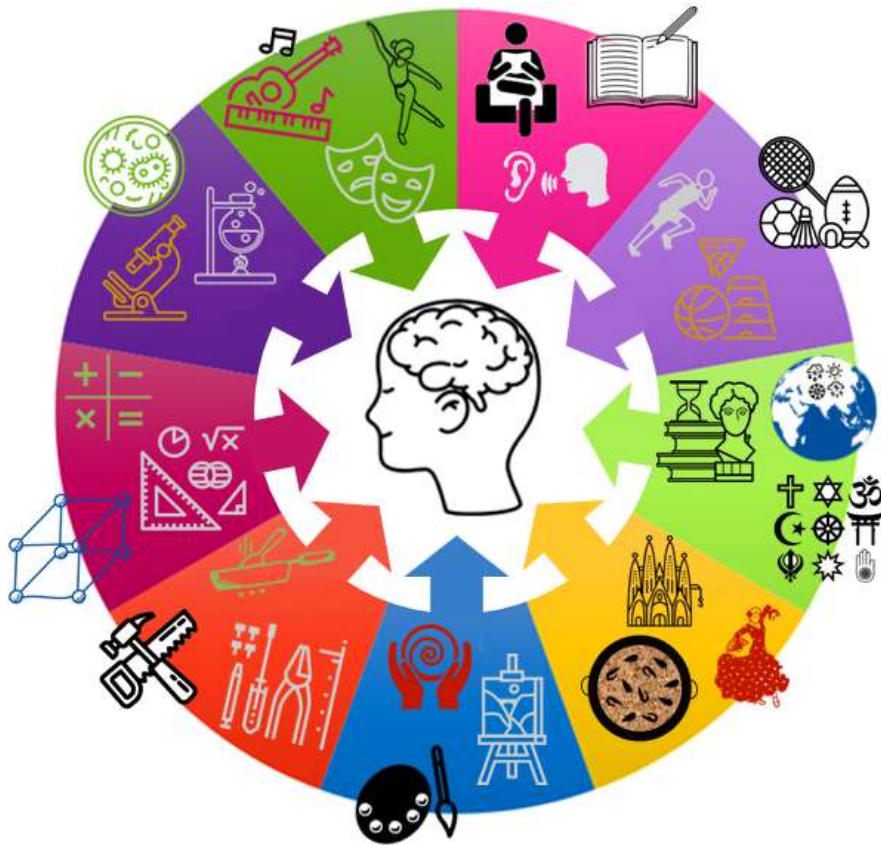


Year 8 – Mainstream Knowledge Organisers

Term 6



Swindon Academy 2023-24

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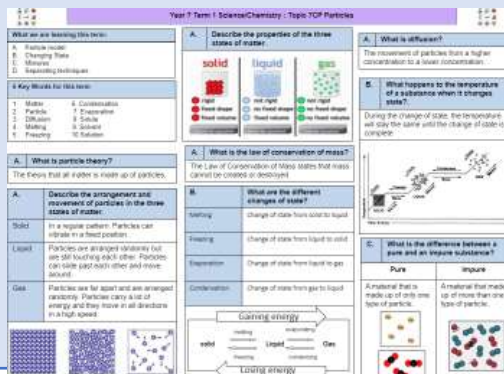
Tutor Group:

Tutor & Room:

*"If you are not willing to learn, no one can
If you are determined to learn, no one can*

Using your Knowledge Organiser and Quizzable Knowledge Organiser

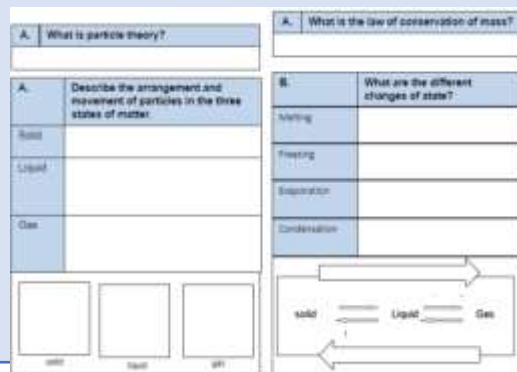
Knowledge Organisers



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

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

Quizzable Knowledge Organisers



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!

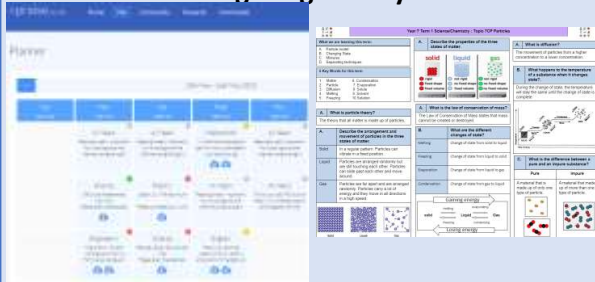
Expectations for Prep and for using your Knowledge Organisers

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.



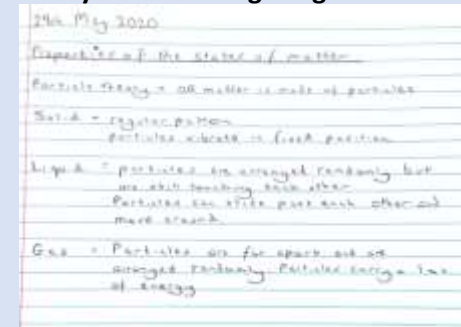
Step 2

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



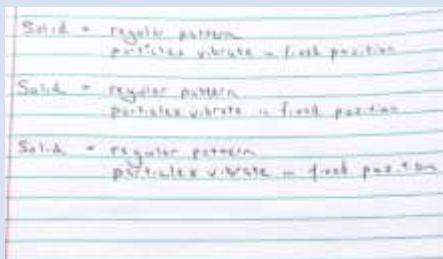
Step 3

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



Step 4

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



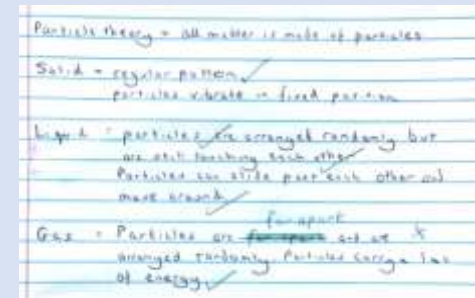
Step 5

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



Step 6

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



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

'The Tempest' T Knowledge Organiser

Plot Summary

The Tempest Act 1, Scene 1

Alonso, the King of Naples, is on a ship with his son Ferdinand and his companions Sebastian, Antonio, Stephano and Trinculo. They are struck by a terrifying, howling storm. They abandon ship and swim to a nearby island but are washed ashore in different places. The island seems to be abandoned.

After the Storm Act 1, Scene 2

From a nearby island, Miranda watches the huge tempest. She lives with her father Prospero and has little memory of her life before the island. Prospero tells his daughter of their past: he was the Duke of Milan twelve years ago, but he was so involved with his books and secret studies that he did not realise his brother Antonio was stealing power from him. One night, Antonio ordered soldiers to take Prospero and Miranda and put them on a boat to their death. But they were washed ashore this island safely and have lived there ever since. Prospero has been ruler of the island. Prospero has created the storm to bring his brother to the island.

