



The John of Gaunt School
A Community Academy

Name

TG

Year 8

Knowledge Organisers

Term 2 -2025

Year 8 Art and Design Knowledge Organiser

Colour Blending

Colour blending is the art of mixing two **colours** together to produce a third **colour**. Sounds easy right? Wrong! Mixing **Colours** is more than just splashing **colours** on top of other **colours**.



This one is using yellow and blue to create green.

Look at how the artist has carefully blended yellow from one end of the tone bar and red from other end- where they overlap in the middle creates different tones of orange.

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.

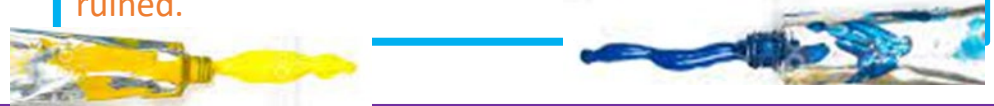


This term you will be working with a range of media to create your own 'Pop Art' piece based on food. Using different materials you will blend colour onto your piece. Here are some of the materials you will be using.

Using Acrylic Paints- You will be experimenting with acrylic paints this term. Here are some top tips to help you get prepared. You can also watch this beginners guide -

<https://www.youtube.com/watch?v=cSvIm0vTnK8>

1. You need to work quickly with acrylics as the drying time is fast.
2. If you make a mistake you can paint over it when the paint has dried.
4. A little paint goes a long way so don't take too much!
5. You need to refresh your colour theory knowledge so that you can mix the colours you need.
6. Wash brushes carefully- if paint dries on them they are ruined.



Using oil pastels- Oil pastels are great because of their vivid colours!

- You can layer colours with oil pastes to create different shades and effects.
- They are create for making different texture marks with.
- A lot of people find oil pastels easier to control than paint so are able to add more detail .

Have a watch of this tutorial- you could have a practice if you have oil pastels at home! <https://www.youtube.com/watch?v=jm6wo-8rJD0>



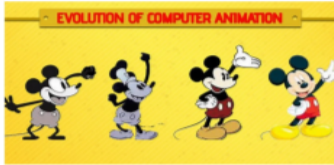
Career readiness means being prepared to succeed in the world of work — not just having a job, but being ready to grow, learn, and thrive in a career. It's about having the skills, knowledge, and attitudes that employers look for. The activities below are to help you reach career readiness.

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/>

1. What is animation?

- Animation is the process of giving the illusion of movement to drawings, models, or inanimate objects.
- Animated motion pictures and television shows are highly popular forms of entertainment.
- Animation has developed and advanced greatly over the years.



Storyboards

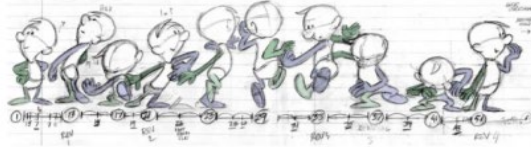
- ⇒ A storyboard is used by many people to illustrate a sequence of **moving** images.
- ⇒ A storyboard shows the flow of scenes that occur in a timeline, a succession of events.
- ⇒ This is different to a visualisation diagram which are used for a single of events.
- ⇒ Each scene of the story is placed in chronological order (in the order that they occur in time).

Why use storyboards?

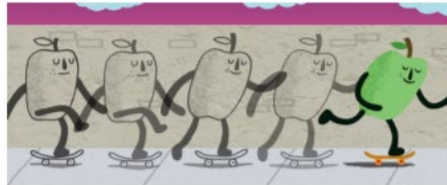
- A visual aid makes it much easier for you to share and explain your ideas and vision with other people
- When you have a storyboard, you can show people exactly how your animation is going to be mapped out and what it will look like.
- Makes production much easier by setting up a plan for production, including all the shots you'll need, the order that they'll be laid out, and how the visuals will interact with the script. You won't forget any scenes
- While it may take you a little while to put your storyboard together, in the long run it will save you time in revisions later and the process will go more smoothly

2. What are the different types of animation?

- Some of the main types of animation use are:
- ♦ Traditional animation—2D and hand drawn.



- ♦ 2D animation—vector based



- ♦ 3D animation—computer animation and CGI



- ♦ Stop motion—Claymation and cut-outs.



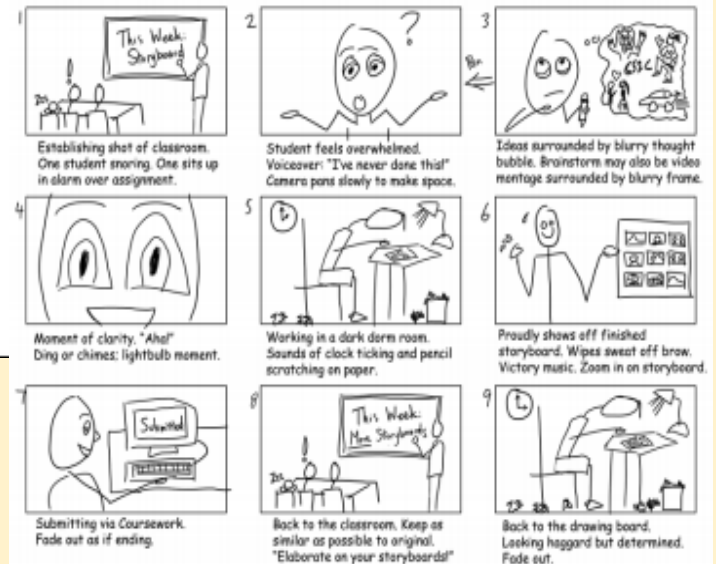
Further Resources:

BBC BiteSize Animation:
<https://www.bbc.co.uk/bitesize/guides/zv2v4wx/revision/5>

3. What is stop motion animation?

<https://www.youtube.com/watch?v=wVjMFU11hVA>

- In stop motion animation objects are physically manipulated in small steps.
- This is done between individually photographed frames so that they appear to move independently when the e series of frames is played back in fast sequence.
- One second of stop motion animation is made up of 12 frames.
- Creating stop motion animation can take a considerable amount of time.
- Wallace and Gromit is a type of stop motion animation called Claymation.
- The feature length film 'Curse of the Were-Rabbit' took 15 months to film as the creators had to manipulate and move the clay models.



Manufactured Boards

Boards are available in many thicknesses (3, 6, 9, 12mm Etc thickness)

Boards are inexpensive so are often used instead of real woods

Manufactured boards are often covered with a thin layer of real wood which is called veneer this improves their appearance or properties.



