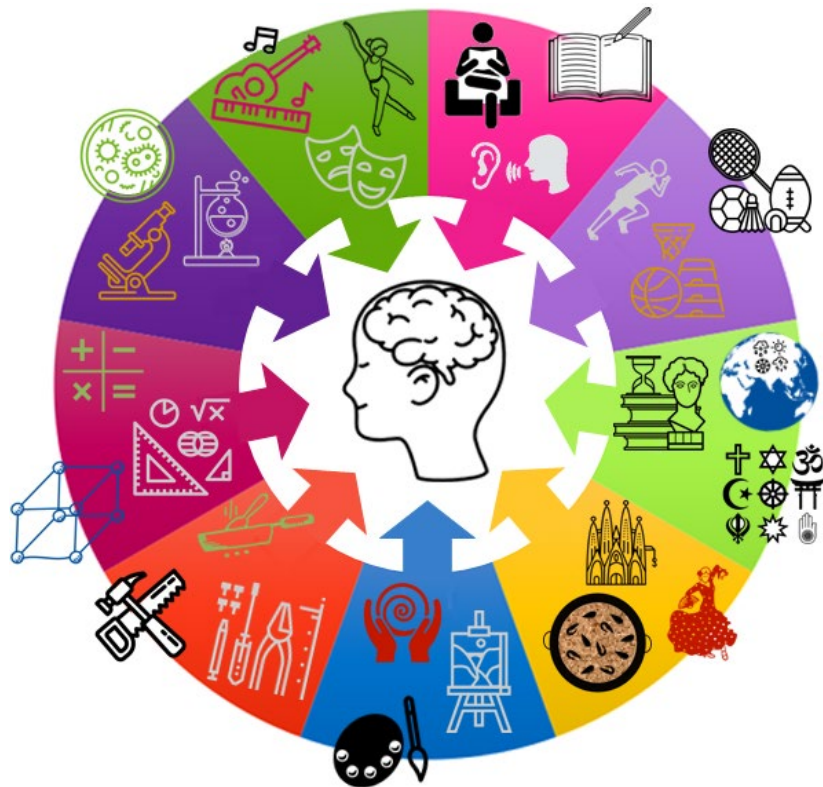


100% book - Year 8 Grammar

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



Term 1

Swindon Academy 2024-25

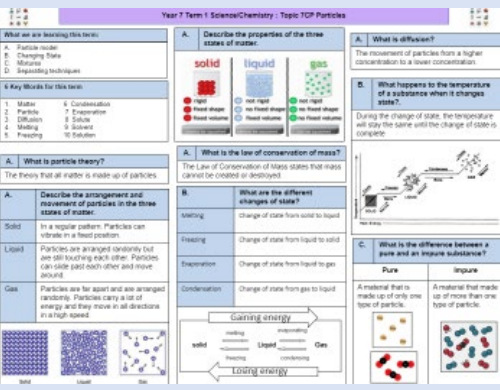
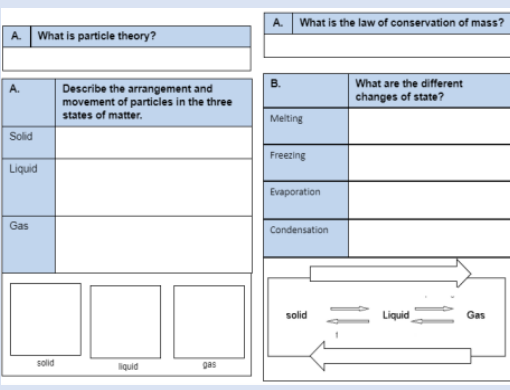
Name:

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."*

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

Knowledge Organisers	Quizzable Knowledge Organisers
	
<p>Knowledge Organisers contain the essential knowledge that you MUST know in order to be successful this year and in all subsequent years.</p> <p>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.</p>	<p>These are designed to help you quiz yourself on the essential Knowledge.</p> <p>Use them to test yourself or get someone else to test you, until you are confident you can recall the information from memory.</p>

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 14th 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. The knowledge organiser template is partially filled out, showing the title and the first section 'A. What is particle theory?'. Below the text, there are diagrams of particle arrangements for solid, liquid, and gas states, and a phase change diagram showing melting, freezing, evaporation, and condensation.

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 three states of matter. The text reads: '29th May 2020', 'Properties of the states of matter', 'Particle theory = all matter is made of particles', 'Solid = regular pattern particles vibrate in fixed position', 'Liquid = particles are arranged randomly but are still touching each other. Particles can slide past each other and move around.', and 'Gas = Particles are far apart and are arranged randomly. Particles carry a lot of energy'.

Step 4

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

The handwritten notes in the student's prep book show the definition of solid repeated three times: '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' 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', and 'Solid = regular pattern particles vibrate in fixed position' for 'Solid'. There are also 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 show the definition of solid repeated three times with checkmarks: '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.

'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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declarative: describes something that makes information known. A statement

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 _____. The animals _____.
9	Boxer is _____.
10	The pigs are _____. They _____. There is _____ and the _____.

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:

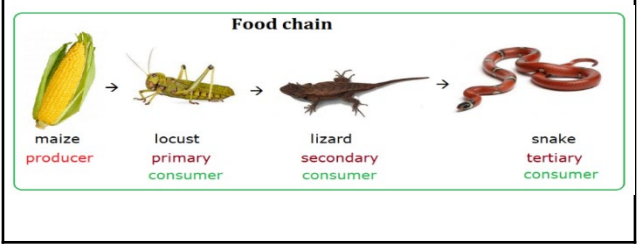
- A. Organisms in an ecosystem
- B. Organisms affected by the environment
- C. Variation by natural selection
- D. Genes
- E. Maintaining biodiversity

3 Key Words for this term

- 1. Pesticide
- 2. Herbivore
- 3. Biomass

A. What are food chains and what is an example of one?

All food chains start with a green plant, producers. Arrows point to the eater and show the flow of energy in a food chain. Each stage is called a trophic level
mahogany tree → caterpillar → song bird → hawk
maize → locust → lizard → snake



B. What is extinction?

When all the individuals of a species die.

A. What is a food web and what is an example of a food web?

Organisms eat more than 1 food so food chains link together to make **food webs**

A. How does the accumulation of toxic materials happen in food (using food webs/chains)?

Some poisonous materials stay in the environment and do not break down. These substances accumulate in the food chain and damage the organisms in it, particularly in the predators at the end of the chain. This is because accumulating compounds cannot be excreted.

A. How do insects help with plant reproduction?

Through **POLLINATION** (The process in which the pollens produced by anther, the male part of a flower is transferred to stigma, the female part of the flower).

B. What might happen to the individuals in a species if there is a big change in their environment?

Extinction.

B. How are organisms affected by their environment?

- climate change;
- natural disaster like an asteroid striking Earth;
- new diseases in the environment;
- a new predator in the environment;
- new competing species in the environment.

B. How do organisms affect their environment?

- By eating plants/other animals
- From their waste
- Pollination
- Competition for light & space



What we are learning this term:

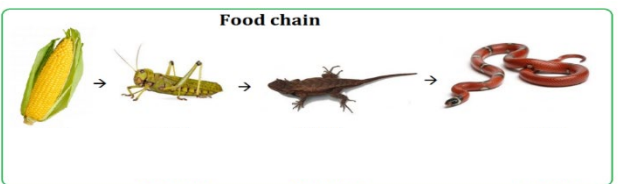
- A. Organisms in an ecosystem
- B. Organisms affected by the environment
- C. Variation by natural selection
- D. Maintaining biodiversity

3 Key Words for this term

- 1.
- 2.
- 3.

A. What are food chains and what is an example of one?

Blank space for student response to the question about food chains.



