

# Knowledge Organiser

Year 8

Term 1  
2024/25



**The Abbey**  
School

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**Subject: English**  
**Year 8: Term 1 – Gothic Literature**



**Term Focus**

- Engagement and enjoyment of reading by exploring a range of seminal texts with a focus on the play, *Frankenstein*
- Explore the contextual factors that influence a writer
- Further develop language analysis skills
- Develop an understanding of how writer's use structural techniques when building a text
- Continued practise of literacy skills which are explicitly embedded in learning
- Encourage an enjoyment of creative writing
- Develop creative writing skills through descriptive and narrative writing

**Prior Learning Links**

- GOMASSIVE SPP language techniques
- Basic structural techniques taught in Year 7 will now be expanded and student knowledge of structural techniques developed in more detail
- Explicit practise of literacy skill will be revised and embedded in Year 8 learning
- Develop essay writing skills in response to a text related question
- Develop descriptive writing skills

**Future Learning Links**

- Learning to deconstruct and analyse language and structural methods will give students a firm foundation in preparation for their engagement with the GCSE curriculum
- Creative writing skills will prepare students for GCSE language papers
- Exploration of social and historical context will support student's understanding of the contextual factors that influence a writer

**KEY VOCABULARY**

**KEY WORDS**

**Prejudice:** judgment or opinion; a negative, sometimes hostile attitude directed against an individual.

**Gothic Genre:** Gothic literature refers to a style of writing that can include elements of fear; horror; the grotesque; death; gloom and the supernatural.

**Romanticism:** Gothic literature is linked to Romanticism. Romanticism is not romance. It was to do with a time in history which involved: art / painting, music and literature.

**Enlightenment (16th – 18th Centuries):** the era just before Frankenstein was written. A period of history which involved the development of new ideas and scientific discovery. During this time people began questioning God. It also led to the Industrial Revolution.

**Victorian period 1837-1901:** an era in British history which roughly corresponded with the reign of Queen Victoria. During this era Britain was a powerful nation that was rich in culture.

**KEY SUBJECT TERMINOLOGY**

**Explicit:** something is stated clearly in the text.

**Implicit:** something is suggested but not directly expressed

**Setting:** the time and place in which the story takes place; provides the backdrop to the story and helps create mood.

**Foreshadowing:** an advance sign or warning of what is to come.

**Form:** the type of text, for example, novel, play, poem, newspaper article, letter.

<b>Ethics:</b> the moral principles that govern a person's behaviour	<b>Structure:</b> how the narrative is organised, e.g. paragraphs, narrative arc, cyclical, mood, setting, character, foreshadowing
<b>Re-animation:</b> to bring something back to life	<b>Language:</b> how words are used to present the narrative, e.g. GOMASSIVE SPP
<b>Supernatural:</b> events beyond scientific understanding	<b>Act:</b> a main division in a play.
<b>Morality:</b> the distinction between right and wrong	<b>Dramatic Irony:</b> the audience know something that the characters do not
<b>Nature v Nurture:</b> is man born good, or evil or is this determined by the environment in which he lives?	<b>Prologue:</b> an introduction to a play, where the audience is addressed by an actor
<b>Science v Ethics:</b> the right and moral quality of Frankenstein's attempt to play God and create "life"- The modern Prometheus	<b>Narrative Arc:</b> the structure and shape of a story
<b>Ambition and fallibility:</b> human beings are portrayed as deeply ambitious yet deeply flawed.	<b>Exposition:</b> the opening sets the scene and introduces characters.
<b>Revenge:</b> revenge consumes both the monster and Frankenstein	<b>Complicating action:</b> the lives of the characters are complicated in some way.
<b>Scientific discovery:</b> new advances that raised moral questions	<b>Climax:</b> suspense is at its highest and matters are most threatening.
<b>Stock characters:</b> tyrants, villains, Byronic heroes, demons, ghosts, persecuted maidens.	<b>Falling action:</b> what happens because of the experience/climax?
<b>Isolation:</b> unconnected to others; the condition of being alone which can cause unhappiness.	<b>Resolution:</b> a solution for the complication is introduced – it may not be a happy one!
<b>Galvanism:</b> scientist Luigi Galvani applied electrodes to dead body parts and caused them to be 'reanimated' – the muscles moved as if the creatures were alive. This was exciting and terrifying for Victorians.	<b>Monologue:</b> one character speaks alone: a long speech.

## 1. What is the Gothic genre?

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### Gothic Literature

- Gothic fiction began in England and was popular from the late 18<sup>th</sup> century to the late 19<sup>th</sup> century.
- Gothic literature refers to a style of writing that can include elements of fear, horror, the grotesque, death, gloom, and the supernatural.
- Gothic literature can fulfil a human need to be frightened and to safely explore the darker sides of our personalities that cannot be acted upon in society.
- Gothic literature relied heavily on setting, mood and atmosphere.
- Thrillers, ghost/horror stories, and detective fiction all have their roots in Gothic Literature – they use many of the gothic elements that made Gothic literature successful.
- Gothic literature usually includes the following **stock characters**: tyrants, villains, Byronic heroes, persecuted maidens, demons, ghosts.

### Romanticism

- Romantic and Gothic literature are connected: both value emotions, imagination and nature, and allow for supernatural events.
- Romanticism developed in the 18<sup>th</sup> and 19<sup>th</sup> centuries
- Romantics emphasised the importance of imagination, emotional sensitivity and their love of nature

## 2. Can I identify conventions of the Gothic genre?

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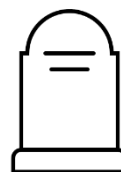
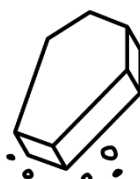
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### Lesson links to the extract: *The Castle of Otranto*.

The first story that started the Gothic tradition is: *The Castle of Otranto* by Horace Walpole in 1764. The story revolves around a mysterious, violent death, and an ill-fated marriage!

### Gothic Conventions

- **Sinister settings**: castles; dungeons; secret passages/panels; winding stairways; catacombs/graves; monasteries; vaulted ceilings; pointed arches; gargoyles; spires
- **Isolated landscapes**: rugged mountains; cliffs; rocky shores; lonely moors; desolate forests; uninhabited mountains; run down backstreets
- **Bad weather**: storms; thunder; lightning; fog; mist; rain; wind
- **Secrecy**: deaths; disappearances; curses; prophecies; sins
- **Elements of the supernatural**: creatures that bring fear, pity or dread; hauntings; doppelgangers
- **Emotions**: dread; fear; anguish; hysteria; torment



### 3. What was it like to live in Victorian London?

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The Victorian era was a time of exciting discoveries, inventions, and exploration.

The Victorian era was known for: Industrialisation, class divide, science vs religion, gender divide, poverty vs wealth, and a fascination with the unknown and the supernatural – the Gothic!

The Victorian era was a great time for literature – many well-known writers prospered during this time, one example is, Charles Dickens. Dickens often focused his stories on people living in poverty to help highlight their suffering.

Did you know...

Victorian children were expected to work long hours and for less money than adults. The jobs were often dangerous, and conditions were awful and difficult. Children were smaller than adults and could fit into small spaces, for example chimneys.

#### Medical Science

The Victorian era saw many advances in science and medicine – often, science and religion clashed over what was morally correct. The industrial revolution brought social change, and significant medical advances through scientific enquiry. To prevent murder the Government passed the Murder Act 1751 preventing the bodies of executed murderers from being buried. Instead, their bodies would be strung up or given to medical science.

Medical science required the use of cadavers to dissect and learn about the inner workings of the human anatomy and this created the trade of body snatching.

#### Resurrectionists

The Resurrectionists as they were known, would supply cadavers for medical science – this was a highly profitable business because there was a high demand for bodies. Some people turned to digging up bodies of the recently dead to sell to medical schools.

*In Act 1 you will learn that Frankenstein uses body parts...now you know how he acquires them!*

### 4. What makes a Gothic setting?

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#### Mary Shelley - (1797 – 1851)

- Mary Shelley was born in London, England. She was the daughter of William Godwin and Mary Wollstonecraft, both writers and influential people of the time. Her mother died shortly after giving birth to her and her father later remarried.
- Mary didn't have a formal education but made great use of her father's library and was often found reading by her mother's grave.
- In 1814 Mary began a relationship with Percy Bysshe Shelley, a poet and philosopher. They fell in love and travelled Europe where they married in 1816. They had three children, though only one survived.
- Two years later, Shelley anonymously published her most famous novel, *Frankenstein*, which she wrote at age 18!
- Percy died in a boating accident leaving her a widow at the age of 24.
- She continued to write and died of brain cancer in 1851.
- Shelley vacationed with her husband, Lord Byron and Jane Clairmont one summer on Lake Geneva in Switzerland.

- It was unseasonably cold so for entertainment, they would tell each other ghost stories.
- On June 15<sup>th</sup>, 1816, they challenged each other with who could write the most terrifying story!
- Shelley suffered nightmares in 1815 after her daughter died two weeks after birth. She repeatedly dreamed she brought her baby back to life by massaging her next to a warm fire.
- On June 15<sup>th</sup>, 1816, she dreamed of: 'a pale student of unhallowed arts creating a living being from dead parts.'

### **Mary Shelley's Frankenstein**

- First published in 1818 and officially using Shelley's name in 1823.
- Shelley's novel is written using a frame narrative meaning a story within a story.
- Phillip Pullman has adapted Shelley's Frankenstein into a play for children.

### **Show Don't Tell**

In creative writing, we need to describe in detail. Ensuring you 'Show' and not 'Tell' means the reader can visualise the image you are describing. To ensure you 'Show' in your writing you need to include language techniques from GOMASSIVE SPP.

### **To create a Gothic setting include the following:**

To create a Gothic setting you need to consider the weather, time of day or night, sounds, movements, and all five senses. Remember to include ideas from the Gothic conventions. Consider the mood and tone of the setting and use language that conveys fear, dread, and suspense.

### **Examples:**

**Darkness:** dim lighting, unusual shadows, and contrast light and dark images. Use words like melancholy, murky, eerie, and dense.

**Buildings:** old, decaying, and collapsing buildings like castles, mansion houses, or ruins. Include features like gargoyles, hidden passageways, and winding stairways.

**Isolated landscapes:** describe remote, abandoned, or isolated places. For example, graveyards, dense forests, or deserted villages. Incorporate twisted trees, overgrown plants, and dark, winding paths.

**Supernatural:** include ghosts, apparitions, or other supernatural occurrences. Use chilling imagery like whispers in the dark, cold spots, or eerie lights.

**Weather:** storms, rain, fog, mist, thunder, lightning, and howling winds.

**Colours:** Describe settings using dark and rich colours such as black, grey, deep red, and dark purple.

**Gothic Objects and Symbols:** Include items like old books, portraits with haunting eyes, candelabras, and cobwebs. Include and describe Gothic symbols like crosses, ravens, or bats.

## 5. What is language, form and structure?

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**Writers' methods:** Language, form, and structure.

**Form** = the type of text – a play, poem, novel.

**Language** = the words and phrases used by the writer to create an effect for the reader.  
Language also includes a range of your **GOMASSIVE SPP** techniques.

<b>Group of three</b>	A list of three words or sentences for effect.	The woods were empty, dark and cold.
<b>Onomatopoeia</b>	Words which imitate sound	Crack, bang, pop ...
<b>Metaphor</b>	When one thing is said to be another to highlight its qualities.	The teacher was a volcano, ready to erupt.
<b>Alliteration</b>	A sequence of words beginning with the same letter.	The cat crept cautiously ...
<b>Senses</b>	Sight, sound, smell, touch taste.	The aroma invaded his senses and made his tummy rumble.
<b>Simile</b>	When two things are compared using the words like or as.	She was as radiant as a sunflower.
<b>Imagery</b>	Visually descriptive language.	The sky was filled with dark, menacing clouds and bolts of electric white lightning ...
<b>Varied vocabulary</b>	Using a range of ambitious vocabulary.	The witch was a torrent of darkness, waiting to demolish everything around her ...
<b>Emotive language</b>	Words and phrases that prompt an emotional response from the reader	The fox cub yelped in pain as it looked upon its predators in fear ...
<b>Sibilance</b>	The repeated use of the /s/ sound at the beginning, middle, or end of nearby words.	The snake stealthily slithered along the floor
<b>Personification</b>	Describes objects as they are people – describes objects as if they have feelings.	The waves danced with joy.  Describes objects as they are people – describes objects as if they have feelings.
<b>Pathetic Fallacy</b>	Gives human emotions to nature or objects to create the mood or atmosphere.	The clouds roared in anger.



**Structure** = how a text is put together or organised. Structural techniques are used by writers to ensure their story makes sense – structure considers the whole text.

<b>Structural technique</b>	<b>Meaning</b>
Narrative arc	The progressive stages of a story from the beginning to the ending: exposition etc.
Linear narrative	Events are described in the order they happen = chronological order.
Non linear narrative	Events are out of order (disrupted narrative).
Circular narrative	The ending of a story returns you to the beginning.
Flashback	Events from the past are revisited.
Cliff-hanger	The audience is left in suspense as to what will happen.
Narrative perspective	Who is telling the story? First person etc.
Characterisation	How a character develops in the story
Dialogue	A conversation between two or more people.
Setting	Location, time of year, time of day ...
Foreshadowing	A warning of a future event.
Mood and atmosphere	The emotional feelings created by a story.
Repetition	Something that reoccurs.
Contrast	Differences.
Focus	The centre of interest.

## 6. What is a narrative hook?

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A narrative hook is a structural technique.

A writer uses a narrative hook to engage and intrigue the reader. First impressions count!

Also, a writer uses a narrative hook to raise questions in the reader's mind. A reader's curiosity will encourage them to continue reading the rest of the story.

A writer might use a narrative hook to establish an interesting narrative voice to intrigue the reader.

### Examples:

**Intriguing question hook:** "Have you ever wondered what it's like to live in a world without sunlight?"

**Mystery hook:** "The abandoned mansion on the hill had been silent for years, but tonight, a single light flickered in the attic."

**Action hook:** "The ground shook as the volcano erupted, sending plumes of ash into the sky."

**Suspenseful hook:** "Just as she was about to open the door, she heard a faint whisper from the other side."

**Vivid description:** "The sky blazed with hues of orange and pink as the sun dipped below the horizon."

Which narrative hook does Pullman use for the opening of his play: *Frankenstein*?

## 7. What do we learn about Victor Frankenstein?

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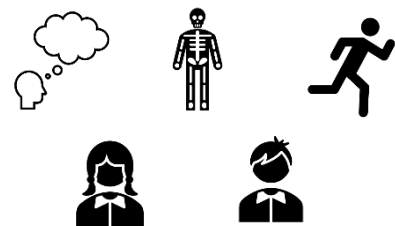
Amber

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### Characterisation

When creating a character for a story consider the following:

- Physical appearance
- How they speak
- Their thoughts
- Their actions
- The character's name
- Other people's views of the character



### Victor Frankenstein

Victor Frankenstein is portrayed as a complex and intensely flawed character - his obsession with scientific discovery leads to tragic consequences.

### Character Traits:

**Ambitious:** Victor is portrayed as highly ambitious, driven by a desire to achieve greatness and push the boundaries of scientific knowledge. His determination to create life is relentless, and he is willing to sacrifice anything to achieve his goal.

**Obsessive:** His obsession with his experiments consumes him. Victor's steadfast pursuit of his scientific endeavours means he neglects his family, friends, and himself. Frankenstein's obsession blinds him to the moral and ethical effects of his work.

**Erudite:** Victor is exceptionally intelligent and knowledgeable in science and medicine. His brilliance is evident in his ability to piece together the knowledge required to animate the Monster. However, his intelligence is coupled with a lack of foresight, and he takes no responsibility for the Monster.

**Flawed:** Victor is a tragic figure whose flaws lead to his demise. Frankenstein's failure to anticipate the consequences of his actions and his refusal to take responsibility for the Monster result in devastating consequences for himself and those around him. Frankenstein's own hubris and blindness make him a tragic hero.

**Tormented:** Victor is haunted by the actions of the Monster. The guilt and horror of what he has done torments him, and he is plagued by nightmares. Frankenstein's creation of the Monster is meant to be an authentication of his genius; however, the Monster becomes Frankenstein's greatest tormentor.

**Isolated:** Victor's obsession isolates him from those he loves. His secrecy and the nature of his work alienate him from everyone. This isolation intensifies as the play progresses, mirroring the isolation of the Monster.

## 8. Who is Elizabeth and how does she react to Frankenstein?

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Elizabeth's complicates things for Frankenstein:

**Emotional connection:** Elizabeth is emotionally connected to Victor; her presence serves as a constant reminder of his responsibilities and his normal life he is neglecting due to his obsessive scientific experiments.

**Morals:** Elizabeth represents the moral and ethical compass in Victor's life. Her kindness, care, compassion, and rational thoughts contrast with Frankenstein's reckless ambitions,

**Tragedy:** Elizabeth becomes a victim in the play - she suffers because of Frankenstein's actions. Her tragic end serves as a powerful catalyst for Frankenstein's realisation of his mistakes and failings, both as a scientist and as a human being.

**Elizabeth and Victor Frankenstein serve as contrasting characters, highlighting their differences in personality, values, and roles within the story.**

## 9. What impression is created of the monster?

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### Creation of the Monster

Frankenstein gathers materials for his experiment. He collects body parts from various sources such as dissecting rooms and graveyards. Frankenstein's actions are morally dubious, highlighting Victor's disregard for ethical boundaries.