Manufactured boards are timber sheets which are produced by gluing wood layers or fibres together.

Manufactured boards are often made using waste wood

Manufactured boards have been developed mainly for industrial production as they can be made in very large sheets of consistent quality

Key Word	Definition
Compartments	A separate section or part of a structure or container.
Temporary fixing	A method of joining together a product for a short amount of time so that you can work on it easily.
Interior	Situated on or relating to the inside of something.
Decoration	The activity of making something look more attractive by putting things on it or around it.
Inlay	Embedding pieces of a different material in it, flush with its surface.
Flat Pack	When a product is stored flat to be assembled later into its final shape.

Finishing techniques for woods and manufactured boards

There are many ways of finishing products. Paint effects are just one of them. Matt, satin and gloss form the most common type of paint. Fancy paints such as; chalk paint and crackle glaze are available. Stencils also give a an interesting finish.

Wood can also be stained and varnished to enhance the appearance of the wood.

Types of manufactured boards

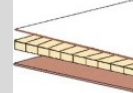
Plywood



Medium Density Fibre board (MDF)



Block board



Chip board



Advantages of manufactured boards

- Large sheet sizes
- Cover large areas easily
- Uniform thickness
- Stable – no shrinkage
- Do not warp

- Use woods efficiently
- Little waste
- Often veneered over – helps to save the rainforests

Extension task

Find out how one type of manufactured board is made.

Extension Task

Materials are often described by their properties. (Eg Steel is strong.)

List other material properties and give an example of a material that has that property?

Year 8 Term 1: Melodrama and The Grinch (Homework Task)

SET 1

1. Hero, villain and Damsel in Distress are examples of “stock characters”. What is a stock character?
2. Who can hear dialogue when a performer uses “aside”?
3. What is a placard?
4. What is direct address?
5. What is characterisation?
6. What is dialogue?
7. What are stage directions?
8. What is blocking?
9. What is proxemics?
10. What is exaggeration?

SET 2

1. What is volume?
2. What is pitch?
3. What is tone?
4. What is intonation?
5. What is emphasis?
6. Give two examples of stock characters.
7. What three things can a placard communicate?
8. What is it called when you use your physical and vocal skills to create a character?
9. Which part of a script tells the actors what to do?
10. What is the distance between actors?

SET 3

1. What is aside?
2. What is direct address?
3. Which part of a script tells the actors what to say?
4. What do you call staging a performance, walking through where the actors go and what they do?
5. What do you call being over the top?
6. Loud or quiet?
7. High or low?
8. Emotion in your voice?
9. Highlighting a key word or phrase with your voice?
10. The rise and fall of your voice?

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'.

Punctuating complex sentence

Complex sentences communicate more than one idea. One part (the main clause) can stand on its own. The other part (the subordinate clause) gives more detail about the main clause, but it cannot stand alone. A complex sentence will contain a **subordinating conjunction** (common examples include after, although, as, because, before, if, since, though, unless, until, when, while, and where).

Punctuating complex sentences:

Subordinate Clause + Main Clause = Use a comma to separate the clauses.

As the sun rose, the explorers set off for the day.

Although they were tired, the intrepid adventurers pressed on.

Main Clause + Subordinate Clause = Do not use a comma to separate the clauses.

The explorers set off for the day as the sun rose.

The intrepid adventurers pressed on although they were tired.

More sentence types

- 1) **Declarative sentences** make a statement. They tell us something. They give us information, and they usually end with a full stop.
- 2) **Interrogative sentences** ask a question. They ask us something. They want information, and they always end with a question mark.
- 3) **Imperative sentences** give a command. They tell us to do something, and they end with a full stop or exclamation mark.
- 4) **Exclamative sentences** express strong emotion or surprise. They always end with an exclamation mark.

Key terminology and definitions

Connotations = associations, feelings or ideas that we have in relation to a word or phrase. E.g. A dove has connotations of peace, love, harmony.

Language techniques = methods a writer uses to craft their work (also called language/literary/linguistic devices). Examples include simile, metaphor, alliteration.

Structure = how a text is ordered and laid out.

Context in literature refers to the background information and circumstances that help you understand a text.

Rhetoric = art of effective persuasive writing or speaking.

Perspective = a person's view on a topic.

Tone = a writer's feelings about a topic that we notice in their work.

Semicolon rules

1. A semicolon can **join two closely related main clauses** without a co-ordinating conjunction (such as "and" or "but").
The rain fell heavily; the streets were flooded.
2. A semicolon is **used before conjunctive adverbs such as "however," "therefore," or "moreover"** when they connect two main clauses. A comma is placed after the conjunctive adverb: She wanted to go; however, she could not.
3. Semicolons can **separate items in a list when those items contain commas**: I've travelled to Paris, France; Rome, Italy; and London, England.

Key content

Food poisoning

Food poisoning can be caused by:

1. bacteria, e.g. through cross-contamination from pests, unclean hands and dirty equipment, or bacteria already present in the food, such as salmonella;
2. physical contaminants, e.g. hair, plasters, egg shells, packaging;
3. chemicals, e.g. cleaning chemicals.

Microorganisms occur naturally in the environment, on cereals, vegetables, fruit, animals, people, water, soil and in the air. Most bacteria are harmless but a small number can cause illness. Harmful bacteria are called pathogenic bacteria.

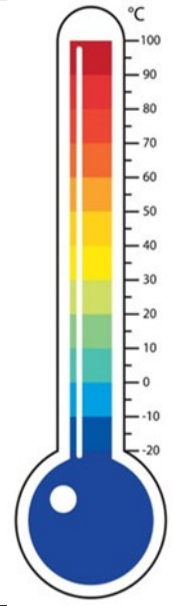
People at risk

Elderly people, babies and anyone who is ill or pregnant needs to be extra careful about the food they eat.

Symptoms of food poisoning

The symptoms of food poisoning include: nausea; vomiting; stomach pains; diarrhoea.

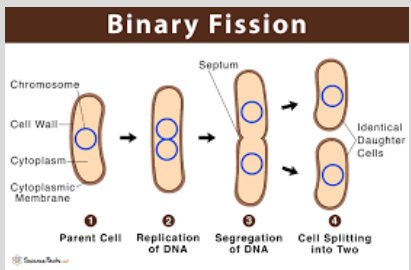
Temperatures to remember
 To reduce the risk of food poisoning, good temperature control is vital:
 5-63°C – the danger zone where bacteria grow most readily.
 37°C – body temperature, optimum temperature for bacterial growth.
 8°C – maximum legal temperature for cold food, i.e. your fridge.
 5°C (or below) – the ideal temperature your fridge should be.
 75°C – if cooking food, the core temperature, middle or thickest part should reach at least this temperature.
 75°C – if reheating food, it should reach at least this temperature. In Scotland food should reach at least 82°C.