B. What is extinction?

Blank space for student response to the question about extinction.

A. What is a food web and what is an example of a food web?

Large blank space for student response to the question about food webs.

A. How does the accumulation of toxic materials happen in food (using food webs/chains)?

Blank space for student response to the question about toxic materials in food.

A. How do insects help with plant reproduction?

Blank space for student response to the question about insects and plant reproduction.

B. What might happen to the individuals in a species if there is a big change in their environment?

Blank space for student response to the question about environmental changes.

B. How are organisms affected by their environment?

Blank space for student response to the question about organisms and their environment.

B. How do organisms affect their environment?

Blank space for student response to the question about organisms affecting their environment.

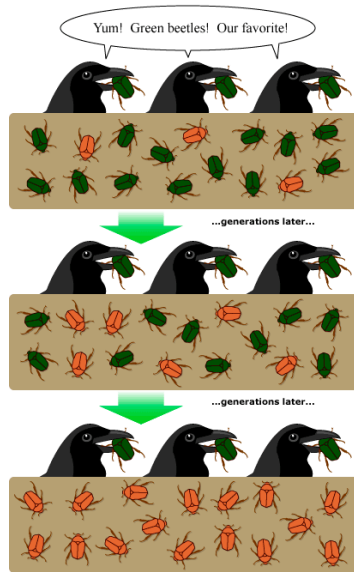


C.	What are adaptations?
When an organism or species becomes better suited to its environment.	
C.	What is an example of adaptations?
Kangaroo rats never have to drink water, they get all the water they need from seeds.	
C.	What is natural selection?
The process whereby organisms better adapted to their environment tend to survive and produce more offspring	

D.	What makes up DNA?
<ul style="list-style-type: none"> DNA has a double helix structure with two sugar-phosphate backbones wound around each other. Pairs of complementary bases connect the two backbones (strands) 	
What are the 4 bases and how are they paired?	
<ul style="list-style-type: none"> The bases are adenine, thymine, cytosine and guanine (A, T, C, and G) A has a complementary shape to T C has a complementary shape to G 	

What are Chromosomes?
DNA wound up tightly. There are 23 pairs in human cells (but a different number of pairs in other species)
What are Genes?
A short section of DNA which codes for characteristics

Natural selection, in a nutshell:



Green beetles have been selected against, and brown beetles have flourished.

C.	How does this diagram show natural selection?
<ol style="list-style-type: none"> The red beetles are adapted to be less favourable to the birds. The red beetles survive and breed. The green ones do not. As this goes on for generations, there are more red than green beetles. 	

E.	How do populations of species change over time, using the ideas of adaptation, competition and reproduction?
1.	In a population of a species , the individuals vary: they have different adaptations .
2.	The individuals with adaptations that help them compete in their environment do survive. The individuals with adaptations that don't help them compete die.
3.	The individuals with adaptations that help them compete in their environment do survive. The individuals with adaptations that don't help them compete die.
4.	The surviving individuals have the chance to reproduce .
5.	When they have offspring, they pass on the useful adaptations in their genes.

E.	What is a gene bank?
If scientists think a species might become extinct, they can preserve them for the future using a gene bank.	

E.	Why is it important to maintain biodiversity?
It keeps ecosystems going. Prevents extinction of many species. Humans use the plants as resources so need to be maintained.	

E.	How is biodiversity maintained?
<ol style="list-style-type: none"> Conserve the environment to protect ecosystems. Conserve the genetic material of organisms that might be endangered using a gene bank. 	

E.	What are the 4 different types of gene bank?
<ol style="list-style-type: none"> Frozen seeds of plants that could be used in the future Plant tissue bank – where small parts of plants are kept alive in containers of nutrients Frozen sperm cells and egg cells from animals, or pollen and ova from plants, that can be used to produce offspring in the future A field gene bank: land is used to grow many species of plants and keep them alive for the future. 	



C. What are adaptations?

C. What is an example of adaptations?

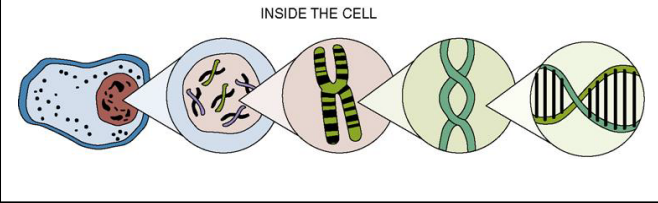
C. What is natural selection?

D. What makes up DNA?

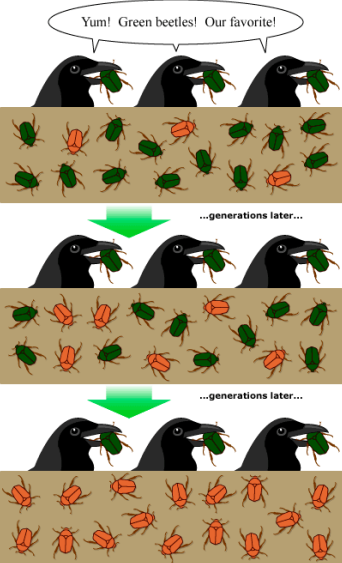
What are the 4 bases and how are they paired?

What are Chromosomes?

What are Genes?



Natural selection, in a nutshell:



Green beetles have been selected against, and brown beetles have flourished.

C. How does this diagram show natural selection?

- 1.
- 2.
- 3.

E. How do populations of species change over time, using the ideas of adaptation, competition and reproduction?

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

E. What is a gene bank?

E. Why is it important to maintain biodiversity?

E. How is biodiversity maintained?

E. What are the 4 different types of gene bank?

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



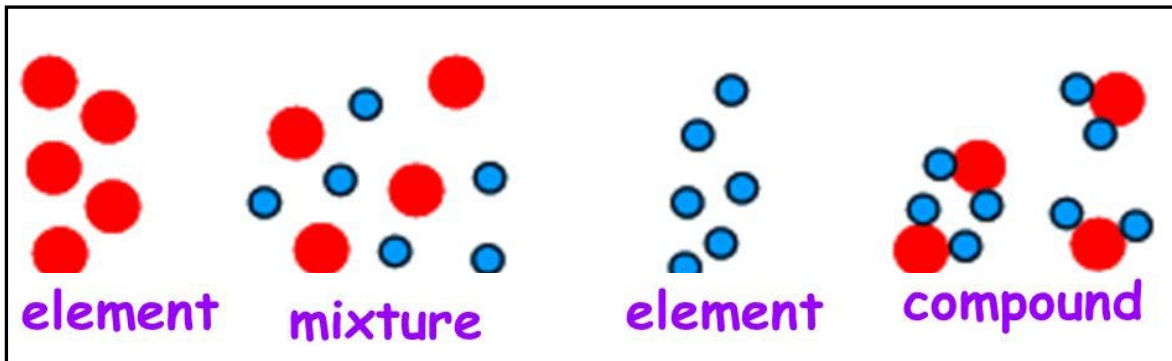
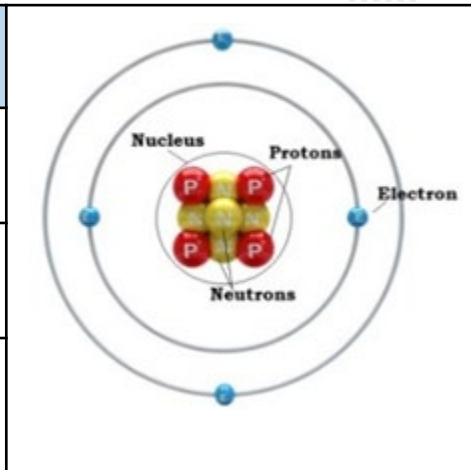
What we are learning this term:

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

5 Key Words for this term

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

A.	What is an atom made up?	
Proton		in the nucleus and have a positive charge.
Neutron		in the nucleus and have no charge.
Electron		in the shells and have a negative charge.