Ariel and Caliban Act 1, Scene 2 into Act 2, Scene 1

Prospero is a powerful magician who controls the spirit Ariel who completes tasks for him. Prospero has agreed to release Ariel after this last mission. Caliban is a deformed savage slave who is also under Prospero's control. He is the son of an old witch, Sycorax, and is a native of the island. Prospero taught Caliban how to speak but Caliban resents the control Prospero has over him.

King Alonso Act 2, Scene 1

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

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

The monster Caliban is found by Stephano and Trinculo. They give him alcohol to drink and he gets drunk. Caliban offers to serve Stephano because he believes he is a god because of the heavenly drink! Caliban explains to them how Prospero has treated him and that he will be their guide on the island if they overthrow him. The three drunks go to find and kill Prospero.

Ferdinand and Miranda Act 1, Scene 2 and Act 3, Scene 1

Ferdinand has survived the storm. He is safely on the island and is found by Miranda. They fall instantly in love. Prospero wants to test that the love is real. Ferdinand has to endure hard labour to prove his intentions are honourable. Miranda pities Ferdinand and wants to marry him. Prospero blesses their marriage.

The End Act 4, Scene 1 and Act 5, Scene 1

A marriage for Ferdinand and Miranda is arranged and celebrated with a masque attended by spirits. It is interrupted when Prospero recalls the threat from Trinculo, Stephano and Caliban. Prospero and Ariel send spirit dogs to scare them away. King Alonso, Sebastian and Antonio meet Prospero. He explains what has been happening on the island. He shows them Ferdinand and Miranda who are now married. King Alonso is filled with regret and asks for forgiveness from Prospero which he grants.

Epilogue

Prospero declares that he will be giving up his magic. Ariel is released from his service. The party travel back to Milan. We do not know what has happened to Caliban.

Terminology: Keywords

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

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

sibilance – figure of speech in which the letter 'S' is repeated. This often creates a hissing sound.

Characters

Alonso – King of Naples

Sebastian – Alonso's brother

Ferdinand – Alonso's son

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

Gonzalo – the old counsellor to the King of Naples

Trinculo – a jester

Stephano – a drunken butler

Prospero – the rightful Duke of Milan

Miranda – Prospero's daughter

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

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

Vocabulary: Keywords

colonialism – when one country establishes itself in another country. When someone **colonises** a new country, they are called a **coloniser**. The original inhabitants of the land are called **natives**.

imperialism - a policy of extending a country's power and influence through colonization, use of military force, or other means.

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

tempest – a violent storm.

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

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

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

exploitation – taking advantage of someone for your own benefit

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

dual nature – having two sides.

Background Information

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

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

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

'The Tempest' T Knowledge Organiser

The Tempest Plot Summary

The Tempest Act 1, Scene 1

After the Storm Act 1, Scene 2

From a nearby _____, _____ watches the huge _____. She lives with her father _____ and has little _____ of her life before the _____. Prospero tells his daughter of their _____. He was the _____ twelve years ago, but he was so involved with his _____ and secret _____ that he did not realise his _____ was stealing power from him.

Ariel and Caliban Act 1, Scene 2 into Act 2, Scene 1

Prospero is a powerful _____ who controls the spirit _____ who completes tasks for him.

_____ is a deformed savage _____ who is also under Prospero's _____.

Kind Alonso Act 2, Scene 1

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

The monster _____ is found by Stephano and Trinculo.

Ferdinand and Miranda Act 1, Scene 2 and Act 3, Scene 1

_____ has _____ the storm. He is safely on the island and is found by _____.

The End Act 4, Scene 1 and Act 5, Scene 1

A marriage _____ is arranged and celebrated with a masque attended by spirits. It is interrupted when Prospero recalls the threat from _____, _____ and _____.

_____, _____ and _____ meet Prospero.

Epilogue

Prospero declares that he will _____.

Terminology: Keywords

comedy – _____

soliloquy – _____

sibilance – _____

Characters in *The Tempest*

Alonso – _____

Sebastian – _____

Ferdinand – _____

Antonio – _____

Gonzalo – _____

Trinculo – _____

Stephano – _____

Prospero – _____

Miranda – _____

Ariel – _____

Caliban – _____

Vocabulary: Keywords

colonialism – _____

_____. The original inhabitants of the land are called _____.

usurp – _____

imperialism – _____

tempest – _____

treason – _____

callous – _____

pathos – _____

exploitation – _____

nurture – _____

dual nature – _____

'The Tempest' T Knowledge Organiser

Historical Context of *The Tempest*

Shakespeare was born in the _____ era, named after Elizabeth I. _____

Italian city states - A _____ is an area that is _____ by a major _____.

Sea exploration was booming in the Elizabethan era as people 'discovered' new parts of the world. _____ Le _____ by her example, the rest of the country were also fascinated by their stories and goods. _____ has had a lasting _____ on the _____. Many _____ were _____ and killed by the white European colonisers. Issues of _____; such as _____ and _____ are important to the play.

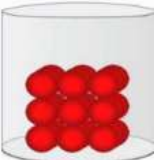
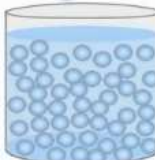
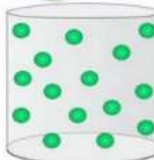
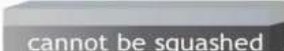
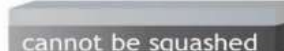

What we are learning this term:

- A. Particle Model
- B. Brownian Motion and Diffusion
- C. Pressure and Density
- D. Physical and Chemical changes

2 Key Words for this term:

- 1. Density
- 2. Compression

A. Describe the properties of the three states of matter

solid	liquid	gas
		
● rigid	● not rigid	● not rigid
● fixed shape	● no fixed shape	● no fixed shape
● fixed volume	● fixed volume	● no fixed volume
 cannot be squashed	 cannot be squashed	 can be squashed

A.

What are the different changes of state?

Melting

Change of state from solid to liquid

Freezing

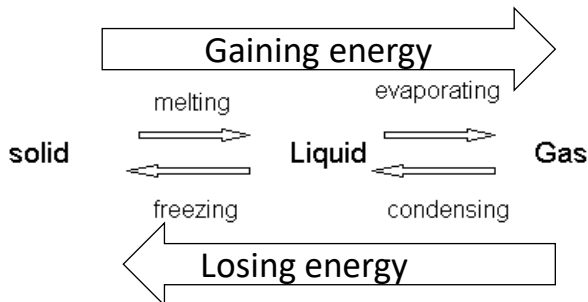
Change of state from liquid to solid

Evaporation

Change of state from liquid to gas

Condensation

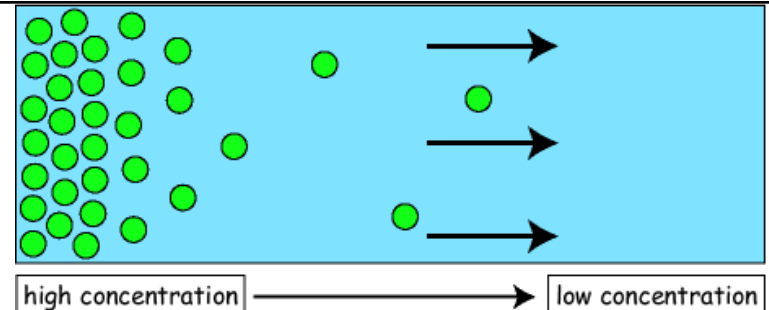
Change of state from gas to liquid



B.