Diagrams:

Bacterial growth and multiplication
 All bacteria, including those that are harmful, have four requirements to survive and grow:

1. food;
2. moisture;
3. warmth;
4. time.



Key vocab

Word	Definition
At risk / High Risk Groups	Groups of people who are more at risk of illness.
High risk ingredients	Food which is ready to eat, e.g. cooked meat and fish, cooked eggs, dairy products, sandwiches and ready meals.
Food poisoning	Illness resulting from eating food which contains food poisoning micro-organisms or toxins produced by micro-organisms.
Bacteria	Small living organisms that can reproduce to form colonies. Some bacteria can be harmful (pathogenic) and others are necessary for food production, e.g. to make cheese and yogurt.
Cross-contamination:	The transfer of bacteria from one source to another. Usually raw food to ready-to-eat food but can also be the transfer of bacteria from unclean hands, equipment, cloths or pests. Can also relate to allergens.
Microorganisms	a microscopic organism, especially a bacterium, virus, or fungus.
Pathogenic Bacteria	Bacteria that can cause disease.
Binary Fission	division of a single entity into two or more parts and the regeneration of those parts to separate entities resembling the original

More info can be found here:

<https://bit.ly/2Z97B5f> - Food fact of Life'

<https://www.food.gov.uk/food-safety> - Food Standards Agency

UNIT 6. Les matières scolaires



I can give opinions on school subjects

Tu étudies quelles matières? What subjects do you study?

À l'école <i>At school</i>	j'étudie <i>I study</i>		l'	allemand <i>German</i>		anglais <i>English</i>	
	je n'étudie pas <i>I don't study</i>	mon ami(e) étudie <i>my friend studies</i>		éducation physique <i>PE</i>		espagnol <i>Spanish</i>	histoire <i>history</i>
Le lundi <i>On Mondays</i> Le mardi <i>On Tuesdays</i> Le mercredi <i>On Wednesdays</i> Le jeudi <i>On Thursdays</i> Le vendredi <i>On Fridays</i>	mon ami(e) étudie <i>my friend studies</i>		la	biologie <i>biology</i>		chimie <i>chemistry</i>	
	mon ami(e) n'étudie pas <i>my friend doesn't study</i>			français <i>French</i>		géographie <i>geography</i>	religion <i>RE</i>
	j'ai cours... <i>I have a ... lesson</i> je n'ai pas cours <i>I don't have a ... lesson</i> mon ami(e) a cours <i>my friend has a ... lesson</i>			arts plastiques <i>art</i>		sciences/SVT <i>science</i>	maths <i>maths</i>
			d'allemand d'anglais d'arts plastiques d'espagnol d'histoire	de biologie de français de géographie de maths de sciences			

J'aime <i>I like</i> Je n'aime pas <i>I don't like</i> Mon ami(e) aime <i>My friend likes</i> Mon ami(e) n'aime pas <i>My friend doesn't like</i>	l'	allemand espagnol histoire	mais but parce que because	c'es t it is ce n'es t pas it isn't	amusant <i>fun</i>	
		la			biologie géographie	barbant <i>boring</i>
	le				français	compliqué <i>complicated</i>
					les	sciences maths
					facile <i>easy</i>	
					fatigant <i>tiring</i>	
					intéressant <i>interesting</i>	
					relaxant <i>relaxing</i>	
					utile <i>useful</i>	



What is development?

Development in Geography is a complex term. Most simply it means people having an acceptable standard of living or quality of life. This is very different around the world.

Measuring development

Development Indicators are used to measure and understand a country's level of development.

Economic indicators

Gross National Income or GNI



The total amount of money earned by a nation's people and businesses, divided by the total population. This gives a figure in \$US dollars per person, or the average earnings. It is used to measure and track a nation's wealth from year to year.

Social indicators - examples

Infant mortality



The number of children who die before reaching 1 year old, per 1000 babies born.

Literacy rate



The percentage of population over the age of 15 who can read and write.

Life expectancy



The average lifespan of someone born in a country.

Mixed indicators

Human Development Index (HDI)

The HDI combines three indicators – life expectancy, education (average number of years of schooling) and gross national income.

Reducing the development gap

Aid



Aid comes in many forms and can help some countries develop **key projects** faster. **Aid** can improve services such as schools, hospitals and roads. Different forms of aid include; **short term**, **long term**, **bilateral** and **multilateral**. HIC's donate billions of \$ in Aid every year to help improve development in LIC's.



Fair trade



This is a movement where the aims include farmers in **LIC's** and **NEE's** getting a fair price for the goods (such as footballs or chocolate) they produce along with better working conditions. The **fair trade** logo is now seen in many places on our supermarket shelves. Fair trade can help the poorest rural communities develop through improving incomes and farming practices.



Year 8 Topic 2 Development & India



Development is globally uneven with most HICs located in Europe, North America and Oceania. Most NEEs are in Asia and South America, whilst most LICs are in Africa. Remember, development can also vary within countries too, as people's quality of life is mainly dependant on income.

Variations in the level of development

LICs or Low Income Countries

These are the poorest countries in the world, where people have an average income (GNI) of \$1045 or less per person. Most citizens have a poor standard of living and can live in extreme poverty.

NEEs or Newly emerging Economies

Countries that have begun to experience higher rates of development, industrialisation, increasing incomes and high levels of investment. eg Brazil, Russia, China and India (the BRICS countries). These countries are getting richer.

HICs or High Income Countries

Countries where people have an average income of \$12,746 or above per person. These countries are wealthy with high standards of living. These countries can invest money in services such as health & Education



India – History & Physical geography

India, officially the **Republic of India**, is a country in South Asia. It is the second-most populated country in the world with 1.3 billion people. It is the seventh-largest country by land area. India was formally ruled by Britain for almost 200 years before gaining independence from colonial rule in 1947.



India is home to the famous river Ganges. The Ganges is a lifeline to millions who live along its course. It is a sacred river and worshipped as the goddess Ganga in Hinduism. The Ganges is threatened by severe pollution from human activities such as industry and sewage. This poses a danger not only to humans but also to animals.



