



WGSA

believe in yourself, in others, in God

“

I truly believe
the only way
we can create
global peace
is through not only
educating our minds,
but our hearts
and our souls.

-- Malala Yousafzai

Knowledge Organiser Year 8 Spring 2 2021

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Homework Timetable

You are expected to study the subjects shown on your timetable each day.

Each day use a page of your exercise book to evidence your work: half a page per subject.

Week starting 22nd Feb	Subject 1	Subject 2	Signed Off
Monday	English	History	
Tuesday	Maths	Geography	
Wednesday	Science	Spanish	
Thursday	RE	Art	
Friday	PE	Music	

Week starting 1st March	Subject 1	Subject 2	Signed Off
Monday	English	PE	
Tuesday	Maths	History	
Wednesday	Science	Geography	
Thursday	RE	Spanish	
Friday	Food	Art	

Week starting 8th March	Subject 1	Subject 2	Signed Off
Monday	English	Food	
Tuesday	Maths	PE	
Wednesday	Science	History	
Thursday	RE	Geography	
Friday	Music	Spanish	

Week starting 15th March	Subject 1	Subject 2	Signed Off
Monday	English	Music	
Tuesday	Maths	Food	
Wednesday	Science	PE	
Thursday	RE	History	
Friday	Art	Geography	

Week starting 22nd March	Subject 1	Subject 2	Signed Off
Monday	English	Art	
Tuesday	Maths	Music	
Wednesday	Science	Food	
Thursday	RE	PE	
Friday	Spanish	History	

Week starting 29th March	Subject 1	Subject 2	Signed Off
Monday	English	RE	
Tuesday	Maths	Geography	
Wednesday	Science	Spanish	

Read, Cover, Write



Step 1: Read the part of the section you want to remember.

Step 2: Read it again.

Step 3: Read it aloud.

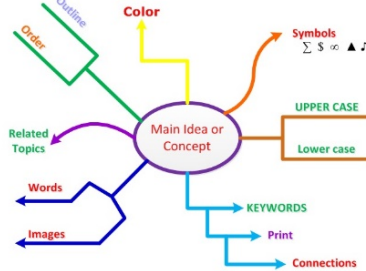
Step 4: Cover the part you are remembering with your book.

Step 5: Write as much as you can remember in your exercise book.

Step 6: Check your answers with a tick for correct answers or a cross for incorrect.

Step 7: Correct your mistakes with the information from that section.

Mind Mapping



Step 1: Read the part of the section you want to remember.

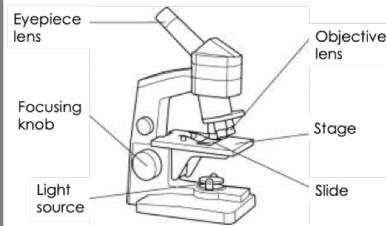
Step 2: Draw a mind map with the key information.

Step 3: Add an extra information that provides more detail about the topic

Step 4: Check your answers using the information in all three sections of the Knowledge Organiser.

Step 5: Correct any mistakes

Explaining a Diagram



Step 1: Read, cover and recreate the diagram

Step 2: Write a paragraph explaining what is happening in the diagram and give specific examples.

Step 3: Check your answers using your class notes or ask your teacher to check in your next lesson.

Step 5: Correct any mistakes

Putting new words into sentences

Foreboding	A feeling that something bad will happen.
------------	---

There was a sense of foreboding through the reference to the 'shadows that followed'

Step 1: Read, cover, write the new words and their definitions

Step 2: Write a sentence that includes the new word into a real context, just as you would use it in a lesson/exam question.

Step 3: Check your answer with a friend or ask your teacher to check you have used them correctly.

Step 5: Correct any mistakes

Year 8: Term 4- Romeo and Juliet knowledge organiser

CHARACTERS	
Romeo Montague	Intense, intelligent, quick witted, and loved by his friends.
Juliet Capulet	Naïve and sheltered at the beginning, develops into a woman with strength. Grounded.
Mercutio	Romeo's close friend. Wild, playful and sarcastic.
Tybalt	Juliet's cousin. A hothead consumed by issues of family honour. Hates the Montagues.
Benvolio	Romeo's cousin, less quick witted than Romeo and Mercutio, tries to keep the peace.
Friar Laurence	A Franciscan monk and a friend to both Romeo and Juliet.
Nurse	Juliet's best friend and confidante, and in many ways is more of a mother to Juliet than Lady Capulet is.
Prince Escalus	Leader of Verona, concerned with keeping order between the warring families.

Themes		
ambition	society	natural world
family	marriage	gender
fate and free will	death	light/dark
appearance and reality	love	manhood

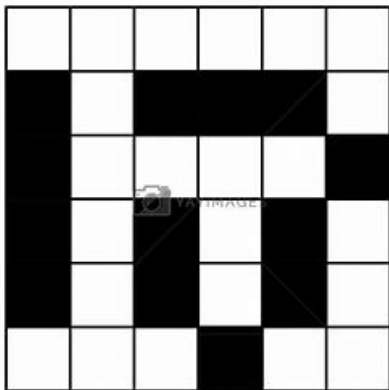
Week 3: Create a sentence for each of the key themes to show where they are seen in the play.

