



The John of Gaunt School
A Community Academy

Name

TG

Year 8

Knowledge Organisers

Term 1-2025

Year 8 Art and Design Knowledge Organiser

Drawing

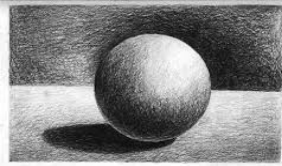
When drawing you need to consider these three main areas – tone, texture (using mark making) and proportions.

Tone

Tone means how light or dark something is. The tones artists and designers use and the contrast between them can create very different moods and visual effects.

Further reading:

<https://www.bbc.co.uk/bitesize/guides/z2thmsg/revision/1>



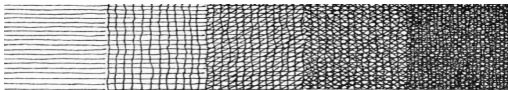
Creating Tonal Ladders

A tonal ladder shows tone that gradually becomes darker as you increase the pressure with your pencil.

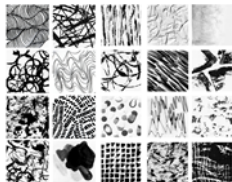


Cross Hatching

Cross hatching is created using layers of lines. The denser the line spacing the darker your object will appear. You can practice this technique by creating a tonal ladder using cross hatching.



Texture refers to the surface quality in a work of art. We associate textures with the way that things look or feel. Everything has some type of texture. We describe things as being rough, smooth, silky, shiny, fuzzy and so on.



Key Artists to Compare and Analyse:

Monami Ohno's-

Japanese artist nicknamed 'cardboard girl' creates intricate cardboard sculptured from discarded amazon boxes. She sculpts everything from foods to giant watches and guns. <https://www.designboom.com/art/monami-ohno-cardboards-astonishing-intricate-sculptures-10-19-2021/>



Extra Vocab.

Scale
Sculpture
Realistic
Detailed
Surprising

Andy Warhol-

Andy Warhol is known for his bright, colourful paintings and prints of subjects ranging from celebrities, to everyday products such as cans of soup. Part of Pop Art movement.



Repetition
Pop Art
Colour
Simplified
Contrasting

Sarah Graham-

Sarah Graham is a photo realistic painter. Mostly uses oil paints. Themes of childhood nostalgia. Linked to Pop Art movement. <https://sarahgraham.info/>



Vivid/bright
Bold
Contrasting
Close-up
Perspective

Key Words - definitions

Pop Art- A style of art based on simple, bold images of everyday items e.g. cakes and sweets.

Photo Realistic - An extremely realistic style of painting or drawing, in which the artwork is based on a photo. This style is known for its 'WOW' factor.

Proportion (Proportions, Proportional, Proportionate) - Proportion explores the size relationship between two or more elements in an artwork.

Lighting - In photography lighting is used to create mood and depth. It can be bright, crisp and clear or more muted. It is also used to create shadows.

Focus- (in focus) Focus in photography is the process of making adjustments to the lens to find the maximum resolution, sharpness, and contrast for your chosen subject.

Imagination- (imaginative) the act or power of forming a mental image of something not present to the senses.

Sculpture- A sculpture is the creation of a piece of art in 3D — it will have a length, width, and height. A sculpture may look exactly like a person or object or may be more abstract.

Contrast(contrasting)- Two colours from different segments of the colour wheel are contrasting colours (also known as complementary or clashing colours).

Art Study

Describing and analysing artists work is an important skill. We try to analyse work by looking at the formal elements of **colour, line, tone, texture, scale, perspective and shape.**

When writing your opinion make sure you describe **what you do or don't like about a piece of work and why (use the formal elements to help you)** e.g. 'I like Monami Ohno's sculptures because of the intricate detail and how realistic they look.'

'I like Sarah Graham's work because the **colour** is so vivid and she draws attention to detail with close up shots.'



Career readiness means being prepared to succeed in the world of work — not just having a job, but being ready to grow, learn, and thrive in a career. It's about having the skills, knowledge, and attitudes that employers look for. The activities below are to help you reach career readiness.

Term 1 	Creating the life you want Creating goals	Creating the life you want workbook Creating the life you want ppt Creating the life you want vision board	These are the tasks on unifrog and the suggested time when to do them. You are given the title of the resources so that you can find them yourself but they will appear on unifrog. You will get an email notification. The tasks are tracked. The activities include the teacher powerpoint, which gives suggestions. Sometimes, it might be good to do the activity with a friend or parent so that you can share ideas. The powerpoints are designed for a class of 30 pupils and have the teacher notes to help you. When working on your own, it will take 15 – 30 mins for the activities and longer for the thinking. Create a folder in which to save your worksheets.
	What does success mean to me? Examining how success can be measured	What does success mean to me workbook What does success mean to me ppt	
Term 2 	Careers and the climate Looking at green jobs and the sustainable sector	Careers and the climate workbook Careers and the climate ppt	
	Interests profile Using interests and hobbies to identify possible careers	Using the interests profile	
Term 3 	Careers and subjects quiz: sustainability Exploring the subjects tool, creating favourites and doing career courses.	Careers and subjects quiz sustainability	
	How to use the activities tool Adding an activity	How to use the activities tool Adding an activity ppt	
Term 4	Competencies and aiming high Learning about goal setting	Competencies II aiming high workbook Competencies II aiming high ppt	
Term 5 	Careers and subjects quiz: sustainability Exploring the subjects tool, creating favourites and doing career courses.		
Term 6 	Introduction to the courses tool	Careers quiz careers and the Courses tool ppt	
	Complete a course using the courses tool		