Frankenstein assembles the body parts to form a complete human-like figure. The assembly process involves careful selection and stitching of the parts, ensuring that they fit together to create a cohesive whole. This task requires both scientific knowledge and surgical precision.

Frankenstein constructs an elaborate electrical apparatus to generate electrical energy. Frankenstein needs to harness the power of electricity to bring the Monster to life.

Frankenstein completes his final experiment on a stormy night which foreshadows the tumultuous and unpredictable nature of his creation. He connects the assembled body to his electrical apparatus and waits for a lightning storm or another source of electrical power.

As electricity courses through the Monster's body, there are signs of life. The body twitches, limbs move, and the Monster opens its eyes. Victor witnesses the success of the experiment but is then horrified by the sight of the Monster of his experiment.

The Monster's appearance is unsettling and unnatural – Frankenstein sees the Monster as grotesque and horrifying. The Monster's physical form is stitched together from various body parts, and this instils fear and revulsion in those who see him, including his creator, Victor Frankenstein.

### 10. How can stage directions add to our understanding of character?

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Stage directions are important in a play because they give information that helps actors, directors, and readers understand the characters, setting, and important features of the story. *They are usually written in italics.*

Stage directions often include:

- Character's physical appearance,
- Character's movements and body language.
- Interactions with other characters.
- The tone and emotion the actors need to show.
- A description of the setting and atmosphere.
- Use of any props.
- Symbols that represent characters personality of circumstances' reactions and facial expressions.
- Time shifts.
- Can hint at what the characters are thinking or feeling.
- Entrances and exits.

What do we learn about The Monster in the stage directions at the beginning of Act 2?

### 11. What is nature vs nurture?

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The phrase **nature vs nurture** is a debate regarding how much of a person's characteristics are formed by **nature** or **nurture**. For example, **nature** refers to the biological, genetic element of our characteristics, whereas **nurture** refers to our upbringings or life experiences.

The ongoing debate is whether our behaviours are influenced by our genes (genetics) or by our environment i.e. our childhood experiences or other life experiences. The debate considers which of the nature or nurture is the most influential on people's behaviours.



When someone commits a terrible crime, has their behaviour been influenced by their genes because they were born evil, or was their behaviour influenced by negative childhood/life experience?

## Frankenstein

### Nature

- The Monster's behaviour could manifest from the way he was made – his body parts once belonged to others...think about where Frankenstein has found his body parts!
- The distressing process of reanimation could negatively impact the Monster's behaviour.

### Nurture

- Frankenstein is the Monster's creator, but he rejects and abandons him; the monster must fend for himself in a world that is unknown to him.
- The Monster hoped that Agathe and Felix would accept him, but he is rejected again which leads him to vowing his revenge on humanity.

Overall, the play questions whether the Monster was born evil, or whether his behaviour is a result of his life experience and rejection.

## **12. What makes a successful essay?**

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**Green**

### **Introduction:**

Include the **TITLE, AUTHOR, GENRE** and then make a **LINK** to the question. Your link simply answers the question briefly. Remember **TAGL!**

### **A.P.E**

2-3 Main body paragraphs exploring your ideas in relation to the question. APE sentence starters below.

### **Conclusion:**

Finish with your final thoughts on how the monster is presented. Avoid repeating anything you have already said.

### **Exemplar**

In Act 2 of the Gothic play 'Frankenstein', adapted by the playwright Philip Pullman, the monster is presented as a pitiful creature who longs for human companionship. However, due to others' reactions towards him, we see him turn into a vengeful creature which leaves the audience fearful for the safety of himself and others around him.

The monster is presented as a figure that draws pity from the audience due to his isolation from society. He pleads to Agathe, "I want to love them, not hurt, not kill" revealing his desperation to be seen as a kind, virtuous human being. Pullman emphasises this desperation through a group of three whilst the repetition of the adverb "not" highlights how the monster has a moral compass, despite not being of natural birth. Altogether, the audience questions how the monster could fit into a society that rejects him. This, in turn, creates sympathy he simply seems an innocent victim.

Towards the end of Act 2, Pullman deliberately shows a contrast in the monster's behaviour and words when he is attacked by Felix. He cries, "Evil? Evil – you want evil? – then I shall be evil!" which suggests that it is the cruel treatment he experiences which makes him seek revenge. The contrast in mood and atmosphere, which was calm and settled with Agathe, now turns volatile and unpredictable. The audience can see that the monster, rather than fight against others' prejudice against him, embraces it and his sadness is turned into spite and anger. At the same time, the audience recognises that Pullman is foreshadowing deadly events to come as his repeated focus on the word "evil" suggests the monster has turned against mankind. This raises the question of who is responsible for the monster's later actions.

### To analyse texts successfully, remember to use A.P.E in your paragraphs


**A:** what is the answer to the question you've been asked?

**P:** prove your answer with a quotation.

**E:** explain why that quote helped you answer the question. Refer to any techniques, key words, reader feelings.

**Answer it**


I think...  
 The writer...  
 In this text...  
 I believe that...  
 It is clear that...  
 The speaker...  
 The writer creates ... by ...  
 My opinion is ...



**A.P.E.**

**Prove it**


For example...  
 I know this because...  
 The writer states that...  
 The text includes...  
 The character says...  
 For instance, the writer describes ...  
 as ...  
 I get this impression because...



**A.P.E.**

**Explain it**

This implies...  
 This suggests that...  
 This means that...  
 This makes you realise...  
 This creates a sense of...  
 This makes the reader think/feel...  
 This can be interpreted as...  
 The effect of this is...



**A.P.E.**



## Frankenstein by Phillip Pullman

### Characters

- **Captain Walton:** an Arctic explorer – he opens the play in the Prologue
- **Victor Frankenstein:** a scientist and the doomed protagonist
- **Clerval:** Frankenstein's friend and philosopher.
- **Elizabeth:** Frankenstein's cousin and acts as a moral compass for Frankenstein
- **The Monster:** Frankenstein's tragic creation.
- **Felix and Agathe:** Villagers that the monster spies on - they are political refugees and outsiders like the Monster.
- **William:** Frankenstein's younger brother.

## Plot

### Prologue

- Captain Walton introduces the play from his ship in the Arctic and recounts when he first met Frankenstein.

### Act 1

- Frankenstein has been conducting experiments to build a human out of dead body parts. He believes he can bring it back to life using electricity generated by the coming storm.
- Elizabeth, Frankenstein's cousin, has come to visit him. Frankenstein has not been responding to her letters, which she has been sending to inform him about his father's illness.
- Frankenstein finally succeeds in bringing the Monster to life. Unfortunately, he is repulsed by how ugly the Monster is and rejects the Monster.

### Act 2

- The Monster runs away to the forest and discovers a cottage that belongs to Felix and Agathe (who is blind).
- The Monster listens to the music Agathe plays and eats some of her food. He feels guilty for taking it without permission, so he goes out to get firewood and an apple for her.
- When the Monster sees his image in the mirror, he is frightened by what he sees, and screams out. Agathe realises that someone else is there, and the Monster reassures her that he is not there to hurt her.
- Felix returns to the cottage; he tries to shoot the Monster.
- Agathe tries to protect the Monster, but he loses his innocent faith in humanity and leaves the scene seeking revenge against everyone.

### Act 3

- Frankenstein and Elizabeth are in his study. William has gone missing, and they are both very worried and anxious.
- A group of people have found William, who is dead.
- The Monster enters and declares that he has killed William to hurt Frankenstein.
- The Monster tells Frankenstein that he feels betrayed and asks Frankenstein to make him a companion – a bride to keep him company.

### Act 4 – Two Years Later

- Frankenstein has made a bride for the Monster. He has attached the wires to bring her to life and is waiting for the storm to provide electricity. When Clerval discovers that Frankenstein is going to build another monster, he decides to detach the wires.
- The Monster arrives on the scene and fights with Clerval.
- The Monster is furious for ruining the experiment and kills Clerval. Frankenstein and Elizabeth enter - just as the Monster is about to bring his bride to life, Frankenstein pulls out a handful of wires and she falls back lifeless.
- Enraged, the Monster kills Elizabeth and swears to take his revenge on Frankenstein.

### Epilogue

- The play ends with Captain Walton stating that Frankenstein died at the end of telling his story.
- The Monster disappeared in the Arctic.

## Themes

- **Religion:** Frankenstein goes against God by creating the monster – the novel warns against ‘playing God’.
- **Prejudice:** the monster suffers from prejudice from Frankenstein and all others he meets. He is judged to be evil before people have even spoken to him.
- **Innocence:** the monster is initially innocent until he learns destruction through humans.
- **Ambition:** Frankenstein’s ambition to create the monster – is ambition always good?
- **Loneliness:** many of the characters are lonely some by choice and some not.
- **Revenge:** Frankenstein and the monster feel wronged and seek revenge even at the cost of their own safety, health and happiness

## Further Reading:

- Frankenstein by Mary Shelley
- Dracula by Bram Stoker
- The Woman in Black by Susan Hill
- Wuthering Heights by Emily Bronte

## HOME LEARNING TASKS

Task Description	Done?
Read library book and/or cultural capital book – 15-20 minutes per day	
Literacy task on punctuation	
Revise content of knowledge organiser in preparation for class quizzes	
Create a Gothic setting – you can draw your own image and describe	
GCSE Pod KS3 What the Dickens? <a href="https://members.gcsepod.com/shared/podcasts/title/15465">https://members.gcsepod.com/shared/podcasts/title/15465</a>	
GCSE Pod KS3 The Chimney Sweep <a href="https://members.gcsepod.com/shared/podcasts/title/15467">https://members.gcsepod.com/shared/podcasts/title/15467</a>	



## Literacy Knowledge Organiser

### Term Focus

Year 7 and 8 -all schemes of learning

The literacy knowledge organiser is an important tool for students to enhance their learning across the curriculum in all subjects.



### Prior Learning Links

- Consolidates previously learned literacy information and skills which underpin the curriculum.
- Provides a structured outline of key literacy concepts, and supports in the revision process of previously learned skills in primary school and KS3.
- Helps students recall and revise important literacy information by highlighting what is most important and breaking down complex topics into manageable chunks.

### Future Learning Links

- Students can revise and retain literacy information by giving prominence to the key aspects which are broken down into manageable parts.
- Enhances student's learning and provides a clear understanding of what students need to revise and retain; also, can be used to track progress throughout the academic year.
- Promotes consistency across the wider school, and ensures all students are learning the same key literacy knowledge and skills.

## 1. Punctuation

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Amber

Green

**Full stops:** remember to use a full stop at the end of every sentence.



### **Capital Letters:**

- **T**he first word of a sentence always has a capital letter.
- **T**he names of people: **J**ohn, **S**arah, **H**arry.
- **T**he names of places: **C**alifornia, **N**ew **Y**ork, **F**rance.

### **Apostrophes to show contraction:**

You use apostrophes to show you have left out some letters when joining words together. Contractions can make your writing more informal: **Do + Not = Don't**. **Will + Not = Won't**.

### **Apostrophes to show possession:**

Apostrophes can be used to show that something belongs to someone.



- When the noun is **singular**:
- **Sam's** book (the book belongs to Sam)
- **Nicola's** football (the football belongs to Nicola)
- When the noun is **plural**: The **girls'** pencils (the pencils belong to the girls)

**Exclamation marks:** used to end a sentence to show a strong feeling of emotion like surprise, anger, or shock. For, example: **I'm so frightened!**

!

**Ellipses:** used to show an omission of words, a pause in thought or to create suspense. For example: **Suddenly, there it was ... his worst nightmare.**

● ● ●

**Colons:** used to precede lists or explanations.

- I went to the store and bought a lot of fruit: peaches, apples, oranges and pears.
- Sarah wrote a story: The Hungry Fish.

●  
●

**Semi Colons:** used to join two related independent clauses.

- We made too many mistakes; we lost the game.

;

Also, use a **semi-colon** instead of a comma, usually in a list.

- You will need many backpacking items: a sleeping bag; torch; tent; and pillow.

**Hyphens:** you can use hyphens for several reasons.

—

- To separate sentences with added information: **I enjoy English – as well as Maths.**
- To indicate periods of time: **2000-2006.**
- To form hyphenated words: **self-respect.**
- To create emphasis: **Mum loves seafood – she absolutely adores seafood.**

**Brackets:** use brackets to indicate added information. The sentence should still make sense when removed.

- **I did my homework, (it took me twenty minutes) and brought it in early.**

( )

## 2. Comma Rules

Red

Amber

Green

- Use a comma before a conjunction, (and, but, nor, yet, or so), to connect two independent clauses.  
**I had an English test last night, so I revised.**
- Use a comma to set off an opening phrase.  
**As such, I feel there is much I can learn.**
- Use a comma when using quotes to separate the quote from the rest of the sentence.  
**Like Mary Radmacher said, "As we work to create light for others, we naturally light our own way".**
- Use a comma to separate adjectives in a descriptive list.  
**The pizza was hot, delicious and freshly cooked.**
- Use a comma to separate three or more things in a series.  
**Of Charles Dickens' novels, I have read *A Christmas Carol*, *Oliver Twist*, and *Great Expectations*.**

- Use a comma with phrases that present a contrast.  
**Learning about Shakespeare can be beneficial for students, not only in their secondary school studies, but also in their future careers.**
- Use a comma to add **extra information** that can be taken out without changing the meaning of the sentence.  
**My sister Mary, who is a doctor, lives in London.**

### 3. Sentence Structures

**Red** **Amber** **Green**

- **Independent Clause:** A clause that can stand alone as a sentence.  
**The cat sat on the mat.** Contains a **subject** and a **verb**.
- **Subordinate Clause:** A clause that depends on an independent clause to make sense.  
**Without turning around, the cat sat on the mat.**
- **Simple Sentence:** Contains just one clause (subject + verb)  
**Tom went to the shops.**
- **Compound Sentence:** **Independent Clause + Conjunction (FANBOYS) + Independent Clause (For, And, Nor, But, Yet, So)**  
**Tom went to the shops and he bought some bread.**
- **Complex Sentence:** Contains one main clause and one or more subordinate clauses/s.  
**Although it looked difficult, they still pushed on with the challenge.**
- **Exclamatory:** A sentence that shows great emotions.  
**I am appalled by your behaviour!**
- **Imperative:** A sentence that gives commands.  
**Get out!**
- **Interrogative:** A sentence that asks a question (not rhetorical questions).  
**How much is that dress in the window?**
- **Declarative:** A sentence that makes a declaration.  
**She sells seashells.**

### 4. Paragraphs

**Red** **Amber** **Green**

Texts of any length and written in continuous prose are usually divided into paragraphs. Paragraphs are a useful way of helping the reader through a text.

In your writing when you start a new paragraph remember to leave a line to ensure your paragraphs are clear.

Remember to **TIP TOP** your paragraphs!

- **TIME:** you move to a new time.
- **PLACE:** you shift to a different place or location
- **TOPIC:** you move from one topic to another
- **PERSON:** you bring a new person into your writing or change from one person or another. Remember dialogue between two characters needs a new line each time.

## 5. Sentence Openings

Red Amber Green

In your writing aim to vary your sentence openings to make your writing more interesting for the reader.

Opener	Definition	Examples
Prepositional phrase	Describes the relationship between nouns	Under Beside Below
Adverbs	Adverbs modify adjectives and verbs	Happily (adjective +ly) He ate (verb) his breakfast <b>quickly</b> .
Action words ending in -ed or -ing	Verbs with an -ed or -ing ending	Played Playing
Transitional words	Tell time, sequence, cause/effect, closing	Since Immediately
Very short sentences	Sentences with 2-5 words	We jumped! It was scary.

## 6. Homophones

Red Amber Green

Homophones are words that sound the same but have different meanings.

- **Their** means it belongs to them.
  - I ate **their** sweets.
- **They're** short for they are.
  - **They are going to be cross.**
- **There** refers to a place.
  - I'm going to hide over **there**.
- **Your**: refers to something that belongs to you.
  - **Your bag.**
- **You're**: a contraction of 'you are.'
  - **You're going to win.**



their  
there  
they<sup>a</sup>re

## 7. Spellings

Red Amber Green

Commonly misspelled words:

- Believe
- Experience
- Necessary
- Successful
- Environment
- Immediate
- Achieve

- Definitely
- Separate
- Occurrence
- Embarrass
- Receive
- Beginning
- Argument

## The **I** before **E** rule:

- Remember: I before E, except after C.
- Examples: believe, receive, piece.

## Silent Letters:

- Be aware of silent letters in words like, **k**night, **g**nome, and doubt.

## Spelling tips

1. **Read Aloud:** try to pronounce the words as you read them to catch any spelling errors.
2. **Break Words Down:** Divide complex words into syllable sounds for easier spelling.
3. **Use Mnemonics:** Create memory aids. For example:

- **B**ig
- **E**lephants
- **C**an
- **A**lways
- **U**nderstand
- **S**mall
- **E**lephants.

**BECAUSE**

4. **Learn Common Patterns:** Understand rules like I before E and silent letters.
5. **Practice:** Regularly write and review words to reinforce correct spelling.
6. **Proofread:** Always check your work for mistakes.

## 8. Word Classes

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### Common Noun

Words for types of things, people, and places: **dog, chair, city.**

### Proper Noun

The name of a specific person place or thing: **France, Jane, London.**

### Abstract Noun

The name of an idea, feeling, quality or state: **love, truth, danger.**

### Pronoun

Used instead of a name or names: **they, it, her.**

### Verb

An action or a 'doing' word: **run, jump, swim.**

### Adjective

Describes the noun: **brave, tall, lumpy.**

### Adverb

Tells us how something is done: **slowly, bravely, and very.**

### Preposition

Shows direction, time, place, location: **in, at, on.**

### Conjunction

- A connecting or joining word: **for, and, nor, but, yet, so**

## 9. Tenses

Red

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Green

### Present tense

Something that is happening now.