Week 1: Key feature of form: **READ, COVER and WRITE.**
Extension: create an example for each one

Features of form

Tragedy	Tragic events are ones that deal with suffering, loss and death. Concerned with the downfall of one, usually very important or high status character. Tragic events are sad because they are in a way preventable; often a tragic character has a flaw which leads to their downfall.
Stage directions	Instructions to an actor or director on how to perform certain lines.
Dialogue	A conversation between two or more people.
Soliloquy	When a character speaks their thoughts aloud directly to an audience and without the presence of other characters.
Aside	A remark in a play that is intended to be heard by the audience but is supposed to be unheard by the other characters.
Dramatic irony	A situation, or the irony, arising from a situation in which the audience has a fuller knowledge of what is happening than a character.
Peripeteia	A sudden reversal of fortune.
Rhyme	A correspondence of sound between words, often the ending of words, especially at the end of lines of poetry. The witches often speak in rhyme adding to the supernatural effect of creating spells.

Week 2: Create a character crossword, turning their traits into clues.



Term 4 Romeo and Juliet Year 8 knowledge organiser

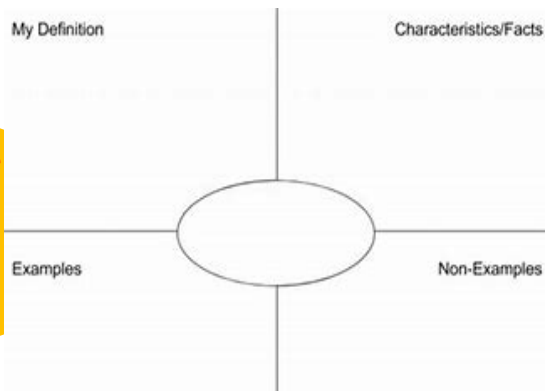
Week 5: Key Quotes: Make flashcards for each key quote.

Extension: Perform quote explosions on each flashcard

KEY QUOTES

Prologue	“Two households, both alike in dignity, In fair Verona, where we lay our scene, From ancient grudge break to new mutiny, Where civil blood makes civil hands unclean. From forth the fatal loins of these two foes, A pair of star-cross'd lovers take their life”
Romeo and Mercutio	A1 “Romeo: I dream'd a dream to-night. Mercutio: And so did I. Romeo: Well, what was yours? Mercutio: That dreamers often lie.”
Juliet	A1 “My only love sprung from my only hate! Too early seen unknown, and known too late!”
Romeo	A2 “But, soft! what light through yonder window breaks? It is the east, and Juliet is the sun!”
Juliet	A2 “O Romeo, Romeo! wherefore art thou Romeo? Deny thy father and refuse thy name; or, if thou wilt not, be but sworn my love, And I'll no longer be a Capulet.”
Tybalt	A3 “Romeo, the hate I bear thee can afford No better term than this: thou art a villain.”
Romeo and Mercutio	A3 “Romeo: Courage, man; the hurt cannot be much. Mercutio: No, 'tis not so deep as a well, nor so wide as a church-door; but 'tis enough, 'twill serve: ask for me to-morrow, and you shall find me a grave man.”
Juliet	A4 “Or bid me go into a new-made grave, And hide me with a dead man in his shroud”

Week 4: Complete the Frayers model template for each of the key words.



Week 7: Create a new front cover and blurb for Romeo and Juliet, think about everything you have learnt in this unit to help you.

Vocabulary
blank verse
rhymed verse
prose
iambic pentameter
concealment
gender
tragedy
prophecy
imagery
metaphor

Week 6: Match the key plot points to the correct Act: 1, 2, 3, 4, and 5:

Act _____	In despair, Juliet seeks Friar Lawrence’s advice. He gives her a sleeping potion, which for a time will cause her to appear dead. She takes the potion on the day she is supposed to marry Paris and is taken to the family vault. Romeo is sent a letter.
Act _____	Tybalt sees Romeo returning from Friar Lawrence’s cell. Romeo, softened by his newfound love and his marriage to Juliet, refuses to fight with Tybalt, now his family by marriage. Mercutio fights with Tybalt and is killed. Aroused to fury by the death of his friend, Romeo kills Tybalt and takes shelter in the Friar’s cell.
Act _____	The Friar’s letter fails to reach Romeo. When he hears of Juliet’s death Romeo procures a deadly poison from an apothecary and secretly returns to Verona to say his last farewell to his deceased wife and die by her side. At Juliet’s side, Romeo drinks the poison and dies. When Juliet awakens from her deep sleep, she realises Romeo’s error and kills herself with his dagger. The Capulets and Montague decide to reconcile as a result of the deaths of their children.
Act _____	In Italy two noble families, the Montagues and Capulets, have much bad blood between them. Romeo, son of old Montague, love Rosaline but she doesn’t love him, he goes to a masked ball, to cheer himself up. Romeo is attracted by a girl who he learns is Juliet, a Capulet. They seal their love with a kiss.
Act _____	Romeo lingers in Capulet’s garden, standing in the orchard beneath Juliet’s balcony. He hears Juliet calling her name and they decide that they will marry in secret.