Useful websites to use
<https://www.johnofgauntschool.org/parents-and-carers/careers-information>
<https://nationalcareers.service.gov.uk/>
<https://www.gov.uk/apply-apprenticeship>
<https://www.ucas.com/>
<https://www.wiltshire.ac.uk/>
<https://www.bathcollege.ac.uk/>

Key content

Print Displays content on screen

```
>>> print("Hello World")
Hello World
```

Variables Place to store data in a program

```
>>> text = "Hello"
>>> name = "Mia"
>>> print(text, name)
Hello Mia

>>> print(text, "your name is", name)
Hello your name is Mia
```

Selection Gives a choice in programs

```
if totalCost >= 20 :
    postage = 0
elif totalCost >= 10:
    postage = 1.5
else :
    postage = 2.95
```

Iteration: while loop Performs a task while a certain condition is TRUE

```
while distance > 0 :
    print ("Are we there yet?")
    distance -= 1
```

input Allows user to enter data

```
>>> name = input("What is your name? ")
What is your name? Daniel

>>> print(name)
Daniel
```

Iteration: FOR loop Used to repeat things a certain number of times

```
for x in range(6):
    print(x)
```

```
for x in range(4):
    print("Hello")
```

- Equals: `a == b`
- Not Equals: `a != b`
- Less than: `a < b`
- Less than or equal to: `a <= b`
- Greater than: `a > b`
- Greater than or equal to: `a >= b`

Changing variable types (casting):

```
int() - integer - whole number
float() - floating point (real) - decimal point
str() - string - a series of characters (text)
```

Example code turns variable into integer:

```
age = int(age)

user_age = int(input("Enter your age: "))
```

Key Vocab

Word	Definition
Python	A high level programming language.
Programming	The process of writing computer programs.
Code	The instructions that a program uses.
Sequence	Parts of the code that run in order and the pathway of the program reads and runs very line in order.
Selection	Selects a pathways through the code based on whether a condition is true
Iteration	Code is repeated (looped), either <i>while</i> something is true or <i>for</i> a number of times
Algorithm	A set of rules/instructions to be followed by a computer system
Variable	A value that will change whilst the program is executed.(e.g. temperature, speed)
Comparative Operator	When comparing data, an operator is used to solve the equality such as <>, != or ==
Syntax	The punctuation/way that code has to be written so that the computer can understand it. Each programming language has its own syntax.
Data Type	This indicates how the data will be stored. The most common data types are integer, string, and float/real.
String	A collection of letters, numbers or characters. (e.g., Hello, WR10 1XA)
Integer	A whole number. (e.g. 1, 189)
Float/Real	A decimal number, not a whole number. (e.g. 3.14, -26.9)
Boolean	1 of 2 values. (e.g. True, False, Yes, No)

More info can be found here:

Top Tips: Download Python Idle at home
Practise creating programs
Google W3schools python

The 6Rs of

REDUCE

Cut down the amount of material and energy you use as much as you can.

REUSE

Use a product to make something else with all or parts of it.

REPAIR

When a product breaks down or doesn't work properly, fix it.

RECYCLE

Reprocess a material or product in order to make something else.

REFUSE

Don't use a material or buy a product if you don't need it or if it's bad for people or the environment.

RETHINK

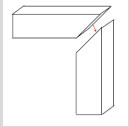
Do we make too many products? Design in a way that considers people and the environment.

Joining Materials

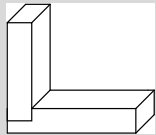
Materials can be either joined Permanently or Temporarily. This allows products to be strong, adaptable or maintained easily.

When Joining woods, the most common joints you will use are: -

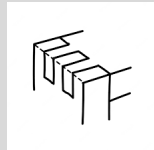
Permanent Joint



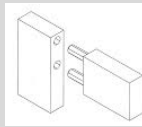
Mitre Joint



Half Lap Joint

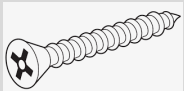


Comb (Finger) Joint



Dowel Joint

Temporary Joint



Screw



Bolt

washer

Nut



Panel Pin

Key Words	Definitions
Dimensions	The use of measurements on a design to show sizes.
Isometric	A 3D drawing technique which shows an image at 30° to horizontal projection.
Orthographic	A 2D drawing technique which allows you to draw flat views of an object (Front, Side, and Plan views)
Annotate	To add notes to your designs that explain what you are aiming to achieve. (Size, Materials, joining techniques)
Prototype	A working model of a product made to see if the design would work before making the final piece
Ergonomics	The study of how humans interact with their surroundings and how the products are then designed to work well with different people.
Anthropometrics	The study of human sizes and how they can be used to make different products.
CAM	This stands for Computer Aided Manufacture where a machine turns a design drawing into a made product
Sustainability	the ability to exist and develop without depleting natural resources for the future

Extension task Look at products that you recycle everyday. What symbols tell you that you can recycle them?