What is Brownian Motion?

The **random motion** of small particles in fluids due to their bumping into even smaller particles.



B.

What is diffusion?

Movement of particles from a **higher concentration** to a **lower concentration**.

B.

What is the equation to calculate concentration?

$$\text{Concentration} = \frac{\text{mass of solute}}{\text{volume of solvent}}$$

What we are learning this term:

- A. Particle Model
- B. Brownian Motion and Diffusion
- C. Pressure and Density
- D. Physical and Chemical changes

2 Key Words for this term:

- 1.
- 2.

A.

Describe the properties of the three states of matter

solid

liquid

gas

A.

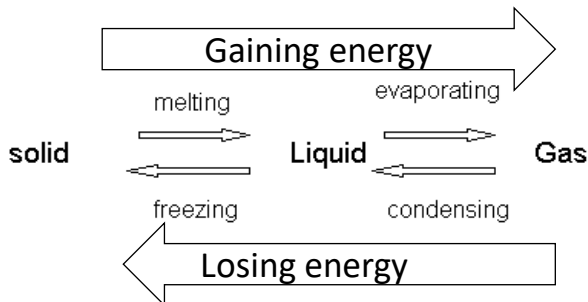
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Melting

Freezing

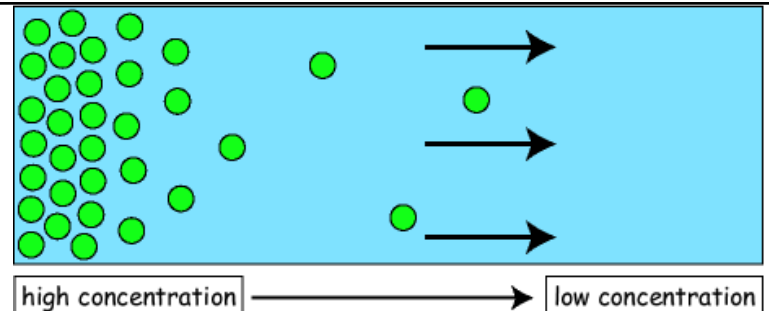
Evaporation

Condensation



B.

What is Brownian Motion?



B.

What is diffusion?

B.

What is the equation to calculate concentration?

C. State the equation to calculate density.

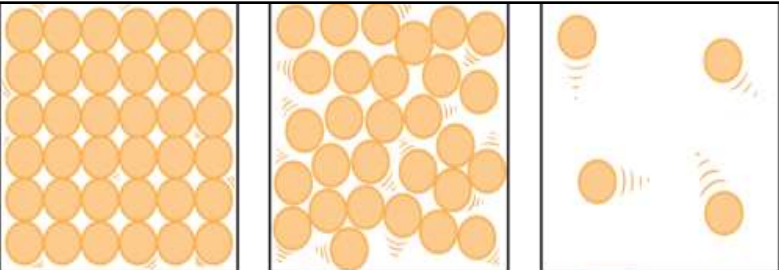
$$\text{Density} = \frac{\text{mass}}{\text{volume}}$$

- It is a measure of how many particles fit in a certain unit of volume.
- Solids are denser than liquids.
- Liquids are denser than gases.
- There is an exception: ice (solid water) is less dense than liquid water.

C. State the equation to calculate pressure.

$$\text{Pressure} = \frac{\text{force}}{\text{area}}$$

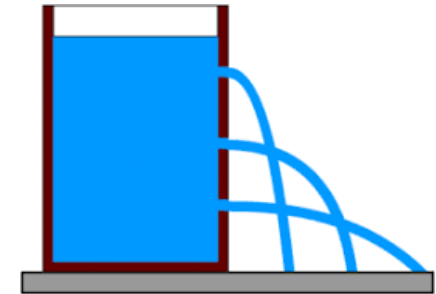
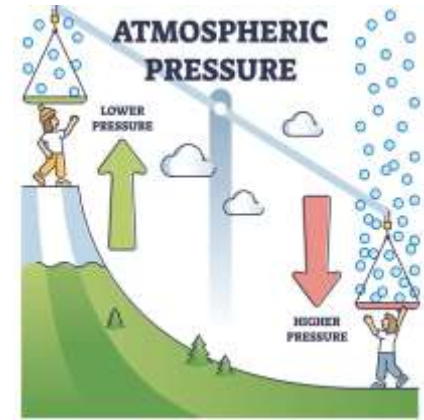
- Pressure is a compound measure of how much force acts on a particular unit of area.
- Pressure increases if the force acting on an area increases.
- Pressure increases if the area a force acts on decreases.



C. Pressure in fluids:

Atmospheric pressure decreases with increase of height, as weight of air above decreases with height.

Pressure in a liquid is different at different depths, it increases deeper down due to the weight of the column of water above.



B. Compare chemical changes and physical changes.

Chemical changes	Physical changes
Not easily reversed	Easily reversed
New product formed	No new product formed
Often heat/light/sound/gas production (fizzing) occurs	Often just a change of state
E.g: wood burning	E.g: ice melting

C. State the equation to calculate density.

- It is a measure of how much stuff fits in a certain unit of volume.
- Solids are denser than liquids.
- Liquids are denser than gases.
- There is an exception: ice (solid water) is less dense than liquid water.

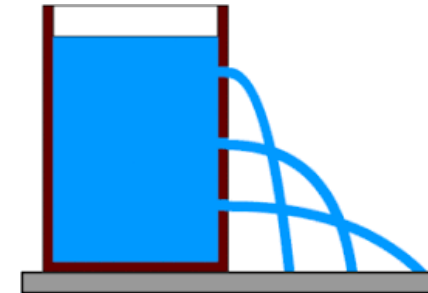
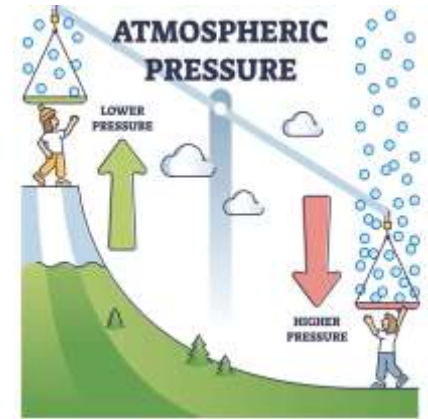
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C. Pressure in fluids:

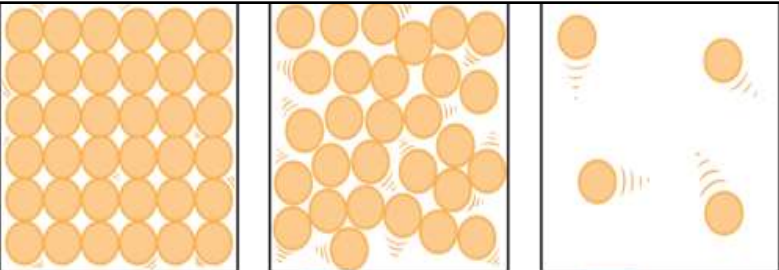
Atmospheric

Pressure in a liquid



B. Compare chemical changes and physical changes.

Chemical changes	Physical changes
	Easily reversed
New product formed	
	Often just a change of state
Eg	Eg



Geography Knowledge Organiser: Year 8 Term 1 Population

Background:

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

A. Population distribution (4)

Population density	The number of people per square km.
Population distribution	How people are spread out over an area.
Densely populated	Many people per square km
Sparsely populated	Few people per square km

B. Factors influencing population

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

C. Population change (5)

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

E. Population structure differences

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

F. An ageing population (4)

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

D. Population structure (4)

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

G. Migration (5)

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

H. Impacts of migration

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

Geography Knowledge Organiser: Year 8 Term 1 Population



Background:

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- Migration is also an important population process world-wide and is one of the biggest drivers of population change. **(G, H)**

A. Population distribution (4)	
Population density	
Population distribution	
Densely populated	
Sparsely populated	2.

B. Factors influencing population	
Physical (4)	
Human (3)	

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

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

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

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

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

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



Background:

1. Coastlines are dynamic changing landscapes, which are affected by the action of the waves.
2. Waves can have differing features; these features can influence the processes and landforms which may develop along our coastlines. **(A)**
3. Destructive waves can erode the coastline. **(B)**
4. Through erosion a number of distinctive coastal features can form. **(D, E, F)**
5. Further processes act on the coastline, leading to material being transported along the coastline. **(C)**
6. This material will eventually be deposited leading to the formation of landforms such as spits. **(G)**
7. Coastal erosion can impact the landscape and the lives of people living in areas of coastal erosion.
8. Different strategies are used to reduce erosion. **(H)**
9. 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: 1. Sea walls , which reflect the waves energy back out to sea 2. Groynes , which trap longshore drift.
Soft engineering	Adaptations to work with nature, such as: Managed retreat , allowing the coast to erode and moving people away.

I. Case study example: Holderness coast, Mablethorpe		
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"> 1. Rocks are made of soft rock (till), eroding at 2m per year. 2. The B1242 runs through Mablethorpe and would be expensive to re-route. 	<ol style="list-style-type: none"> 1. Rock groyne put in place to trap sediment being transported by longshore drift, creating a wider beach to absorb the power of the waves. 2. Rip-rap has been placed in front of the cliffs to absorb the wave energy. 	<ol style="list-style-type: none"> 1. Good – erosion in front of Mablethorpe has reduced, so the road has been saved. 2. Bad - beaches further south have been starved of sediment so erosion has increased e.g. at Great Cowden.



Background:

1. Coastlines are dynamic changing landscapes, which are affected by the action of the waves.
2. Waves can have differing features; these features can influence the processes and landforms which may develop along our coastlines. **(A)**
3. Destructive waves can erode the coastline. **(B)**
4. Through erosion a number of distinctive coastal features can form. **(D, E, F)**
5. Further processes act on the coastline, leading to material being transported along the coastline. **(C)**
6. This material will eventually be deposited leading to the formation of landforms such as spits. **(G)**
7. Coastal erosion can impact the landscape and the lives of people living in areas of coastal erosion.
8. Different strategies are used to reduce erosion. **(H)**
9. 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, Mablethorpe		
Where?		
Reasons to protect (2)	Management strategies (2)	Success (2)

Year 9 History : Causes of WWI

What we are covering: Causes of WWI

We will be looking at:

- The increase in Nationalism and Imperialism in Europe in the 19th and early 20th Centuries
- How alliances were formed in Europe to help balance the power
- The naval race between Britain and Germany in the 19th Century

• The assassination of Archduke Franz Ferdinand and the impact this had on Europe in the 20th Century

A. Can you define these key words?

Nationalism	The idea that your country's government, economy and military is better than any other
Imperialism	A country expanding its empire by invading and conquering more countries
Alliances	A political agreement between countries to support each other if one is invaded or goes to war
Militarism	The building up of a country's military by producing more war ships, ammunition and soldiers
Assassination	The murder of someone important

B. How did Nationalism, Imperialism and Militarism cause WWI?

Nationalism	Imperialism	Militarism
<ul style="list-style-type: none"> • In the 1900s, people in Britain, France and Germany thought that their country was better than any other • This was because they thought that they had more power, money and a stronger army • People thought that their country could do no wrong • Nationalists also thought that their countries were being threatened by others, which helped to lead to war • People in countries were very confident that if their country were to go to war, they would win! 	<ul style="list-style-type: none"> • In Europe in the early 1900s countries like Britain and France expanded their empires • This angered other European countries, such as Germany and Austria-Hungary • They did not like that France and Britain had taken over countries by force and therefore had more land and money than them • This argument over empires led to alliances being made between different European countries and helped start the path to World War I 	<ul style="list-style-type: none"> • Britain and Germany were having a race to see who could build the biggest navy and army • In the 1900s, Britain had the most powerful navy in the world. The Kaiser (leader) of Germany said that he wanted to build a navy bigger than Britain's - Britain felt very threatened by this • Germany's navy was much smaller than Britain's navy, but the British army was all over its empire so that it could be protected, leaving Britain's army weak • On the other hand, Germany didn't have a big Empire like Britain and they had the best trained and most powerful army • Overall, militarism led to war because tension was building up between Germany and Britain about who had the best armed forces to protect their country

C. Who had alliances in the 20th Century?

Triple Entente	Triple Alliance
<ul style="list-style-type: none"> • The alliance, between France, Britain and Russia, formed in 1907 and was called the Triple Entente. • This caused the most friction among nations • Germany felt that this alliance surrounding them was a threat to their power and existence • In Britain and France, the alliances were seen as keeping the balance of power 	<ul style="list-style-type: none"> • In response to the Triple Entente, Germany created an alliance with Austria-Hungary and Italy which was called the Triple Alliance. • Italy was a small and unreliable ally.



Tensions built between these two alliances and helped build up trouble before the war, as countries had to

D. Assassination of Franz Ferdinand and the road to war

Serbian Nationalism	People in Serbia did not like that they were being ruled by the Austrian-Hungarian Empire and they wanted all Serbian people to be ruled by the Serbian government
Black Hand Gang	This was a group of young Serbians who used terrorist attacks to try to scare the Austrian government into giving them independence. In June 1914, six teenage assassins from the gang were in Sarajevo, Bosnia to try to assassinate the Archduke Franz Ferdinand
Sarajevo	The Archduke Franz Ferdinand was from Austria-Hungary and was a member of the ruling family. On the 28 June 1914 he was visiting Sarajevo, which was part of the empire. He was being driven through the streets in an open top car
Failed attempt	One of the assassins threw his bomb at this car as it passed him, but the Archduke saw it and threw it off his car. It exploded under the car behind, injuring people but he was safe. The assassins thought that they had failed
Gavrilo Princip	Princip was one of the assassins who wanted the Archduke dead. After the failed attempt he was stood outside a café when the Archduke's car went past him. It had gone the wrong way and was trying to turn around. Princip took this chance, pulled a pistol out and shot both the Archduke and his wife who both died
Blank Cheque	Austria-Hungary blamed Serbia for the murder and wanted revenge. Germany gave Austria-Hungary a 'blank cheque' meaning that it would support Austria-Hungary in any action it took against Serbia. Serbia would not agree to all its demands, so A-H declared war. This dragged Russia into the war as they had an alliance with Serbia, and Russia was in alliance with Britain and France

Year 8 History : Causes of WWI

What we are covering: Causes of WWI

We will be looking at:

- The increase in Nationalism and Imperialism in Europe in the 19th and early 20th Centuries
- How alliances were formed in Europe to help balance the power
- The naval race between Britain and Germany in the 19th Century

• The assassination of Archduke Franz Ferdinand and the impact this had on Europe in the 20th Century

Nationalism	
Imperialism	
Alliances	
Militarism	
Assassination	

Can you define these key words?