Unit 7 Brackets Equations and Inequalities

Keywords

Task 1 Create flash cards for keywords and definitions

Simplify: grouping and combining similar terms

Substitute: replace a variable with a numerical value

Equivalent: something of equal value

Coefficient: a number used to multiply a variable

Product: multiply terms

Highest Common Factor (HCF): the biggest factor (or number that multiplies to give a term)

Inequality: an inequality compares two values showing if one is greater than, less than or equal to another

Task 2 Read cover write the keypoints for the diagrams. EG To solve equations with brackets I can use a bar model to expand the brackets and solve the equation.

What do I need to be able to do?

By the end of this unit you should be able to:

- Form Expressions
- Expand and factorise single brackets
- Form and solve equations
- Solve equations with brackets
- Represent inequalities
- Form and solve inequalities

Task 3 Explain the end of unit tasks

EG How do you form or make an expression?

Simple Inequalities

< less than ≤ Less than or equal to
> More than ≥ More than or equal to

$x < 10$
Say this out loud
"x is a value less than 10"

$10 > x$
Say this out loud
"10 is more than the value"

Note
 $x < 10$ and $10 > x$
represent the same values

$x + 2 \leq 20$
"my value + 2 is less than or equal to 20"

$x \leq 18$
The biggest the value can be is 18

Form and solve inequalities



Two more than treble my number is greater than 11

Find the possible range of values

Form

$$x \rightarrow x3 \rightarrow +2 \rightarrow 11$$

$$3x + 2 > 11$$

Solve

$$x \leftarrow -3 \leftarrow -2 \leftarrow 11$$

$$x > 3$$

Check

This would suggest any value bigger than 3 satisfies the statement

$$3 \times 3 + 2 = 11 \checkmark$$

$$10 \times 3 + 2 = 32 \checkmark$$

Algebraic constructs

Expression

A sentence with a minimum of two numbers and one maths operation

Equation

A statement that two things are equal

Term

A single number or variable

Identity

An equation where both sides have variables that cause the same answer includes \equiv

Formula

A rule written with all mathematical symbols eg area of a rectangle $A = b \times h$

Keywords

Sequence: items or numbers put in a pre-decided order

Term: a single number or variable

Position: the place something is located

Linear: the difference between terms increases or decreases (+ or -) by a constant value each time

Non-linear: the difference between terms increases or decreases in different amounts, or by \times or \div

Difference: the gap between two terms

Arithmetic: a sequence where the difference between the terms is constant

Geometric: a sequence where each term is found by multiplying the previous one by a fixed non zero number

Task 1 Create flash cards for keywords and definitions

What do I need to be able to do?

By the end of this unit you should be able to:

- Generate a sequence from term to term or position to term rules
- Recognise arithmetic sequences and find the n th term
- Recognise geometric sequences and other sequences that arise

Linear and Non Linear Sequences

Linear Sequences – increase by addition or subtraction and the same amount each time

Non-linear Sequences – do not increase by a constant amount – quadratic, geometric and Fibonacci

- Do not plot as straight lines when modelled graphically
- The differences between terms can be found by addition, subtraction, multiplication or division

Fibonacci Sequence – look out for this type of sequence

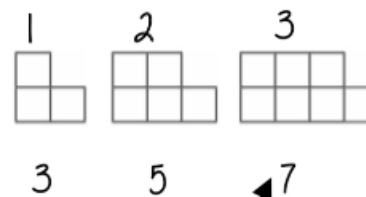
0 | 1 | 1 | 2 | 3 | 5 | 8 | ...

Each term is the sum of the previous two terms.



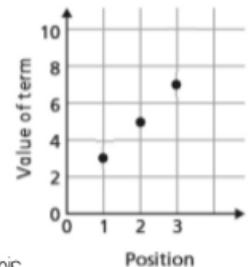
Sequence in a table and graphically

Position: the place in the sequence



Term: the number or variable (the number of squares in each image)

Graphically



In a table

Position	1	2	3
Term	3	5	7

+2 +2

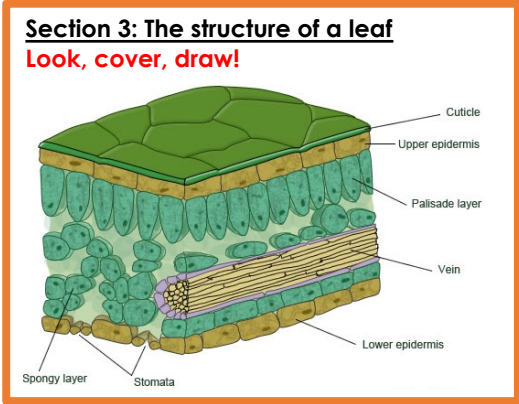
Because the terms increase by the same addition each time this is **linear** – as seen in the graph

"The term in position 3 has 7 squares"