Drama: Melodrama and 'The Grinch'



The word 'Melodrama' comes from Italian *melodramma*, from Greek *melos* 'music' and Italian *dramma*. Melodrama involved sensationalized theatricality and basic plot and character structures. We're going to apply our knowledge to a script... 'The Grinch'.

Key Knowledge

Stock characters	Characters that appear in stories time and time again, they are the "base" characters of most stories.
Aside	Lines that are said to the audience that other characters cannot hear.
Placards	A sign that gives instruction such as change of place, change of time or an instruction.
Direct Address	Talking directly to the audience
Characterisation	Using physical and vocal skills to create a character.
Dialogue	What the characters say
Stage directions	What the characters do
Blocking	The staging of a performance, where the actors go and what they do.

Key Physical and Vocal Skills

Proxemics	Distance between actors
Exaggeration	Using your key vocal and physical skills to make the characters bigger and clearer and over-the-top.
Volume	Loud or quiet
Pitch	High or low
Tone	The emotion an actor uses with their voice
Intonation	The rise and fall of your voice
Emphasis	Stressing a specific word or syllable to create meaning.

Page to stage: all plays, musicals, television shows, Netflix series, Youtube videos etc start with a script! It is up to the actor to perform the character using key physical and vocal skills.

If you want to develop your skill in posture, gesture and voice in performance type 'Oak National Academy' into Google. Click KS3, Drama and 'Posture, gesture and voice'.

Sentence types

Simple sentences must have a subject (who or what the sentence is about) and a verb (action word). They stand alone as a complete thought.

Effect: They are clear to understand; however, they can also add tension, increase pace or create an urgent tone when crafted into your writing.

Example x 3: A rat scurried into the corner. Percy screamed. Ruby ran.

Compound sentences generally join two simple sentences together. You can use connectives such as 'and', 'or' and 'but' to join the two separate ideas (such connectives are also known as **co-ordinating conjunctions***).

Effect: They can enhance the flow and rhythm of writing, add complexity to ideas, and express subtle relationships between thoughts.

Example: The midnight sky was inky black, but the stars glistened.

Complex sentences communicate more than one idea. One part (the main clause) is like a simple sentence: it can stand on its own. The other part (the subordinate clause) gives more detail about the simple sentence, but it cannot stand alone (this part will include a **subordinating conjunction****).

Effect: They allow for more detailed explanations and richer descriptions; however, overuse can make your writing difficult to read.

Example: Although exhausted, the intrepid explorers pressed on.

Conjunctions

***Co-ordinating conjunctions** are also known as the FANBOYS.

These are for, and, nor, but, or, yet, so.

Common ****subordinating conjunctions** include after, although, as, because, before, if, since, though, unless, until, when, while, and where.

Key terminology and definitions

Genre = A way of categorising a type of music, art or literature, depending on the content.

Plot = Events that make up a story.

Narrative = The story being told.

Foreshadowing = A hint about a future event in a plot.

Juxtaposition = Two ideas placed side by side to compare and show their differences.

Simile = Compares two different things using like or as.

Metaphor = Compares two different things by saying one thing is the other thing.

Personification = Describes something non-human as if it is human, giving it human qualities like emotions, actions, or speech.

Alliteration = Repetition of the same sound at the start of a series of words in succession to provide an audible pulse. It gives a piece of writing a soothing or sinister effect.

Sibilance = Where a hissing or hushing sound is created within a group of words through the repetition of "s" sounds.

Vocabulary - Colour Thesaurus

- **White** = ivory, salt, bone, pearl, porcelain
- **Red** = scarlet, blood, ruby, cherry, mahogany
- **Blue** = indigo, azure, sapphire, arctic, teal
- **Grey** = graphite, charcoal, slate, ash, pewter
- **Black** = raven, ink, midnight, coal, obsidian
- **Yellow** = citrus, sandy, golden, amber, butterscotch

Key content

Nutrition

The Eatwell Guide

The **Eatwell Guide** shows the proportions in which different groups of foods are needed in order to have a well-balanced and healthy diet.

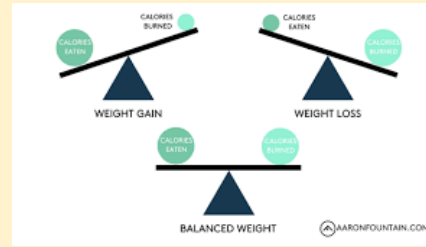
The proportions shown are representative of food eaten over a day or more, not necessarily at each meal time.