B. How did Nationalism, Imperialism and Militarism cause WWI?

Nationalism	Imperialism	Militarism

C. Who had alliances in the 20th Century?

Triple Entente	Triple Alliance



D. Assassination of Franz Ferdinand and the road to war

Serbian Nationalism	
Black Hand Gang	
Sarajevo	
Failed attempt	
Gavrilo Princip	
Blank Cheque	

A.		Can you define these key words?		Year 8 Religious Education: Islam	
Key word	Key definition	B	Pre-Islamic Arabia		
Tawhid	The belief in the oneness of God in Islam	1	Religion included polytheism, Christianity, Judaism and other religions but the dominant religion was Arabian polytheism.		
Polytheism	Belief in or worship of more than one God	2	There were many tribes who lived a nomadic lifestyle looking for food and water and lots of tight knit communities and there was violence due to lack of resources to survive		
Qur'an	Holy book in Islam	3	In Mecca, the Quraysh tribe made sure people could come to Mecca to trade safely without the violence they usually faced		
Ummah	The worldwide Muslim community	C. Muhammad and the Qur'an			
Hijrah	The migration of Muhammad from Mecca to Medina	1	Muhammad felt troubled by what was happening in Mecca and went to meditate. He received his first revelation of the Qur'an on the night of power		
Hadith	The sayings of the Prophet Muhammad	2	The Qur'an is important because it is the word of Allah and must not be changed. Messages include only worshipping one God, rules on how to live in order to get to Heaven, etc.		
Sunni/Shi'a split	A division in Islam which occurred after the death of the Prophet Muhammad on who should lead the Ummah	D The Hijrah and conquest of Mecca			
Caliphate	An area ruled by a Muslim leader	Muhammad escaped from violence in Mecca to Medina and grew the first Ummah. Returned to Mecca with 10,000 others and conquered Mecca, returned Ka'aba to the worship of one God			
Hajj	Annual Islamic pilgrimage to Mecca, Saudi Arabia	G Caliphates			
Greater jihad	The spiritual struggle with oneself against sin	Rashidun	<ul style="list-style-type: none"> - Expanded the influence of Islam to the North - Created the first diwan to deal with taxes and gain money from the new territories - Completed the compilation of the Qur'an which is still used today – helped build the ummah 		
Lesser jihad	Defending Islam from threat but must meet a range of strict conditions to be declared	Umayyad	<ul style="list-style-type: none"> - Caused damage to the Kaaba and were very greedy and corrupt which made people angry 		
E	The final sermon	Abbasid	<ul style="list-style-type: none"> - Gained support from many people because the Umayyad represented greed and hypocrisy - Islamic golden age – tried to translate and gather all the world's knowledge into Arabic 		
<i>The hadith: this is the writings about the life of Muhammad. It teaches Muslims how to live their lives</i>		G		Five pillars – what are they and why are they significant	
<i>Before his death, Muhammad delivered a sermon during the Hajj. It contained many important teachings about equality of all people including between men and women</i>		Shahadah	<ul style="list-style-type: none"> - Declaration of faith – “There is no God but Allah and Muhammad is His messenger”. - Provides the foundation for the other pillars because it shows belief in one God. Said many times in the day/life 		
F	The first Caliph: Abu Bakr	Salah	<ul style="list-style-type: none"> - Prayer 5x a day, reciting from the Qur'an/washing before to cleanse body/mind before communicating with God - Strengthens relationship with God, strengthens Ummah, earn a place in Heaven, fulfil a duty - Jummah = congregational Friday prayer, reward 27x greater, strengthens the Ummah, in the mosque 		
1	Abu Bakr was one of Muhammad's closest friends. Some wanted Muhammad's cousin Ali to be leader instead	Zakah	<ul style="list-style-type: none"> - Giving 2.5% of money to charity 1x per year to help the Muslim community/people in need - Seen as a duty, given in private, distributed by Islamic government or by Mosque // Sadakah = voluntary charity 		
2	Muslims who believe Ali was the rightful successor to Muhammad are called Shi'a Muslims, and those who believe Abu Bakr was the rightful successor are called Sunni Muslims	Sawm	<ul style="list-style-type: none"> - Fasting between sunrise and sunset during the month of Ramadan - Learn self-discipline and compassion for those who are more disadvantaged, duty in the Qur'an, strengthen community, renew faith for the year ahead 		
H	Jihad	Hajj	<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 		
Lesser	Defending faith from enemies e.g. people not allowing others to practice Islam				
Greater	Internal struggle to follow rules of faith e.g. Salah				
Rules	Hard to declare because of strict conditions which must be followed				

Year 8 Religious Education: Islam

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

Year 8 Religious Education: The Philosophy of Religion

A.	Can you define these key words?	B.	Design Argument	C.	Cosmological Argument
Key word	Key definition				
Omnipotent	The belief that God is all-powerful		<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. 	
Omniscient	The belief that God is all-knowing				
Omnibenevolent	The belief that God is all-loving				
Theism	The belief in God				
Atheism	Disbelief or lack of belief in God				
Agnosticism	The belief that nothing can be known about the existence or nature of God				
Empirical evidence	Evidence for something based on observation or experience				
Analogy	A comparison between things that have similar features, often used to help explain a principle or idea.				
Theodicy	An argument which defends God against the problem of evil.				
Fallacy	A mistaken belief, especially one based on unsound arguments.				
		D.	The Problem of Evil	E.	Religious Experience
			<ul style="list-style-type: none"> This is the argument that the existence of evil undermines belief in an omnipotent and omnibenevolent God. If God is meant to be omnibenevolent, omnipotent and omniscient, then the existence of evil cancels out one of these attributes of God. The problem of evil is frequently known as the inconsistent triad. The inconsistent triad is only a challenge to the god of classical theism/ monotheistic Abrahamic faiths, as this is the description of God they offer. 	<ul style="list-style-type: none"> This is an experience which has a religious meaning for the person who experienced it. Religious experiences are where you experience God. It can include visions / dreams where you are visited/ hearing God/ seeing a miracle/ prayers being answered or just feeling the presence of God/ Near death experiences Bernadette at Lourdes had religious experiences where the Virgin Mary spoke to her. 	

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

Year 8 Religious Education: The Philosophy of Religion

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

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



What we are learning this term:

A. 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	



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	
Esafety	The safe and responsible use of technology, the internet and other means of communication.	
Cyber-attack	Using computers or other technology to modify programs or data to cause harm or damage.	
Cyber-security	The technology and practices needed to protect devices and data from cyberattacks.	

Year 8 Term 6 SPANISH Knowledge organiser: Topic = ¡Vamos a Texas!

