets

Polymers come from **crude oil**



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

Polymers come in sheets, graduals and filament

C. CAD

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

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

D. CAM

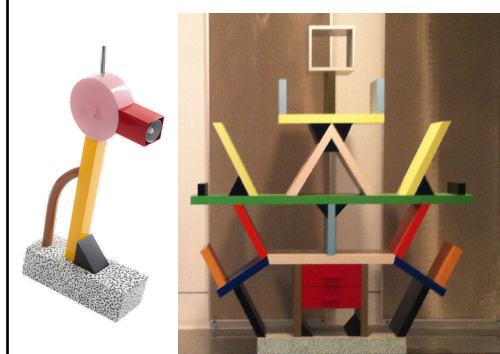
By using **computer aided manufacture (CAM)**, designs can be sent to **CAM machines** such as **laser cutters** and **3D printers**

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

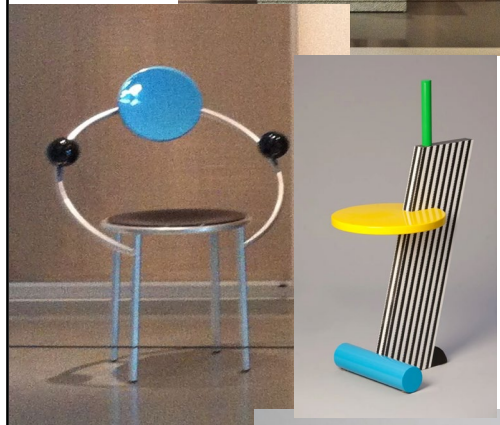
E. Memphis Design Movement

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

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



Key Designer
 Ettore Sottsass

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

Contrast!



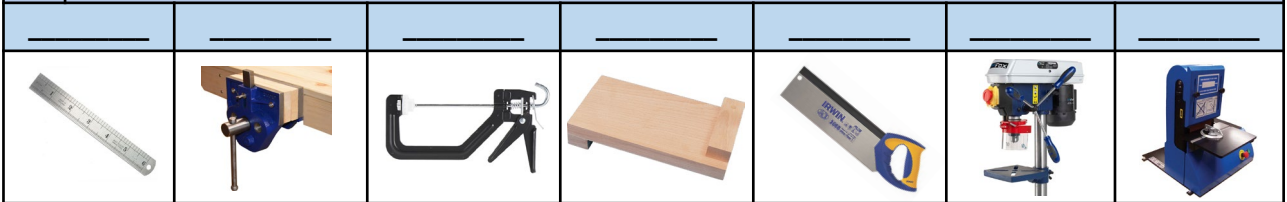
Colours:
 Bright, bold, Contrasting primary and secondary colours. Black patterns.

Line Styles:
 Very geometric; rectangles, triangles, squares, circles and arcs.



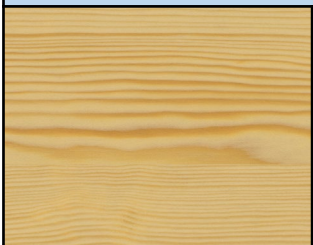
What we are learning this term:
A. Workshop Tools B. Materials C. CAD D. CAM E. Memphis Design Movement

A. Workshop Tools



B. Materials


Timbers come from _____



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

Softwoods come in _____ and _____

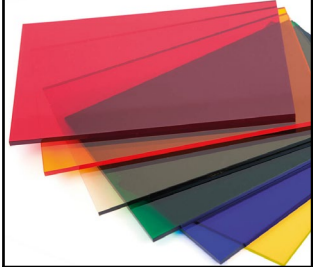
Manufactured Boards come from _____



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

Manufactured Boards come in _____

Polymers come from _____



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

Polymers come in _____ and _____

C. CAD

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

Advantages of CAD	Disadvantages of CAD
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