Choose a variety of different foods from each food group to help get the wide range of nutrients the body needs to stay healthy.



Energy Balance

The relationship between the calories you take in through food and drinks, and the calories you burn through physical activity and basic functions (like breathing and digestion).



Food skills are acquired, developed and secured over time.

Bridge hold



Claw grip



Diagrams:



Key vocab

Word	Definition
Water Soluble	These are vitamins that dissolve in water, they are destroyed easily – B,C.
Fat Soluble	These are Vitamins that dissolve in fat – A,D,E,K.
Antioxidants	Vitamins A,C,E – these help to slow down cell damage, help protect against cancer and premature aging.
Micronutrients	These are nutrients which are needed in small amount – Vitamins and Minerals.
Macronutrients	These are nutrients which are needed in larger amounts – Fats, Proteins and Carbohydrates.
Coagulate	Proteins setting through the application of heat – eggs in your chocolate brownies!
Fermentation	A process in which micro-organisms are allowed to consume the sugar in a food in order to produce carbon dioxide gas, this changes the texture, flavour and aroma of bread dough.
Enzymic Browning	A browning reaction in fruits - Browning is the process of food turning brown due to the chemical reactions – apples in your apple cake.

More info can be found here:

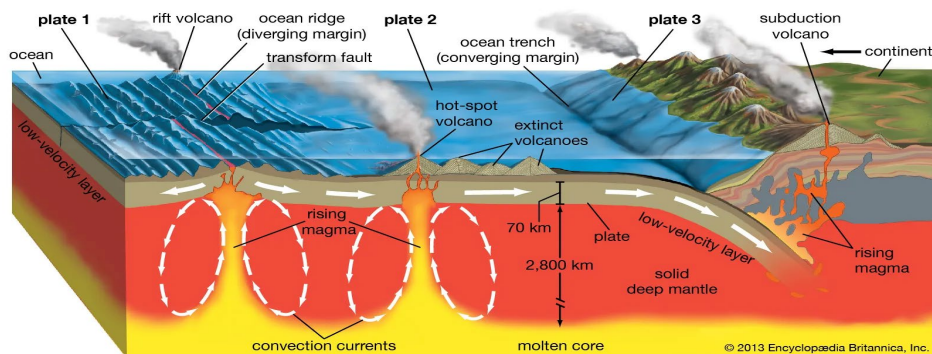
<https://www.foodafactoflife.org.uk/11-14-years/healthy-eating-11-14-years/>

Tasks

1. Create an infographic on either macronutrients or micronutrients. Focus on the definition of each nutrient, recommendations and sources.
2. Draw the digestive system and label each of the body parts and the stages of digestion that occur at each part.
3. Calculate the energy and nutrients provided by a food diary for one or two days using <http://explorefood.foodafactoflife.org.uk> - reflect on the results.

The Theory of plate tectonics

- Plate tectonics is the theory that Earth's outer shell is divided into large slabs of solid rock, called "plates,"
- These plates glide over Earth's mantle, the rocky inner layer above Earth's core.
- Earth's solid outer layer, which includes the crust and the uppermost mantle, is called the lithosphere.
- The plates are driven by convection currents in the mantle



Primary impacts: are the direct result of an earthquake or volcanic eruption

Secondary impacts: occur as the result of primary effects

deaths

Water borne disease

Houses destroyed

Riots

Roads destroyed

Job losses

Injuries

Increased food prices

Businesses damaged

Fires

Landslides/lahars

Tsunami

Challenge yourself to learn more about earthquakes and volcanoes here:

<https://www.bbc.co.uk/bitesize/guides/zyhv4wx/revision/1>

The Japan Tsunami

- Friday 11 March 2011 at 14:46:24,
- Magnitude 9.0 on the Richter scale earthquake.
- It was at the point where the Pacific tectonic plate slides beneath the North American plate.
- The epicentre 129 km off the east coast of Honshu, Japan.
- Four years after the quake, around 230,000 people who lost their homes were still living in temporary housing.
- The total damages from the earthquake and tsunami are estimated at \$300 billion dollars (about 25 trillion yen).
- The number of confirmed deaths as of 10 April 2015 is 15,891. More than 2,500 people are still reported missing.
- The country recently unveiled a newly-installed, upgraded tsunami warning system.
- Engineers examined the damage, looking for ways to construct buildings that are more resistant to quakes and tsunamis. Studies are ongoing.

The Icelandic eruption

- 20 March 2010
- Iceland is on a constructive plate margin where the Eurasian and North American plates are moving apart.
- Airlines lost a combined £130 million per day.
- Europe's biggest tourism businesses lost between £5 million and £6 million per day.
- The mass-grounding of European flights prevented the emission of some 2.8m tonnes of carbon dioxide into the atmosphere
- 500 local cattle farmers and their families had to be evacuated from the area around the volcano.