Section 1: Key Vocabulary **Flashcards!**

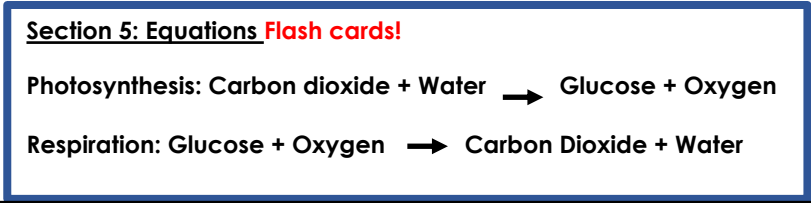
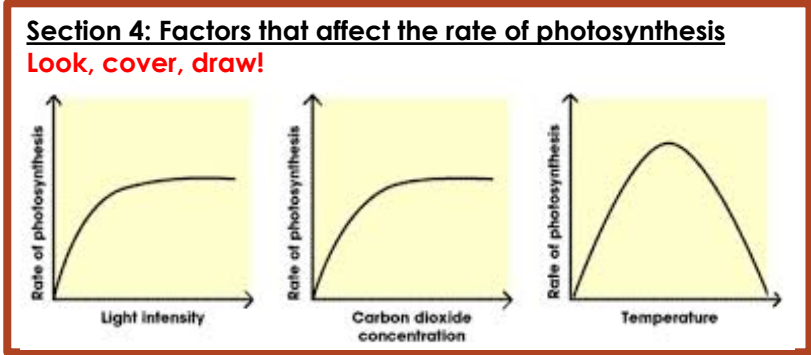
<u>Keyword</u>	<u>Definition</u>
Palisade cells	Adapted to absorb light efficiently.
Upper epidermis	Covered with a waxy, waterproof cuticle, which serves to reduce water loss from the leaf.
Lower epidermis	The most important structure on a leaf's lower epidermis is the stomata.
Waxy cuticle	Protects the leaf's photosynthesizing cells from danger, such as bacteria,
Guard cells	Surround each stomata and control the movement of oxygen and carbon dioxide.
Stomata	Holes in the lower epidermis that open and close to allow the intake of carbon dioxide and the release of oxygen.
Spongy mesophyll	Allow for the interchange of gases (CO ₂) that are needed for photosynthesis.

Year 8 Science Biology: Plants



Section 2: Respiration and Photosynthesis **Look, cover, write!**

<u>Keyword</u>	<u>Definition</u>
Respiration	A chemical reaction that occurs in the mitochondria of every living cell to release energy.
Photosynthesis	A chemical reaction that occurs in the chloroplast of plant cells that produces glucose.
Phloem	Transports sugar from the leaves and other parts of the plant.
Xylem	Transports water and mineral salts from the roots up to other parts of the plant.
Oxygen	A gas that is needed for respiration and produced in photosynthesis.
Carbon dioxide	A greenhouse gas that is produced in respiration and used up in photosynthesis.
Diffusion	The movement of particles from an area of high concentration to low concentration.
Glucose	A simple sugar that is produced during photosynthesis and used up in respiration.



Section 6: Question and answer **Look, cover, write!**

<u>Question</u>	<u>Answer</u>
Why do plants photosynthesise?	Plants photosynthesis to produce glucose for respiration.
Why do plants respire?	Plants respire to release energy.
Why do plants need water?	Water is needed for photosynthesis and is absorbed through the roots.
How does temperature affect the rate of photosynthesis?	There is an optimum temperature at which the rate of photosynthesis is highest. As the temperature decreases or increases from this temperature the rate will decrease.

Task 1:



Year 8

Religious Education

The prophet
Muhammad
(pbuh)

Allah - God
Hadiths - sayings and traditions of Muhammad
Halal - allowed
Imam - a teacher or leader
Islam - submission to Allah
Muhammad - the last and greatest of the prophets
 Muslims - followers of Islam
PBUH - Peace be upon him (said of the prophets)
Qur'an - Muslim Holy book
Prophet - Messenger from God
Risalah - prophecy
Surah - a chapter in the Qur'an
Tawhid - the one-ness of Allah
Ummah - the community or 'family' of Islam

570 CE Muhammad was born in Makkah

578 CE Both his parents and his grandfather died; he then went to live with his uncle who was a trader

580-584 CE Muhammad worked for his uncle, who took him on business journeys. Muhammad was called "al - Amin" - the trustworthy one.

595 CE He married his employer; a rich 40-year-old widow called Khadijah. She was a trader who was impressed by his fairness and honesty

610 CE Night of Power: When Muhammad was 40 years old, the angel Jibril appeared to him and ordered him to read, but Muhammad said he couldn't. Jibril continued to speak, and Muhammad found himself repeating the words

613 CE Muhammad (pbuh) began to preach about the word of Allah, saying Allah was the only one God, and that people should not worship false idols. Muhammad's first followers were Khadijah his wife, Ali his cousin and Abu Bakr his friend

620 CE Night Journey: Muhammad was carried to Jerusalem and then to Paradise on a flying horse named Buraq, and met the other prophets

622 CE Hijrah: Due to the conflict, Muhammad left Makkah and went to Madinah, where he became the ruler

624-630 CE Many battles took place between Madinah and Makkah. In 630 Makkah was defeated and Muhammad (pbuh) returned to his hometown