A. What is an atom?

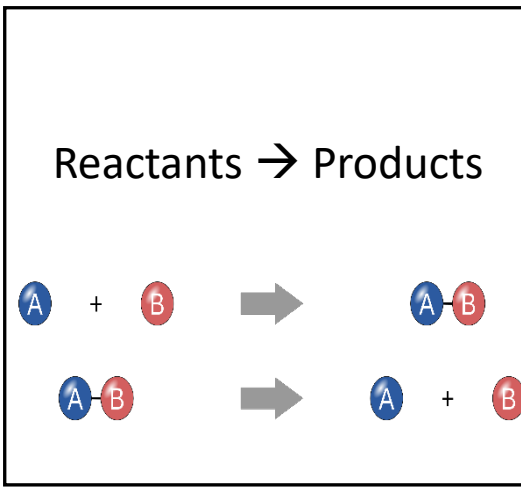
What all matter is made up off.

A. What is an element?

A substance that contains only one type of atom.

B. What is the conservation of mass?

The total starting mass must equal the total final mass.



A. What is a compound?

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

A. What is a mixture?

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



What we are learning this term:

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

5 Key Words for this term

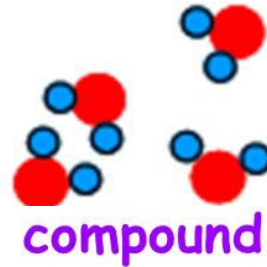
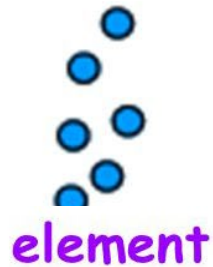
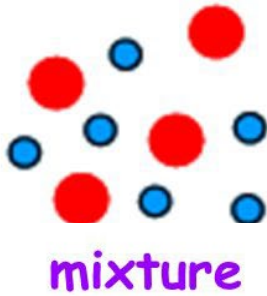
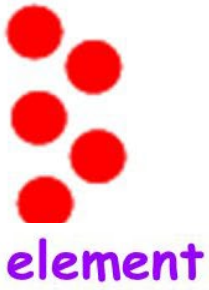
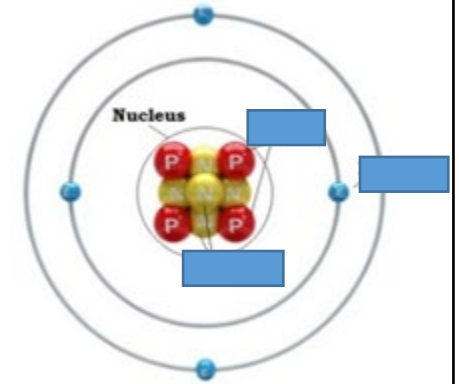
- | | |
|----|----|
| 1. | 4. |
| 2. | 5. |
| 3. | |

A. What is an atom made up of?

in the nucleus and have a positive charge.

in the nucleus and have no charge.

in the shells and have a negative charge.



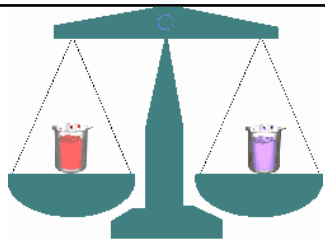
A. What is an atom?

A. What is an element?

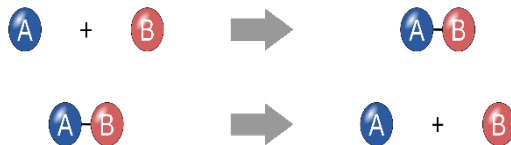
A. What is a compound?

A. What is a mixture?

B. What is the conservation of mass?



Reactants → Products



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!)

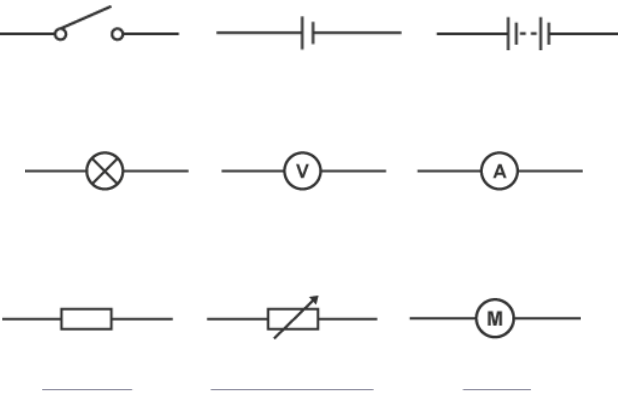
What we are learning this term:

- 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.



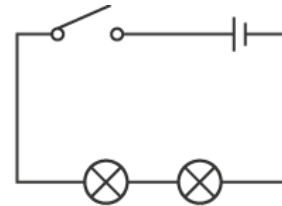
A. What is the equation involving current, potential difference and resistance?

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

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

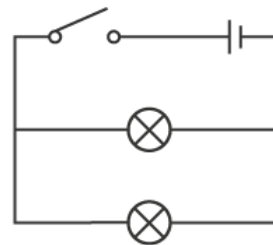
Current		Amps A	Measured by an ammeter
Potential difference		Volts V	Measured by a voltmeter
Resistance		Ohms Ω	Calculate using the current and potential difference

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!)



Background:	
1.	The Earth's structure is made up of layers. (A)
2.	The characteristics of these layers fuels tectonic plate theory and the resulting hazards which occur along plate boundaries. (B)
3.	There are four different plate boundaries, each with their own characterises and resulting hazards. (C)
4.	Volcanoes can be found along constructive and destructive boundaries, although the volcanoes found at these boundaries are different. (D)
5.	Earthquakes take place along all of the boundaries, but are often most significant at conservative boundaries. Earthquakes have key features and are measured using the Richter scale. (E)
6.	People continue to live in tectonic areas for a number of reasons. (F)
7.	Some of these reasons relate to how we monitor, protect and plan for such hazards. (G)
8.	However, the impacts of these hazards can still be significant; although they can vary based upon a countries level of development. (H, F)

A.	The layers of the Earth (3)
Crust	The thin outer layer of the earth
Mantle	Middle layer of the earth, between the crust and the core, approx. 2900km thick.
Core	The centre and hottest layer of the earth, broken into the inner (solid) and outer core.

B.	Theory (4)
Plate boundaries	The place where plates meet.
Convection currents	Currents in the Earth's mantle which rise from the Earth's core and are strong enough to move tectonic plates.
Oceanic crust	The part of the Earth's crust under the oceans, usually 6-8km thick
Continental crust	The part of the Earth's crust which contains land and is 30-50km thick.

C.	Different plate boundaries (4)
Constructive	Where tectonic plates move apart and new land is created.
Destructive	Where two plates come together, and the oceanic plate is subducted, leading to violent volcanic eruptions.
Conservative	Where tectonic plates move alongside, or past each other.
Collision	Where continental plates move towards each other, forming mountains.

D.	Volcanoes (3)
Shield volcano	A gently sloping volcano formed by runny lava, usually at a constructive boundary.
Composite volcano	A steep volcano formed by alternating layers of lava and ash, on destructive boundaries.
Pyroclastic flow	Torrent of hot ash, rock, gas and steam from a volcano.

G.	Volcanoes	Earthquakes
Monitoring (2)	1. The shape may change. 2. Increase in gases given off e.g. sulphur dioxide.	1. Irregular tremors measured. 2. Radon gas levels increase as rocks crack.
Protect	Lava diversion channels.	Earthquake proof buildings.
Planning (2)	1. Evacuation. 2. Emergency services trained.	1. Earthquake drills. 2. Emergency services on-call.