Geography: Tectonic Hazards: earthquakes and volcanoes

Key term	Definition
Core	Made up of the inner and outer core. The inner core is solid iron and nickel, whilst the out core is liquid. Temperatures are 5500 degrees C
Mantle	A layer of molten rock or magma between the core and the earth's crust
Crust	The thin outer layer of the earth. Continental crust is typically 30-50 km thick, whilst oceanic crust is only 5-10 km thick
Epicentre	The point on the earth immediately above an earthquake's focus
Focus	The point of origin of an earthquake. The point inside the crust where the pressure is released.
Seismic waves	Shocks waves that radiate through the crust when an earthquake occurs
Richter Scale	A scale used to measure the strength of an earthquake
magma	Molten rock below the earth's surface
Pyroclastic flow	A destructive mass of very hot ash, lava fragments, and gases ejected explosively from a volcano.
Primary effects	The initial impact of a natural hazard and caused directly by the hazard
Secondary effects	The after effects that occur as an indirect effects of natural hazards

The Protestant Reformation (1517 - 1558)

1517 - German monk Martin Luther nailed his **95 Theses** (95 complaints) onto the door of his church in Wittenberg.

Followers of his ideas become known as **Protestants**

1520 – Pope Leo X sent Martin Luther a Papal Bull requesting him to stop criticising the Catholic Church. Luther burns it in public.

1521 – The Diet of Worms (a meeting at Worms – a place in Germany). Catholics meet Protestants. Luther's texts banned.

1522- Luther translated New Testament in line with his own ideas

1534 – **Catholic** Henry VIII broke from Rome (and makes himself Head of the Church) with 1534 Act of Supremacy.

1547 – Edward VI became England's first **Protestant** king

Henry VIII (1509 - 1547)

1st WIFE: Catherine of Aragon

1. Spanish & strongly Catholic
2. 5 failed pregnancies (miscarriages / stillbirth)
3. 48 years old by 1534 and unlikely to bear children
4. Daughter: **Mary**

HENRY VIII WANTS A DIVORCE

6. Wants a MALE heir to be next king
7. Fallen in love with younger **ANNE BOLEYN**

Why did Henry VIII break with Rome?

8. Pope refusing to annul Henry's marriage to Catherine – she's powerful and done nothing wrong
9. Opportunity to collect Church taxes (tithes) – Henry struggling to pay for wars with France
10. Pope / Church undermining Henry's authority – Church courts / decisions.

ACT of Supremacy 1534 – Henry VIII becomes Head of Church NOT Pope in Rome.

Why dissolve the monasteries 1536-1539?

11. Profits from selling holy relics, land, bronze, slate tiles, stained glass and valuables. Church owned 33% of English land and earned 3 times more than Henry.
12. Monks and nuns still loyal to Pope after 1534 Act of Supremacy.
13. Monks and nuns in many monasteries were breaking the rules.

How dissolve the monasteries 1536-1539?

14. Very brief inspections (+ bribery / threats / lies)
15. First Act of the Dissolution 1536 & Second Act 1539
16. ALL monasteries closed by 1541

History – KPI 1: Henry VIII and the Reformation

Key term	Definition
Heir	The next person in line for the throne
Succession	Noun = something which comes after something else (next king / queen)
Annul a marriage	To have a marriage cancelled
Dissolution	Noun = destroy, close down or shut
The Clergy	People who work for and in the Church
Prior / Prioress Abbot / Abbess	A Prior or Abbot would be in charge of a monastery. Abbess / Prioress for nuns
Catholicism	Belief in Roman Catholic Church under guidance of the Pope in Rome
Reign	Length of time a king or queen rules
Act of Supremacy 1534	Act making Henry VIII the Head of the Church of England (not Pope)
Protestant Reformation	Spreading of Protestant ideas across Europe after 1517
Pope	Head of the Catholic Church
Papal Bull	Direct order from the Pope
Excommunicate	Remove from Catholic Church
Heresy	To go against religion of your country
Treason	To go against king and / or country

CATHOLIC

PROTESTANT

Pope Head of Church

Jesus is the Head of the Church

Bible written in Latin

Bible in English

The Clergy can forgive sins

Only God can forgive sins

Decorated churches (+ altar)

Plain churches (+ table)

Priests wear fancy vestments (robes) + can't marry

Priests wear simple clothes + can marry

Purgatory before Heaven

No Purgatory

Holy Relics + Pilgrimages important

Holy Relics + Pilgrimages NOT important

Challenge yourself to learn more about Henry VIII here:

<https://www.bbc.co.uk/bitesize/topics/z3yfr82>

French school subjects and opinions

<p>J'aime (I like) J'aime assez (I quite like) J'aime vraiment (I really like) J'aime beaucoup (I like a lot) J'aime tellement (I so like) J'adore (I love)</p>			<p>😊 heurement... (fortunately) c'est intéressant (it's interesting) c'est passionnant (it's exciting) c'est marrant (it's fun) c'est utile (it's useful) c'est facile (it's easy) c'est créatif (it's creative) j'apprends beaucoup dans cette matière (I learn a lot in this subject) le prof est sympa (the teacher is friendly) le prof est rigolo (the teacher is funny) le prof m'aide beaucoup (the teacher helps me a lot) le prof est gentil (the teacher is kind) le prof explique bien j'obtiens de bonnes notes (I get good grades)</p>
<p>Je n'aime pas (I don't like) Je n'aime pas beaucoup (I don't like much) Je n'aime pas du tout (I don't like at all) Je déteste (I hate)</p>	<p>l'anglais le français la géographie l'histoire le dessin les maths les sciences la technologie les arts dramatiques l'EPS l'espagnol</p>	<p>parce que (because) car</p>	<p>😞 malheureusement...(unfortunately) c'est ennuyeux (it's boring) c'est nul (it's rubbish) ce n'est pas marrant (it's not fun) c'est inutile (it's not useful) c'est difficile (it's difficult) ce n'est pas créatif (it's not creative) je n'apprends pas beaucoup dans cette matière (I don't learn a lot in this subject) le prof est antipathique (the teacher is unfriendly) le prof est ennuyeux (the teacher is boring) le prof ne m'aide pas beaucoup (the teacher doesn't help me a lot) le prof ne s'intéresse pas à nous (the teacher does not take any interest in us) le prof explique mal (the teacher explains badly) j'obtiens de mauvaises notes dans cette matière (I get bad grades in this subject)</p>

SPANISH PRESENT TENSE – REGULAR VERBS

Steps to form the present tense:

- 1 – Choose the correct infinitive
- 2 – Take off the two-letter ending (-ar/-er/-ir)
- 3 – Add the correct ending depending on who is doing the action

	- AR	- ER	-IR
PRONOUN	Cenar (to eat for dinner)	Comer (to eat)	Consumir (to consume)
Yo (I)	Cen- o	Com- o	Consum- o
Tú (you)	Cen- as	Com- es	Consum- es
Él/Ella (he/she)	Cen- a	Com- e	Consum- e
Nosotros (we)	Cen- amos	Com- emos	Consum- imos
Vosotros (You lot)	Cen- áis	Com- éis	Consum- ís
Ellos/Ellas (they)	Cen- an	Com- en	Consum- en

Frequency words		Food / Drink		
Generalmente Generally	Para el desayuno For breakfast	la carne meat	las galletas biscuits	las manzanas apples
Normalmente Normally	Para el almuerzo For lunch	el pescado fish	la fruta fruit	las naranjas oranges
A menudo Often	Para la merienda For a snack	el pollo chicken	las verduras vegetables	los plátanos bananas
Todos los días Every day	Para la cena For dinner	el arroz rice	la ensalada salad	las fresas strawberries
Siempre Always	Dos veces a la semana Two times a week	el filete steak	las patatas fritas chips/crisps	el zumo juice
De vez en cuando From time to time	Por la mañana In the morning	una hamburguesa a burger	las tostadas toast	el té tea
Los fines de semana At the weekends	Por la tarde In the evening	un perrito caliente a hot dog	los caramelos sweets	el café coffee
Raramente Rarely	Por lo general In general	los pasteles cakes	los mariscos seafood	los refrescos fizzy drinks
Nunca Never	Cada día Each day	el pan bread	el queso cheese	un batido a milkshake
		los cereales cereal	el jamón ham	el agua water
		un bocadillo a sandwich	el helado ice cream	la leche milk

Week One

TASK A – colour code the Spanish and English so that they match

Normalmente ceno el arroz	We never eat cheese
Mi madre come pan	They eat dinner in the evening
Nunca comemos el queso	I eat steak for lunch
Cenamos los mariscos	My mum eats bread
Raramente consumo verduras	My siblings consume water
Generalmente cenan el pescado	I rarely consume vegetables
Como el filete para el almuerzo	Normally I eat rice for dinner
Mis hermanos consumen agua	We eat seafood for dinner
Cenan por la tarde	We eat ice cream often
Comemos el helado a menudo	Generally they eat fish for dinner

TASK B – Complete the sentences with the missing verbs

- a. _____ pasta a menudo (I eat pasta often)
- b. _____ mucho pan (I consume a lot of bread)
- c. _____ verduras (We eat vegetables for dinner)
- d. _____ muchos dulces (they eat sweets)
- e. _____ tres litros de agua al día (they consume three litres of water a day)
- f. Nunca _____ tostadas con mermelada (she never eats toasts with jam)
- g. _____ mucho _____ _____ (I don't eat much for dinner)

Week Two

TASK A – Fill in the gaps to complete the Spanish sentences. Use the translations to help you.

- a. Rar_____ co_____ a____ = I rarely consume water
- b. No c_____ ne = I don't eat meat
- c. N_____ c_____ fr_____ = He never eats fruit
- d. Ce_____ el ar_____ = We eat rice for dinner
- e. P____ la t_____ c_____ hel_____ = In the evenings they eat ice cream
- f. P_____ la mer_____ con_____ manza_____ = For a snack we consume apples
- g. A men_____ c_____ los mar_____ = I often eat seafood for dinner
- h. ¿C_____ las fr_____? = Do you eat strawberries?
- i. Mi h_____ c_____ el p____ = my sister eats bread

TASK B – Unscramble the letters to make correct phrases.