Development in India

Although India has undergone rapid development in the last 20 years, it has big differences in wealth within the country. Generally, the states in the south and west (with the exception of Rajasthan) have a far higher level of development than the states in the north and east. In 2013 India was the seventh richest country in the world. Estimates suggest that it had grown to become the fifth largest economy in 2020 and is predicted to be the third largest world economy after China and the USA by 2025. Although India is an example of a country that has become richer, there is still a great deal of poverty in rural areas.



Which factors can affect development?

History



Colonialism (the practice of taking full or partial political control over another country, and exploiting it's wealth). helped Europe develop, but slowed down development in many other countries e.g. **LIC's** in Africa. African countries are still feeling the effects of Colonialism today, as valuable resources such as oil and gold were taken.



Education

Education creates a **skilled workforce** meaning more goods and services are produced.

Educated people earn more money, meaning they also pay more taxes. This money can help develop the country in the future. Investment in education in **HIC's** is far higher than in **LIC's**.

Trade



Wealthy **HIC's** like Japan and the UK are heavily **industrialised** and produce **manufactured** goods such as cars and computers to trade internationally. **LIC's** trade more in low value **primary products** such as crops (cotton, sugar, tea) which earn far lower incomes on international trade markets.



Health

Lack of clean water and poor healthcare in **LIC's** means a large number of people suffer from **diseases**.

People who are ill cannot work so there is little contribution to the economy. More money spent on healthcare in **HIC's** means less spent on development.

Urbanisation in India

India's economic development and improvement in living standards, have caused rapid **urbanisation** - This is the process where more and more people live in cities. **Urbanisation** in India has happened very quickly. This has created a skilled workforce creating jobs for example in call centres and software companies. This increases wealth leading to investment in education, health and **sanitation**, reducing disease and **infant mortality** rates.

City authorities though struggle to cope with the growth. This can result in a lack of affordable housing, causing migrants from rural areas to live in self built **slums** with no waste disposal, and high incidences of disease. Rapid **urbanisation** also puts pressure on transport systems leading to high levels of urban air and water pollution in Indian cities.



Development 20 questions for planners, year 8 (Homework Task)

1. What is meant by the following abbreviations? LIC NEE HIC
2. Explain what is meant by the development gap.
3. Ways of measuring quality of life and the development of a country are known as?
4. Explain what is meant by GNI, Life expectancy, Infant mortality rate, Literacy rate.
5. Which 3 indicators of development make up the Human Development Index.
6. Which three continents have the highest overall HDI ratings?
7. Which continent has the lowest overall HDI rating?
8. Define the term "Trade"
9. What are primary and manufactured products?
10. What does landlocked mean and how can this affect trade?
11. State one aim of fair trade.
12. Give an example of a fairtrade product.
13. Explain the difference between short term or immediate aid and long term aid.
14. Name the capital city of India.
15. Name India's largest river.
16. What is the population of India?
17. What is meant by urbanisation?
18. Give two examples of push factors in rural areas of India.
19. Give two examples of pull factors towards urban areas in India.
20. What are the advantages and disadvantages of urbanisation in India?

Activity two: Fairtrade: Read the section in your knowledge organiser on Fairtrade then read the information below from the Fairtrade Foundation website:

What is Fairtrade?

As an international movement and in partnership with 2 million farmers and workers, Fairtrade has a vision of a world in which all producers enjoy secure and sustainable livelihoods, fulfil their potential, and decide on their future.

Fairtrade works with farmers and workers in more than 1,900 producer organisations, across 70 countries, so they can improve their living standards, invest in their communities and businesses, and protect our shared environment.

We achieve this by rallying a global community of millions – farmers and workers, supply chain partners, brands, retailers, shoppers, schools, government – to pay fair prices and uphold fair production standards and practices.

Fair prices provide an immediate lifeline for farmers and workers struggling with low incomes and disadvantaged by global trade.

<https://www.fairtrade.net/about/key-benefits-of-fairtrade>

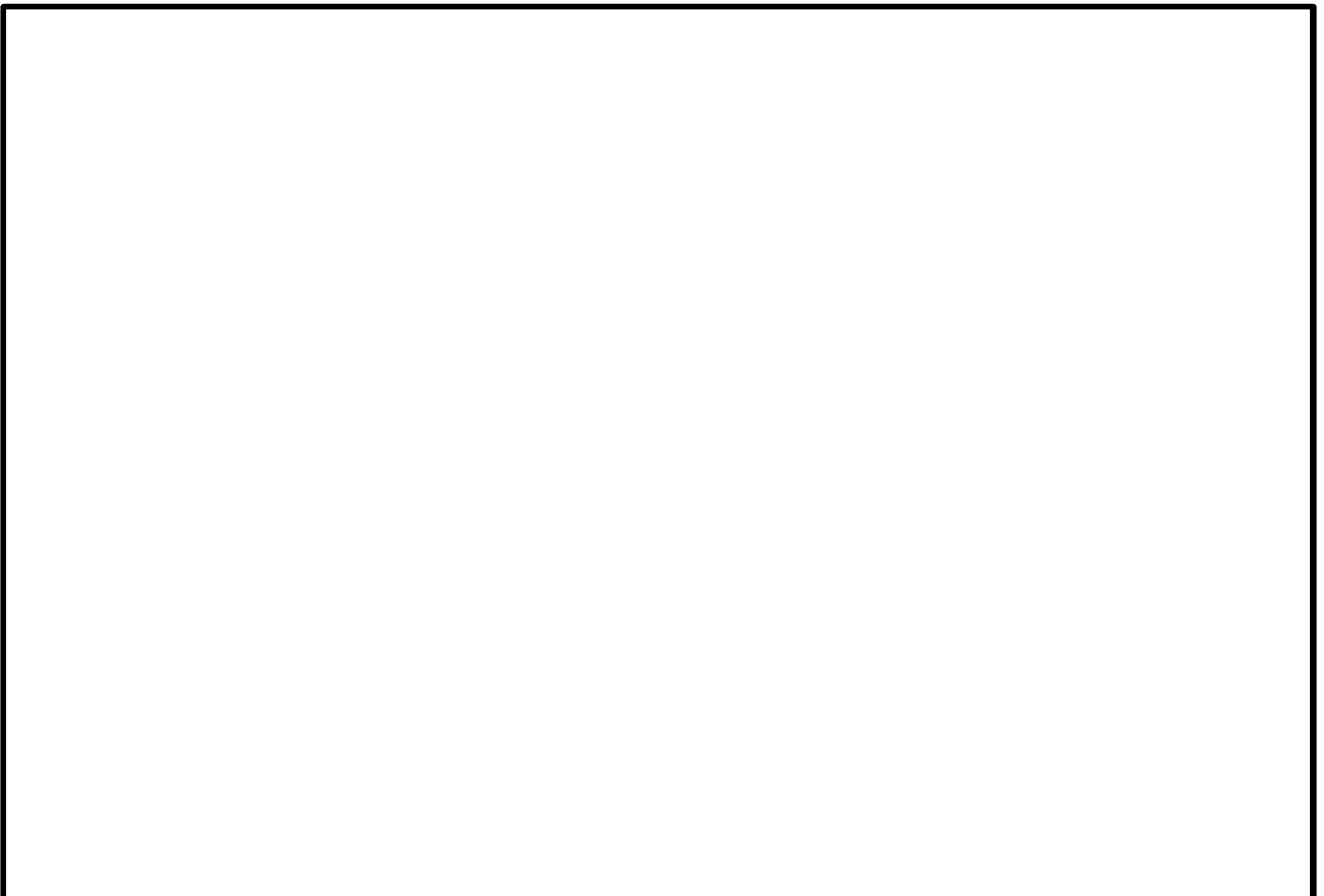
Design a poster designed to encourage people in the UK to buy Fairtrade. Your poster should:

- Define what Fairtrade is
- Inform people what kind of Fairtrade products they can buy
- educate people about the benefits for producers in poorer countries

Fancy watching a video clip to help you remember what Fairtrade is and what it does?

<https://www.fairtrade.org.uk/media-centre/fairtrade-videos/>

there are of video clips on the website above



Activity three: Read the section on urbanisation in India from your knowledge organiser. Then study the image from Dharavi in Mumbai and read the extract from travel writer Lucy Plummer. Around the image annotate the challenges (problems and difficulties) and opportunities (the good things) people face living in these areas.

“Located in the centre of Mumbai and characterized by its heart shape when viewed from above, Dharavi is commonly referred to as ‘the heart of Mumbai.’ And sure enough it’s not difficult to see why it’s been honoured with such a title. With its commercial production informally adding millions and millions to India’s economy each year, (Dharavi’s businesses account for annual production of approximately \$665,000,000 worth of goods annually), work in Dharavi is not only a vital lifeline for it’s residents, it’s an economic powerhouse in it’s own right. For me however, what earns Dharavi it’s title as ‘the heart of Mumbai’ is not it’s economic contributions nor is it its physical shape. For me, Dharavi deserves this title because of the people that live within its walls. Amongst all the extremities of a poverty stricken environment that exists in Dharavi, the dirt, the waste, the utter hardship, what was evident to me was what the residents lacked in material and facilities, they made up with heart. What stood out for me more than anything else was what these people shared; a real, genuine, unshakable and undeniable sense of community, or what I like to call ‘bonds of the heart.’”



Tudors, Stuarts and Religious Change Timeline

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

1553 – Queen Mary I restores England to the **Catholic** faith

1554 – Mary I marries **Catholic** King Philip II of Spain. Around 300 **Protestants** burnt at the stake for heresy.

1558 – Queen Elizabeth I returns England to the **Protestant** faith

1587 – After **Catholic** plots to overthrow Elizabeth **Mary Queen of Scots** (her cousin) is executed.

1588 – **Catholic** Spanish Armada (Philip II) invades England but fails.

1603 – Elizabeth I dies with no heir so Scottish **Protestant** King James V become English King James I. The first Stuart king.

1605- **Catholic** plotters led by Robert Catesby are caught attempting to blow up James I and Parliament

The Age of Exploration

- 1492 – Christopher Columbus (Italian) explores America (The New World)
- 1497 - John Cabot (Italian) explores Canada but sets off from Bristol
- 1498 – Vasco de Gama (Portuguese) sails around Africa to reach India
- 1519 – Ferdinand Magellan (Portuguese) circumnavigates (sails around) the globe.

Why did the Spanish Armada fail in August 1588?

1. Spanish led by inexperienced Duke Medina Sidonia
2. Royal Navy led by Sir Francis Drake
3. Didn’t attack English fleet in Plymouth harbour
4. Spanish ships slower and less agile
5. Failed to get message to Spanish troops in Flanders
6. Failed to safely anchor boats behind the Isle of Wight – forced to wait for troops in open sea
7. English Fireships disrupt crescent formation
8. Shipwrecked by huge storms as they made their way home (had cut anchors off to escape fireships)

The Gunpowder Plot 1605

- A) Plotters:** Robert Catesby, Guido Fawkes, Thomas Percy, Robert Winter and 8 others – all **Catholic**
- B) Plan:** Rent cellar under Parliament / Blow up **Protestant** James I / Put his daughter Elizabeth on throne with **Catholic** advisors.
- C) CONSPIRACY?** – How did **Catholics** get 36 barrels of gunpowder? Cellar was rented from friend of Robert Cecil (King James’ chief advisor!). After anonymous letter to Lord Monteagle, cellars not searched for 10 days, why? Plotters caught on 7th November – how did Robert Cecil know where they were?
- D) Outcomes?** 5th November celebrations (Bonfire Night), Strict Laws against **Catholics** passed.

History – KPI 2: Religious Change during the Tudor Period

Key term	Definition
Galleon	Large warship with 3 masts
Armada	Enormous fleet of ships or boats
Flanders	Coastal part of Belgium and also the Netherlands
Isle of Wight	Island off coast of Southampton (UK)
Recusancy fines	Fine for Catholics (non-attendance at Protestant church services)
Colonise	Take over a foreign land and make it part of your own empire (+ settlers)
Privateer	Another name given for a normal sailor who sometimes stole from other ships
Familiar	Name given to the devil in animal form
High treason	Crime of trying to kill a king or queen
Incas	Ancient tribe based on Western side of South America. Capital in Peru.
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
Hanged, drawn and quartered	Punishment for gunpowder plotters – hanged, gutted, then ripped into 4.
Treason	To go against king and / or country