H.	Effects of tectonic hazards (2)
Primary effects	Direct impacts of an event e.g. people killed, injured, or buildings collapse.
Secondary effects	The indirect impacts of an event, usually occurring in the weeks, hours, months after the event e.g. the outbreak of disease from contaminated water.

E.	Earthquakes (4)
Epcentre	The point on the Earth's surface directly above the focus of an earthquake.
Focus	The source of an earthquake beneath the Earth's surface.
Seismic waves	Fast waves of energy generated from the focus of an earthquake.
Richter scale	A scale used to measure the strength of an earthquake.

F.	Living in the tectonic danger zone
Volcanoes (4)	1. Jobs in tourism. 2. Geothermal energy created. 3. Ash makes the ground fertile, which is good for farming. 4. Diamonds and gold from previous eruptions can be mined.
Earthquakes (3)	1. Friends and family live in the area. 2. It has not happened in such a long time, so people take the risk. 3. Employment in the area.

I.	Examples
Developing Haiti Port Au Prince	1. 318,000 dead. 2. 1.5 million homeless. 3. Cholera outbreak killed 8,000.
Developed New Zealand Christchurch	1. 181 dead. 2. 80% of the city without electricity. 3. The Rugby World Cup was cancelled. 4. Schools closed for 2 weeks.



Background:	
<ol style="list-style-type: none"> The Earth's structure is made up of layers. (A) The characteristics of these layers fuels tectonic plate theory and the resulting hazards which occur along plate boundaries. (B) There are four different plate boundaries, each with their own characterises and resulting hazards. (C) Volcanoes can be found along constructive and destructive boundaries, although the volcanoes found at these boundaries are different. (D) Earthquakes take place along all of the boundaries, but are often most significant at conservative boundaries. Earthquakes have key features and are measured using the Richter scale. (E) People continue to live in tectonic areas for a number of reasons. (F) Some of these reasons relate to how we monitor, protect and plan for such hazards. (G) However, the impacts of these hazards can still be significant; although they can vary based upon a countries level of development. (H, F) 	
A.	The layers of the Earth (3)
Crust	
Mantle	
Core	
B.	Theory (4)
Plate boundaries	
Convection currents	
Oceanic crust	
Continental crust	

C.	Different plate boundaries (4)
Constructive	
Destructive	
Conservative	
Collision	

D.	Volcanoes (3)
Shield volcano	
Composite volcano	
Pyroclastic flow	

G.	Volcanoes	Earthquakes
Monitoring (2)		
Protect		
Planning (2)		

H.	Effects of tectonic hazards (2)
Primary effects	
Secondary effects	

E.	Earthquakes (4)
Epicentre	
Focus	
Seismic waves	
Richter scale	

F.	Living in the tectonic danger zone
Volcanoes (4)	
Earthquakes (3)	

I.	Examples
Developing Haiti Port Au Prince	
Developed New Zealand Christchurch	

Year 8 History : Henry VIII and the Reformation

What we are learning this term:		C. Why did Henry decide to Break with Rome?		
The factors that contributed to Henry VIII's Break with Rome and the Protestant Reformation in England.		1. The Succession	2. The state of the Church	3. Money
		Catherine of Aragon was too old to bear any more children and had only provided Henry with a daughter, Mary I. Henry needed to divorce Catherine so he could remarry to produce a son.	The church was very corrupt – priests were gambling, drinking and getting married/having children. This went against their vows of poverty, chastity and obedience.	The church was a very powerful institution at the time. They owned over a third of the land in England – if Henry broke with Rome and became head of the Church he would have control over this land (could sell it, rent it, use it)
A.	Can you define these key words?	Henry thought Mary wouldn't have a strong enough hold on the throne and was determined to have a son so that the Tudor Dynasty would safely continue.	The church was selling indulgences as a way to get into heaven or reduce time in purgatory – using peoples fear of hell to exploit them.	
Reformation	Means change to the church	To try and secure his divorce, Henry argued that God was punishing him by not giving him a son as he had married his brothers widow. He even found an extract from the Bible that supported his argument.	Anti-clericalism - ordinary people especially merchants and lawyers who felt let down by the Catholic Church primarily due to the corruption of the church	All clergy paid a tax called Annates. If Henry broke with Rome he would be able to benefit financially - use this money to help to pay off his extensive war debts and to fund ongoing wars
Catholicism	The faith and practice of the Roman Catholic Church	Henry had fallen in love with Anne Boleyn who was much younger and able to bear children. He hoped that she would give him the son he desperately wanted.	Richard Hunne – His baby son died and he could not afford the funeral fees and so was arrested and charged with owning Protestant literature. Later found dead hanging in his cell - suspicious circumstances. People suspected the clergy were involved.	
Protestantism	People who protest against the Roman Catholic Church			
Heretic	Someone whose actions or beliefs go against the accepted religion			
Excommunicated	Means you are not allowed to be a member of the Church any more			
Machiavellian	Cunning, scheming, dishonest and unfair especially in politics			
Renaissance	A period of time from the 14th to the 17th century in Europe. It was a rebirth of education, science, art, literature, music, and a better life for people in general.			

Monasteries	Buildings occupied by a community of monks or nuns living under religious vows	B.	How are the Catholic Church and Protestant Church different?	D. What changes did Henry make to the Church and what opposition was there?		
Dissolution	The action of formally ending or dismissing an assembly, partnership, or official body.					
Key People		Catholic	<ol style="list-style-type: none"> Pope was the head of the Roman Catholic Church There were 7 sacraments Transubstantiation (bread and wine turned into body and blood of Jesus) Church services and Bible in Latin Prayers were said for the dead, and indulgences could be sold to help people get into heaven Images and statues were worshipped in Churches Going on a pilgrimage was seen as a good Catholic duty and a way to get God's approval Priests had a special statue which was reflected in their ornate vestments (clothes) 	Change and Opposition		
Martin Luther A German monk who helped start the Reformation with his 95 Theses and begin the Protestant faith.	Anne Boleyn Henry VIII's second wife, who was executed in 1536 for adultery after birthing him a daughter (Elizabeth).			Protestant	<ol style="list-style-type: none"> The monarch (king or queen) was head of the Church There were 3 sacraments Consubstantiation (bread and wine DID NOT turn into body and blood of Jesus) Church services and Bible in English (so everyone could read/understand it) Prayers for the dead were seen as a waste of time, and indulgences were seen as corrupt. Images and statues were seen as superstitious (not in Churches) Going on a pilgrimage was seen as a waste of time Priests were regarded as ordinary men and did not wear special clothing. 	Dissolution of the Monasteries (1536) – Henry VIII closed the monasteries to try and gain the monks loyalty. Also gave him land and money.
Henry VIII King from 1509 to 1547 who had six wives and began the English Reformation by breaking with Rome and becoming the head of the church in England.	Thomas Wolsey Henry VIII's Lord Chancellor from 1515 to 1529, the Pope's representative in England and a very wealthy and powerful man.					Oath of Succession (1534) - Individuals must take an oath to support Anne Boleyn as the rightful Queen, those who refused would be punished as a traitor and would be executed
Catherine of Aragon Henry VIII's first wife who provide him with one daughter (Mary) and who was the daughter of the king and queen of Spain.	Thomas Cromwell Henry VIII's chief minister from 1532, a lawyer and a strong Protestant.		Treason Act (1534) – This act was changed so that anyone who spoke out against Henry as Head of the Church could be executed for treason			

E.	Was Henry VIII a Renaissance Prince or a Machiavellian King?					
Renaissance Prince	Henry made England a strong and powerful country.	Henry used England's money to create the English Navy and help keep England safe.	Henry forged a union with Wales.	Henry was a clever scholar.		
Machiavellian King	Henry shut down the monasteries and took all their riches for himself and his friends.	Henry quarrelled with the Pope and made himself Head of the Church of England.	Henry stopped foreign interference with England's business	Henry beheaded Anne Boleyn and Katherine Howard.	Henry executed men who opposed him, such as Sir Thomas More.	Henry dealt savagely with an uprising in the north called the Pilgrimage of Grace.