What we are learning this term:	
A. Discovering Texan culture B. Comparing Madrid and Barcelona C. Discovering Mexico City D. Finding out about Peru E. Learning about life in Cuba F. Planning a trip across South America G. Translation practice	
6 Key Words for this term	
1. la artesanía	4. el mural
2. la bandera	5. pasear
3. prehispánico/a	6. la plantación

C. CDMX: la superurbe – CDMX: The megacity	
ser canela fina somos una y carne construir ocurrir proponer precioso/a prehispánico/a la artesanía la bandera los chapulines el lugar el mural el objeto el / la pintor(a)	to be brilliant we are like peas in a pod to build / construct to occur to propose beautiful prehispanic arts and crafts flag grasshoppers place mural object painter

Key Verbs				
Pasear To stroll	Viajar To travel	Subir To upload	Ir To go	Esperar To wait / hope for
Paseo I stroll	Viajo I travel	Subo I upload	Voy I go	Espero I wait / hope for
Paseas You stroll	Viajas You travel	Subes You upload	Vas You go	Esperas You wait/hope for
Pasea s/he strolls	Viaja s/he travels	Sube s/he uploads	Va s/he goes	Esperas s/he waits/hopes for
Paseamos We stroll	Viajamos We travel	Subimos We upload	Vamos We go	Esperamos We wait/hope for
Pasan They stroll	Viajan They travel	Suben They upload	Van They go	Esperan They wait/hope for

A. ¡Vamos a Texas! – Let's go to Texas!

el béisbol la comida Tex – Mex el estado los frijoles la frontera la mezcla la montana el río el rodeo encontrar montar a caballo me muero por cerca exquisito/a el arquitecto la avenida la catedral el cocido	baseball Tex – Mex food state beans border mixture mountain river rodeo to find to ride a horse I'm dying to... near / close exquisite / Delicious architect avenue cathedral chickpea stew
--	--

D. Machu Picchu me fascinó – Machu Picchu fascinated me

la plaza el poncho el quiosco de comida el vuelo el zoo decidir subir trabajar la altura la hacienda la infancia el micro la plantación de cacao la ruina el tamal gracioso/a refrescante rico/a planear viajar Sudamérica Los estados Unidos las vistas los viajeros el viaje las vacaciones bajar andar el camino el transporte los turistas	square (town/city) poncho streetfood stall flight zoo to decide to go up to work height ranch / estate childhood small bus cocoa plantation ruin tamale (food) funny refreshing delicious / rich to plan to travel South America USA sights travellers flight holidays to go down to walk the way / path transport tourists
--	---

B. Madrid vs. Barcelona

el edificio el garbanzo el guiso el palacio la pintura la rivalidad el sabor el trozo esperar morir pasear cuesta un ojo de la cara es pan comido	building chickpea stew palace painting rivalry flavour piece to hope / to wait for to die to stroll It costs an arm and a leg! It's a piece of cake
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E. ¡Vente al Caribe! – Come to the Caribbean!

abierto/a amable caribeño/a cualificado/a cubano/a relajado/a único/a el / la agente de viajes el analfabetismo la cadena el / la cliente la década el destino disfrutar de el origen la razón desconectar	open kind caribbean qualified cuban relaxed unique travel agent illiteracy chain customer decade destination to enjoy origin reason to switch off
--	---

F. De Colombia a Venezuela – From Colombia to Venezuela

acompañar hacer submarinismo hacer windsurf me muero de ganas de pasar la Aventura la expedición el aguacate la arepa el coral la corrida de toros el edificio la lulada	to accompany to do / to make to do scuba diving to do windsurfing I'm dying to... to spend (time) adventure expedition avocado cornflour pancake coral bullfight building traditional colombian fruit juice bullring cable car
la plaza de toros el teleférico	

What we are learning this term:

- A. Discovering Texan culture
- B. Comparing Madrid and Barcelona
- C. Discovering Mexico City
- D. Finding out about Peru
- E. Learning about life in Cuba
- F. Planning a trip across South America
- G. Translation practice

6 Key Words for this term

- | | |
|-------------------|------------------|
| 1. la artesanía | 4. el mural |
| 2. la bandera | 5. pasear |
| 3. prehispánico/a | 6. la plantación |

C. CDMX: la superurbe – CDMX: The megacity

_____	to be brilliant
_____	we are like peas in a pod
_____	to build / construct
ocurrir	_____
proponer	_____
precioso/a	_____
_____	prehispanic
_____	arts and crafts
la bandera	_____
_____	grasshoppers
_____	place
_____	mural
_____	object
_____	painter

Key Verbs

Pasear To stroll	Viajar To travel	Subir To upload	Ir To go	Esperar To wait / hope for
Paseo _____	Viajo I travel	Subo I upload	Voy I go	_____ I wait / hope for
Paseas You stroll	_____ You travel	Subes You upload	Vas _____	Esperas You wait/hope for
Pasea s/he strolls	Viaja s/he travels	_____ s/he uploads	Va s/he goes	Esperas s/he waits/hopes for
Paseamos We stroll	Viajamos _____	Subimos We upload	Vamos _____	Esperamos We wait/hope for
_____ They stroll	Viajan They travel	Suben They upload	Van They go	_____ They wait/hope for

A. ¡Vamos a Texas! – Let's go to Texas!

_____	baseball
_____	Tex – Mex food
_____	state
los frijoles	_____
la frontera	_____
la mezcla	_____
_____	mountain
el río	_____
el rodeo	_____
encontrar	_____
_____	to ride a horse
_____	I'm dying to...
_____	near / close
exquisito/a	_____
el arquitecto	_____
la avenida	_____
_____	cathedral
_____	chickpea stew

D. Machu Picchu me fascinó – Machu Picchu fascinated me

_____	square (town/city)
_____	poncho
_____	streetfood stall
_____	flight
el zoo	_____
decidir	_____
subir	_____
trabajar	_____
_____	height
_____	ranch / estate
_____	childhood
_____	small bus
la plantación de cacao	_____
la ruina	_____
el tamal	_____
gracioso/a	_____
refrescante	_____
_____	delicious / rich
_____	to plan
_____	to travel
_____	South America
Los estados Unidos	_____
las vistas	_____
los viajeros	_____
el viaje	_____
_____	holidays
_____	to go down
_____	to walk
_____	the way / path
_____	_____
el transporte	_____
los turistas	_____

E. ¡Vente al Caribe! – Come to the Caribbean!

_____	open
_____	kind
_____	caribbean
_____	qualified
_____	cuban
_____	relaxed
_____	unique
_____	_____
el / la agente de viajes	_____
el analfabetismo	_____
la cadena	_____
el / la cliente	_____
la década	_____
el destino	_____
disfrutar de	_____
el origen	_____
la razón	_____
desconectar	_____

F. De Colombia a Venezuela – From Colombia to Venezuela

_____	to accompany
_____	to do / to make
_____	to do scuba diving
_____	to do windsurfing
_____	_____
me muero de ganas de pasar	_____
_____	adventure
_____	expedition
_____	avocado
_____	cornflour pancake
_____	coral
la corrida de toros	_____
el edificio	_____
_____	Traditional
_____	colombian fruit
_____	juice
_____	bullring
_____	_____
el teleférico	_____

B. Madrid vs. Barcelona

_____	building
_____	chickpea
_____	_____
el guiso	_____
el palacio	_____
la pintura	_____
la rivalidad	_____
_____	flavour
_____	piece
_____	to hope / to wait for
_____	_____
morir	_____
pasear	_____
_____	It costs an arm and a leg!
_____	It's a piece of cake