632 CE Farewell Pilgrimage: Muhammad went to pilgrimage to Makkah. Muhammad returned to Medina, fell ill and died.

Task 4:

This passage is from Surah 15 of the Qur'an - do you think it was said by Muhammad at the beginning or end of his life? Explain why

'This day, I have perfected your religion for you and completed My Favour upon you and have chosen for you Islam as your religion'




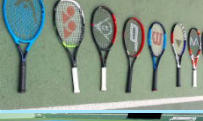


Task 2:

Using this information create a timeline of Muhammad's life

Task 3:

Using this information write a paragraph to explain why Muhammad is so important to Muslims

Section 1: Key Words: Look, Cover, Write, Check

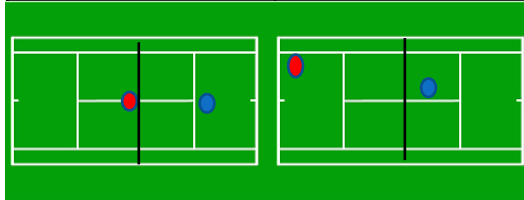
Court	This is what the game is played on.	
Singles/Doubles	Tennis is either an individual sport or a team sport. If playing as a team, you will play doubles. Individually will be singles.	
Ball	The game is played with a ball, the ball can vary dependant on ability level and age .	
Racket	Each player will have a racket that they will use to hit the ball over the net.	
Net	This separates the court into two	
Ready position	Holding this position means you can either dribble, shoot or pass. Hence being a 'triple threat'.	

Section 2: Basic Rules: Create a Mind Map to help you remember the rules of Tennis. If you know more, add them. I want to see who knows the most.

- Each match is divided into sets and games. The first person to reach 6 games wins the set.
- Typically to win the match you must win at least 2 sets out of 3 in women's tennis and 3 out of 5 in men's.
- Players swap service after each game, they also swap court sides after the first game and every odd numbered one from then on.
- Points are scored as followed; 15, 30, 40 and 'game', 0 is referred to as 'love'
- 'Deuce' is when both players are tied on 40-40, in this instance the game must be won by 2 clear points known as, 'advantage' and 'game'
- The server gets 2 chances to serve. If the first serve is a 'fault' they get a 2nd serve. If this also faults, it is classed as 'double fault' and the other player gets the point.

Physical Education Year 8 Term 4 Tennis

Section 3: Tactics/Shot selection : Below are two images from a match, explain what shot you would use and why (you are the blue player)



Section 4: Forehand Key Points: Look, Cover, Write, Check

1. Take racket back early
2. Smooth connection between back forward swing, step into shot
3. Swing from low to high
4. Firm grip
5. Return to ready position



Section 5: Volley Key Points: Look, Cover, Write, Check

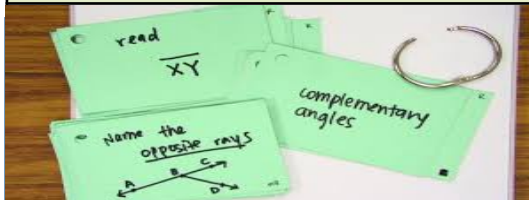
1. Elbows should be just in front of your body
2. Move your head & hands towards the ball
3. Don't swing the racket, 'punch' it
4. Angle the shot downwards with an open racket face
5. Follow through in the direction you want to send the ball









Section 6: Knowledge recall: Create flashcards for each question.

Question

1. What are the 3 most common types of tennis court?
2. How do you win a match in tennis?
3. How do you win a point in tennis?
4. What is the difference between the types of tennis ball?
5. How tall is the net in tennis?
6. Besides the amount of players, what is the difference between singles and doubles tennis ?
7. What is meant by the ready position and why should you use it?
8. What is classed as a fault when serving in tennis?



Key Terms – Task 1 – LOOK, COVER, WRITE, CHECK

Key Terms	Definition	Image
Dictator	A ruler with total power over a country, typically one who has obtained control by force	
Diplomacy	The profession, activity or skill of managing international relations	
Inflation	A general increase in prices and fall in the purchasing value of money	
Appeasement	A policy to try and calm somebody by giving in to at least some of their demands	
Treaty	A formally concluded and ratified agreement between countries	
Inequality	The unfair situation in society when some people have more opportunities and money than others	

History: Post-WW1 Life

Key Dates – Task 2 – Create a timeline for 'Post-WW1 – Key Dates'

- **11th November 1918** – The Allies and Germany negotiate an armistice that ends the First World War
- **28th June 1919** – The Treaty of Versailles is signed, officially bringing World War One to an end
- **January 1920** – The new League of Nations meet for the first time
- **1923** – Germany suffers from hyperinflation, causing huge social and economic problems
- **21st January 1924** – Vladimir Lenin dies
- **October 1929** – Wall Street Crash
- **30th January 1933** – Hitler is appointed Chancellor of Germany
- **18th September 1938** – The Munich Pact is signed, wherein Britain and France appease Hitler

Key Countries – Task 3 – Create a mindmap

Create a mindmap for **'Members of the League of Nations'** and use the following examples:

- 1) Great Britain
- 2) France
- 3) Japan
- 4) Italy
- 5) Belgium
- 6) Brazil
- 7) Spain