Year 8 History : Henry VIII and the Reformation

What we are learning this term:	C. Why did Henry decide to Break with Rome?		
The factors that contributed to Henry VIII's Break with Rome and the Protestant Reformation in England.	1. The Succession	2. The state of the Church	3. Money

A.	Can you define these key words?
Reformation	
Catholicism	
Protestantism	
Heretic	
Excommunicated	
Machiavellian	
Renaissance	
Monasteries	
Dissolution	

Key People	

B.	How are the Catholic Church and Protestant Church different?	D. What changes did Henry make to the Church and what opposition was there?
Catholic		<u>Change and Opposition</u>
Protestant		

E.	Was Henry VIII a Renaissance Prince or a Machiavellian King?					
Renaissance Prince						
Machiavellian King						

Year 8 Religious Education: Islam

A.		Can you define these key words?	
Key word	Key definition		
Tawhid	The belief in the oneness of God in Islam		
Polytheism	Belief in or worship of more than one God		
Qur'an	Holy book in Islam		
Ummah	The worldwide Muslim community		
Hijrah	The migration of Muhammad from Mecca to Medina		
Hadith	The sayings of the Prophet Muhammad		
Sunni/Shi'a split	A division in Islam which occurred after the death of the Prophet Muhammad on who should lead the Ummah		
Caliphate	An area ruled by a Muslim leader		
Hajj	Annual Islamic pilgrimage to Mecca, Saudi Arabia		
Greater jihad	The spiritual struggle with oneself against sin		
Lesser jihad	Defending Islam from threat but must meet a range of strict conditions to be declared		
E	The final sermon		
<i>The hadith: this is the writings about the life of Muhammad. It teaches Muslims how to live their lives</i>			
<i>Before his death, Muhammad delivered a sermon during the Hajj. It contained many important teachings about equality of all people including between men and women</i>			
F	The first Caliph: Abu Bakr		
1	Abu Bakr was one of Muhammad's closest friends. Some wanted Muhammad's cousin Ali to be leader instead		
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	Jihad		
<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		
B	Pre-Islamic Arabia		
1	Religion included polytheism, Christianity, Judaism and other religions but the dominant religion was Arabian polytheism.		
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		
3	In Mecca, the Quraysh tribe made sure people could come to Mecca to trade safely without the violence they usually faced		
C.	Muhammad and the Qur'an		
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		
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.		
D	The Hijrah and conquest of Mecca		
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. They did not use violence and this is part of lesser jihad.			
G	Caliphates		
<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 umma 		
<i>Umayyad</i>	<ul style="list-style-type: none"> - Caused damage to the Kaaba and were very greedy and corrupt which made people angry 		
<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 		
H	Five pillars – what are they and why are they significant		
<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 		
<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 		
<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 		
<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 		
<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 		

Year 8 Religious Education: Islam

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



What we are learning this term:	
<p>A. Talking about transport and holiday travel B. Describing holiday activities C. Extending holiday descriptions D. Describing a past holiday E. Describing future holiday plans F. Translation practice</p>	
6 Key Words for this term	
1. soler	4. viajar
2. las vacaciones	5. Mi aventura
3. ir	6. Voy a...

C. Más cosas de vacaciones – More holiday things	
recoger conchas en los charcos visitar el museo arqueológico arriesgado/a educativo/a estimulante peligroso/a relajante la aventura la tribú el tucán el valle el vuelo	to collect shells in the rockpools visit archeological museum risky educational stimulating dangerous relaxing adventure tribe toucan valley flight

Key Verbs				
Viajar To travel	Ir To go	Alojarse To stay	Hacer – to do/make	Probar To try (food etc)
Viajo I travel	Voy I go	Me alojo I stay	Hago I do	Pruebo I try
Viajas You travel	Vas You go	Te alojas You stay	Haces You do	Pruebas You try
Viaja s/he travels	Va s/he goes	Se aloja s/he stays	Hace s/he does	Prueba s/he tries
Viajamos We travel	Vamos They go	Nos alojamos We stay	Hacemos We do	Probamos We try
Viajan They travel	Van They go	Se alojan They stay	Hacen They do	Prueban They try

A. Tengo mucho que hacer – I have a lot to do

alojarme en un hotel comer en restaurantes típicos ir de compras a mercados jugar al vóley – playa nadar en el mar pasear por la playa sacar fotos tomar el sol visitar los monumentos históricos la arena la estrella el plato el puerto estar de vacaciones ir de vacaciones	to stay in a hotel to eat in typical restaurants to go shopping to the markets to play beach volleyball to swim in the sea to walk by the beach to take photos to sunbathe to visit historic monuments sand star dish the port to be on holiday to go on holiday
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D. ¡Allá voy! – Here I come!

el autocar el avión el barco la Bicicleta el coche la motocicleta el tren Voy a ... a pie en autocar en avión en barco en Bicicleta en coche en motocicleta en tren Alemania Egipto Escocia Estados Unidos Francia Gales Grecia Inglaterra Irlanda Italia Turquía ir de visita una escapada a la ciudad unas vacaciones en la playa un viaje cultural	coach plane boat bike car motorbike train I go to... by foot by coach by plane by boat by bike by car by motorbike by train Germany Egypt Scotland USA France Wales Greece England Ireland Italy Turkey to go on a visit an escape to the city a beach holiday a cultural trip
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B. ¡Esto es la pera! – This is amazing!

¡Es flipante! ¡Es la pera! ¡Es muy guay! ¡Es un rollo! ¡Mola mucho! ¡Qué aburrimiento! ¡Qué chulo! ¡Qué fastidio! hacer un picnic hacer senderismo montar en globo montar en moto acuática aproximado/a	It's amazing! It's incredible! It's very cool! It's a pain! It's out of this world! What a bore! How awesome! How annoying! to make a picnic to go hiking to go in a hot air balloon to go on a jet ski approximate
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E. Te cuento que pasó – I'll tell you what happened...

el año pasado el mes pasado en mis últimas vacaciones el verano pasado al aire libre la barbacoa el camping la isla bailar en una discoteca comprar recuerdos hacer ciclismo nadar en la piscina probar la gastronomía local sacar selfis salir con los amigos ver un partido hacer una visita guiada observar la naturaleza planear subir una montaña el capibara la deforestación el delfín la experiencia el hostel la rana venenosa	last year last month on my last holidays last summer in the open air barbeque camping island to dance at a disco to buy souvenirs to go cycling to swim in the pool to try the local cuisine to take selfies go out with friends to watch a match to do a guided tour to observe nature to plan to climb a mountain large rodent deforestation dolphin experience hostel poisonous frog
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Mi aventura – My adventure

el río amazonas la selva tropical el año que viene el miércoles que viene la semana que viene el verano que viene Voy a ... dar de comer a las llamas dormir mucho no hacer nada hacer un crucero pescar en el río planear mis vacaciones en internet trabajar de voluntario/a ganar la lotería ver muchos animales salvajes viajar alrededor del mundo volar en un avión privado el comedor social incluido/a el mar mediterráneo	The Amazon river tropical rainforest next year next Wednesday next week next summer I'm going to... feed the llamas sleep a lot not do anything go on a cruise fish in the river plan my hols on the internet work as a volunteer to win the lottery to see a lot of wild animals to travel around the world to fly in a private plane soup kitchen included The Mediterranean Sea
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What we are learning this term:	
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6 Key Words for this term	
1. soler	4. viajar
2. las vacaciones	5. Mi aventura
3. ir	6. Voy a...