CATHOLIC

PROTESTANT

Jesus Head of Church
Pope is Vicar of Christ

Jesus main Head of the Church
Monarch is Head of Church

Bible written in Latin

Bible in English

Clergy help God 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

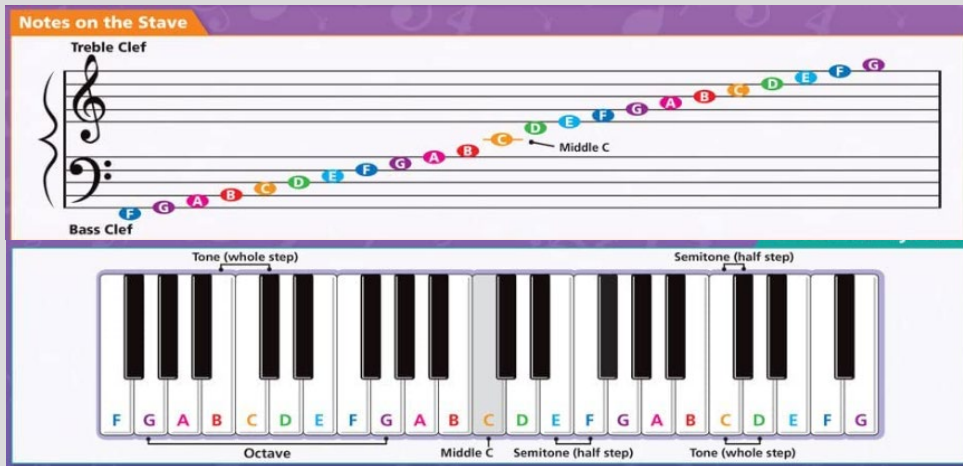
Challenge yourself to learn more about Religious changes:

<https://www.bbc.co.uk/bitesize/topics/zgrd4qt>

Key content

This term we will be further developing our notation reading. Notation is just writing music down so players can easily read the **pitch (the actual note)** and **duration (how long it lasts)** of the notes they are supposed to play. The notes are written on 5 lines which we call the **stave**. You will be learning to read music on the stave and also recognise musical symbols linked to **dynamics** and **tempo**.

Diagrams:



Name	Note	Rest	Beats
Semibreve			4
Minim			2
Crotchet			1
Quaver			1/2
Semiquaver			1/4



Treble Clef



Bass Clef

Key vocab

Word	Definition
Stave	The 5 lines the music is written on
Treble Clef	A symbol that tells you the order of the notes on the stave
Bass Clef	A symbol that tells you the order of the notes on the stave
Dynamics	The volume of the music
Tempo	The speed of the music
Semibreve	A note that lasts for 4 beats
Minim	A note that lasts for 2 beats
Crotchet	A note that lasts for 1 beat
Quaver	A note that lasts for 1/2 beat
Rest	Where you don't play

Diagrams:

Term	Symbol	Definition
Piano	<i>p</i>	soft
Fortississimo	<i>fff</i>	very, very loud
Fortissimo	<i>ff</i>	very loud
Forte	<i>f</i>	loud
Mezzo forte	<i>mf</i>	a little loud
Mezzo piano	<i>mp</i>	a little soft
Pianissimo	<i>pp</i>	very soft
Pianississimo	<i>ppp</i>	very, very soft
Crescendo		gradually getting louder
Decrescendo		gradually getting softer
Sforzando	<i>sfz</i>	suddenly, with a sudden emphasis

Subject Physical Education

Topic THEORY ME

Key content

RICE: R: Rest, I: Ice, C:Compression, E:Elevation

Chronic Injury: Injuries caused by continuous stress

Acute Injury: Injuries caused by sudden trauma

EAP: E:Emergency, A:Action, P:Plan. Written document identifying what action to take in the event of an emergency at a sporting event.

COMMON MEDICAL CONDITIONS

Diabetes: Condition in which blood sugar levels are unregulated by the body. Symptoms: shakiness, dizziness, sweating, hunger and irritability. Treatment: Type 1: Insulin if high or sugary food if low. Type 2: medication

Epilepsy: Condition causing abnormal brain activity leading to seizures. Symptoms: shaking, stare blankly, unconsciousness. Treatment: Protect them from injury, place in recovery position, call 999.

Asthma: Lung condition that causes occasional breathing difficulties. Symptoms: coughing, shortness of breath, wheezing. Treatment: Reassurance, inhaler, 999.

Skill-related components

Key Words

	Definition	Example
Agility	The ability to change the position of the body quickly and control the movement	A badminton player moving around the court from back to front and side to side at high speed and efficiency
Balance	The ability to maintain the body's centre of mass above the base of support	A sprinter holds a perfectly still sprint start position and is ready to go into action as soon as the gun sounds
Coordination	The ability to use two or more body parts together	A trampolinist timing their arm and leg movements to perform the perfect tuck somersault
Power	The ability to perform strength performances quickly	A javelin thrower applies great force to the spear while moving their arm rapidly forward
Reaction time	The time taken to respond to a stimulus	A boxer perceives a punch from their left and rapidly moves their head to avoid being struck
Speed	The ability to put body parts into motion quickly	A tennis player moving forward from the baseline quickly to reach a drop shot close to the net

Health-related components

	Definition	Example
Body composition	The percentage of body weight which is fat, muscle and bone	The gymnast has a lean body composition to allow them to propel themselves through the air when performing on the asymmetrical bars
Cardiovascular fitness	The ability of the heart, lungs and blood to transport oxygen	Completing a half marathon with consistent split times across all parts of the run
Flexibility	The range of motion (ROM) at a joint	A gymnast training to increase hip mobility to improve the quality of their split leap on the beam
Muscular endurance	The ability to use voluntary muscles repeatedly without tiring	A rower repeatedly pulling their oar against the water to propel the boat towards the line
Strength	The amount of force a muscle can exert against a resistance	Pushing with all one's force in a rugby scrum against the resistance of the opposition pack

2. THEORY ME

1. Understand the fitness components providing sporting examples (Components include: Speed, Strength, Power, Agility, Coordination, Balance, Flexibility, Reaction, Cardiovascular endurance, muscular endurance)	50%<	51 – 69%	70%+
2. To be able to respond to a sporting injury appropriately (R.I.C.E, E.A.P, Chronic and Acute) and how the effect of a warm up and cool down will affect injury.		GEM Activity will consist of a TEST	
3. Understand how to respond to a medical condition (Asthma, Epilepsy and Diabetes)			

Year 8 Term 1 Worldviews in Britain

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:

In Britain, people have lots of different ways of looking at the world, which we call **worldviews**. These are the beliefs and ideas that help people understand life and decide what is important to them. In Britain, there is a mix of worldviews because it's a very diverse country with people from many different backgrounds, cultures, and religions.

Some people in Britain follow religious worldviews. For example, Christianity has been a big part of British history, and many people still identify as Christian today. Other religions, like Islam, Hinduism, Judaism, and Sikhism, are also important to many British people. These religious worldviews guide how people live, what they believe about life and death, and how they treat others.