Key People – Task 4 – Create a list – in alphabetical order – of these important leaders between the wars

- Neville Chamberlain
- Francisco Franco
- David Lloyd George
- Paul von Hindenburg
- Adolf Hitler
- Benito Mussolini
- Joseph Stalin
- Raymond Poincare
- Gyula Gombos

Key Inventions – Task 5 – Create Flashcards

Create flashcards for famous inventions in the 1920s – on one side write the name of the invention, on the other its inventor:

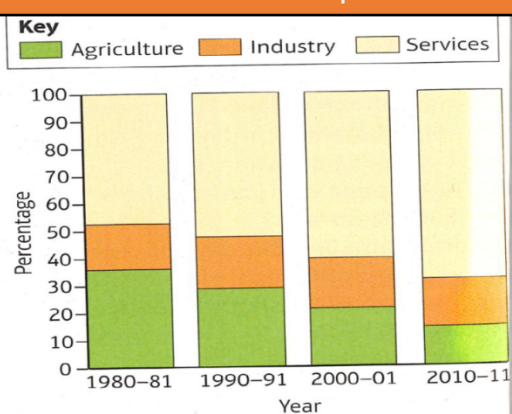
- Electric Traffic Light = Garret Morgan
- Quick Frozen Food = Clarence Birdseye
- Band-Aid = Earle Dickson
- Electric Blender = Stephen J. Poplawski
- Television = Philo Taylor Farnsworth

INDIA: CASE STUDY

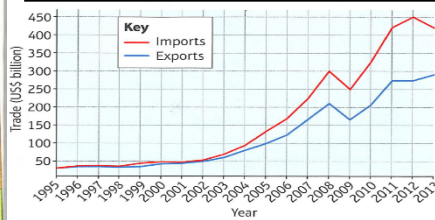


Development Indicator	Social, Economic or Environmental	Value
HDI (Human Development Index)	Social, Economic and Environmental	0.621 (131 st in the world)
Life Expectancy	Social	68 years
Adult Literacy	Social	74%
Infant Mortality	Social	34 per 1000 birth
GDP	Economic	\$1,709

India's Economic Development



India has undergone rapid development in recent decades which has resulted in India now being identified as an **emerging** country, rather than a **developing** country.



Why businesses choose India?

- ✓ Wages much lower (India = £1,200, UK = £12,000) The cost of operation is lower by up to 60%.
- ✓ Improvements in education levels.
- ✓ Fewer safety restrictions = longer hours

Think like a geographer: How does India's location promote economic development?

- **What other major economies are nearby?** China! Now a major economy and superpower. India and China have existing political tensions. India is a former British colony.
- **Is India landlocked? Which countries are easily accessed?** India is not landlocked, meaning it can easily transport goods internationally by boat. India aims to become a major transport hub within south east Asia.
- **Is India a large or small country? What about its population?** India is a large country, with good access to resources such as coal. India's population is rapidly growing, totals 1.324 billion (2016). This makes India the second most populous country in the world.

Geography: LIFE IN AN EMERGING COUNTRY

CHINA: CASE STUDY



Development Indicator	Social, Economic or Environmental	Value
HDI (Human Development Index)	Social, Economic and Environmental	0.752 (86 st in the world)
Life Expectancy	Social	76 years
Adult Literacy	Social	96%
Infant Mortality	Social	9 per 1000 birth
GDP	Economic	\$8,826

POPULATION MANAGEMENT

One Child Policy

A population planning policy of China. It was introduced in 1978 and began to be formally phased out in 2015



China's **one-child** policy was introduced in **1979** although it was preceded by other similar policies to keep the population down from 1971 onwards

China's population is **1.3bn**

Those who back the **one-child policy claim** it would now be **1.7bn** had it not been in place

1.7bn

Sustainable Development

Development that meets the needs of the present, without compromising the ability of future generations to meet their own needs.

China's population is expected to reach **1.6bn** by 2030

An estimated **336m** abortions and **222m** sterilisations have taken place in China since 1971

Eco City

A city which is socially harmonious, environmentally-friendly and resource-efficient.



Hu Huanyong Line

The line marking a striking difference in the distribution of China's population between East and West.

THREE GORGES DAM

- 39 BILLION USD TO BUILD
- 180 BILLION YUAN SPENT ON CONSTRUCTION
- 64.6% SPENT ON INTERESTS OF FINANCING
- 10 YEARS TO BUILD
- 1,000 TWH OF ENERGY GENERATED
- 27,200,000 cubic metres of CONCRETE USED
- 463,000 tonnes of steel used
- 102,600,000 cubic metres of earth moved
- 82.73m³ of concrete used
- 163 Eiffel Towers
- 4.89 landfills
- THE RESERVOIR IS 600 KM IN LENGTH
- IT WOULD TAKE 5.7 DAYS TO WALK ITS FULL LENGTH
- CONTAINS 39.3 KM³ OF WATER EQUAL TO CALIFORNIA'S AGRICULTURE WATER CONSUMPTION PER YEAR
- world's largest hydroelectric power station
- 22,500MW total capacity
- 34 generators installed
- provides power for 9 provinces and 2 cities, including Shanghai
- fully operational would provide 3% of China's total electricity consumption
- 1.24m people relocated

ACTIVITIES

- 1). Compare India and China using the development indicators? Who is more developed and why?
- 2). How is India's economy is changing? Look at the chart and graph for clues
- 3). How has China controlled its population? What was the one-child policy?
- 4). Using the info-graphic, explain what the Three Gorges Dam project is in China?
- 5). Why are companies all around the world (especially the UK) wanting to work with India?