### Past tense

Something that has happened in the past.

### Past progressive

Used to describe an ongoing activity in the past. *My teacher was eating chocolate.*

### Present progressive

Used to describe an action that is currently happening. *We are running.*

### Present perfect

Used when talking about experiences from the past, a change or situation that has happened in the past and is continuing today. *She has lived here all her life.*

### Past perfect

Used to talk about actions and events that were completed at a specific point in the past. *I had written the email on Monday morning.*

## 10. Root words and word families

Red

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Green

**Root words** are the core parts of words that carry the main meaning.

**Root words** form the foundation from which other words are built.

A **root word** can stand alone as a word. For example: **act**.

However, some **root words** may need affixes to become a complete word. For example: **bio**.

**Word families** are groups of words that share the same root word and have related meanings.

### Examples

- **Act**: relates to doing or performing. *Action, Actor, Activate.*
- **Bio**: means life. *Biography, Biology, Biosphere*
- **Geo**: means earth. *Geography, Geometry, Geology*

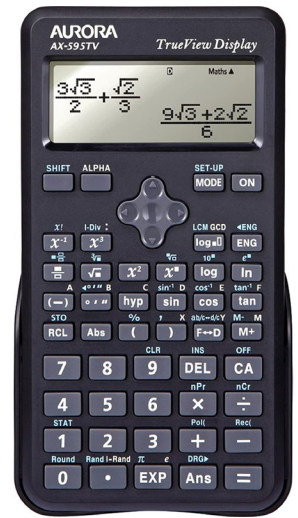
*References:*

*Oxford A-Z of Grammar and Punctuation.*

*BBC Bitesize*

# Maths Year 8 Term 1 – Number skills, Statistics, Graphs and Charts

**TERM FOCUS** – How do you calculate accurately with positive and negative numbers?  
 What other types of numbers can I calculate with?  
 How do we display and interpret data with graphs and charts?



## Prior Learning Links

- Basic addition, subtraction, multiplication and division skills from Year 7 Term 1.
- Knowledge of how to calculate with negative numbers from Year 7 Term 1.
- Knowledge of squares, cubes, roots and primes from Year 7 Term 1.
- Ability to list factors and multiples of a number.
- Year 7 Displaying and Analysing data. Knowledge of how to display data and how to calculate an average

## Future Learning Links

- Number problems are fundamental to most aspects of the mathematics curriculum. More specifically, students need to be comfortable with squares, cubes, etc... so that they can calculate the HCF and LCM of two or more numbers (Year 9, Term 1). Standard form also requires a sound knowledge of indices.
- Statistics is ideal for teaching stand-alone topics, so the data unit is placed here for that reason.
- Students are expected to know all of the graphs and charts in this chapter for their GCSE.

<b>2x</b> 2x0=0 2x1=2 2x2=4 2x3=6 2x4=8 2x5=10 2x6=12 2x7=14 2x8=16 2x9=18 2x10=20 2x11=22 2x12=24	<b>3x</b> 3x0=0 3x1=3 3x2=6 3x3=9 3x4=12 3x5=15 3x6=18 3x7=21 3x8=24 3x9=27 3x10=30 3x11=33 3x12=36	<b>4x</b> 4x0=0 4x1=4 4x2=8 4x3=12 4x4=16 4x5=20 4x6=24 4x7=28 4x8=32 4x9=36 4x10=40 4x11=44 4x12=48	<b>5x</b> 5x0=0 5x1=5 5x2=10 5x3=15 5x4=20 5x5=25 5x6=30 5x7=35 5x8=40 5x9=45 5x10=50 5x11=55 5x12=60	<b>6x</b> 6x0=0 6x1=6 6x2=12 6x3=18 6x4=24 6x5=30 6x6=36 6x7=42 6x8=48 6x9=54 6x10=60 6x11=66 6x12=72	<b>7x</b> 7x0=0 7x1=7 7x2=14 7x3=21 7x4=28 7x5=35 7x6=42 7x7=49 7x8=56 7x9=63 7x10=70 7x11=77 7x12=84	<b>8x</b> 8x0=0 8x1=8 8x2=16 8x3=24 8x4=32 8x5=40 8x6=48 8x7=56 8x8=64 8x9=72 8x10=80 8x11=88 8x12=96
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Literacy In Maths	Command Words
Evaluate ...	Work out and write your answer
Work out ...	Working out is required
Calculate ...	Working out is required. A calculator may be needed.
Solve ...	Work out the values
Prove ...	All working must be shown in steps to link reasons and values.
Expand...	Multiply out of the brackets
Draw...	Draw accurately with a pencil and equipment.
Explain ...	Use words to give reasons
Factorise	The reverse process of expanding brackets. Remove the HCF.
Estimate	Work out an approximate answer using rounded values.

<b>9x</b> 9x0=0 9x1=9 9x2=18 9x3=27 9x4=36 9x5=45 9x6=54 9x7=63 9x8=72 9x9=81 9x10=90 9x11=99 9x12=108	<b>10x</b> 10x0=0 10x1=10 10x2=20 10x3=30 10x4=40 10x5=50 10x6=60 10x7=70 10x8=80 10x9=90 10x10=100 10x11=110 10x12=120	<b>11x</b> 11x0=0 11x1=11 11x2=22 11x3=33 11x4=44 11x5=55 11x6=66 11x7=77 11x8=88 11x9=99 11x10=110 11x11=121 11x12=132	<b>12x</b> 12x0=0 12x1=12 12x2=24 12x3=36 12x4=48 12x5=60 12x6=72 12x7=84 12x8=96 12x9=108 12x10=120 12x11=132 12x12=144
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Top 10 Key Words		Examples
Integer	A whole number	0, 5, 203, -4
Factor	A number that divides into another number exactly, without leaving a remainder	Factors of 20: 1 & 20, 2 & 10, 4 & 5
Multiple	The result of multiplying whole numbers. Multiples belong in the number's times table.	Multiples of 5 are 5, 10, 15, 20, 25, ...
Product	The result you get when you multiply	The product of 3 and 4 is 12
Percentage	Number of parts per 100	35% is 35 out of every 100.
Fraction	Part of a whole number. A fraction represents a division.	1/2, 3/4, 7/8
Numerator	The top number in a fraction	
Denominator	The bottom number in a fraction	
Negative	A quantity below zero	-4, -1.5, -34
Estimate	Work out an approximate answer	

1. How can I add or subtract numbers including decimals?	Red	Amber	Green
$\begin{array}{r} 258 \\ + 87 \\ \hline 345 \\ 11 \end{array}$ $\begin{array}{r} 3 \\ 415 - \\ \hline 28 \\ \hline 17 \end{array}$ $\begin{array}{r} 31.3 \\ + 16.4 \\ \hline 47.7 \end{array}$ $\begin{array}{r} 31.3 \\ - 16.4 \\ \hline 14.9 \end{array}$	<p>Subtraction</p> <ol style="list-style-type: none"> <li>1. Line up the numbers you want to subtract in the correct place value</li> <li>2. If the number you are subtracting is bigger than your current number, you must borrow from the next number.</li> <li>3. The number you are borrowing from decreases by 1.</li> </ol>	<p>Addition</p> <ol style="list-style-type: none"> <li>1. Line up the numbers you want to add in the correct place value columns</li> <li>2. Add going downwards. If your number is over 10, remember to carry over.</li> <li>3. Once you have carried over a number, do not forget to add it on to the next addition.</li> </ol>	

2. How do I divide and multiply accurately?	Red	Amber	Green
$\begin{array}{r} 0763 \\ 4 \overline{) 3052} \\ \underline{12} \\ 18 \\ \underline{12} \\ 62 \\ \underline{60} \\ 2 \end{array}$ $3052 \div 4 = 763$ $\begin{array}{r} 38 \\ \times 7 \\ \hline 56 \\ 210 \\ \hline 266 \end{array}$	<p><b>How to divide accurately using bus stop</b></p> <ol style="list-style-type: none"> <li>1. The number you are dividing goes underneath the bus stop. (3052)</li> <li>2. The number you are dividing by goes next to the bus stop. (4)</li> <li>3. Divide each number under the bus stop by the number next to it. (How many times does it go into that number?)</li> <li>4. Write the answer in the line above.</li> <li>5. If there is a remainder when dividing a digit, carry the remainder to the next digit.</li> </ol> <p><b>How to multiply accurately using column method</b></p> <ol style="list-style-type: none"> <li>1. Write the numbers you want to multiply, one above the other, lining up the digits on the right</li> <li>2. Multiply the bottom number's right digit by the top number. Write the result below</li> <li>3. Multiply the bottom number's left digit by the top number. Write this result below the first, shifted one place left</li> <li>4. Add the two numbers you wrote below</li> <li>5. The final result is the answer to your multiplication</li> </ol>		



### 3. How do I add and subtract negative numbers?

Red

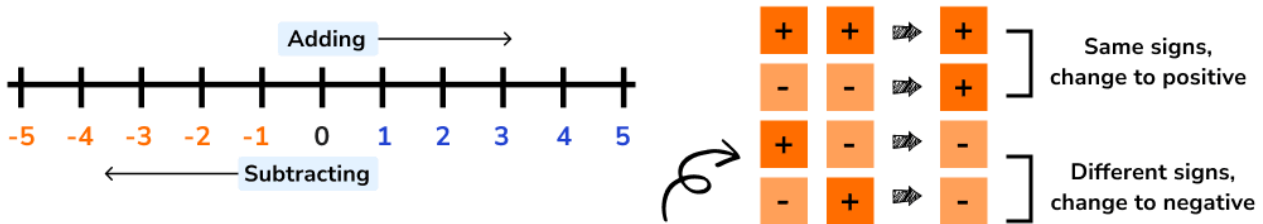
Amber

Green

Adding and subtracting negative numbers makes use of the number line:

**If you are adding, move to the right of the number line.**

**If you are subtracting, move to the left of the number line**



When you have two signs next to each other:

**If the signs are the same, replace them with a positive sign.**

**If the signs are different, replace them with a negative sign.**

### 4. How do I multiply and divide negative numbers?

Red

Amber

Green

**Multiplying and dividing negative numbers** requires us to remember:

**If the signs are the same, the answer is positive.**

**If the signs are different, the answer is negative.**

**When multiplying negative numbers:**

+	x	+	=	+	] Same signs, answer is positive
-	x	-	=	+	
+	x	-	=	-	] Different signs, answer is negative
-	x	+	=	-	

**When dividing negative numbers:**

+	÷	+	=	+	] Same signs, answer is positive
-	÷	-	=	+	
+	÷	-	=	-	] Different signs, answer is negative
-	÷	+	=	-	

### 5. How do I write a number as a product of its primes?

Red

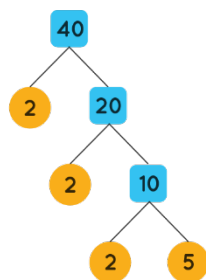
Amber

Green

Prime Factorization of 40

2	40
2	20
2	10
5	5
	1

or



$$\text{Prime factorization of } 40 = 2 \times 2 \times 2 \times 5$$

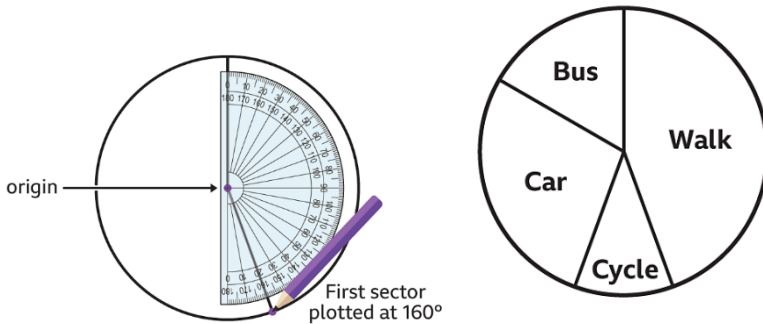
$$= 2^3 \times 5$$

1. To factorise a number, divide it by the first possible prime number.
2. Take the resulting answer below the number.
3. If it is possible, continue dividing by the same prime number.
4. When you cannot do the division by this prime number, divide it by the next possible prime number.
5. And so forth until the final answer is 1.
6. Finally write this number as a product of powers of prime factors.

6. How do I calculate angles and draw pie charts?

Red Amber Green

Transport	Frequency	Angle
Walk	8	$8 \times 20 = 160^\circ$
Cycle	2	$2 \times 20 = 40^\circ$
Car	5	$5 \times 20 = 100^\circ$
Bus	3	$3 \times 20 = 60^\circ$
Total = 18		Total = $360^\circ$



How to draw a pie chart

1. Add the total frequency in the table.
2. Divided  $360^\circ$  by the total frequency.
3. Multiply each frequency by this value. These are the angles for each sector.
4. Construct a circle and draw a vertical line from the top to the centre.
5. In a clockwise direction, use a protractor to plot each angle in turn.
6. Label each sector with a name and angle size.
7. Give your pie chart a title.

7. What is a two-way table and how do I fill it in?

Red Amber Green

**Examples**

80 children went on a school trip.  
 They either went to London or to York.  
 23 boys and 19 girls went to London.  
 14 boys went to York.

(a) Complete a two way table for this information.

	London	York	Total
Girls	19	24	43
Boys	23	14	37
Total	42	38	80

- (b) What is the probability that a person chosen at random went to London?  $\frac{42}{80}$
- (c) A girl is chosen, what is the probability that she went to York?  $\frac{24}{43}$

Two-way tables are a type of frequency table used for organising data.

The table has rows representing one variable and columns representing another variable.

Each cell in the table contain the frequency of the combination of values for the two variables.

Once the two way table has been filled in you can easily form probabilities.

**Filling in a two-way table**

1. Fill in the known value given in the question
2. Calculate the missing values.
3. Calculate the row and column totals
4. Check the final totals

## 8. What are the different types of averages?

Red

Amber

Green

The mean, median and mode in math are measures of center. The range is a measure of variability.

MEAN	MEDIAN	MODE
Find the mean for the data set: 10, 8, 5, 5, 6, 7, 5, 11, 4, 9, 3	Find the median for the data set: 10, 8, 5, 5, 6, 7, 5, 11, 4, 9, 3	Find the median for the data set: 10, 8, 5, 5, 6, 7, 5, 11, 4, 9, 3
Mean = $\frac{\text{total number of values}}{\text{number of values}}$	The median is the middle number.	The mode is the number that has the highest frequency in the data values. Putting the numbers in order from least to greatest is helpful.
Mean = $\frac{10+8+5+5+6+7+5+11+4+9+3}{11}$	List the numbers in order from least to greatest: 3 4 5 5 6 7 8 9 10 11	3 4 5 5 5 6 7 8 9 10 11
Mean = $\frac{73}{11}$	<b>Median</b> is 6.	<b>Mode</b> is 5.
Mean = 6.64 (rounded to 2 decimal places)	<b>RANGE</b> 11 - 3 = 8 Range = 8	

$$\text{Mean} = \frac{\text{sum of all the value}}{\text{total number of value}}$$

Median= Middle value (once ordered)

Mode= most common value/non-numeric value

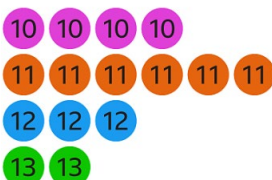
Range = Largest value – smallest value

## 9. How can I calculate the mean from a frequency table?

Red

Amber

Green



Age	Frequency	Age × Frequency
10	× 4	= 40
11	× 6	= 66
12	× 3	= 36
13	× 2	= 26
<b>15</b>		<b>168</b>

$$\text{mean} = 168 \div 15 = 11.2$$

To find the mean from a frequency table:

1. Set up a new column to multiply each category by its frequency.
2. Find the sum of the new column. This finds the total of all the values in the frequency table.
3. Add the frequencies to find how many values there are.
4. Divide the total of all the values by how many values there are.

## 10. How do I find averages from grouped frequency tables?

Red

Amber

Green

Length (x cm)	Frequency	Midpoint	Midpoint × frequency
0 < x ≤ 10	4	× 5	= 20
10 < x ≤ 20	10	× 15	= 150
20 < x ≤ 30	7	× 25	= 175
30 < x ≤ 40	4	× 35	= 140
	<b>25</b>		<b>485</b>

$$\text{estimated mean} = 485 \div 25 = 19.4 \text{ cm}$$

$$\begin{aligned} \text{middle value} &= \frac{n+1}{2} \text{th value} \\ &= \frac{22+1}{2} \text{th value} \\ &= 11.5 \text{th value} \end{aligned}$$

Height (x cm)	Frequency	Midpoint
130 < x ≤ 140	1	1
140 < x ≤ 150	3	4
150 < x ≤ 160	4	8
<b>160 &lt; x ≤ 170</b>	<b>8</b>	<b>16</b>
170 < x ≤ 180	6	22



Calculating the **mean** from grouped frequency.

1. Set up a new column to write the midpoint of each class.
2. Set up another column to multiply each midpoint by its frequency.
3. Find the sum of the multiplications. This finds the estimated total of all the values in the frequency table.
4. Add the frequencies to find how many values there are.
5. Divide the total of all the values by how many values there are.