At the same time, there are lots of people in Britain who don't follow a religion. Some of them might describe themselves as **atheist** (not believing in a god) or **agnostic** (not sure if a god exists). Others may have a **humanist** worldview, which focuses on being kind and making good choices without involving religion.

Because Britain is so multicultural, people here are used to learning about and respecting different worldviews. Schools often teach about religions and beliefs so that everyone can understand each other better. This helps people live together peacefully.

Worldviews in Britain also affect how people think about fairness, freedom, and helping others. For example, many people believe in treating everyone equally, no matter their religion, race, or background. These ideas shape the laws and values in Britain today.

In short, worldviews in Britain are as diverse as the people who live there. Understanding and respecting these differences is an important part of living in a modern and inclusive society.

Homework Task

Forces – General Ideas (10 questions)

1. What is a force?
2. What two things can a force do to an object?
3. What unit do we use to measure force?
4. What tool do we use to measure force?
5. What does "balanced forces" mean?
6. What happens when forces are not balanced?
7. What is the name for the total of all forces acting on something?
8. Draw a simple diagram showing forces on a book on a table.
9. What is a contact force?
10. What is a non-contact force?

Types of Forces (10 questions)

11. What force pulls things down to Earth?
12. What force slows things down when they rub together?
13. What force pushes back on things moving through air?
14. How can we make less friction?
15. What force pushes things up in water?
16. Why do swimmers find it hard to move quickly?
17. What slows things down when they move through water?
18. What force helps a car stay on the road when it turns?
19. What is the name of the force that pushes up from the ground?
20. How is gravity different from magnetism?

Set 3

1. What is a force?
2. What two things can a force do to an object?
3. What unit do we use to measure force?
4. What tool do we use to measure force?
5. What does "balanced forces" mean?
6. What force pulls things down to Earth?
7. What force slows things down when they rub together?
8. What force pushes back on things moving through air?
9. How can we make less friction?
10. What force pushes things up in water?

Planets and the Solar System (5 questions)

41. Name all 8 planets in order from the Sun.
42. What is the difference between a planet and a moon?
43. What keeps the planets going around the Sun?
44. What is the name of our galaxy?

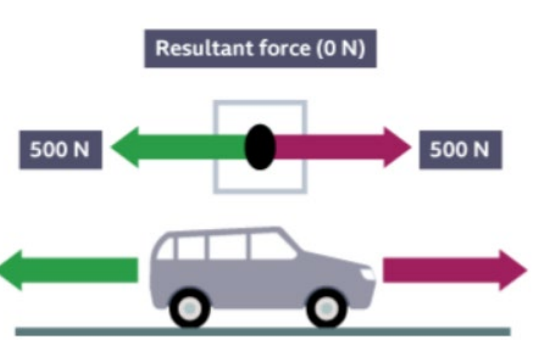
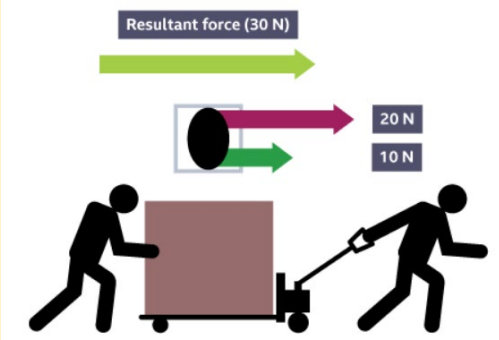
45. How long does it take Earth to go around the Sun?
46. Why do we get day and night?
47. Why do we get seasons?
48. When does the UK get the most sunlight?
49. How does the tilt of Earth affect the amount of daylight?
50. What is an equinox?

Gravity in Space (5 questions)

51. Why does the Moon stay near the Earth?
52. What happens to gravity when things are far apart?
53. Is gravity stronger on the Earth or the Moon?
54. Why do astronauts float in space?
55. What is a satellite?

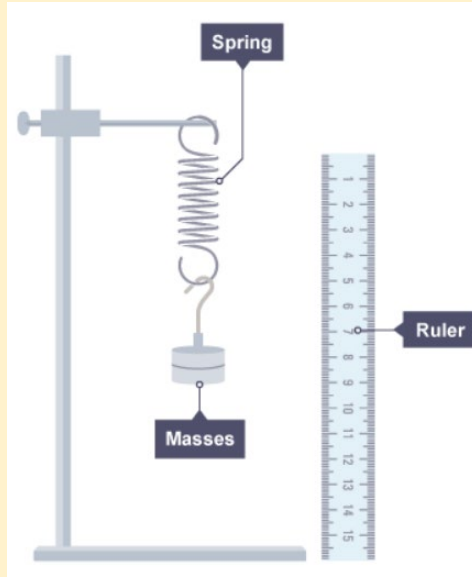
56. Why do astronauts need space suits?
57. What would happen if Earth stopped turning?
58. Why does a parachute slow someone down?
59. A rocket is floating in space. What happens to its speed if nothing pushes or pulls it?
60. What forces act on a rocket as it takes off?

Key content

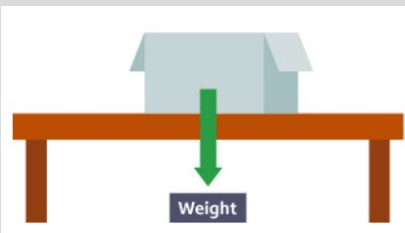


Hooke's law

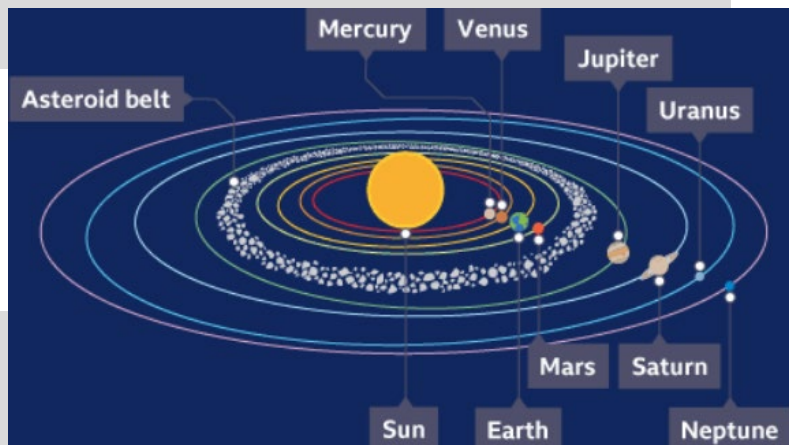
When you apply a force to a material it can extend. The extension is the amount the length has increased by.