1. Cnameso le loplo =
2. aRanremnte mooc osl pstaelse =
3. aCad íad sunemcon el ét =
4. raaP el yasdenou mecso slo reacelse =
- 5 – leanmenerGte ucmsono sla derevusra =

Week Three

TASK A – Put the words in the correct order to make a sentence and then translate

a – mis hermanos pan Normalmente comen

b – veces A arroz el ceno

c – No manzanas las consumimos

d – como días Todos los carne

e – come Mi fruta amiga

f – los cenamos Nunca mariscos

g – consumo refrescos lo no Por general los

TASK B – highlight the correct option to complete the sentence

a – Para el desayuno como los cereales / el té / el café.

b – Mi amiga como / comimos / come un bocadillo.

c – Los fines de semana mis hermanos ceno / cenan / cena el arroz.

d – Nunca como carne / verduras / fruta porque soy vegetariana.

e – Para la cena mi familia y yo como / comes / comimos los mariscos.

f – No consumo tres litros de agua / bocadillo / jamón todos los días.

g – Mi padre como / come / comen las patatas fritas

Key content

Calypso is a style of Afro-Caribbean music that originated in Trinidad and Tobago during the early to mid 19th Century. It's rhythms and call and response melodies can be traced back to the songs sang by the slaves working in the fields. The music is in 4 beats in a bar and has catchy rhythms and melodies.

Diagrams:



Maracas

Cabasa



Guiro



Steel pan



Acoustic guitar



Trumpet



Bass guitar



Saxophone



WATER COME A ME EYE

Sheet music for "Water Come a Me Eye" with chords and notes.

Chords: C, G7, C, C, G7, C, C, Am, Dm, G, C, C, Am, Dm, G7, C

Notes: G G G G G G C E G D E F G A G G G G G G G C E G D E F E D C

Notes: C E E G C E E D E F G A G C E E G C E E D E F E D C

Key vocab

Word	Definition
Syncopation	Emphasising the off-beat
Chords	2 or more notes played together
Melody	The main tune
Riff	A repeated pattern in the bass
Call & Response	A leader sings out and everyone else responds either repeating the leaders call or a set response
Work Song	A song sung in the fields as the slaves were working
Soprano	High female voice
Alto	Low female voice
Tenor	High male voice
Bass	Low male voice

More info can be found here: [Listening](#)



- Water Come a Me Eye
- Day O!
- Yellow Bird
- Old Time Calypso
- Jamaica Farewell

Key Content

Netball

Footwork – both feet grounded or jump to catch the ball and land on two feet simultaneously.

Pivot – a swivel movement that allows the player to move on a fixed axis to either pass or shoot.

Offside – player with or without the ball cannot move into an area of the court that isn't designated for their position.

Replayed Ball - catch a rebound from a shot on goal if the ball has not touched the post or another player.

Rugby

Principles of Rugby: going forward, supporting, maintaining continuity and exerting pressure.

Offside – prohibits players from gaining an advantage from being too far forward.

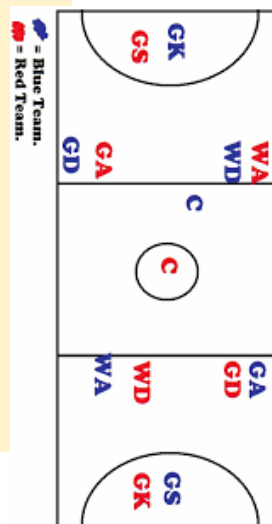
Try – A try is scored by grounding the ball in the opposition's in-goal area

Knock On – a player, in tackling or attempting to tackle an opponent, makes contact with the ball and the ball goes forward

Scrum - a method of restarting play in rugby

Key Vocab

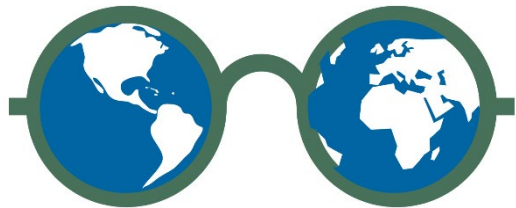
Word	Definition
Tactics	An action or strategy carefully planned to achieve a specific end.
Technique	A skill or ability in a particular field.
Communication	The imparting or exchanging of information by speaking, writing, or using some other medium.
Teamwork	The combined action of a group, especially when effective and efficient.
Regulation	A regulation is a bit more formal than a rule – it prescribes the required conduct or action exactly;
Rules	Rules are in place for safety of the players, integrity of the game and to create as fair a competition as possible.