To find the class that contains the **median**, identify the class that contains the middle value. For a set of data with 'n' values, the middle value is the  $\frac{n+1}{2}$ th value.

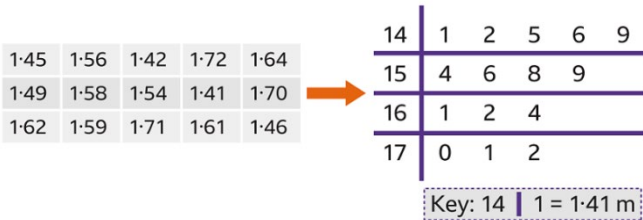
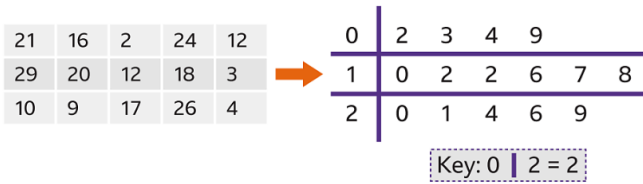
To find the **modal** class, identify the class with the highest frequency.

### 11. How do I draw and interpret stem and leaf diagrams?

Red

Amber

Green



- Stem and leaf diagrams are used to order and organise data.
- A key must be included to explain how to read the data

- Stem and leaf diagrams are formed by splitting the number into two parts, the 'stem' and the 'leaf'.  
In the number 36, the tens would form the stem (3) and the units the leaf (6)  
In the number 2.1, the units would form the stem (2) and the tenths the leaf (1)
- The numbers must be written in order in the leaves

#### How to draw a stem and leaf

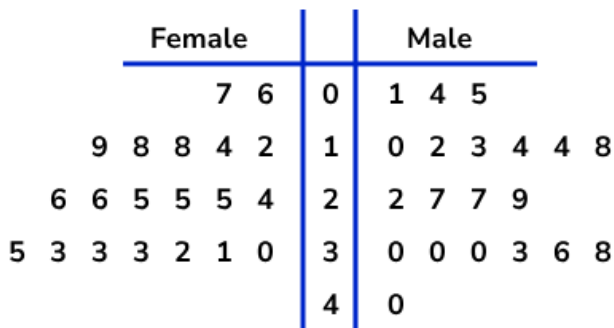
1. Order the numbers from smallest to largest.
2. Split the numbers into two parts, the last part must be one digit only.
3. Put the values into the diagram and create a key.

### 12. What is a back-to-back stem and leaf diagram?

Red

Amber

Green



Key : 3 | 1 | 4 represents  
13 Female  
14 Male

Comparing data sets is simplified by using a dual stem and leaf diagram which have two sets of data represented back-to-back.

By combining them together to form one dual stem and leaf diagram, we can directly compare the two sets of data.

The data must be closely related for it to be compared effectively on the diagram.

The key represents the data values for each side of the stem and leaf diagram.

#### HOME LEARNING TASKS

##### Task Description

##### Done?

Adding and subtracting with negative numbers – M106

Prime Factor Decomposition – M108

Drawing and interpreting Pie Charts – M165 and M574

Finding averages from frequency tables – M127

Finding averages from grouped frequency tables – M287

Drawing and interpreting stem and leaf diagrams – M210 and M648

# Science Year 8 Term 1 – Variation and genetics

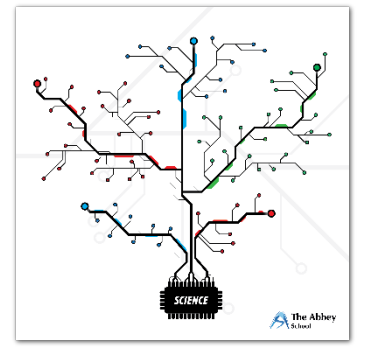
Term Focus – What are the similarities and differences between organisms?

## Prior Learning Links

- KS2 Science – variation
- KS2 Science - characteristics

## Future Learning Links

- KS4 Biology – Genetic variation
- KS4 Biology – Uses of stem cells
- KS5 Biology – Genetics and inheritance



## KEY VOCABULARY

**Allele** – different forms of a gene for a particular characteristic

**Characteristics** – the distinguishing features of an organism

**Chromosome** – thin strands of DNA found inside the nucleus of a cell

**Classification** – putting things into groups according to their similarities and differences

**Classification key** - A series of questions about the features of organisms that help us to classify them correctly

**Continuous variation** – characteristics that change gradually such as height and weight

**Discontinuous variation** – a characteristic of any species which has a limited number of possible values such as eye colour and blood type

**DNA** – the molecule that stores genetic information and encodes all the basic functions of life

**Dominant**

**Environmental variation** – differences between individuals that are not inherited but caused by the environment we live in such as tattoos, piercings and scars

**Gene** – a short section of DNA that is genetic code for a characteristic

**Genetic engineering** -

**Genetic material** – material that carries genetic information

**Genome** – an organism's complete set of genetic instruction

**Genotype** – the combination of alleles an organism has

**Family resemblance** – a similarity in features because individuals are related

**Fieldwork** – collecting data from natural habitats

**Habitat** – the natural home of an organism

**Heredity**- genetic information passed on from one generation to the next

**Heterozygous** – different alleles for the same characteristic

**Homozygous** – identical alleles for the same characteristic

**Inherit** – to pass on features from parent to offspring

**Offspring** – the product of an organism's reproductive process such as a baby, a lamb or a calf

**Organism** – a living thing (MRS GREN)

**Phenotype** – an observed characteristic of an individual

**Punnett square** – a diagram to help to visualise the possible genotypes of an offspring

**Quadrat** – a square frame used during sampling

**Reproduction** – the process that creates new individuals of a species

**Selective breeding** – when organisms are deliberately bred so their offspring have the desirable characteristics

**Species** – a group of similar organisms that can breed with one another to produce fertile offspring

**Taxonomy** – the practice of classifying

**Variation** - differences between individuals within a species

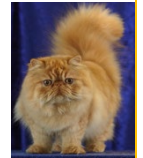
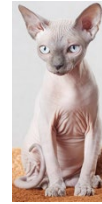
## 1. What are the key differences between organisms of the same species?

Red

Amber

Green

- A species is a group of organisms with similar features that distinguish them from other groups of organisms
- Individuals from the same species breed to produce fertile offspring
- Even with the same parents, an offspring can have similar or very different features to their siblings such as eye colour, hair colour and height. This is called variation.
- Variation between different species will always be greater than variation within species.
- Continuous variation – characteristics that will gradually change over time, such as height, weight, arms span and foot size.
- Discontinuous variation – characteristic of any species with only a limited number of possibilities such as gender, blood group, eye colour, the hand you write with, ear lobe attachment and the ability to roll your tongue.



All are members of the cat species but they have very different characteristics including size, colour, temperament and eye colour. Similarities include similar body shape, 4 legs, a tail and walks on all 4 legs.

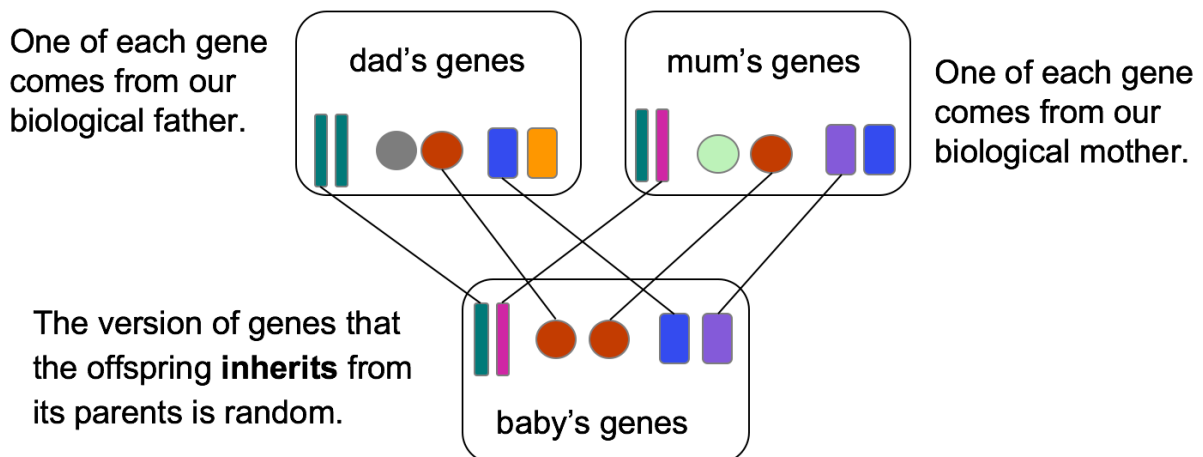
## 2. Why do organisms of the same species have differences between them?

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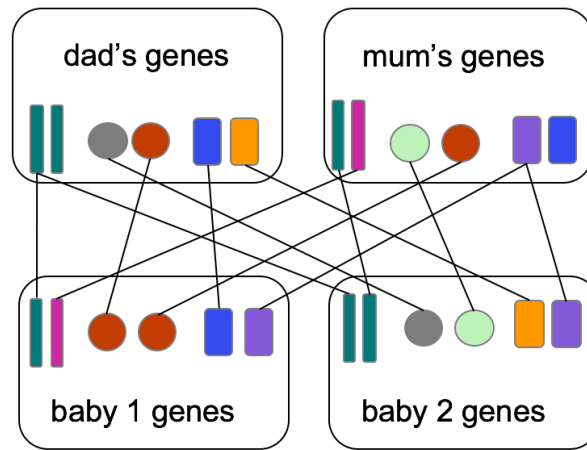
Offspring share characteristics with their parents because they inherit characteristics from them. Characteristics are inherited because DNA containing instructions is passed from parents to offspring. Only characteristics caused by instructions in DNA can be inherited. Each DNA instruction is called a gene. We inherit one copy of every gene from our biological mother. We inherit one copy of every gene from our biological father. 50% of our DNA comes from our mum and 50% comes from our dad; we have two copies of every gene.



This creates **variation** in the offspring.



Variation between members of the same species occurs because each member has a different mix of the version of genes. Visible features only controlled by genes include eye colour, ear lobe attachment, ability to tongue roll and blood type.



Some variation between species is also caused by the environment. Piercings and tattoos are changes to our physical appearance that we choose to make. Scars are caused by the environment too such as through surgery or injuries. Parental environmental variations cannot be inherited by their offspring.

### 3. How can we control the characteristics that pass onto the next generation?

Red Amber Green

Selective breeding is when organisms are deliberately bred so their offspring have the desirable characteristic.

These are the steps taken to select a particular feature in an organism:

1. Choose individual organisms with the desired feature.
2. Let only these individual organisms reproduce.
3. Choose only the offspring that have the desired feature.
4. Let only these individual organisms reproduce.
5. Repeat steps 3 and 4 until you have produced a variety in which all the individual organisms show the desired feature.

The key to successful selective breeding is to identify the characteristic or feature you want, only breed from the individual organisms that have that feature, and do not allow individual organisms with undesirable features to breed. Here are some examples of what selective breeding can produce:

- Hens that lay larger eggs
- Cows that produce more milk or better quality meat
- Tomato plants that produce more tomatoes
- Crops that are resistant to diseases

### 4. How are organisms classified into species?

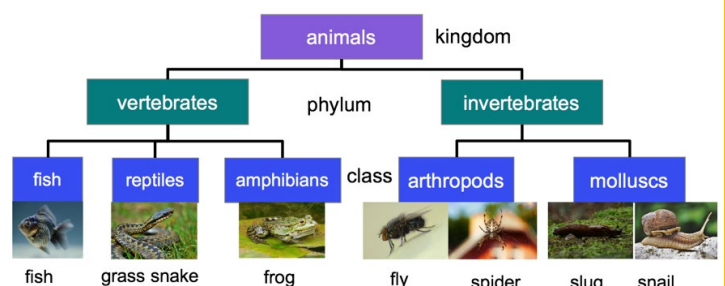
Red Amber Green

Scientists sort organisms into different groups according to their features.

In the 18<sup>th</sup> century, a Swedish scientist named Carl Linnaeus began the classification system for species that is used internationally today, giving each species a scientific name in Latin.

Classification systems help us to:

- Clarify relationships amongst organisms
- Remember organisms and their typical features
- Communicate the identity of organisms being studied



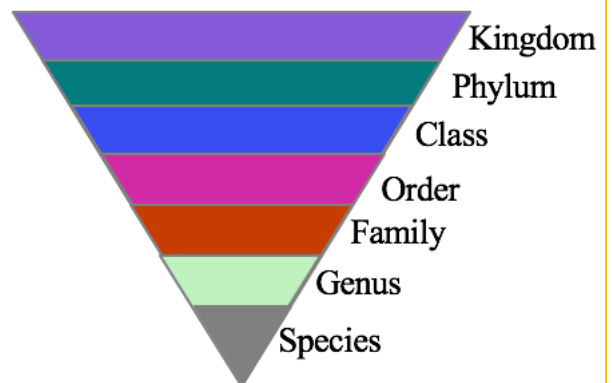
5. What is the importance of classifying organisms into larger groups of species using a classification key?

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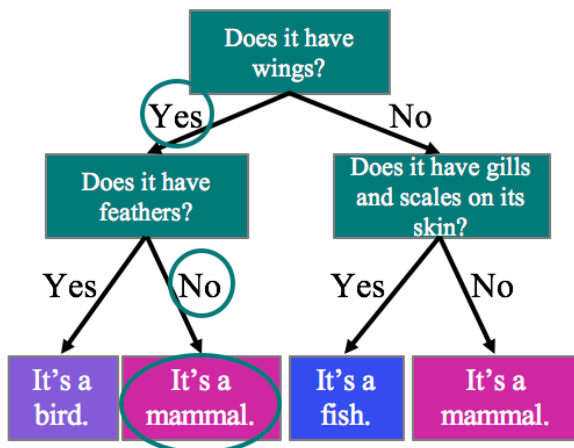
Green

Scientists classify organisms according to their features. The process of classifying is called taxonomy. There are seven levels of classification. In lower levels, there are fewer organisms with more features in common and fewer differences.

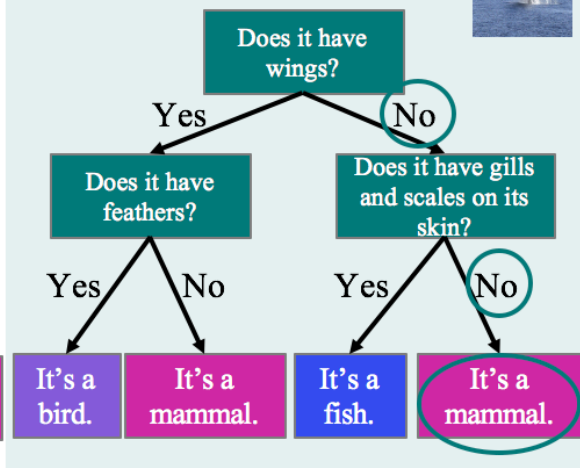


Some organisms look like they may belong to several groups. We can use a **classification key** to help us classify an organism into the correct species.

Use the classification key to group a bat.



Use the classification key to group a whale.



6. How are organisms identified and classified in their natural habitats?

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According to the AQA exam board, for your GCSE in Biology, you will need to be able to:

- Measure the population size of a common species in a habitat.
- Use sampling techniques to investigate the effect of a factor on the distribution of this species.

We will do this by using a classification key to identify organisms within their own habitat and using quadrats to help us randomly sample meadow plants in an area.

1. Select an area of grass to analyse and place the quadrat.
2. Work systematically from one corner, row by row. In each square, identify the plants present using the classification key.
3. Record your observations in a table.

When studying plants:

- Handle them carefully and do not damage them.
- Do not pick them or pull them up.
- Avoid standing on flowers and leave them intact.
- Wash your hands afterwards.





## Working out estimated population size:

If we took 10 samples and counted 50 daisies in that area:

Estimated population size = total area sampled × number of daisies counted

The area sampled from 10 quadrats is  $0.25 \text{ m} \times 0.25 \text{ m} = 10 \times 0.0625 \text{ m}^2 = 0.625 \text{ m}^2$

The total area of the survey =  $20 \text{ m} \times 20 \text{ m} = 400 \text{ m}^2$

Estimated population =  $400 \times 0.625 \times 50 = 32,000$

## 7. How are organisms classified at a cellular level?

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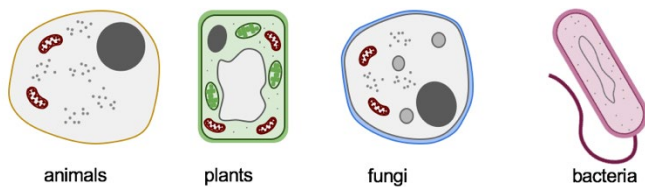
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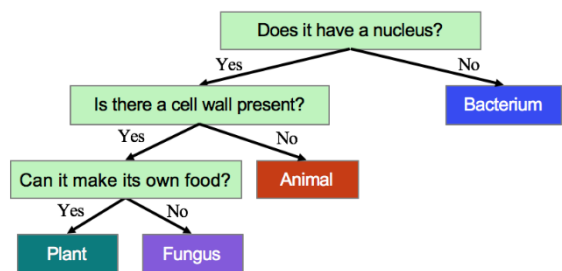
Organisms are classified at a cellular level by:

Eukaryotes – a single or multicellular organism with a nuclear membrane

Prokaryotes – single-celled organism without a nuclear membrane



	Animal	Plant	Fungi	Bacteria
Cells have a nucleus	✓	✓	✓	✗
Cells have a cell wall	✗	✓	✓	✓
Cells have chloroplasts and can make their own food	✗	✓	✗	✗



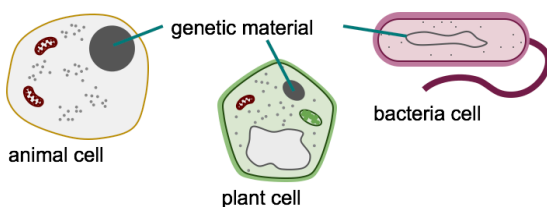
## 8. How is genetic information passed on?