D. CAM

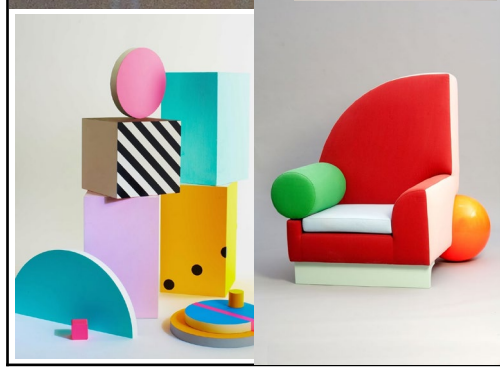
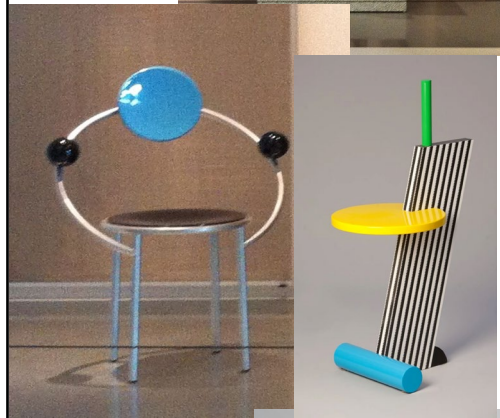
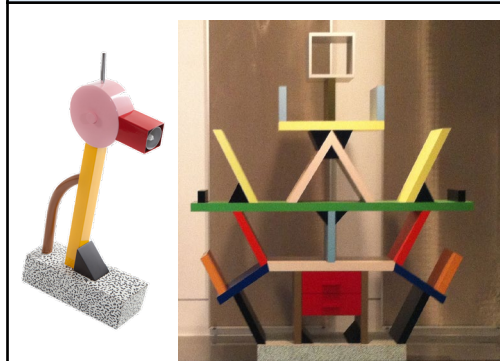
By using **computer aided manufacture (CAM)**, designs can be sent to _____ such as _____

Advantages of CAM	Disadvantages of CAM
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

E. Memphis Design Movement

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

The idea was for the products to be _____



Key Designer
 Ettore Sottsass



Key Features:

Colours:

Line Styles:

Year 8 Term 1 : Topic = Planning a Healthy Meal

What we are learning this term:

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

6 Key Words for this term

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

A. What are the three macronutrients in the diet?

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

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

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



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

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

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

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

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

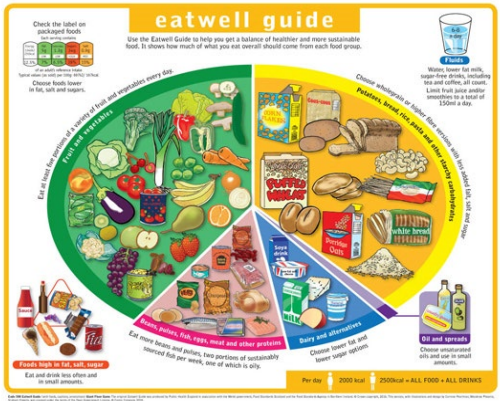
Rule

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

Why it is important

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

E.	Keywords
Hygiene	A method of keeping yourself and equipment clean
Research	Information that you find out to help you with a project
Nutritious	A meal that is healthy and contains vital nutrients.
Target Market	The age or type of person you 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



Year 8 Term 1 : 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
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- E. Practical skills
- F. Evaluation Work

6 Key Words for this term

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

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?

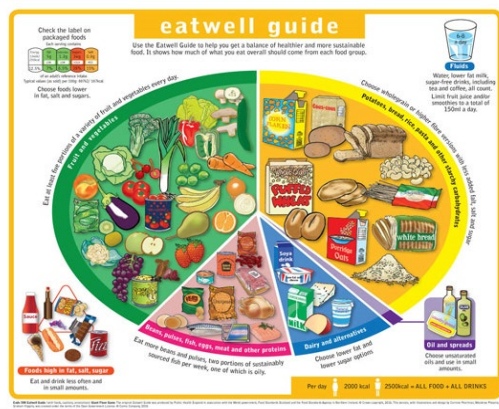
Rule

- 1
- 2
- 3
- 4
- 5

Why it is important

- 1
- 2
- 3
- 4
- 5

A. What are the three macronutrients in the diet?



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

YEAR 8 GRAPHIC COMMUNICATION

What are we learning this term?