C. Más cosas de vacaciones – More holiday things	
_____	to collect shells in the rockpools
_____	visit archeological museum
_____	_____
arriesgado/a	_____
educativo/a	_____
estimulante	_____
_____	dangerous
_____	relaxing
la aventura	_____
la tribú	_____
el tucán	_____
_____	valley
el vuelo	_____

Key Verbs				
Viajar To _____	Ir _____	Alojarse To stay	Hacer – _____	Probar To try (food etc)
Viajo I travel	Voy I go	Me alojo _____	Hago I do	_____ I try
Viajas _____	You go	Te alojas You stay	_____	Pruebas _____
Viaja s/he travels	Va _____	_____	Hace s/he does	_____
Viajamos We travel	Vamos They go	Nos alojamos We stay	Hacemos _____	_____
Viajan They travel	_____	Se alojan They stay	Hacen They do	Prueban They try

A. Tengo mucho que hacer – I have a lot to do	
_____	to stay in a hotel
_____	to eat in typical restaurants
típicos	to go shopping to the markets
i _____	to play beach volleyball
_____	_____
nadar en el mar	_____
pasear por la playa	_____
sacar fotos	_____
tomar el sol	_____
visitar los monumentos históricos	_____
_____	sand
_____	star
el plato	_____
el puerto	_____
_____	to be on holiday
_____	to go on holiday

D. ¡Allá voy! – Here I come!	
_____	coach
_____	plane
el barco	_____
la Bicicleta	_____
el coche	_____
_____	motorbike
_____	train
_____	I go to...
_____	by foot
en autocar	_____
en avión	_____
en barco	_____
en Bicicleta	_____
_____	by car
_____	by motorbike
_____	by train
Alemania	_____
Egipto	_____
Escocia	_____
Estados Unidos	_____
_____	France
_____	Wales
Grecia	_____
Inglaterra	_____
_____	Ireland
_____	Italy
_____	Turkey
ir de visita	_____
_____	an escape to the city
_____	a beach holiday
_____	_____
un viaje cultural	_____

E. Te cuento que pasó – I'll tell you what happened...		Mi aventura – My adventure	
_____	last year	el río amazonas	_____
_____	last month	la selva tropical	_____
_____	on my last holidays	el año que viene	_____
_____	_____	el miércoles que viene	_____
_____	_____	_____	next week
el verano pasado	_____	_____	_____
al aire libre	_____	el verano que viene	_____
la barbacoa	_____	Voy a ...	_____
el camping	_____	dar de comer a las llamas	_____
la isla	_____	_____	feed the llamas
bailar en una discoteca	_____	_____	sleep a lot
_____	to buy souvenirs	_____	not do anything
_____	to go cycling	_____	go on a cruise
_____	to swim in the pool	pescar en el río	_____
_____	_____	planear mis vacaciones en internet	_____
probar la gastronomía local	_____	trabajar de voluntario/a	_____
_____	to take selfies	_____	to win the lottery
_____	go out with friends	_____	_____
_____	to watch a match	ver muchos animales salvajes	_____
_____	to do a guided tour	_____	to travel around the world
_____	_____	_____	_____
observar la naturaleza	to plan	volar en un avión privado	_____
_____	to climb a mountain	el comedor social incluido/a	soup kitchen included
_____	large rodent	el mar mediterráneo	_____
_____	deforestation	_____	_____
_____	_____	_____	_____
el delfín	_____	_____	_____
la experiencia	_____	_____	_____
el hostel	_____	_____	_____
la rana venenosa	poisonous frog	_____	_____

B. ¡Esto es la pera! – This is amazing!	
¡Es flipante!	_____
¡Es la pera!	_____
_____	It's very cool!
_____	It's a pain!
_____	It's out of this world!
¡Qué aburramiento!	_____
¡Qué chulo!	_____
¡Qué fastidio!	_____
_____	to make a picnic
_____	to go hiking
montar en globo	_____
_____	to go on a jet ski
_____	_____
aproximado/a	approximate



G. Translation Practice	
There is a beach	H u p
There is a theme park	H u p t
I go on holiday by car and by plane	V e v e c y e a
How do you travel on holiday?	C v e l v ?
We go on holiday by plane and boat	V d v e a y b
On holiday I go to discos	e l v v a l d
I like to relax and I love to sunbathe	M g d y m e t e s
On holiday we went to France	E l v f a f
I visited the beach	V l p
I went to the park	F a p
I went to Spain but he went to Italy	F a E p f a l
Next year I'm going to visit the tropical rainforest	E a q v v a v l s t
Where do you go on holiday?	A d v d v ?
I played beach volleyball	J a v
I like to visit historic monuments	M g v m h
My Mum likes to take selfies	A m m l g s s
I like to go on holiday with my friends	M g i d v c m a
I normally go on holiday by plane or sometimes by car.	N v d v e a o a v e c

H . Key Questions: Answer the following in your own words. Use these model answers	
¿Qué haces normalmente en vacaciones?	Normalmente en las vacaciones hago muchas cosas. Por ejemplo; visito monumentos históricos y lugares de interés. Saco selfis enfrente de los monumentos y mando las selfis a mis amigos. Me gusta también tomar el sol y probar la gastronomía local.
¿Qué hiciste el año pasado en vacaciones?	El año pasado en mis vacaciones hice senderismo con mi padre en las montañas. Fuimos a los mercados para comprar regalos y bailamos en la discoteca. Comí mucha comida típica de España.
¿A dónde vas de vacaciones normalmente?	Normalmente voy de vacaciones a Italia con mi familia porque es un país muy bonito con mucha cultura.
¿A dónde te gustaría ir de vacaciones y por qué?	Me encantaría ir de vacaciones a Chipre porque allí hace mucho sol y hace mucho calor. Me encantaría bañarme en el mar en Chipre sería muy lujoso.

I. Key Questions: Translate these model answers using the KO	
¿Qué haces normalmente en vacaciones? – What do you normally do on holiday?	Normally on holiday I like to take selfies and send them to my friends. I usually sunbathe, take photos, read and swim in the sea. I love to try the local cuisine and eat in the restaurants with my family. I like to buy souvenirs for my friends in England.
¿Qué hiciste el año pasado en vacaciones? – What did you do last year on holiday?	Last year I played football on the beach with my brother. I sunbathed, went to museums and I travelled to Madrid by train. We went for a walk along the beach every night. I didn't read my book because I didn't have time.
¿A dónde vas de vacaciones normalmente? – Where do you normally go on holiday?	Normally I go to Spain on holiday because it's cheap and the journey there is quick.
¿A dónde te gustaría ir de vacaciones y por qué? – Where would you like to go on hol and why?	I would really like to go to Greece on holiday because it looks really pretty in photos. I would also like to travel to the Caribbean because I can experience the culture.

J. Key Grammar	
Forming the preterite (past tense) with irregular verb too.	Remember the preterite (past) tense endings for –AR, –ER, –IR verbs. They are: –AR: –é, –aste, –ó, –amos, –astéis, –aron –ER: –í, –iste, –ió, –imos, –istéis, –ieron –IR : –í, –iste, –ió, –imos, –istéis, –ieron Some verbs have irregular preterites be sure to note these down and try to learn them.
Using the verb SOLER (to usually)	This verb is irregular meaning it doesn't follow any strict rules. In present tense: suelo = I usually... e.g. Suelo tomar el sol (I usually sunbathe) suele = he/she usually...
Using the immediate future tense IR + A + INFINITIVE	Voy a tomar el sol = I'm going to sunbathe Va a viajar a Francia = He / She is going to travel to France

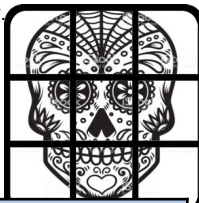


What we are learning during these term:	
A.	About Day of the Dead (DOTD) Mexican Holiday.
B.	How to use the Grid Method for accurate drawing of a skull.
C.	DOTD artists: Thaneeya McArdle and Laura Barbosa.
D.	Positive/negative collage.
E.	Papier mâché sugar skulls.