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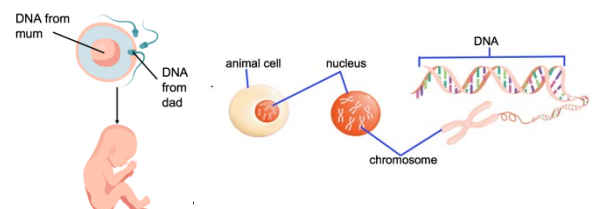
Amber

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Genetic material is a chemical substance. It is found in the cells that all organisms are made of. Genetic material also includes instructions for life processes such as growth and respiration. In animal, plant and fungi cells the DNA is stored in the nucleus.



Genetic material is organised into packages called chromosomes. These chromosomes are passed from parents to their offspring. Offspring inherit features from both parents, so they look similar to their parents and one another. Features are inherited when genetic material, in the form of DNA, is passed from parents to their offspring during reproduction.



## 9. What is genetic material and where is it stored?

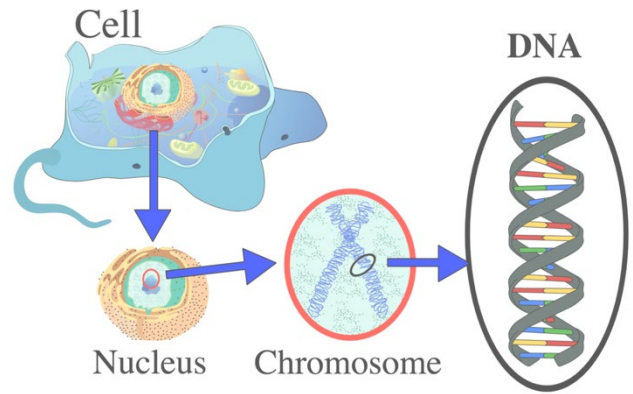
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In the 1950's, scientists worked out the structure of DNA. Rosalind Franklin made 'X-ray diffraction' images of DNA. James Watson and Francis Crick built upon Franklin's work, using information from one of her images to work out a model for the structure of DNA.

In eukaryotic cells, genetic material is stored inside the cell nucleus. It is stored within chromosomes. Chromosomes are thread-like structures made up of thin strands of DNA. They are passed on to us from our parents. We inherit a set of 23 chromosomes from our biological mother and another set of 23 from our biological father.



**DNA** – deoxyribonucleic acid

DNA has a double helix structure made from base pairs (Adenine, Thymine, Guanine and Cytosine) held together by weak chemical hydrogen bonds.

## 10. How is genetic material expressed in organisms?

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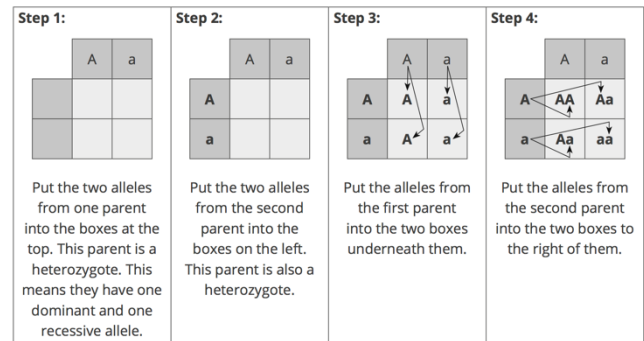
### Constructing a Punnett square:

A Punnett square is a diagram to help to visualise the possible genotypes of an offspring.

Determine the parental *genotypes*. You can use any letter you like but select one that has a clearly different lower case.

Split the alleles for each parent and add them into your Punnett square around the edges.

Work out the new possible genetic combinations inside the Punnett square.



## 11. How can DNA be extracted?

Red

Amber

Green

### Extracting DNA from strawberries using the scientific method

- 1. Question** – How can DNA be extracted from strawberries?
- 2. Prediction** - I predict that...
- 3. Materials** – Strawberries, washing up liquid, stirrer, rubbing alcohol, salt, coffee filter, glassware, pestle and mortar
- 4. Method** – Follow the steps demonstrated by your teacher
- 5. Results** – Record your findings in your book
- 6. Conclusion** – What did you find out? Was your prediction correct?

Want to revisit the practical again outside of the lesson?

<https://www.genome.gov/about-genomics/teaching-tools/strawberry-dna-extraction>



## 12. Why are chromosomes important?

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All human body cells have a full set of chromosomes consisting on 23 pairs; a full set is known as a karyotype. The two chromosomes in each pair carry the same genes in in the same places.

Parents pass on their genes to their offspring through their eggs and sperm (sex cells, also known as gametes). Each gamete contains half of the full set of chromosomes. There is one from each pair of chromosomes found in the body cells.

When an egg is fertilised, the nucleus of the male sperm joins with the nucleus of the female egg. The cells of the baby then have a complete set of chromosome pairs; one from the mother and one from the father. The chromosome that determines the gender of an offspring are called the X and Y chromosomes. If an offspring has two X chromosomes, they will be female. If an offspring has an X and Y chromosome, it will be male.

The chromosomes an offspring gets from a parent is random which means siblings from the same parents might have similarities but they are not identical. For example, siblings might have different hair or eye colour to each other.

Genetic mutations can occur causing abnormalities in an individual's genetic material. Sometimes during the creation of cells, children are born with additional or missing chromosomes. If an offspring has 3 chromosomes instead of a pair, this is known as trisomy. The most common chromosomal disorder is trisomy 21 – also known as Down's syndrome. Children can also inherit a gene type that gives them an inherited condition such as cystic fibrosis.

HOME LEARNING TASKS		
Task Description	QR code	Done?
GCSE Pod: 4.6.3/ The development of understanding genetics and evolution		
Investigate characteristic variation amongst a species using the Phet simulation for natural selection: <a href="https://phet.colorado.edu/en/simulations/natural-selection">https://phet.colorado.edu/en/simulations/natural-selection</a>		
Engage with the following Inheritance and Genetics content found on BBC Bitesize: <a href="https://www.bbc.co.uk/bitesize/topics/zpffr82">https://www.bbc.co.uk/bitesize/topics/zpffr82</a> <ul style="list-style-type: none"> <li>• DNA</li> <li>• Causes of variation</li> <li>• Types of variation</li> <li>• Inheritance</li> <li>• Adaptations and evolution</li> <li>• What is natural selection?</li> <li>• Natural selection leads to evolution</li> <li>• Species and selective breeding</li> <li>• Genetic conditions</li> </ul>		
Find out who Charles Darwin and Jennifer Doudna are using the following link. Make notes by creating a mind map, bullet points or a poster <a href="https://www.bbc.co.uk/bitesize/topics/zpffr82/articles/zkv26yc#zm33f82">https://www.bbc.co.uk/bitesize/topics/zpffr82/articles/zkv26yc#zm33f82</a>		
Complete the following questions: <ol style="list-style-type: none"> <li>1. Which classification group will have the largest number of organisms?</li> <li>2. Which classification group will have the smallest number of organisms?</li> <li>3. What was the name of the person who invented this classification system?</li> <li>4. Name the 5 kingdoms</li> <li>5. Can organisms in a genus be divided into a smaller group?</li> <li>6. What is a species?</li> <li>7. What mnemonic can be used to learn the order of classification?</li> <li>8. People say that lions and tigers can breed successfully. They are wrong because...</li> </ol>		
Make a classification key to classify the following organisms into their classes: <ul style="list-style-type: none"> <li>• Snail</li> <li>• Dog</li> <li>• Lizard</li> <li>• Shark</li> </ul>		
<b>Challenge task:</b> Visit Charles Darwin's home (Down House, BR6 7JT) which is approximately an hour away from Faversham to learn more about his life and his work. It is now an English Heritage museum so if your family have an English Heritage membership, it is free to visit.		

# The Diary of a Young Girl – Anne Frank

## Plot

Anne Frank was an intelligent, young Jewish girl, who was gifted a Diary from her parents on her 12<sup>th</sup> Birthday. The date was the 12<sup>th</sup> of June 1942, and one month later, Anne, her parents Otto and Edith and sister Margot went into hiding after Margot received a call up from the Nazi's to go to a work camp. The diary entails Anne's thoughts and feelings, spanning two years of entries and what life was like hiding from the Nazi's in occupied Netherlands.

## Themes

War, Repression, adolescence, identity

## Historical Context

When the NAZI Party came to power in Germany in 1933, they had already made their antiemitic views clear in their 25 point plan to make Germany a pure Aryan nation. By 1939 Jewish people were subjected to over 400 rules that restricted their public and private lives; including paying more taxes, a restriction on their freedom of movement and attendance of schools. 214,000 Jews fled Germany before WW2 started, escaping their persecution fleeing to countries such as France and the Netherlands. However, on the 10<sup>th</sup> of May 1940, Germany invaded both countries, and Jews who originally fled Germany began to persecuted again. However, Jewish people now had the fear of being sent to a concentration or work camp by the Nazi's so many went into hiding, attempting to hide away from the Nazi's.

## Lets think about:

- Why is a diary such a useful piece of literature to understand the past?
- What do you think the Chesnutt Tree represents and symbolises to Anne?
- Why is it important that we learn about the Holocaust?
- How could we keep Anne Franks memory alive?
- Did you enjoy the book, if so why, if not, why not?

We automatically infer as we read; look back and think, 'What made me think that? What clues did the author give me?'

## Key Vocab

Annex	A building joined to or associated with a main building, providing additional space or accommodation
Antisemitism	Hostility to or prejudice against Jewish people
Concentration Camp	A place in which large numbers of people are deliberately imprisoned in a relatively small area with inadequate facilities, sometimes to provide forced labour or to await mass execution.
Confide	To tell someone about a secret or private matter while trusting them not to repeat it to others.
D - Day	The day (6 June 1944) in the Second World War where Allied forces invaded northern France
Fascist	Someone who believes in Fascism - a far-right form of government in which most of the country's power is held by one ruler or a small group, under a single party.
Gestapo	The Secret Police force of the Nazi Party
Jew	A member of the people and cultural community whose traditional religion is Judaism and who trace their origins through the ancient Hebrew people of Israel to Abraham
Kitty	The name that Anne gives her Diary
NAZI	A member of the National Socialist German Workers' Party(NSDAP), Adolf Hitler's political party.
The SS	Elite Soldiers, tasked with conducting the Final Solution and killing all Jewish peoples.

# Journey to the River Sea –Eva Ibbotson

## Plot

Journey to the River Sea is about orphaned London schoolgirl, Maia, who, accompanied by her strict but kind governess, is sent to live with her ghastly relatives in South America. Unlike her nature-phobic relatives, Maia loves her exotic, colourful new world.

## Themes

Personal Growth and interactions with people and the environment we live in

## Historical Context

*Journey to the River Sea* by Eva Ibbotson is a historical children's fiction novel published in 2002. The story takes place in the Amazon Basin in the early 1900s and follows [Maia](#), an orphan from England who is invited to live with [the Carters](#), distant relatives who own a rubber farm in Brazil.

## Lets think about:

- Eva Ibbotson is very smart at choosing words or phrases to make us visualise:
  - “It was like being in the corridor of the hospital” – this makes us think it must be cold, clinical and dull
  - “A very old man whose teeth were so white one wanted to blink” – this makes us think his teeth must have been so dazzling white we would have to blink as they were so glaring
- Write down what you think of the characters personalities
- Were the twins friendly towards Maia?
- What would it have been like travelling from England to the Rainforest, how would you feel in a similar situation?

We automatically infer as we read; look back and think, 'What made me think that? What clues did the author give me?'.  
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## Key Vocab

Dismal	gloomy
Bulbous	bulging Agitated: over-excited / troubled / nervous
Coaxed	encouraged to start
Mottled	marked with spots or blotches of colour (red/brown/purple)
Bewildered	confused
Navigable	able to be sailed on by ships or boats
Rummage	search untidily
Agitated	over-excited / troubled / nervous
Bustle	energetic activity
Quayside	platform beside the waterside to unload ships
Veranda	A roofed platform outside the house, an outside porch area
Flounced	ruffled
Lingered	stayed for a while longer
Emotions	strong feelings that result from a person's circumstances, mood or relationships with others
Language choices	particular words or phrases used by the author to convey a certain image or feeling
Evidence	information or facts to show something is true
Concept	an abstract idea like 'hope' or 'fairness'
Theme	a central idea of a text that the author wants us to think deeply about
Infer	to draw conclusions from information and evidence in a text

# History Year 8 Term 1 – The Industrial Revolution & the British Empire

How did the Industrial Revolution change life in Britain and the British Empire?

You will explore a variety of primary sources on the changes to life in Britain during the Industrial Revolution. These will include, paintings, diary entries, newspaper reports and interviews. You will then use these to highlight the positive and negative changes made to cities, standard of living, transport and colonialism in this time period. This will improve your source analysis skills as well as your depth of knowledge.

## Prior Learning Links

- Year 7 Term 3 – Medieval Britain & Europe
- Year 7 Term 6 – The Renaissance

## Future Learning Links

- Year 8 Term 2 – The Transatlantic Slave Trade
- Year 8 Term 3 – Origins of WW1
- Year 9 – Medicine Through Time (Paper 1)– 19<sup>th</sup> century medicine



Scan me!

**GCSE Pod**

## KEY VOCABULARY

### KEY WORDS

1. **Agriculture** – Farming and the methods that are used to raise and look after crops and animals.
2. **Canals** – A long, narrow stretch of water that has been made for boats to travel along or to bring water to a particular area.
3. **Cholera** - a serious disease that often kills people. It is caused by drinking infected water or by eating infected food.
4. **Colony** – A country which is controlled by a more powerful country.
5. **Difference** - The difference between two things is the way in which they are unlike each other.
6. **Empire** - A number of individual nations that are all controlled by the government or ruler of one particular country.
7. **Imperialism** - A system in which a rich and powerful country controls other countries, or a desire for control over other countries.
8. **Industrial Revolution** - the change in social and economic organization resulting from the replacement of hand tools by machine and power tools and the development of large-scale industrial production
9. **Industry** - Industry is the work and processes involved in collecting raw materials, and making them into products in factories.
10. **Labour** - Very hard work, usually physical work.
11. **Luddite** - A person opposed to new technology or ways of working
12. **Navvies** – nickname given to the people who built the canals.
13. **Overcrowding** - If there is a problem of overcrowding, there are more people living in a place than it was designed for.
14. **Pollution** - the presence in or introduction into the environment of a substance or thing that has harmful or poisonous effects.
15. **Protest** - The act of saying or showing publicly that you object to something.
16. **Rural** – places are far away from large towns or cities.
17. **Similarity** - If there is a similarity between two or more things, they are almost the same as each other
18. **Spinning Jenny** - a machine developed in the 1770s that had more than one spindle. This meant that larger quantities of cloth could be produced than in the domestic system.
19. **Suffrage** - The right of people to vote for a government or national leader.
20. **The Great Stink** - took place in summer 1858 where the smell from human waste in the River Thames meant that Parliament was disrupted. It led to government improving London's sewers.
21. **Toll** - a small sum of money that you have to pay in order to use a particular bridge or road.
22. **Transport** - a system for taking people or goods from one place to another, for example using buses or trains.
23. **Urbanisation** - To cause the migration of an increasing proportion of rural dwellers into cities
24. **Workhouse** - An institution which would house and look after the poor. In return for food and lodging, inmates would be expected to work to produce goods.
25. **Working Conditions** - The environment and circumstances that affect workers in the workplace

<b>1. What was Britain like in 1750?</b>	<b>Red</b>	<b>Amber</b>	<b>Green</b>
Are you able to identify what types of jobs people did in 1750? Are you able to identify how many people lived in Britain in 1750? Are you able to explain why life was difficult for many people in Britain in 1750 using examples such as education, power and voting, transport and technology?			
<b>2. Why did towns change during the Industrial Revolution?</b>	<b>Red</b>	<b>Amber</b>	<b>Green</b>
Are you able to explain what the houses were like in the Industrial Revolution? Do you know what urbanisation means?			
<b>3. What were towns like to live in during the Industrial Revolution?</b>	<b>Red</b>	<b>Amber</b>	<b>Green</b>
Are you able to identify the diseases people caught in the towns? Are you able to explain the consequences of overcrowding?			
<b>4. What were the changes to transport in the Industrial Revolution?</b>	<b>Red</b>	<b>Amber</b>	<b>Green</b>
Are you able to identify the three key types of transport that developed in the Industrial Revolution? Are you able to compare the differences between these forms of transport before and after the industrial revolution?			
<b>5. How did transport change industry in Britain?</b>	<b>Red</b>	<b>Amber</b>	<b>Green</b>
Are you able to explain how these new changes to transport improved businesses in Britain? Are you able to identify the positive and negative consequences of this improved transport? Are you able to explain why transport helped industry in Britain?			
<b>6. What were factories like during the Industrial Revolution?</b>	<b>Red</b>	<b>Amber</b>	<b>Green</b>
Are you able to explain the negative consequences of the factories? Are you able to describe how the factories changed the landscape in Britain? Are you able to explain why cities grew around factories?			
<b>7. What do primary sources tell us about children working in the factories?</b>	<b>Red</b>	<b>Amber</b>	<b>Green</b>
Are you able to use primary sources to explain the types of work children did in factories? Are you able to use primary sources to describe the conditions in the factories? Are you able to explain why children worked in factories?			
<b>8. Why did people express their disapproval toward the factories?</b>	<b>Red</b>	<b>Amber</b>	<b>Green</b>
Are you able to explain why people were angry at the factories? Are you able to identify the consequences of the factories on the rural population?			
<b>9. What were the main groups opposing the factories and what did they do?</b>	<b>Red</b>	<b>Amber</b>	<b>Green</b>
Are you able to identify the names of the different groups that protested against the factories? Are you able to explain, in detail, what these groups did in protest? Are you able to explain the consequences of their actions?			
<b>10. What was the British Empire?</b>	<b>Red</b>	<b>Amber</b>	<b>Green</b>
Do you know what an empire is? Do you know what a colony is? Are you able to identify the different countries that were part of the British Empire?			
<b>11. What was the impact of the British Empire?</b>	<b>Red</b>	<b>Amber</b>	<b>Green</b>
Are you able to describe how Britain benefited from its colonies? Are you able to identify and explain a positive consequence of the British Empire? Are you able to identify and explain a negative consequence of the British Empire?			
<b>12. Was the British Empire a good thing?</b>	<b>Red</b>	<b>Amber</b>	<b>Green</b>
Do you know what imperialism means? Are you able to use a primary source to explain how the British Empire were an imperialist power? Are you able to use secondary sources to explain what historians say about the effects of the British Empire?			