6. PHYSICAL ME (Term 1)			
RULES AND REGULATIONS			
Know basic rules and regulations.		Red	Yellow
SKILLS AND TECHNIQUES			
Perform basic skills and techniques		Red	Yellow
TACTICS AND STRATEGIES			
Perform some tactics and strategies needed for the sport.		Red	Yellow

Year 7 RE Term 1 Worldviews

Key word	Definition
Worldview	A personal view of the world
Theist	A person who believes in the existence of a god or gods
Atheist	A person who does not believe in the existence of a god or gods
Agnostic	A person who is unsure & sceptical about the existence and nature of God
Religious	Relating to or believing in a religion (system of faith)
Lenses	Difference ways of studying religious beliefs and practices
Theology	The study of the nature of God and religion
Philosophy	The study of reality, existence and morals
Sociology	The study of the development, structure and functioning of society
Tolerance	Willingness to allow opinions and beliefs that you do not necessarily agree with
After life	Beliefs about life after death, e.g. in Christianity a belief in Heaven/Hell
Morals	Standards of behaviour and our understanding of what is right/wrong
Culture	The ideas, customs and behaviour of particular groups in society



Key Content:

A **worldview** is like a pair of glasses that helps you see and understand the world. It's made up of your beliefs, values, and the way you think about life. Your worldview helps you make sense of everything around you, like why things happen, what's important, and how you should act. Even if you don't realize it, everyone has a worldview. It's shaped by your family, culture, religion, friends, and personal experiences, and it can change as you learn and grow.

Worldviews are important because they influence how people live their lives. They help you answer big questions like: *Why are we here? What's right and wrong? What happens after we die?* For example, someone who believes in science and facts might think differently about life than someone who believes in a higher power or spirituality. These different ways of thinking guide how people act and make decisions every day.

Understanding your own worldview helps you figure out who you are and what you believe in. It also makes it easier to understand why other people think and act differently. When you know about worldviews, you can be more open-minded, kind, and respectful toward others. This is super important because the world is full of different people with unique ways of thinking, and learning to get along can make life better for everyone.

In short, worldviews are like a roadmap for life. They help you decide where to go and how to get there while reminding you to respect the journeys of others!

Science

Health and Body

Key content

In order to maintain a healthy body you need the correct nutrition. The best way to do this is eating a balanced diet which involves the following food groups:

Carbohydrates → Provide the body with energy.

Protein → Used for growth and repair of your body.

Fats (Lipids) → Provide a storage of energy and insulate the body against the cold.

Vitamins and minerals → Required for a healthy body.

Fibre → Aids digestion to keep your gut healthy and prevent constipation.

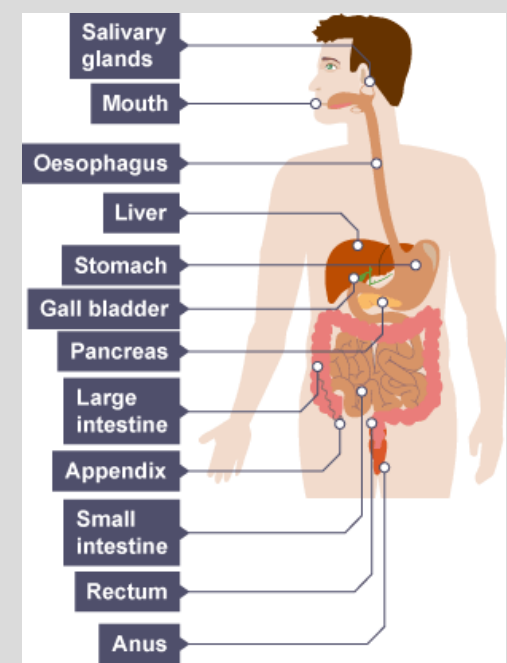
Water → Required by your cells to keep you hydrated.



Key Vocabulary	Definition
Secretes	Releases (to give out).
Muscular	A tissue that contracts and relaxes to provide movement.
Tissue	A group of similar cells that perform a certain function.
Insulate	Protect from loss of heat.
Constipation	When you find it hard to poo when you go to the toilet.
Large Intestine	An organ that absorbs water into the bloodstream.
Rectum	An organ that stores poo before it is released through the anus.
Enzyme	A protein that helps speeds up chemical reactions (like digestion) in the body.

Malnutrition Disease	Cause
Heart Disease	Too much fat in the diet which builds up in veins and arteries.
Rickets	Due to a lack of calcium in the diet- makes the bones too soft.
Anaemia	Due to not enough iron in the blood.
Scurvy	Due to a lack of vitamin C in the diet.
Kwashiorkor	Due to a lack of protein in the diet.

Diagrams:



Key content

The digestive system breaks down large molecules into small molecules so that they can be absorbed into the blood.

Salivary Glands → Secretes saliva that chemically breaks down food.

Oesophagus → A muscular tube that transports food from mouth to stomach.

Stomach → Contains acid that kills bacteria.

Pancreas → Produces enzymes that speed up the chemical breakdown of food.

Small Intestine → Absorbs nutrients (small molecules) into the bloodstream.

LAST PAGE