G. Translation Practice	
We are going to Barcelona next year	V a B e a q v
We went to Texas last year	F a T e a p
I saw some grasshoppers	V a c
We saw the very famous mural	V e m m f
We met in the town square	N e e l p m
There are lots of streetfood stalls in Texas	H m q d c e T
The flight to South America is very expensive	E v a S e m c
It is very tasty	E m s
He went to Cuba	F a C
I would love to go to the Carribean	M e i a C
It's important to switch off on holiday	E i d e l v
I love avocados	M e l a
I went windsurfing	H e w
The food is a mixture of flavours	L c e u m d s
The river is very long	E r e m l
We went on a boat	F e b
The arts and crafts in Cuba are amazing	L a e c e m
There are very famous painters in Cuba	H p m f e C

H. Key Questions: Answer the following in your own words. Use these model answers	
¿Qué ciudad prefieres; Barcelona o Madrid? – Which city do you prefer: Barcelona or Madrid?	Prefiero la ciudad de Barcelona porque hay mucho más cultura y la gente en Barcelona es muy diferente. Además de eso, Barcelona tiene mucha historia y mucho arte. A pesar de esto, me gustaría ir a Madrid en el futuro para visitar las galerías de arte. Hay una pintura muy famosa de Picasso que está en la galería de arte en Madrid.
¿Te gustaría ir al Caribe? – Would you like to go to the Carribean?	Me encantaría ir al Caribe en el futuro con mi familia y con mis amigos. Me parece un lugar muy bonito con la gente muy amable. Tengo muchas ganas de bañarme en el mar caribeño. Ir de vacaciones al Caribe sería un sueño hecho realidad.
¿Crees que es importante viajar? – Do you think it's important to travel?	Sí, creo que es muy importante ir de vacaciones sólo para relajar y desconectar del mundo. Aunque ir de vacaciones es muy caro a veces, creo que es esencial para la salud. Se puede hacer muchas actividades nuevas en las vacaciones.

I. Key Questions: Translate these model answers using the KO	
¿Qué ciudad prefieres; Barcelona o Madrid? – Which city do you prefer: Barcelona or Madrid?	I prefer the city of Madrid because it is much bigger than Barcelona and it has more department stores and shops. Madrid has lots of art galleries and the public transport is cheaper too. Travelling to Madrid from London is cheaper than travelling to Barcelona from London.
¿Te gustaría ir al Caribe? – Would you like to go to the Carribean?	I would love to go to the Carribean one day with my best friend. We would have a really good time. I would love to try Carribean food because it's very healthy and tasty. I would also like to take lots of selfies on the beaches in the Carribean.
¿Crees que es importante viajar? – Do you think it's important to travel?	I think it is nice to travel if you can but I don't think that it's essential. Sometimes, travelling can be very expensive so if you want to save money you should stay at home.

J. Key Grammar	
Forming the perfect tense	<p>The perfect tense is the 'have done' tense. It uses the verb 'haber' (to have – auxiliary verb) exactly as we do in English. The 6 conjugations of 'haber' are as follows: he, has, ha, hemos, habéis, han</p> <p>You then add the past participle of the verb. If the verb ends in –AR you add –ado. If the verb ends in –ER or –IR you add –ido.</p> <p><i>E.g. The past participle of the verb 'jugar' (to play) would be jugado (played)</i> <i>E.g. the past participle of the verb 'comer' (to eat) would be comido (eaten)</i> <i>E.g. He viajado a Francia = I have travelled to France</i> <i>E.g. Has viajado a Grecia = You have travelled to Greece</i> <i>E.g. ¿Has viajado a Grecia? = Have you travelled to Greece?</i></p>
Forming the imperfect tense	<p>The imperfect tense is the 'used to' tense. Used for descriptions / setting the scene in the past / no specific start or end time. The conjugations are as follows: if the verb ends in –AR: -aba, -abas, -aba, -abamos, -abáis, -aban. If the verb ends in –ER/ –IR: -ía, -ías, -ía, -íamos, -íais, -ían e.g. <i>Cuando hablaba con ella = When I used to speak to her...</i></p>



Year 8 Art Term 5: Topic : Inner Self



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

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

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

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



D.	Mind Mapping for Inner Self	
	Use the space below to design and create your own mind map for Inner Self.	
	<p>Goals</p> <ul style="list-style-type: none"> -Get amazing GCSE grades -Bungee jump 	<p>Strengths</p> <ul style="list-style-type: none"> Kind - Sporty - Ambitious - Funny
	<p>Emotions</p> <ul style="list-style-type: none"> -Happy -Cheerful 	<p>Weakness</p> <ul style="list-style-type: none"> -Face my fear of heights

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

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



Year 8 Art Term 5: Topic : Inner Self

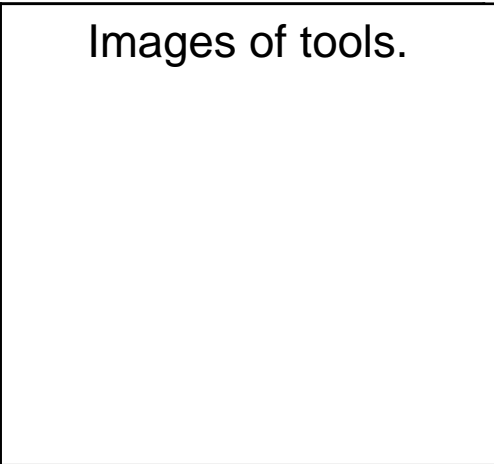


What we are learning this term:	
A.	Research and Key Words
B.	Drawing
C.	Mind Mapping
D.	Designing
E.	Making
F.	Decorating

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

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

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



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

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

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



Year 8 PRODUCT DESIGN Term 5 Knowledge Organiser



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

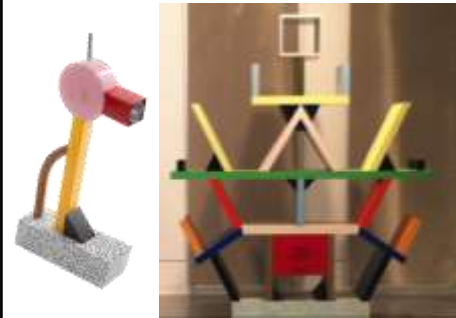
By using **computer aided manufacture (CAM)**, designs can be sent to **CAM machines** such as **laser cutters** and **3D printers**

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.



Year 8 PRODUCT DESIGN Term 5 Knowledge Organiser



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

A. Workshop Tools

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B. Materials

Timbers come from trees

	Scots pine Softwoods
--	-------------------------

Manufactured Boards come from wood pulp

	Plywood Manufactured Boards
--	------------------------------------

Polymers come from crude oil

	Acrylic – Polymers
--	---------------------------

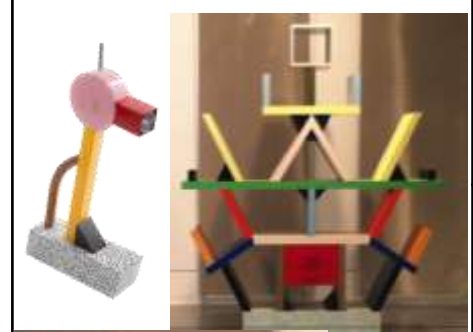
C. CAD

Advantages of CAD	Disadvantages of CAD
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D. CAM

Advantages of CAM	Disadvantages of CAM

E. Memphis Design Movement



Key Designer

Key Features:



Colours:



Line Styles:

Year 8 Term 6: 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?
	<ol style="list-style-type: none"> 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

E.	Keywords
Hygiene	A method of keeping yourself and equipment clean
Research	Information that you find out to help you with a project
Nutritious	A meal that is healthy and contains vital nutrients.
Target Market	The age or type of person you are creating a product for.
Carbohydrates	Foods that give you energy
Protein	Food that 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

A.	What are the three macronutrients in the diet?
Carbohydrates	Foods that are eaten to give the body energy
Protein	Food that are eaten to build and repair muscles and cells
Fats	Food that are eaten to protect your vital organs and insulate your body.