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

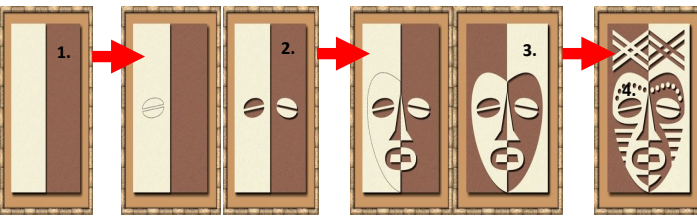


B.	How to use the Grid Method for accurate drawing.
1.	Use a ruler to draw an equally spaced grid onto your image.
2.	Draw an identical grid LIGHTLY onto paper.
3.	Draw in the main outlines of your image, focusing on one square at a time Use a ruler to help you measure the positioning of lines if needed.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

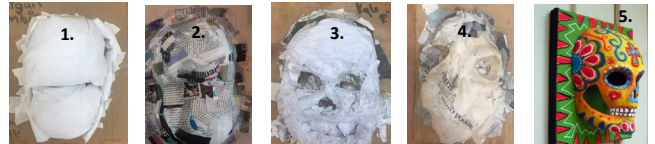


A.	About Day of the Dead, Mexican Holiday.
What?	<ul style="list-style-type: none"> It is a Mexican Christian holiday. It began as a day of thanks for the harvest. The festival lasts 3 days. It Occurs 31st October – 2nd November every year.
Why?	It is a festival that celebrates the lives of those who 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:

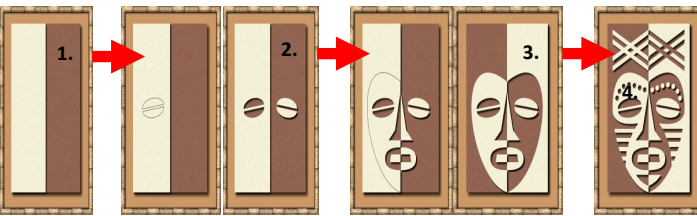
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-

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.
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A. About Day of the Dead, Mexican Holiday.

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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.

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

Papier mâché is:

Steps for making your sugar skull:

-
-
-
-
-

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

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?
<p>Cross contamination happens when you use the wrong chopping board or equipment to prepare food which can therefore result in food poisoning.</p>	
B.	What is the image on the left showing and how is it used?
<p>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.</p>	



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?
<u>Rule</u>	<u>Why it is important</u>
<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 	<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

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
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 - D. Weighing
 - E. Practical skills
 - F. Evaluation Work

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

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

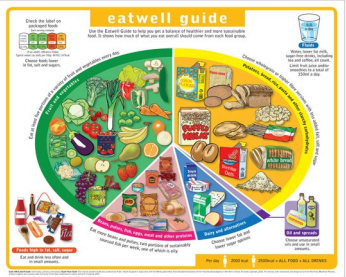
1
2
3
4
5

A. What are the three macronutrients in the diet?



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

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



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








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

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




What we are learning this term:
A. 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

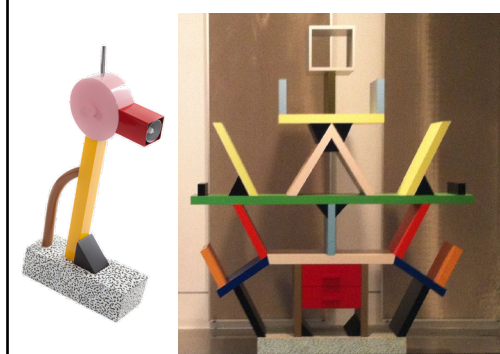
By using **computer aided manufacture (CAM)**, designs can be sent to **CAM machines** such as **laser cutters** and **3D printers**

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**.

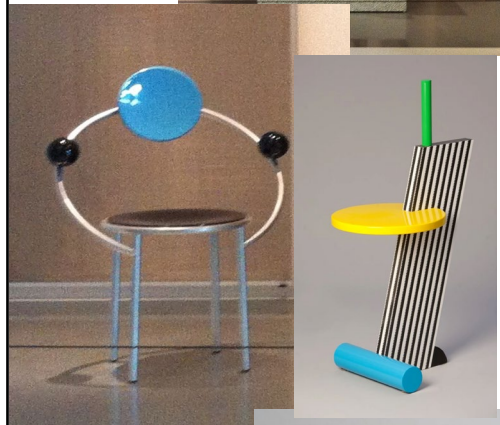


Key Designer
 Ettore Sottsass



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

Contrast!



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

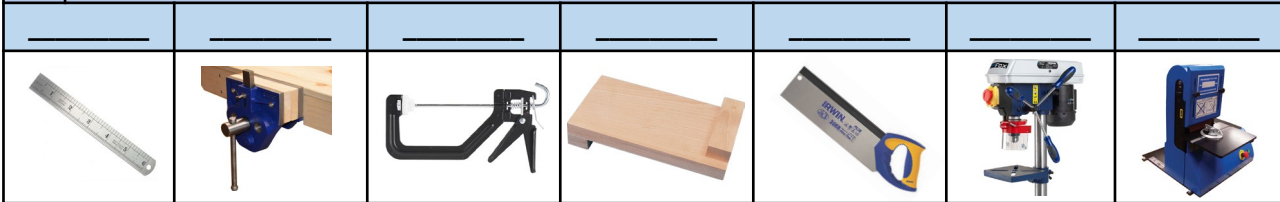


Line Styles:
 Very geometric; rectangles, triangles, squares, circles and arcs.



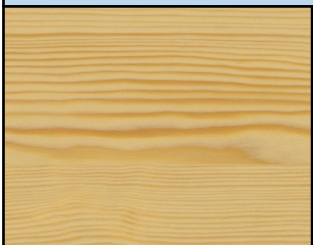
What we are learning this term:
A. Workshop Tools B. Materials C. CAD D. CAM E. Memphis Design Movement

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

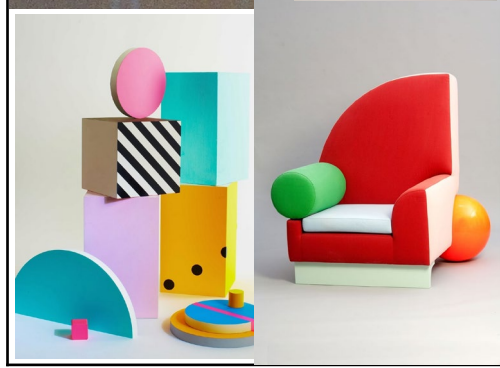
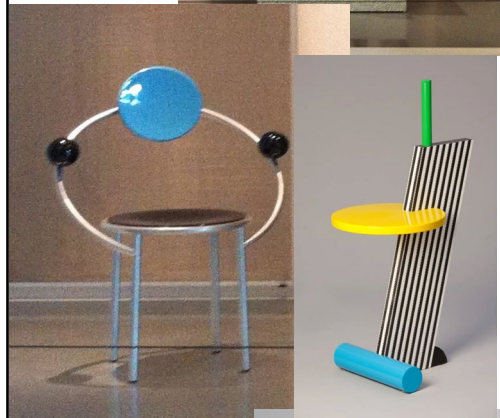
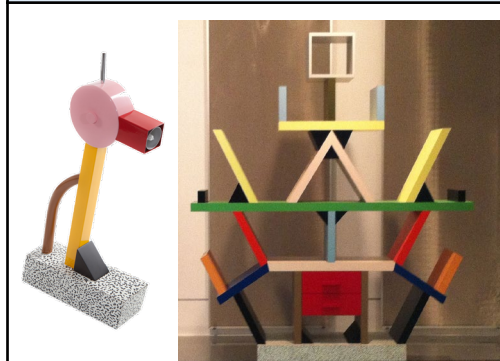
By using **computer aided manufacture (CAM)**, designs can be sent to _____ such as _____

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

E. Memphis Design Movement

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The idea was for the products to be _____



Key Designer
 Ettore Sottsass



Key Features:

Colours:

Line Styles:



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).