### HOME LEARNING TASKS

Task Description	Done?
Use 'Look, Cover, Write, Check' to learn the key vocabulary	
Complete GCSE Pod Tasks 7-12 using the QR code at the top of the page.	
Create a mind map of the three key changes to transport (Canals, Railways and Roads) adding details for each	
<b>Exam Style Question:</b> Describe two features of the Industrial Revolution. (4 marks)	
<b>Exam Style Question:</b> Explain two consequences of <b>urbanisation</b> . (8 marks)	
<b>Exam Style Question:</b> Explain why workers demanded a change to factory conditions. (12 marks)	
<b>Exam Style Question:</b> 'The British Empire was mostly a force for good to the people of it's colonies.' How far do you agree with this statement? (16 marks)	



# Geography Year 8 Term 1 – Dangerous Tectonic Activity

Welcome to the fascinating world of tectonics, volcanoes, and earthquakes! In this topic, we will delve into the dynamic forces that shape our planet. You will learn about the Earth's crust and how it is divided into tectonic plates that constantly move and interact, leading to volcanic eruptions and seismic activity. Understanding these processes is crucial because they not only shape landscapes but also impact human lives and civilizations. By exploring tectonics, volcanoes, and earthquakes, you will gain insights into natural hazards, geological formations, and the forces that shape the Earth's surface over millions of years. Get ready to explore the powerful forces beneath our feet and their profound impact on the world around us.



## Prior Learning Links

- Location – Year 7 Term 1 continents and oceans to define plate tectonics.
- Sense of Place - Year 7 Term 5 flooding impacts and SEE.
- Term 6 Year 7 Geosphere.

## Future Learning Links

- Physical landscape interacting with human population, and dictating distribution and economics.
- GCSE – Year 11 Term 2 Tectonic Hazards.

## KEY VOCABULARY

### KEY WORDS

**Tsunami:** A series of powerful ocean waves caused by underwater seismic activity, such as an earthquake, volcanic eruption, or landslide.

**Earthquake:** The shaking of the Earth's surface caused by the sudden release of energy in the Earth's crust, resulting in seismic waves.

**Volcano:** A rupture in the Earth's crust through which molten lava, ash, and gases escape from beneath the Earth's surface, often creating landforms such as mountains or islands.

**Tectonics:** The scientific study of the movement and deformation of the Earth's crust, including the formation of mountains, earthquakes, volcanic activity, and the movement of continents.

**Subduction Zone:** A region where one tectonic plate is forced beneath another plate into the Earth's mantle, often associated with deep ocean trenches, volcanic arcs, and seismic activity.

**Seismic Waves:** Vibrations that travel through the Earth's crust and interior as a result of earthquakes or other geological processes, classified into primary (P), secondary (S), and surface waves.

### KEY SUBJECT TERMINOLOGY

**Life Expectancy:** The average number of years a person is expected to live based on statistical data, usually at birth.

**Quality of Life:** The overall well-being of individuals and societies, encompassing factors such as health, education, income, environment, and social connections.

**Communicable:** Refers to diseases that can be transmitted from one person to another, either directly or indirectly, such as through pathogens or vectors.

**Non-communicable:** Refers to diseases or conditions that are not infectious and cannot be transmitted from person to person, often linked to lifestyle factors or genetics.

**Poverty:** The state of being extremely poor, lacking basic necessities such as food, shelter, and access to healthcare and education.

## 1. Can you dig a tunnel to the centre of the Earth?

Red

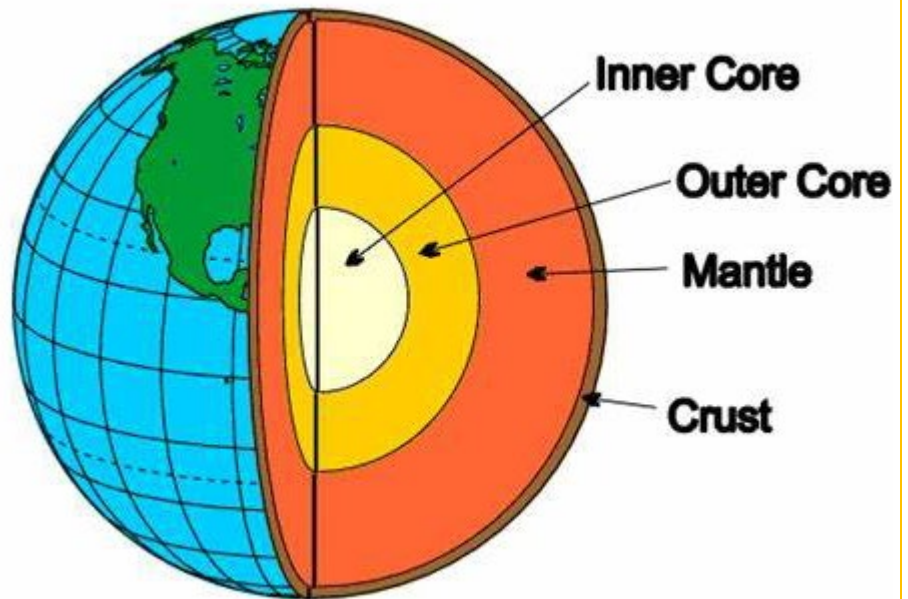
Amber

Green

## Layers of the Earth

### Crust:

- **Summary:** The Earth's outermost layer, made up of solid rock.
- **Fact:** The crust is divided into two types: continental crust, which forms the land, and oceanic crust, which forms the ocean floors. The crust is also the thinnest layer, ranging from about 5 to 70 kilometres in thickness.



### Mantle:

- **Summary:** Located beneath the crust, the mantle is a thick layer of semi-solid rock that extends down to about 2,900 kilometres below the surface.
- **Fact:** The mantle is where **convection currents** occur, which drive the movement of tectonic plates. It is composed mainly of silicate minerals rich in iron and magnesium.

### Outer Core:

- **Summary:** A layer of liquid iron and nickel located beneath the mantle.
- **Fact:** The outer core generates the Earth's magnetic field due to the movement of its liquid metals. It extends from about 2,900 kilometres to 5,150 kilometres below the surface.

### Inner Core:

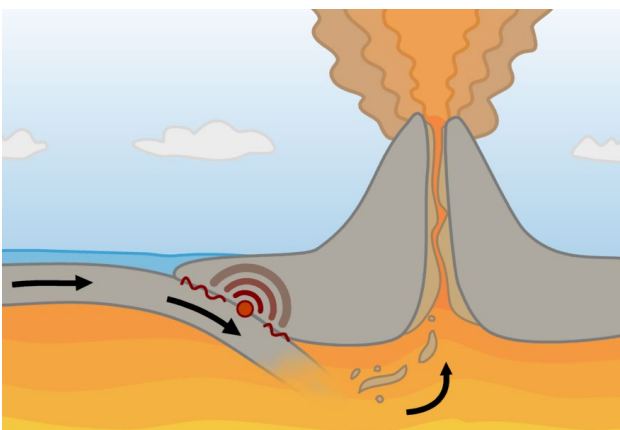
- **Summary:** The Earth's innermost layer, a solid sphere composed primarily of iron and nickel.
- **Fact:** Despite its high temperatures, the inner core remains solid due to the immense pressure at the Earth's centre. It has a radius of about 1,220 kilometres.

## 2. What are the different types of plate boundary?

Red

Amber

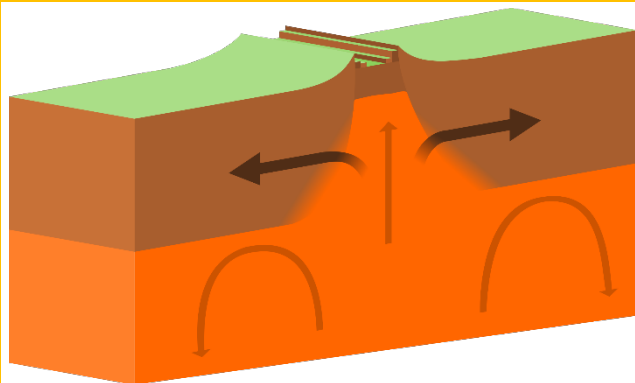
Green



### Destructive Boundary:

**What it is:** A type of plate boundary where two tectonic plates collide.

**How it works:** When an oceanic plate collides with a continental plate, the denser oceanic plate is forced beneath the lighter continental plate in a process called subduction. This leads to the formation of deep ocean trenches, volcanic arcs, and mountain ranges. Earthquakes are also common in these regions. The Andes mountain range in South America is an example of a feature formed at a destructive boundary.



### Constructive Boundary:

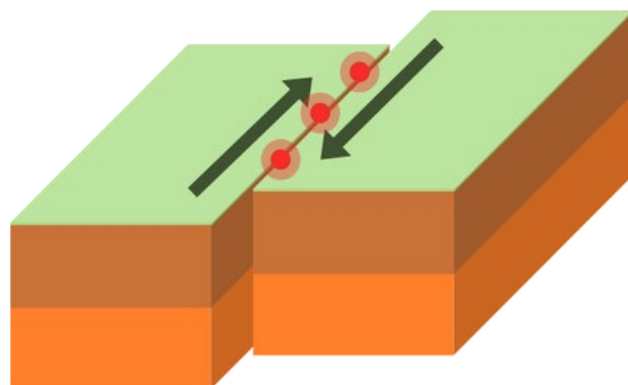
**What it is:** A type of plate boundary where two tectonic plates move apart from each other.

**How it works:** As the plates separate, magma from the mantle rises to fill the gap, creating new crust as it cools. This process often forms mid-ocean ridges and can result in volcanic activity. An example of a constructive boundary is the Mid-Atlantic Ridge.

### Conservative Boundary:

**What it is:** A type of plate boundary where two tectonic plates slide past each other horizontally.

**How it works:** As the plates move, they can become locked due to friction, building up stress over time. When the stress is released, it causes earthquakes. Unlike constructive and destructive boundaries, no new crust is created or destroyed at conservative boundaries. The San Andreas Fault in California is a well-known example of a conservative boundary.



## 3. How do tectonic plate boundaries cause earthquakes and volcanoes?

Red

Amber

Green

Type of Boundary	Earthquakes	Volcanoes	Explanation
Constructive	Yes	Yes	Plates move apart, magma rises to form new crust, causing volcanic activity and earthquakes.
Destructive	Yes	Yes	Plates collide, one subducts under the other, creating deep ocean trenches, volcanic arcs, and earthquakes.
Conservative	Yes	No	Plates slide past each other, stress builds and releases as earthquakes. No new crust is formed, so no volcanic activity.

### Why do plates move?

- **Convection currents** are the circular movements of molten rock within the Earth's mantle caused by the heat from the core.
- **Hot, less dense material rises towards the crust, cools down, and then sinks back towards the core as it becomes denser.**
- This continuous cycle of rising and sinking material creates currents that act like conveyor belts, slowly but powerfully moving the Earth's tectonic plates.
- These movements cause the plates to diverge, converge, or slide past each other, leading to the formation of various geological features and phenomena such as earthquakes, volcanoes, and mountain ranges.

## 4. How has Earth evolved?

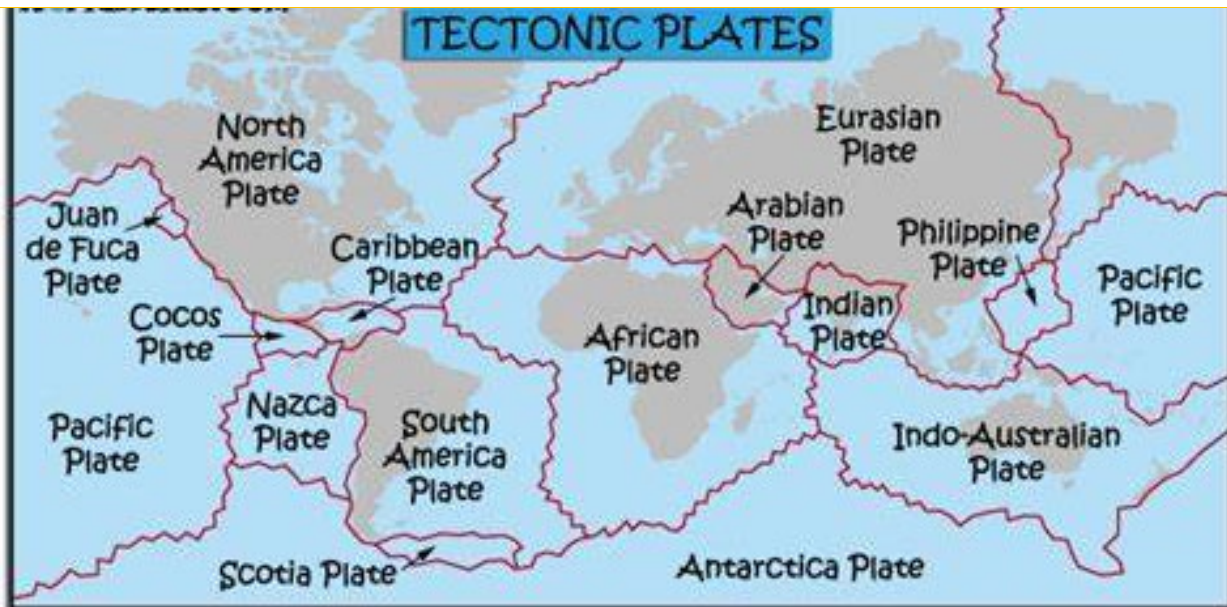
Red

Amber

Green

### Continental Drift

- The idea that continents have moved over time is called "continental drift."
- This theory was first suggested by a scientist named Alfred Wegener in 1912.
- He noticed that continents like South America and Africa fit together like pieces of a puzzle.
- Fossils of the same plants and animals were found on continents that are now far apart.



### Pangea

- A long time ago, all the continents were joined together in a supercontinent called Pangea.
- Pangea existed about 300 million years ago.
- Over millions of years, Pangea broke apart, and the continents drifted to their current positions.
- This splitting and drifting happened because of the movement of the Earth's tectonic plates.

### Continents Are Still Moving

- The continents are still moving today, but very slowly—about as fast as your fingernails grow!
- This movement is caused by convection currents in the Earth's mantle.
- Convection currents are the flow of molten rock beneath the Earth's crust.
- These currents push and pull the tectonic plates, causing continents to move.

## 5. Will we ever experience an earthquake in Kent?

Red

Amber

Green

### Why Earthquakes Happen

- Earthquakes occur because of movements in the Earth's tectonic plates.
- These plates are always moving, and sometimes they get stuck. When they finally move, they release a lot of energy, causing an earthquake.
- Most earthquakes happen at plate boundaries, where two plates meet and interact.

### Kent's Location

- Kent is not located near any major plate boundaries.
- This means that Kent is very unlikely to experience a significant earthquake.
- The nearest plate boundary to the UK is the Mid-Atlantic Ridge, which is far away from Kent.

### Isostatic Rebound

- Isostatic rebound can cause low-level earthquakes even away from plate boundaries.
- Isostatic rebound happens when the Earth's crust adjusts after being compressed by heavy ice during the Ice Ages.
- When the ice melts, the crust slowly rises back up, which can cause minor earthquakes.
- However, these earthquakes are usually very weak and not felt by people.

## 6. Why is Iceland being torn apart?

Red

Amber

Green

### Constructive Plate Boundary

- Iceland is located on a constructive plate boundary, where the Eurasian and North American tectonic plates moving apart.
- At constructive boundaries, new crust is formed as magma rises from the mantle to fill the gap between the plates.
- This process causes the land to slowly split and form rifts, which is why Iceland appears to be "torn apart."