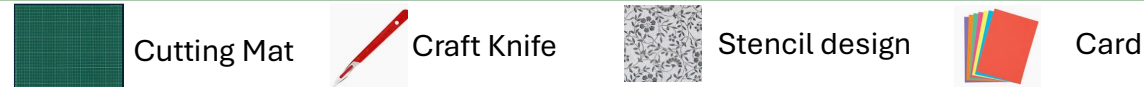
A Stencil design	B Step up card	C Accordion card	D Key words	E Evaluation
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A | Stencil design

List 3 health and safety rules for using a cutting knife

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

List the materials you need to create a stencil



B | Draw the inside of the pop up card

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

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

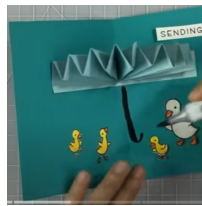


Coloured paper to add to the design
Cut any incisions

C | Draw the inside of an accordion card

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

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



Coloured paper to add to the design

D | Key words

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

E | Evaluation

Evaluation: To judge or give an opinion

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

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

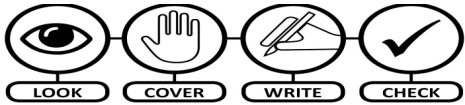
1. Positives – what works well
2. Negatives – what doesn't work well
3. Possible improvements – how could you make it better?

For example:

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



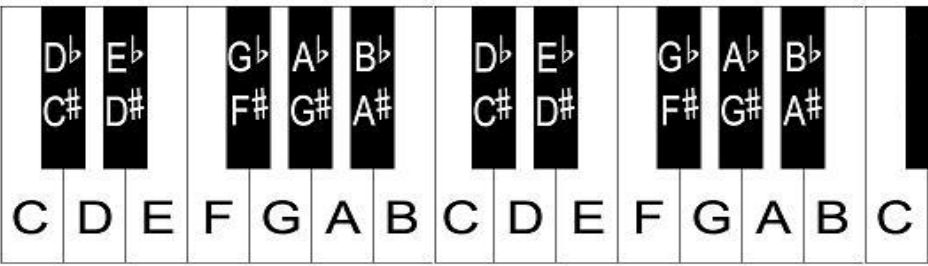
A	What we are learning about this term...
1	Develop music reading skills
2	Treble / Bass clef notation
3	Sharp, Flats and Natural notes
4	Structure and Tonality



B	Keywords
Binary	A piece of music divided into 2 sections
Ternary	A piece of music divided into 3 sections
Chromatic	The full 12 notes of a scale, including sharps and flats
Pentatonic	A set of 5 musical notes that are being played as a scale
Atonal	Music that is neither major or minor, sounding clashing
Structure	The way the Music is put together – overall plan of the music



C Layout of a Keyboard

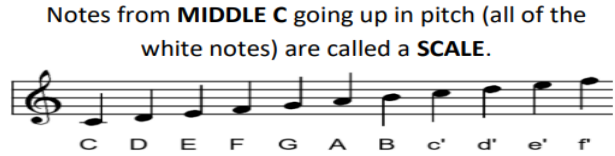
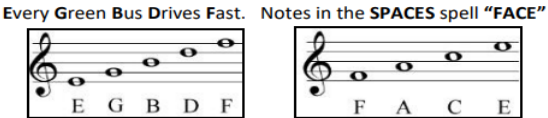


octave

A piano or keyboard is laid out with **WHITE KEYS** and **BLACK KEYS** (as above). **C** is to the left of the two **BLACK KEYS** and the notes continue to **G** when they go back to **A** again. Notes with the same letter name/pitch are said to be an **OCTAVE** apart. **MIDDLE C** is normally in the centre of a piano keyboard.