Spanish

Week 1

Make flash cards and test yourself

To have

I have

You have

He/she/it has

We have

You all have

They have

Tener

Tengo

Tienes

Tiene

Tenemos

Tenéis

Tienen

Week 2

Read, cover, write

To be (description)

I am

You are

He/she/it is

We are

You all are

They are

Ser

Soy

Eres

Es

Somos

Sois

Son

Week 3

Make flashcards and test yourself

To live

I live

You live

He/she/it lives

We live

You all live

They live

To be

Vivo

Vives

Vive

Vivimos

Vivís

Viven

Week 4

Make flash cards and test yourself

To be (location)

I am

You are

He/she/it is

We are

You all are

They are

Estar

Estoy

Estás

Está

Estamos

Estáis

Están

Week 5

Put into a sentence

Connectives

And

Also

Furthermore

But

However

or

y

también

además

pero

sin embargo

o

Task 1 Create Flash Cards- with your own definitions

Media	The substance that an artist use to make art
Materials	The same as media but can also refer to the basis of the art work eg, canvas, paper, clay
Techniques	The method used to complete the art work, can be generic such as painting or more focus such as blending
Processes	The method used to create artwork that usually follows a range of steps rather than just one skill

Task 2 Read Cover Write, the media descriptions. List equipment you would use to recreate work in the style of Julian Opie and Claes Oldenburg

Pencil	The basic tool for drawing, can be used for linear work or for shading
Biro/Fine liner	Drawings can be completed in biro and shaded using hatching or cross hatching
Pastel Chalk/Oil	Oil and chalk pastels can be used to blend colours smoothly, chalk pastels give a lighter effect
Colour Pencil	Coloured pencil can be layered to blend colours, some are water soluble
Acrylic Paint	A thick heavy paint that can be used smoothly or to create texture
Watercolour	A solid or liquid paint that is to be used watered down or layered

Task 3 Describe the portraits of Julian Opie, as if the person you are talking to cannot see the image, use your art keywords to describe, line, tone colour, shape, texture. Is it detailed, simple, realistic or abstract?



Claes Oldenburg

Born: 1929

Died:

Specialism: Sculpture

Most recognised media: Wire and plaster

Style: Public Art Installations



A Swedish born American sculptor best known for his large scale replicas of everyday objects and smaller soft sculptures. He studied Literature and Art History at Yale University before he opened his own studio. He became friends with a number of Pop artists and began creating work in collaboration with his Wife Coosje van Bruggen.



Task 4/5 Create a Fact file about the artist Claes Oldenburg find images and information about him and his art work to create an artist research page

Music All that Jazz (Exploring Jazz and the Blues)

A. Jazz and Blues

RIFF/OSTINATO – Short, repeated musical patterns often used in **SOLOS**.
IMPROVISATION – music created ‘on the spot’ (previously unprepared performance)

SEVENTH CHORD – a **TRIAD** (root, third and fifth) with a fourth note added which is seven notes about the root/tonic. **C7** = C, E, G (triad) + B flat.

SWING/SWUNG RHYTHM – performing a regular ‘straight’ rhythm with a ‘lilt’ in a “**ONE** and **A**, **TWO** and **A**” style (using **TRIPLETS**) common in swing music.

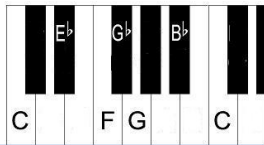
B. Walking Bass

Walking Bass – The walking bass is the main part of any Blues song. This is usually played by the bass guitar. The tempo of the bass line should be steady, which is why it is called the “walking” bass.

C. The Blues Scale

BLUES SCALE – a series of notes often used within improvisations in blues music (*the Blues Scale on C is shown to the right*).

BLUE NOTES – additional or extra sharpened or flattened notes in a melody.



D. Origins

African slaves brought their musical traditions with them when they were transported to work in the North American colonies. These **Work songs** were sung rhythmically in time with the task being done. Their songs were passed on orally (word of mouth) and were never usually written down. They used **call and response** where phrases from a lead singer were followed by the others. Early styles of Blues was known as **country blues** and was usually a solo singer accompanied on guitar or piano sometimes with added harmonica or drums.

E Lyrics and Song Structure

Lyrics – The lyrics of Blues songs were often about depression, lack of money/employability, loneliness and them missing their family. The lyrics of line 1 & 2 are usually the same, with line 3 being different.

Song Structure– Modern Blues songs can sometimes follow modern pop song structure (Verse-Chorus). Older Blues songs usually consist of 3 lines. Lines 1 & 2 are the same, and line 3 is usually different. (This also ties in with the 12 chords).