Diagrams:



$$W = m \times g$$



Key vocab

Word	Definition
Force	A push or pull experienced by an object when it interacts with another object
Resultant force	The sum of all forces acting on an object
Mass	A measure of the amount of matter inside of an object
Weight	The force due to gravity that objects feel
Extension	How much longer an object becomes when being stretched by a force
Gravitational field strength	The amount of forces per kilogram felt by objects near Earth. 9.8 N/kg on Earth.

More info can be found here:

<https://www.bbc.co.uk/bitesize/subjects/zh2xsbk>

Talking about weather and free time

<p>Cuando tengo tiempo <i>[when I have time]</i></p> <p>Cuando está despejado <i>[when the sky is clear]</i></p> <p>Cuando está nublado <i>[when the sky is cloudy]</i></p>	<p>juego <i>[I play]</i></p> <p>mi amiga María juega <i>[my friend Maria plays]</i></p>	<p>al ajedrez <i>[chess]</i></p> <p>a las cartas <i>[cards]</i></p> <p>al baloncesto <i>[basketball]</i></p> <p>al fútbol <i>[football]</i></p> <p>al tenis <i>[tennis]</i></p> <p>con mis amigos <i>[with my friends]</i></p> <p>con sus amigos <i>[with his/her friends]</i></p>
<p>Cuando hace buen tiempo <i>[when the weather is good]</i></p> <p>Cuando hace mal tiempo <i>[when the weather is bad]</i></p> <p>Cuando hace calor <i>[when it is hot]</i></p> <p>Cuando hace frío <i>[when it is cold]</i></p>	<p>hago <i>[I do]</i></p> <p>mi amigo Lionel hace <i>[my friend Lionel does]</i></p>	<p>ciclismo <i>[cycling]</i></p> <p>deporte <i>[sport]</i></p> <p>equitación <i>[horse riding]</i></p> <p>escalada <i>[rock climbing]</i></p> <p>esquí <i>[skiing]</i></p> <p>footing <i>[jogging]</i></p> <p>natación <i>[swimming]</i></p> <p>los deberes <i>[homework]</i></p> <p>senderismo <i>[hiking]</i></p>
<p>Cuando hace sol <i>[when it is sunny]</i></p> <p>Cuando hace viento <i>[when it is windy]</i></p> <p>Cuando hay niebla <i>[when it is foggy]</i></p> <p>Cuando hay tormentas <i>[when there are storms]</i></p>	<p>voy <i>[I go]</i></p> <p>mi amiga Vero va <i>[my friend Vero goes]</i></p>	<p>a casa de mi amigo <i>[to my friend's house]</i></p> <p>a casa de su amigo <i>[to her friend's house]</i></p> <p>al campo <i>[to the countryside]</i></p> <p>al centro comercial <i>[to the mall]</i></p> <p>al gimnasio <i>[to the gym]</i></p> <p>a la montaña <i>[to the mountain]</i></p> <p>al parque <i>[to the park]</i></p> <p>a la piscina <i>[to the pool]</i></p> <p>a la playa <i>[to the beach]</i></p> <p>al polideportivo <i>[to the sports centre]</i></p> <p>de marcha <i>[clubbing]</i></p> <p>de pesca <i>[fishing]</i></p> <p>en bici <i>[on a bike ride]</i></p>
<p>Cuando llueve <i>[when it rains]</i></p> <p>Cuando nieva <i>[when it snows]</i></p> <p>A veces <i>[sometimes]</i></p> <p>Los días de semana <i>[on weekdays]</i></p> <p>Los fines de semana <i>[at the weekends]</i></p>	<p>me quedo <i>[I stay]</i></p> <p>mi amigo Felipe se queda <i>[my friend Felipe stays]</i></p>	<p>en mi casa <i>[at my home]</i></p> <p>en mi habitación <i>[in my room]</i></p> <p>en su casa <i>[at his home]</i></p> <p>en su habitación <i>[in his room]</i></p>

Week One

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

Me quedo en mi habitación	When it rains I do my homework
Mi amigo Vero va al parque	My friend Lionel goes hiking
Hago deporte	I do sport
Los días de la semana	When it is sunny I go to the countryside
A veces juego al ajedrez	I stay in my room
Cuando llueve hago mis deberes	Sometimes I play chess
Mi amigo Felipe se queda en su casa	My friend Felipe stays at his home
Mi amigo Lionel hace senderismo	My friend Vero goes to the park
Cuando hace sol voy al campo	When I have time I play football
Cuando tengo tiempo juego al fútbol	On weekdays

TASK B – Add the correct spaces into the sentences and translate

1 – Cuandolluevevoyalcine

2 – Cuandonievahagoesquí

3 – A vecesmequedo enmicasa

4 – Cuandohacesoljuegoal tenis

5 – Cuandohacefrío hagolosdeberes

6 – Cuandohaynieblavoyalcampo

7 – Losfinesdesemanavoyalaplaya

Week Two

TASK A – Complete the Spanish phrases and translate them into English.

a – Cuando ten__ tiempo j__ o a las c__tas =

b – Cua__ ha__ s__ hago cic____ =

c – C____ o ni__ v__ al campo =

d – Cuando ll__ m_ q____ en mi casa =

e – A v____ hago eq_____ =

f – Cuan__ hace c____ v__ a la pl__ =

g – Cuando está de_____ voy a la p_____ =

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

a - mal comercial tiempo hace al voy centro Cuando

b - hace Cuando hago viento footing

c - A amigo mi esquí veces hace Lionel

d - Cuando la voy montaña a nieva

e – juego está a Cuando las despejado cartas

f - fines semana en casa me de quedo mi Los

Week Three

TASK A - Fill in the gaps in the translation

a – Cuando _____ tiempo hago _____

When the weather is good I do swimming

b – A _____ voy de _____

Sometimes I go fishing

c – Cuando hay _____ me _____ en mi _____

When there are storms I stay in my room

d – Cuando _____ hago _____

When I have time I do rock climbing

e – _____ frío _____ a casa de _____

When it is cold I go to my friend's house

TASK B – Unscramble the letters to make correct phrases.

a – dacuno eahc ols

b – goah liocmsci

c – yov a al año mnta

d – audnco ceah ubne eitmop

e – eugoj noc ism gaimso

LAST PAGE