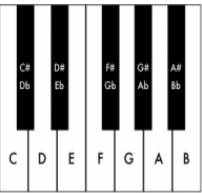
D Treble Clef & Treble Clef Notation

A **STAVE** or **STAFF** is the name given to the five lines where musical notes are written. The position of notes on the staff shows their **PITCH** (how high or low a note is). The **TREBLE CLEF** is a symbol used to show high-pitched notes on the staff and is usually used for the right hand on a piano or keyboard to play the **MELODY** and used by high pitched instruments such as the flute and violin. The staff or staff is made up of 5 **LINES** and 4 **SPACES**.



E Black Keys and Sharps and Flats

There are five different black notes or keys on a piano or keyboard. They occur in groups of two and three right up the keyboard in different pitches. Each one can be a **SHARP** or a **FLAT**. The # symbol means a **SHARP** which raises the pitch by a semitone (e.g. C# is higher in pitch (to the right) than C). The *b* symbol means a **FLAT** which lowers the pitch by a semitone (e.g. Bb is lower in pitch (to the left) than B). Each black key has two names – C# is the same as Db – there's just two different ways of looking at it! Remember, black notes or keys that are to the **RIGHT** of a white note are called **SHARPS** and black notes to the **LEFT** of a white note are called **FLATS**.



F Note Values and Dotted Note Values

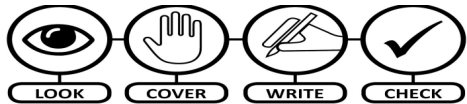
Note	Name	Beats	Rest	Note	Name	Beats	Rest
	Semibreve, Whole Note	4 beats			Dotted Semibreve, Dotted Whole Note	6 beats	
	Minim, Half Note	2 beats			Dotted Minim, Dotted Half Note	3 beats	
	Crotchet, Quarter Note	1 beat			Dotted Crotchet, Dotted Quarter Note	1 1/2 beats	
	Quaver, Eighth Note	1/2 beat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

G Describing music – MAD T SHIRT

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



A	What we are learning about this term...
1	Develop music reading skills
2	Treble / Bass clef notation
3	Sharp, Flats and Natural notes
4	Structure and Tonality



B	Keywords
Binary	
Ternary	
Chromatic	
Pentatonic	
Atonal	
Structure	



C Layout of a Keyboard

octave

E Black Keys and Sharps and Flats

D Treble Clef & Treble Clef Notation

A **STAVE** or **STAFF** is the name given to the five lines where musical notes are written. The position of notes on the staff or staff shows their **PITCH** (how high or low a note is). The **TREBLE CLEF** is a symbol used to show high-pitched notes on the staff and is usually used for the right hand on a piano or keyboard to play the **MELODY** and used by high pitched instruments such as the flute and violin. The staff or staff is made up of 5 **LINES** and 4 **SPACES**.

Every Green Bus Drives Fast. Notes in the **SPACES** spell "FACE"

Notes from **MIDDLE C** going up in pitch (all of the white notes) are called a **SCALE**.

F Note Values and Dotted Note Values

Note	Name	Beats	Rest	Note	Name	Beats	Rest
					Dotted		

G Describing music – MAD T SHIRT

M	A	D	T	S	H	I	R	T
M_____	A_____	D_____	T_____	S_____	H_____/T_____	I_____	R_____	T_____

Year 8 Term 3: Craig & Bentley

Christopher Craig

Was 16 years old so did not suffer the death penalty but was sent to prison even though he was the one who was carrying a gun at the time of the crime. Christopher was the one who suggested to Derek that they go and break into the warehouse that caused the death of one police officer and injury to another.