F. The 12 Bar Blues

12 Bar Blues – The 12 bar blues is the name of the structure used in blues music. It is split in to 3 sections, which have 4 bars each.

Task 1

Look cover, write, check, information on Jazz and Blues keywords

Task 2

Design a mind map on all the information on this page

Task 3

Create a crossword using all the bold keywords

Task 4

Create Flashcard on all the Bold Keywords

Task 5

Write a paragraph explaining the key elements of Jazz and Blues (keywords, features, origins)

Name:

Date:

Year 8 Food Technology -The Eatwell Guide

- When choosing food and drinks, current healthy eating guidelines should be followed. There are **SIX TASKS** to complete (see Red Bold text)

Key Terms

The Eatwell Guide: A healthy eating model showing the types and proportions of foods needed in the diet.

Hydration: The process of replacing water in the body.

Dietary fibre: A type of carbohydrate found in plant foods.

Composite/combination food: Food made with ingredients from more than one food group.

TASK 1:

- Copy out these Key Terms and revise them.



The Eatwell Guide

- Comprises 5 main food groups.
- Is suitable for most people over 2 years of age.
- Shows the proportions in which different groups of foods are needed in order to have a well-balanced and healthy diet.
- Shows proportions representative of food eaten over a day or more.

8 tips for healthier eating

These eight practical tips cover the basics of healthy eating and can help you make healthier choices.

1. Base your meals on starchy carbohydrates.
2. Eat lots of fruit and veg.
3. Eat more fish – including a portion of oily fish.
4. Cut down on saturated fat and sugar.
5. Eat less salt (max. 6g a day for adults).
6. Get active and be a healthy weight.
7. Don't get thirsty.
8. Don't skip breakfast.

Fruit and vegetables

- This group should make up just over a third of the food eaten each day.
- Aim to eat at least five portions of a variety each day.
- Choose from fresh, frozen, canned, dried or juiced.
- A portion is around 80g (3 heaped tbs).
- 30g of dried fruit or 150ml glass of fruit juice or smoothie count as a max of 1 portion each day.

Beans, pulses, fish, eggs, meat and other protein

- Sources of protein, vitamins and minerals.
- Recommendations include to aim for at least two portions of fish a week, one oily, and;
- People who eat more than 90g/day of red or processed meat, should cut down to no more than 70g/day.

Hydration

- Aim to drink 6-8 glasses of fluid every day.
- Water, lower fat milk and sugar-free drinks including tea and coffee all count.
- Fruit juice and smoothies also count but should be limited to no more than a combined total of 150ml per day.

Potatoes, bread, rice, pasta or other starchy carbohydrates

- Base meals around starchy carbohydrate food.
- This group should make up just over a third of the diet.
- Choose higher-fibre, wholegrain varieties.

Oil and spreads

- Unsaturated fats are healthier fats that are usually from plant sources and in liquid form as oil, e.g. olive oil.
- Generally, people are eating too much saturated fat and need to reduce consumption.

Fibre

- Dietary fibre is a type of carbohydrate found in plant foods.
- Food examples include wholegrain cereals and cereal products; oats; beans; lentils; fruit; vegetables; nuts; and, seeds.
- Dietary fibre helps to: reduce the risk of heart disease, diabetes and some cancers; help weight control; bulk up stools; prevent constipation; improve gut health.
- The recommended average intake for dietary fibre is 30g per day for adults.

Dairy and alternatives

- Good sources of protein and vitamins.
- An important source of calcium, which helps to keep bones strong.
- Should go for lower fat and lower sugar products where possible.

Foods high fat, salt and sugar

- Includes products such as chocolate, cakes, biscuits, full-sugar soft drinks, butter and ice cream.
- Are high in fat, sugar and energy and are not needed in the diet.
- If included, should be had infrequently and in small amounts.

Composite/combination food

Much of the food people eat is in the form of dishes or meals with more than one kind of food component in them. For example, pizzas, casseroles, spaghetti bolognese and sandwiches are all made with ingredients from more than one food group. These are often called 'combination' or 'composite' foods.

TASK 2 and 3:

- From the information above **list** the Nutrients in the dishes listed and **state** the section of the Eatwell Guide that they belong to.



Meals and snacks can be sorted into The Eatwell Guide food groups.

Composite/combination food - Lasagne



Pasta (lasagne sheets): **Potatoes, bread, rice, pasta or other starchy carbohydrates**

Onions, garlic and chopped tomatoes: **Fruit and vegetables**

Lean minced meat (or meat substitute): **Beans, pulses, fish, eggs, meat and other protein** –

Cheese sauce made with milk and cheese: **Dairy and alternatives**

Olive/vegetable oil used to cook onions and mince: **Oil and spreads**

To find out more, go to:
<https://bit.ly/2QzUMfe>

TASK 4 to 6:

- Plan** a menu for a day that applies the principles of The Eatwell Guide and the 8 tips for healthier eating. Make one of the dishes, **complete** a sensory evaluation and calculate the energy and nutrients provided using nutritional analysis. Because of the Covid situation you may NOT be able to complete all of this task.
- Make** an information Leaflet for a Doctors' Surgery on Healthy Eating.