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

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



Year 8 Term 6 : 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
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A.	What are the three macronutrients in the diet?

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	<ul style="list-style-type: none"> • 1 • 2 • 3 • 4 • 5 	Why it is important
		<ul style="list-style-type: none"> • 1 • 2 • 3 • 4 • 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. Basic Song Structure
 - B. How to write a perfect Evaluation
 - C. Playing the Keyboard / Chords
 - D. What are the musical elements?
 - E. What are the music symbols – Note Values
 - F. Keywords
 - G. How to read music – treble clef and bass clef

- 6 Key Words for this term**
- 1 Instrumental Break
 - 2 Song Structure
 - 3 Verse
 - 4 Chorus
 - 5 Bridge/Middle 8
 - 6 Outro/Coda

A Basic Song Structure – POP songs



B How to write a perfect Evaluation?

1	Write a full sentence explaining what your musical performance or music composition was about
2	Explain what you were trying to communicate to an audience and how you did it
3	Pick out at least two moments that worked really well, using specific examples and say what you did that made them successful
4	Pick out one moment that you could make better. Explain why it needed improving and how you would make it better if you did your performance again
5	Sum up your evaluation and discuss one thing that you will take forward into your next work

C Playing the Keyboard / Chords

LEFT HAND **RIGHT HAND**

Chord diagrams: C, G, Am, F

D What are the musical elements?

Timbre	Sound quality
Pitch	High or low sounds
Texture	How many sounds
Tempo	Fast or slow
Duration	Long or short
Structure	The musical plan
Dynamics	Loud or quiet
Silence	No sound / rests in the music
Attack/Decay	How notes start and stop

E What are the music symbols?

Note	Name	Beats	Rest	Note	Name	Beats	Rest
	Whole Note	4 beats		Half Note	2 beats		
	Half Note	2 beats		Quarter Note	1 beat		
	Quarter Note	1 beat		Eighth Note	1/2 beat		
	Eighth Note	1/2 beat		Sixteenth Note	1/4 beat		

F	Keywords
Instrumental Break	An instrument section during a song – no singing
Lyrics	The words of a song
Song Structure	The different sections of a song
Verse	A section of a song telling the story , followed by a chorus
Chorus	Repeated idea within a song, lyrics and music usually remain the same
Bridge/Middle 8	Passage of music that contrasts the verse and chorus
Outro/Coda	Passage of music that brings the song to an end
Album	A collection of audio recordings
Arrangement	A rework of a musical composition so that it can be played by different combinations of instruments
Genre	a style or category of art, music, or literature
Cover Song	A performance of a song by someone other than the original artist/band

G How to read music – treble clef and Bass Clef

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

BASS LINES: G B D F A **BASS SPACES: A C E G**

What we are learning this term:	
A.	Basic Song Structure
B.	How to write a perfect Evaluation
C.	Playing the Keyboard / Chords
D.	What are the musical elements?
E.	What are the music symbols – Note Values
F.	Keywords
G.	How to read music – treble clef and bass clef

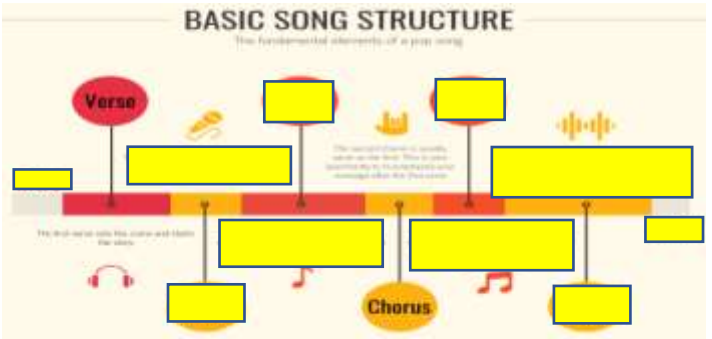
6 Key Words for this term	
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2	<input type="text"/>
3	<input type="text"/>

A	Basic Song Structure – POP songs
---	----------------------------------

C	Playing the Keyboard / Chords

F	Keywords
Instrumental Break	
Lyrics	
Song Structure	
Verse	
Chorus	
Bridge/Middle 8	
Outro/Coda	
Album	
Arrangement	
Genre	
Cover Song	

D	What are the musical elements?
	Sound quality
	High or low sounds
	How many sounds
	Fast or slow
	Long or short
	The musical plan
	Loud or quiet
	No sound / rests in the music
	How notes start and stop



B	How to write a perfect Evaluation?
1	<input type="text"/>
2	Explain what you were trying to communicate to an audience and how you did it
3	<input type="text"/>
4	Pick out one moment that you could make better. Explain why it needed improving and how you would make it better if you did your performance again
5	<input type="text"/>

E	What are the music symbols?																																
<table border="1"> <tr> <th>Note</th> <th>Name</th> <th>Beats</th> <th>Rest</th> <th>Note</th> <th>Name</th> <th>Beats</th> <th>Rest</th> </tr> <tr> <td></td> <td><input type="text"/></td> <td></td> <td></td> <td></td> <td>Half Note</td> <td></td> <td></td> </tr> <tr> <td></td> <td><input type="text"/></td> <td></td> <td></td> <td></td> <td>Quarter Note</td> <td></td> <td></td> </tr> <tr> <td></td> <td><input type="text"/></td> <td></td> <td></td> <td></td> <td>Eighth Note</td> <td></td> <td></td> </tr> </table>	Note	Name	Beats	Rest	Note	Name	Beats	Rest		<input type="text"/>				Half Note				<input type="text"/>				Quarter Note				<input type="text"/>				Eighth Note			
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G	How to read music – treble clef and Bass Clef
<p>TREBLE LINES: E G B D F TREBLE SPACES: F A C E</p> <p>BASS LINES: G B D F A BASS SPACES: A C E G</p>	



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

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



Answers

DEVISING

Frequently called **collective creation** - is a method of theatre-making in which the script or (if it is a predominantly physical work) performance score originates from collaborative, often improvisatory work by a performing ensemble.

Stimulus- A starting point or catalyst for your ideas.



What words do you think of looking at these pictures?

What stories do you think of?

What characters come to mind?



This term you are challenged with making a group performance that lasts up to 5 minutes and is based on a stimulus that you will be given in a lesson this term.

It **MUST** be ORIGINAL (cannot involve stories / characters that already exist) and **EVERYONE** must be involved.

Tips for success

Don't try and make a STORY – instead, create scenes based on a theme

Listen to everyone's ideas

Think of at least 3 ways to show the message and then pick the best one

Would technical elements help to get your message across?

DEVISING

Frequently called devised theatre - is a method of theatre-making in which the performance score originates from collaborative, often improvisatory work by a performing ensemble.

Stimulus-



What words do you think of looking at these pictures?
What stories do you think of?
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Tips for success

SWINDON ACADEMY READING CANON

Year 7



Year 8



Year 9



Year 10



#ReadingisPower