What we are learning this term:			
A. Creating strong passwords	B. File Handling	C. Word	D. Powerpoint

B. File Handling	
Keyboard shortcuts	
Renaming a file	F2
Copy	Ctrl+C
Paste	Ctrl+V
Cut	Ctrl+X
New folder	Ctrl+Shift+N

C. Word	
Ribbon	The bar at the top of a word document which has all the tools and tabs
Tab	The sections along the top row. Each one has its own set of tools and options.
Font	A graphical representation of text in many different designs
Bold	Makes text appear darker making the letters thicker
Italics	A style of font that slants the letters evenly to the right.
Bullet Points	An asterisk, black dot, circle, or another mark found before the text. Usually used to make lists.
Layout	Formatting options that affects how content appears on the page.

D. Powerpoint	
Slide	A single screen of a presentation
Theme	A predefined set of colours, fonts, and visual effects that you apply to your slides for a unified, professional look
Animation	The movement of slide objects, which can include text, pictures, charts, SmartArt graphics, shapes, and movie clips
Transition	A visual effect that occurs when moving from one slide to another during a presentation
Hyperlink	A link added to a text or image that leads to a new document or a new section within the document when clicked on



What we are learning this term:

A. Creating strong passwords B. File Handling C. Word D. Powerpoint

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

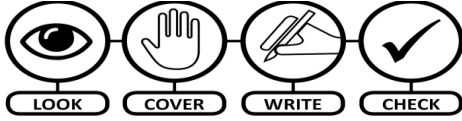
B.	File Handling
Keyboard shortcuts	
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New folder	

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	The bar at the top of a word document which has all the tools and tabs
	The sections along the top row. Each one has its own set of tools and options.
	A graphical representation of text in many different designs
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A	What we are learning about this term...
1	Pulse and Rhythm, including triplets and 6/8
2	Polyrhythms
3	Music in West Africa
4	Call and Response



C African Drumming Techniques



Bass Tone Slap



E African Drums and Melody Instruments



BALAFON MBIRA FLUTE GOURD MARACAS KORA

B	Keywords
PULSE	The steady beat
RHYTHM	A combination of long and short sounds and silence
POLYRHYTHM	Two or more rhythms played at the same time
MASTER DRUMMER	The leader of the ensemble , gives musical cues to the performers
CALL AND RESPONSE	Where a pattern is played by the leader, and then repeated or responded to by the rest of the performers.
MUSICAL CYCLE	Melodic or rhythmic patterns that repeat but can develop slowly.
ORAL TRADITION	Songs and tunes passed down by EAR , not by writing them down
A CAPELLA	Singing that is not accompanied by instruments
IMPROVISATION	Music made up on the spot, without preparation

D Analysing music from West Africa (Listening)

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

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



Mamady
Kéïta: Kuku ->



Bolokada Conde



Ladysmith Black
Mambazo

F Basic Note Values

Basic Rhythm Values in 4/4 time				
	Beat 1	Beat 2	Beat 3	Beat 4
Technical name SEMI BREVE (4 beats)				
Remember it... Hold for 4 beats				
Technical name Minim (2 beats)				
Remember it... L - ong				
Technical name Crotchet (1 beat)				
Remember it... tea				
Technical name Quavers (1/2 beat)				
Remember it... Cof - fee				
Technical name Semi quaver (1/4 beat)				
Remember it... Ca - pu - ci - 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



What we are learning this term:	
A.	How to create short improvisations and perform Lazzis in the style of Commedia Dell'arte
B.	How to perform the key characters from Commedia Dell'arte.
C.	How to respond to performances, analysing and evaluating how people have used Commedia Dell'arte techniques.

Commedia Dell'arte Techniques- this term's key words

Lazzi	Rehearsed 'gags' or stock jokes which could be added into a performance
Mask	Most important characters have distinctive masks that represent their personalities
Stock-characters	stereotypical fictional characters who audiences recognise from their frequent recurrences.
Comedy	A genre in drama.
Marking the moment	Using a range of techniques such as a still image, slow motion, thoughts aloud or lighting and sound to highlight a key moment in a scene.
Exaggeration	Over the top gestures or facial expressions
Gesture	An expressive movement of the body, or something that is said or done to show a feeling, i.e. a wave.
Still image	This is a frozen picture which communicates meaning.
Mime	Using gesture and bodily movement without the use of words

C.	Who are the key characters?
Pantalone	Venetian Merchant, rich and mean
Il Dottore	The Doctor, a fat windbag.
Columbina	Only female servant, clever.
Arlecchino	The best-known of the zanni or comic servant characters

The History of:	Commedia Dell'arte
-----------------	--------------------

Mask work and movement are key in Commedia dell'arte, an Italian comedy tradition that was popular in the Renaissance period. There were several stock characters, eg Pantalone and his servant Arlecchino from the play, *The Servant of Two Masters*.

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





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Commedia Dell'arte Techniques- this term's key words

Lazzi	
Mask	
Stock Character	
Comedy	
Marking the Moment	
Exaggeration	
Gesture	
Still image	
Mime	

C.	Who are the key characters?
Pantalone	
Il Dottore	
Columbina	
Arlecchino	

The History of:	Commedia Dell'arte
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Mask work and _____ are key in Commedia dell'arte, an comedy tradition that was popular in the Renaissance period. There were several stock characters, eg _____ and his servant Arlecchino from the play, *The Servant of Two Masters*.

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



Sentence Stems: Year 5 to Year 9



Listen and Mark

Pay close attention to others and point out important moments.

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

Defend and Unpack

Defend your perspective and explain your thought process.

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

Introduce and Invite

Begin your contribution and encourage others to participate.

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

Build and Support

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

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

Challenge and Verify

Disagree and ask others to prove or clarify information.

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

Summarise and Map

Draw together big themes and track the discussion.

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








#AIMHIGH CHALLENGE TASKS Y8

Hard Work ... Kindness...Responsibility



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

SWINDON ACADEMY READING CANON

Year 7



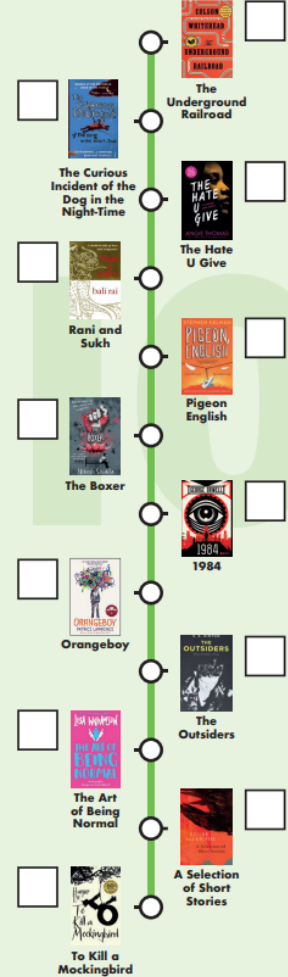
Year 8



Year 9



Year 10



#ReadingisPower