He served 10 years in Prison and was released in 1963

Derek Bentley

Was 18 years old and sentenced to death by hanging for a crime he did not commit. It was known that Christopher had the mental age of a 12-year-old. He carried no weapons on him at the time of the crime and was simply mis-lead by his friend Derek Bentley. He was heard shouting the phrase "Let Him Have it" but it remains unclear as to what he meant when he said this. **He was hung on the 28th January 1953.**

Key Words and Definitions

<u>Corporal Punishment</u>	The infliction of physical pain upon a person's body as punishment for a crime or infraction
<u>Capital Punishment</u>	The state-sanctioned practice of killing a person as a punishment for a crime usually following an authorised, rule-governed process
<u>Still Image</u>	A picture which communicates meaning. It can provide insight into character relationships with a clear focus upon use of space, levels, body language and facial expression.
<u>Reconstruction</u>	Acting out a real event after it has happened and keeping it as close/true to the real event as possible
<u>Facial Expressions</u>	Showing us how a character is feeling through their face.
<u>Hot Seating</u>	Character is questioned about their background, thoughts or feelings.



What do you think Christopher meant by the phrase "Let him have it?"

Do you think the outcome for Craig and Bentley was fair?



Christopher Craig

- How old was Christopher?
- What did he suggest for him and Derek to do on the 2nd November?
- Who was killed and injured that night?
- How many years did he serve in Prison?

Derek Bentley

- How old was Derek?
- What was his mental age during the time of his trial?
- What did he shout to Christopher on the 2nd November?
- What was the date of his death?



Key Words and Definitions

C	The infliction of physical pain upon a person's body as punishment for a crime or infraction
Capital Punishment	
Still Life	A picture which communicates . It can provide insight into character relationships with a clear focus upon use of space, light, balance and facial expression.
R	Acting out a real event before or after? it has happened and keeping it as close/true to the real event as possible
Facial Expressions	
H S g	Character is questioned about their?



Answers

SWINDON ACADEMY READING CANON

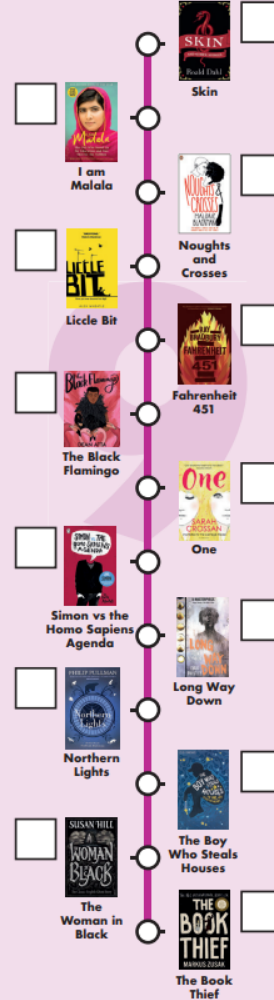
Year 7



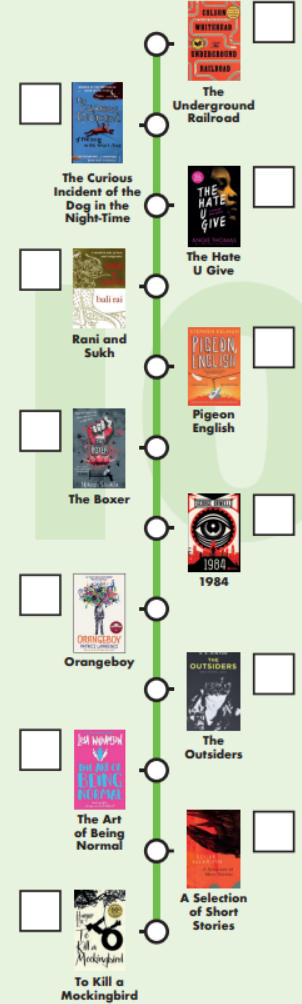
Year 8



Year 9



Year 10



#ReadingisPower