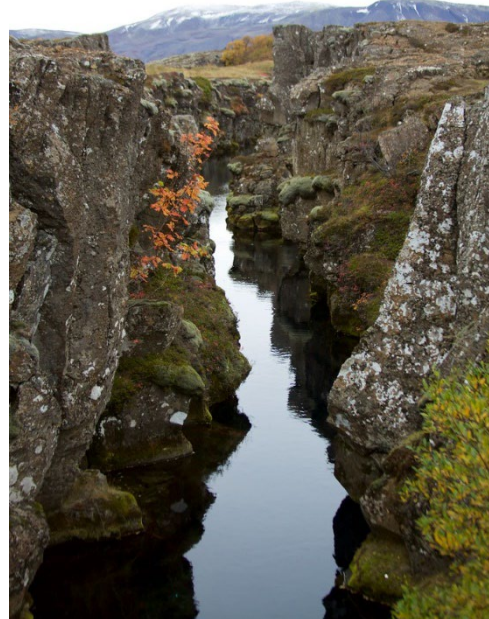
are

### About Constructive Plate Boundaries

- These boundaries are characterized by volcanic activity the creation of new oceanic crust.
- As the plates move apart, magma rises to the surface, cools, and forms new rock.
- This continuous process can create mid-ocean ridges, like Mid-Atlantic Ridge, which runs through Iceland.

and

the



### Geothermal Energy in Iceland

- Iceland's unique location on a constructive plate boundary has led to abundant geothermal energy resources.
- Geothermal energy is produced by harnessing the heat from the Earth's interior.
- In Iceland, hot springs, geysers, and volcanic activity provide a natural source of this energy.
- Geothermal power plants convert this heat into electricity, providing a **renewable and sustainable** energy source.
- Nearly 90% of Iceland's homes are heated using geothermal energy, making it one of the most energy-efficient countries in the world.

## 7. Why is a retreating ocean a sign of impending danger?

Red

Amber

Green

### What Is a Tsunami?

- A tsunami is a series of large ocean waves caused by underwater disturbances.
- These waves can travel across entire ocean basins and cause significant damage when they reach land.

### How Are Tsunamis Caused?

- Tsunamis are usually caused by underwater earthquakes.
- When tectonic plates shift abruptly, they displace a large amount of water, creating waves.
- Other causes include underwater volcanic eruptions, landslides, and even meteorite impacts.

### Impacts of Tsunamis

- Tsunamis can flood coastal areas, destroying buildings, roads, and infrastructure.
- The force of the water can sweep away people, vehicles, and debris.
- They can lead to loss of life, injuries, and long-term displacement of communities.
- Contamination of water supplies and loss of farmland can cause additional long-term problems.

### Case Study: 2004 Indian Ocean Tsunami

- On December 26, 2004, a massive undersea earthquake off the coast of Indonesia triggered a devastating tsunami.
- The waves spread across the Indian Ocean, affecting 14 countries including Thailand, Sri Lanka, and India.

- Over 230,000 people lost their lives, and millions were displaced.
- The disaster led to a global humanitarian response and increased efforts to improve tsunami warning systems.

## 8. How do we measure earthquakes?

Red

Amber

Green

### Richter Scale

- The Richter scale measures the **magnitude** of an earthquake, or how much energy it releases.
- It is a logarithmic scale, meaning each whole number increase represents a tenfold increase in measured amplitude
- For example, a magnitude 6 earthquake releases over 10 times more energy than a magnitude 5 earthquake.
- This scale is useful for comparing the size of different earthquakes.

### Mercalli Scale

- The Mercalli scale measures the intensity of an earthquake, or how much damage it causes and how it is felt by people.
- It ranges from I (not felt) to XII (total destruction).
- Unlike the Richter scale, the Mercalli scale takes into account the effects on buildings, the ground surface, and people's perceptions.
- It provides a more qualitative measure of an earthquake's impact on a specific location.

## 9. Can volcanic eruptions be predicted?

Red

Amber

Green

### 1. Seismographs

- Seismographs measure earthquakes that often occur before an eruption as magma moves towards the surface.
- **Evaluation:** Effective in detecting pre-eruption earthquakes, but not all magma movements result in eruptions, leading to false alarms.

### 2. Gas Emissions

- Volcanologists monitor gases, especially sulfur dioxide, released by volcanoes.
- A sudden increase in gas emissions can signal that magma is nearing the surface.
- **Evaluation:** Useful in indicating magma movement, but changes can be subtle and hard to measure accurately.

### 3. Ground Deformation

- Satellites and ground-based tools measure changes in the shape of a volcano.
- Swelling or bulging of the ground can indicate magma accumulating below the surface.
- **Evaluation:** Highly effective in predicting eruptions, especially with advanced satellite technology, but expensive and requires continuous monitoring.

### 4. Temperature Changes

- Thermal cameras and sensors detect changes in temperature at the volcano's surface.
- Rising temperatures can suggest that magma is approaching the surface.
- **Evaluation:** Good for detecting surface magma, but can be influenced by weather and other factors, making it less reliable alone.

In summary, while we have several methods to monitor volcanic activity, each has its limitations. Combining these techniques improves the chances of accurately predicting eruptions, but exact timing and scale remain challenging to determine.

## 10. How do the effects of tectonic hazards differ between countries?

Red

Amber

Green

Tectonic Hazard	Impacts
<b>Tsunamis</b>	- Flooding of coastal areas
	- Destruction of buildings and infrastructure
	- Loss of life and injuries
	- Displacement of communities
<b>Earthquakes</b>	- Contamination of water supplies
	- Building and infrastructure collapse
	- Loss of life and injuries
	- Fires from gas line ruptures
<b>Volcanoes</b>	- Disruption of services (water, electricity)
	- Economic loss due to damage
	- Lava flows and pyroclastic flows
	- Ash clouds affecting air travel
	- Destruction of buildings and farmland
	- Health problems from ash inhalation
	- Displacement of communities

### Impact Severity in LICs vs. HICs

- **Low-Income Countries (LICs):**
  - **Lack of Infrastructure:** Buildings are often not constructed to withstand earthquakes or volcanic eruptions, leading to more collapse and damage.
  - **Limited Emergency Services:** Fewer resources for search and rescue, medical care, and rebuilding efforts.
  - **Economic Vulnerability:** Greater impact on the economy as people may rely heavily on agriculture and small businesses that are easily destroyed.
  - **Education and Awareness:** Less public education on disaster preparedness and response.
- **High-Income Countries (HICs):**
  - **Robust Infrastructure:** Buildings and infrastructure are often designed to withstand tectonic hazards, reducing damage and loss of life.
  - **Advanced Technology:** Better monitoring and early warning systems for earthquakes, tsunamis, and volcanic eruptions.
  - **Effective Emergency Services:** More resources and trained personnel for efficient disaster response and recovery.
  - **Economic Resilience:** Stronger economies can better absorb the costs of disaster recovery and rebuilding.

In summary, while tectonic hazards can cause widespread destruction anywhere, their impacts are often more severe in low-income countries due to weaker infrastructure, limited emergency services, and greater economic vulnerability. High-income countries tend to have better preparedness and response mechanisms, which can significantly mitigate the effects of these natural disasters.

## 11. Why do people live near areas of tectonic risk?

Red

Amber

Green

- **Fertile Soil:** Volcanic ash makes the soil very fertile, which is great for farming. Many people live near volcanoes to take advantage of this rich soil for growing crops.
- **Mineral Resources:** Areas with tectonic activity often have valuable minerals and metals. Mining these resources can provide jobs and boost the local economy.
- **Geothermal Energy:** Tectonic regions, especially those with volcanic activity, can provide geothermal energy. This is a renewable and sustainable energy source used for heating and electricity.
- **Tourism:** Natural features like volcanoes, hot springs, and geysers attract tourists, providing income and employment opportunities for local communities.

- **Tradition and Culture:** Many communities have lived in these areas for generations. Their homes, families, and cultural heritage are deeply rooted in these locations.
- **Lack of Alternatives:** In some cases, people may not have the option to move due to financial constraints or lack of available land elsewhere.

## 12. Can people manage risk living in earthquake zones?

Red

Amber

Green

### 1. Earthquake-Proof Buildings

- Buildings are designed with flexible materials and shock absorbers to withstand shaking.
- Retrofitting older structures with modern features enhances their resilience.

### 2. Evacuation Plans

- Clearly marked emergency routes and assembly points guide people to safety.
- Regular drills and training ensure communities know how to respond during an earthquake.

### 3. Early Warning Systems

- Seismic monitoring networks detect early signs of earthquakes and send alerts.
- Public alerts via text messages and sirens give people time to take cover.

### 4. Community Preparedness

- Education programs teach earthquake risks and safety measures to the public.
- Strict building codes ensure new constructions are earthquake-resistant.

## HOME LEARNING TASKS

Task Description	Done?
Learn key word terminology	
Types of Plate Boundary revision cards / Revise the three plate boundaries and take the test.	
Create a fact file of an earthquake event. Examine the effects and responses.	
Design an emergency response poster to a volcanic or tsunami event.	



# Subject Art Year 8 Term 1 & 2 – ‘Printmaking’

Term Focus – *Through a series of activities, students investigate how one image can be reproduced many times through the process of printmaking. They will use knowledge of Formal Elements **TEXTURE, LINE, MARK MAKING** and **PATTERN** to plan and develop images for printmaking.*

## Prior Learning Links

In year 7 students focused on basic Art skills Tone, colour and 3D. Continuing to repeat the processes of recording, developing, refining, evaluating and realising intentions they will now build on this foundation and learn about the specialist technique ‘Printmaking’.

## Future Learning Links

Through a series of activities, students design and produce images and artefacts inspired by other cultures. They investigate how other cultures communicate message and meaning in artefacts. They use knowledge of Formal Elements **COLOUR, LINE, COMPOSITION, FORM, SHAPE, TEXTURE** and **PATTERN** to develop artwork inspired by other cultures.



## KEY VOCABULARY

### KEY WORDS

I will learn the meaning of...  
*Relief/Repeat/Reduction/Pattern/Line/Positive and Negative space within the context of ‘Printmaking’.*

### KEY SUBJECT TERMINOLOGY

Record  
Develop  
Refine  
Outcome  
Evaluate

## 1. How do artists use printmaking?

Red

Amber

Green

**Know about great artists, craft makers and designers and understand the historical and cultural development of their art forms:**

### I will learn to record...

- increasing my knowledge and understanding of how artists use printmaking techniques to create meaningful work

**Evaluate and analyse creative work using the language of art, craft and design:**

### I will learn how to evaluate...

- artists using analytical writing skills and forming opinions

Describe the artist work using keywords

Compare similarities and differences in artists work

Give your personal opinion about the artist’s work



Remember to **SHAPE!**

## 2. Why is drawing important in an Art project?

Red

Amber

Green

***Become proficient in drawing, painting sculpture and other art, craft and design techniques:***

**I will learn to record...**

- images and information appropriate for printmaking
- using drawing and printmaking techniques
- increasing my knowledge and understanding of how artists use printmaking techniques to create meaningful work
- ideas for a print



## 3. How can we record ideas suitable for printmaking?

Red

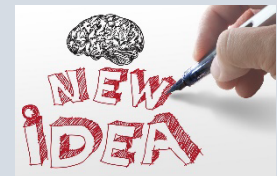
Amber

Green

***Produce creative work exploring their ideas and recording their experiences:***

**I will learn how to develop...**

- my knowledge and understanding of printmaking
- compositions suitable for printmaking
- ideas in response to a given theme, linking to artists to my own work.
- my higher order thinking skills



## 4. What is relief printmaking?

Red

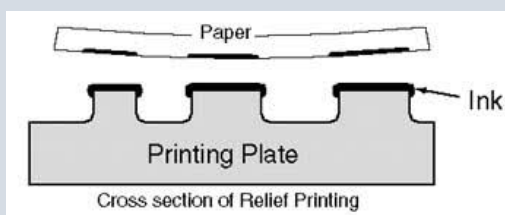
Amber

Green

***Become proficient in drawing, painting sculpture and other art, craft and design techniques:***

**I will learn how to develop...**

- my knowledge and understanding of printmaking



## 5. What is the reduction printing process used for?

Red

Amber

Green

***Become proficient in drawing, painting sculpture and other art, craft and design techniques:***

**Become proficient in drawing, painting sculpture and other art, craft and design techniques:**

**I will learn how to develop...**

- my knowledge and understanding of printmaking



REDUCTION LINO PRINTS

**6. Can you list the materials and equipment needed to make a polystyrene relief print?**

Red

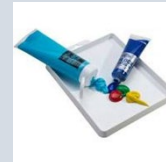
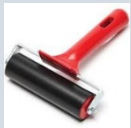
Amber

Green

**Become proficient in drawing, painting sculpture and other art, craft and design techniques:**

**I will learn how to develop...**

- my knowledge and understanding of printmaking



**7. What does it mean to realise intentions?**

Red

Amber

Green

**Produce creative work exploring their ideas and recording their experiences:**

**I will learn how to refine...**

- using images and information to create ideas for printmaking
- by experimenting with printmaking techniques e.g. Relief, Mono and Collagraph.
- by selecting ideas to adapt and improve into a final idea

**I will learn how to produce a finished outcome...**

- using printmaking techniques

**8. Why is it important to evaluate?**

Red

Amber

Green

**Evaluate and analyse creative work using the language of art, craft and design:**

**I will learn how to...**

- by reflecting on the development of my own work
- making connections between my own and artists' work
- suggesting ways I could improve

How does my work link to the artist?

What has gone well and how have I challenged myself?

What could I do even better and challenge myself more?

What does someone else think about my work?

What new words have I learned?

How have I used the Formal Elements?

**LINE / SHAPE / TONE / FORM / TEXTURE /**


**COLOUR / SCALE / PATTERN /**

Task Description	Done?
------------------	-------

**Homework Booklet 4 ‘Marilyn Monroe’ by Andy Warhol**

*(artist links to project through use of mark making)*

**Duration-** 30 minutes minimum on each of the 7 tasks (approx. 30 minutes per two-week cycle)



Done?

How do artists use printmaking?

**Below are two famous prints study the pictures and complete the following tasks:**

- What is happening in The Great Wave? *E.g. describe the colours, what do the lines do? How does it make you feel?*
- What is happening in Vesivius? *E.g. describe the colours, what do the lines do? How does it make you feel?*
- List 3 similarites between the two pictures
- List 3 differences between the two pictures
- Which one is your favourite and why?
- Choose one to recreate in pencil or paint

Done?

The work of art shows several boats trying to sail on a sea of giant waves. The biggest wave threatens to crush the rowers. In this wave a monster with claws can be seen and it represents the power of nature but also the power of the rowers. Possibly this wave should represent a tsunami, but given its shape it is not. The area around Kanagawa (on the bay of Tokyo) was destroyed by such a tsunami in the 15th century.

In the background is Mount Fuji, which appears in all 36 works of art. The mountain may also be depicted in the wave in the foreground.



The Great Wave of Kanagawa by Katsushika Hokusai



Mount Vesuvius by Andy Warhol

**Created in 1985** Vesuvius is one of only a handful of works from this small eponymous series by Andy Warhol. Enshrining the menacing energy of the iconic Neapolitan volcano, this painting purports the looming threat of annihilation in bold Pop art colour.

Why is drawing important in an Art project?

Imagine you are preparing to create a print of this animal skull and complete the following:

- Draw the skull in pencil line taking care to observe the shapes e.g. the teeth, bumps and eye socket
- Half close your eyes and look for the lightest tone then outline in pencil line
- Half close your eyes again and look for the darkest tones then outline in pencil
- Shade in the light tone sections with a pencil
- Shade in the dark tone sections with a black writing pen



## How can we record ideas suitable for printmaking?

You have a family member who is a bird lover and you have decided to create a black and white print for them as a present and you need to prepare an image. Complete the following tasks:

- Choose a bird
- Sketch the shape
- Decide which parts you want to come out black e.g. the eyes and which parts you want to be left white (the white is the paper)
- Shade all the parts you want black

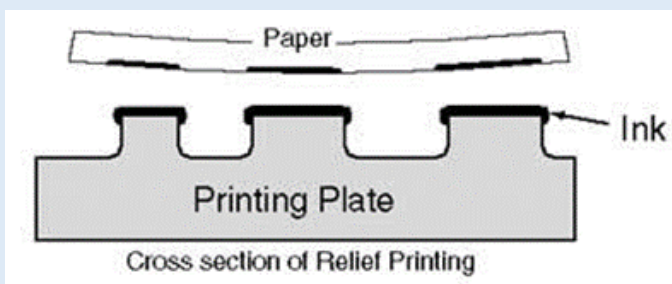
(if you were to develop this as a relief polystyrene print, you would need to push in all the parts you have not shaded in)



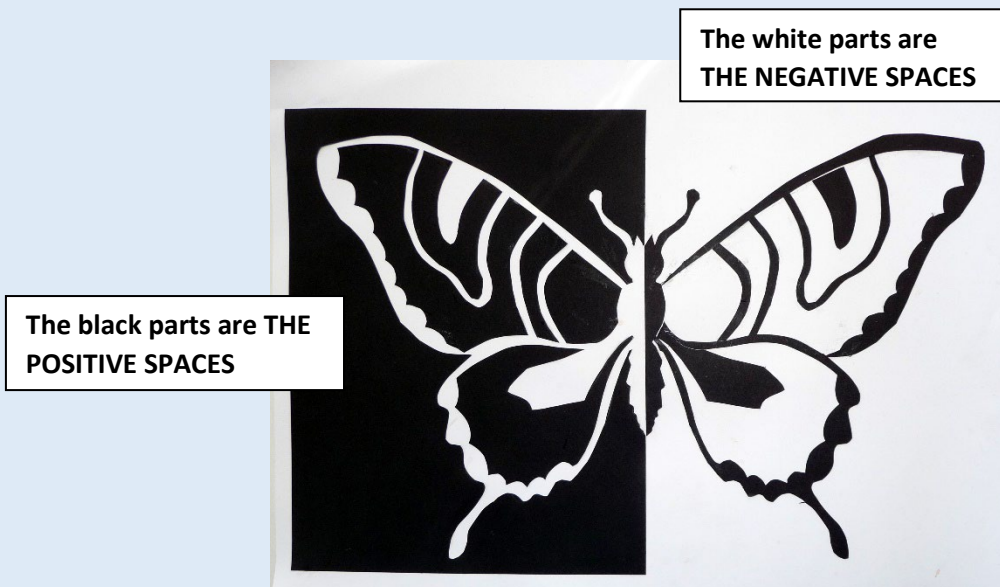
## What is relief printmaking?

Imagine you are preparing to create a relief print of a butterfly but you needed to understand the relief part first, then complete these tasks:

- Look closely at the butterfly image opposite, this is a picture of a **relief** lino cut- the unwanted parts have all been cut away and all that is left visible are the parts we see covered in black ink ready to make a print. These parts are slightly raised and referred to as in **RELIEF**. Copy and label the diagram below...



- To understand relief printing it is important to recognise the difference between **positive space** and **negative space**. Copy the butterfly picture below taking notice of the positive and negative parts...



- Use what you have learned about positive and negative space to draw the butterfly below...



- As an extension you could also experiment with other images cutting out positive and negative shapes with black and white paper.

What is the reduction printing process used for?

It's a friend's birthday and you have decided to create 3 colour reduction print for a card, complete the following tasks to prepare for the print:

- Choose a cupcake
- Draw the same cupcake 3 times and number them
- Choose 3 colours light, medium and dark
- Colour each the cake in different combinations of the 3 colours.
- Choose the one you like best for your print
- As an extension you could attend Art club and make your card using the reduction print technique.



Can you list the materials and equipment needed to make a polystyrene relief print?

Create a list of step by step instructions showing someone how to create a polystyrene print from start to finish use the pictures in this KO to help you illustrate.

What does it mean to realise intentions?

In the spirit of Halloween plan an image for a black and white relief print as follows:

- Use the images below or find your own Halloween pictures
- Draw 3 boxes and sketch out rough ideas in each box thinking about positive and negative space
- Choose the one you like best and draw it in best making the positive and negative spaces clear



Why is it important to evaluate?

Evaluate your best Halloween design

What has gone well and how have I challenged myself?

What could I do even better and challenge myself more?

What does someone else think about my work?



Subject: Religion Year Group: 8  
Topic: Existence of God

### Big Questions

1. Do we need to prove God's existence?
2. Does God exist?

### Christian beliefs about God

Christians believe that there is only one God, whom they call Father as Jesus Christ taught them. Christians recognise Jesus as the Son of God who was sent to save mankind from death and sin.

Jesus Christ taught that he was Son of God. His teachings can be summarised, briefly as the love of God and love of one's neighbour.

Christians believe in the Trinity - that is, in God as Father, Son and Holy Spirit.

Some confuse this and think that Christians believe in three separate gods, which they don't.

Christians believe that God took human form as Jesus Christ and that God is present today through the work of the Holy Spirit and evident in the actions of believers.

### Jewish Beliefs about God

According to Jewish belief, God (Hashem) has many qualities:

- One - Judaism is a monotheistic religion. According to Jewish teachings, God does not have multiple parts. God is one.
- Omnipotent - God is all-powerful.
- Omnibenevolent - God is all-loving.
- Omniscient - God is all-knowing.
- Omnipresent - God is everywhere at all times.
- Transcendent - God is not limited in ways that humans are, eg he is beyond the constraints of time and space.
- Immanent - God is present in the world and sustains it.
- Eternal - God has always and will always exist. He is without beginning and without end.
- The creator - God made everything in the universe.
- The lawgiver - God created humans to live in a certain way, and he gave them many spiritual and ethical rules or laws. There are 613 of these laws in the Torah.
- The judge - God will judge everyone and punish those who disobey his laws.
- Merciful - God shows compassion

**Note All 3 religions believe in the same God and Agree with these qualities.**

### Muslim Beliefs about God

Muslims believe that Allah:

- is the one true God - all worship and praise is directed towards him
- should be treated with respect as he is the supreme being
- is the creator, designer and sustainer of the world
- The word Tawhid is used to describe the oneness of Allah

### Arguments Against God – Problem of Evil

One argument against God is the problem of Evil. Evil exists. If God loves us he should stop evil. If he is powerful he will be able to stop the evil. If he is knowledgeable he will know the evil is happening. If he is everywhere he can stop the evil. So either God can't stop the evil or he doesn't love us, Or maybe he is not real and there is no God at all. To defend God some Christians point to the fact that a lot of the evil is caused by our choice. Do you think this proves god is not real?

### Arguments for God Awe and Nature

Some religious believers argue that God has got to be real because we can see god in nature. When we look at an mountain of river or the ocean it inspires us this sense of wonder and awe must come from somewhere and this my be God. Do you agree?

**Music Year 8 Terms 1&2**  
**Ukulele Skills**

**Term Focus**

You will learn how to:

- identify and play the individual strings on the ukulele
- read simple ukulele tablature
- play simple chords on the ukulele
- perform on the ukulele as part of a musical ensemble

**Prior Learning Links**

- Listen and recall sounds
- Year 7 keyboard skills (terms 3&4) – students have been able to play four chords on the piano (C, G, Am and F)
- Year 7 singing skills (terms 1&2) – students have been able to sing as part of an ensemble

**Future Learning Links**

- Year 8 terms 5&6 – students will explore popular music and song-writing skills
- Year 8 terms 3&4 – students will be able to use the ukulele to play the chords of C, F and G in a 12-bar blues performance



**KEY VOCABULARY**

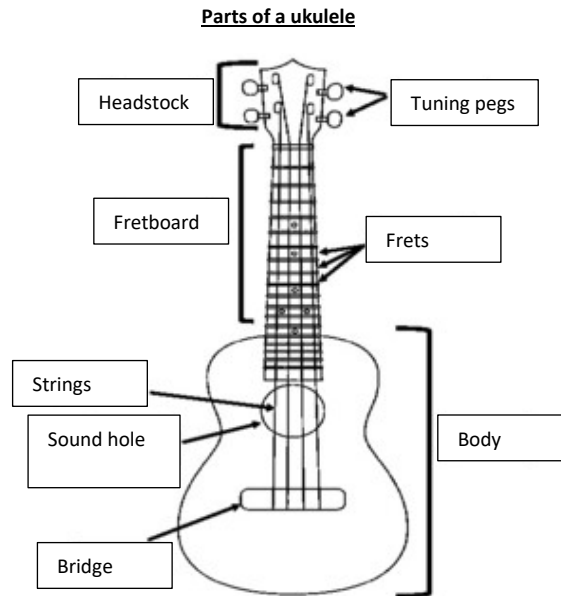
KEY WORDS	KEY SUBJECT TERMINOLOGY
<b>Strings:</b> the thin, (usually nylon on a ukulele) stretched wires that run over the fretboard	<b>Instrument family:</b> there are four main instrument families – string, brass, percussion and woodwind
<b>Fret/Fretboard:</b> metal strips that are embedded across the fretboard at intervals to create note positions when the strings are pressed	<b>Ukulele tablature:</b> a form of musical notation that shows you where to play the notes on the fretboard
<b>Pluck:</b> using fingers to pull and release the string to vibrate it and create a sound	<b>Musical arrangement:</b> altering or adapting an existing piece of music through changing musical elements, structure or the instruments used
<b>Strum:</b> sweeping your fingers across multiple strings on the ukulele to produce a chord	<b>Strumming pattern:</b> a pattern of strumming down (towards the floor) or up (towards your nose)
<b>Plectrum (pick):</b> a small, flat tool used to pluck individual notes or sweep across multiple strings to create chords	<b>Major chord:</b> major chords sound happy
<b>Neck:</b> the piece of wood that holds the fretboard	<b>Minor chord:</b> minor chords sound sad
<b>Tuning pegs:</b> these turn in different directions to tighten or loosen the strings in order to tune them to the correct pitch	<b>Musical structure:</b> the order the different sections of a song or piece of music are played in (e.g. verse/chorus/intro)
<b>Sound hole:</b> a large hole in the centre of the ukulele body to amplify the sound	<b>Musical ensemble:</b> a group of people who perform instrumental or vocal music together
<b>Chord:</b> two or more notes/strings played at the same time to create a pleasant sound	<b>Musical conductor:</b> keeps a musical ensemble in time and leads the performance, giving it shape
<b>Melody:</b> a sequence of individual notes that create a tune	<b>Soprano ukulele:</b> this is the smallest ukulele size

## 1. What are some basic facts about the ukulele?

Red

Amber

Green



The ukulele has Portuguese origins but was developed and made popular in Hawaii in the 19<sup>th</sup> Century. They are made of wood and have a figure-eight shape. Ukuleles commonly have four strings. The soprano ukulele is tuned to the notes G, C, E and A (standard tuning).

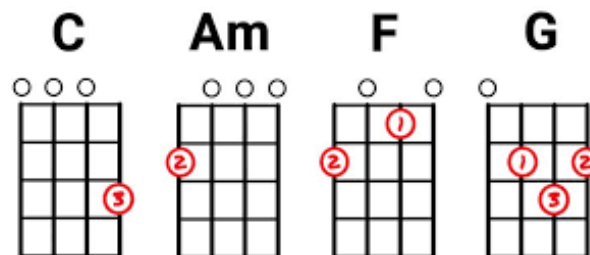
## 2. What is a chord and how do you play one on a ukulele?

Red

Amber

Green

A chord is where you play two or more strings/notes at the same time on the ukulele. This usually involves strumming all four strings. The chords that you will learn on the ukulele are:



The neck of the ukulele is usually held in the left hand, and the finger numbers above relate to the numbers on the chord chart to tell you which finger to use to play each chord

### 3. What is a musical ensemble?

Red

Amber

Green

A musical ensemble is a group of people who perform instruments/sing together. The size of an ensemble can vary, but it must consist of at least two performers. A famous ukulele ensemble is The Ukulele Orchestra of Great Britain. Watch them perform by following this link:



### 4. Can you read simple ukulele tablature?

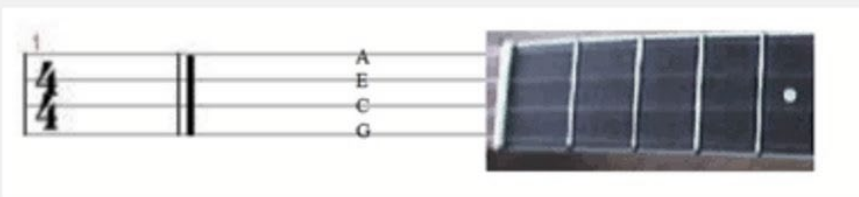
Red

Amber

Green

#### Frets & Strings

Each of the horizontal lines represents a string on the ukulele. However, they are upside down from what you might expect. The top line of the tab is the A string (the one that's closest to the floor when you're playing); the line below that is the E string; the line below that is the C string and the bottom line of the tab is G string.



This is Ukulele TAB. The lines tell us which string to pluck, and the numbers tell us which fret to press. As these numbers all say 0, you just play the open strings with no fingers pressed on the fretboard.

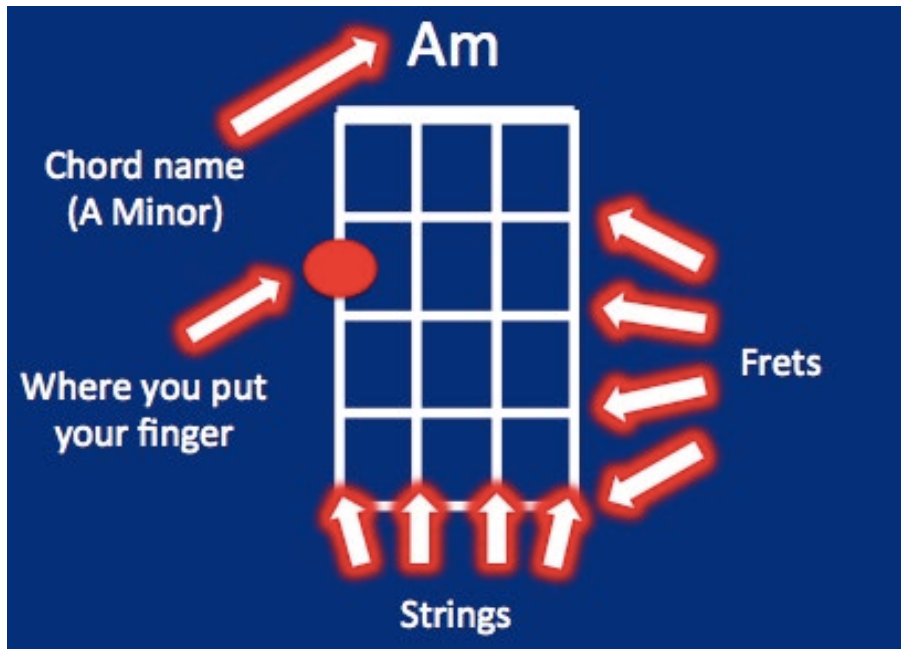
## 5. What is a ukulele chord chart?

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Amber

Green

This is a ukulele chord chart. It tells us how to place our fingers on the strings to play a chord correctly. The four strings are shown in the chart – G, C, E and A (from left to right). The dot shows you which fret to place your finger/s on and on which string.



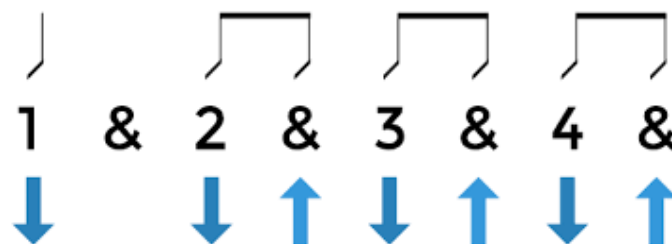
## 6. What is a ukulele strumming pattern?

Red

Amber

Green

A strumming pattern tells you whether to play a chord with a downward strum (towards the floor) or an upward strum (towards the ceiling). A downward strum is indicated with a ↓ or D and an upward strum is indicated with a ↑ or U.



Practise playing the strumming patterns on this video:



**FURTHER LEARNING TASKS (OPTIONAL)**

Task Description	Done?
Create a poster about the different parts of the ukulele	
Research some other ukulele chords and draw their chord charts	
Record yourself playing a piece of music on the ukulele	

**Drama Year 8 Term 1**  
**Drama - Performance Skills and Drama Techniques**

**Term Focus**

You will learn how to:

- Build upon and develop your understanding of performance skills both through theoretical and practical explorations.
- Create and perform your own performances whilst collaborating with others developing your teamwork, communication and problem-solving skills.
- Evaluate your own work in addition to the work of your peers.



**Prior Learning Links**

- Consolidates previously learned information and skills which underpin the curriculum. Students will be able to build upon the practical skills they developed in Year 7. T
- Whilst the skills remain the same from year 7, pupils will be able to review key vocabulary and practical skills which are essential to performance at KS4.

**Future Learning Links**

- Performance skills will continue to develop across KS3 and KS4. They are the foundation skills required for any performance.
- Pupils' command of vocabulary is the key to their learning and progress across the whole curriculum.
- Promotes confidence and resilience across the wider school.

**KEY VOCABULARY: PERFORMANCE SKILLS**

**Performance Skills are used by an Actor to convey a character.**

<b>Planned Movement</b>	Physical actions that are organised prior to the performance and then rehearsed.
<b>Positioning</b>	Arranging an actor in a place/way. Where the actor is facing.
<b>Posture</b>	How the body is held.
<b>Body Language</b>	Movements with the body, that communicate feeling.
<b>Eye Contact</b>	Where the actor is looking.
<b>Discipline</b>	The ability to maintain commitment in conveying a character on stage.
<b>Space</b>	How the environment is used.
<b>Levels</b>	How high or low an actor is positioned on stage.
<b>Vocal Skills</b>	How the voice is used to communicate emotion and character.
<b>Gestures</b>	Using your hands to further express meaning or emotion.
<b>Facial Expressions</b>	Showing mood through the movement of your face.

**KEY VOCABULARY: DRAMA TECHNIQUES**

**Drama Techniques are used in an abstract performance to present an idea in an alternative way.**

<b>Thought Tracking</b>	A character telling the audience their thoughts and feelings about the situation on stage. All other actors remain in a still image. The Actor breaks down the fourth wall of Actors and audience.
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<b>Still Image</b>	. A frozen moment in a scene.
<b>Monologue</b>	A speech spoken by one character.
<b>Choral Speaking</b>	A group of actors speaking at the same time.
<b>Slow Motion</b>	Changing the pace of movement/speech in order to emphasis that specific moment. The speed to complete the action takes longer.
<b>Flashback</b>	A scene from the past
<b>Cross Cutting</b>	Mixing up the order of scenes, so the order is no longer chronological.
<b>Narration</b>	A spoken commentary for the audience about what is happening on stage.
<b>Organic Sound</b>	Sounds created by the Actors (not recorded).
<b>Synchronisation</b>	Actors moving at the same time.
<b>Canon</b>	Performing the same action one after another.
<b>Multi-role</b>	One actor taking on more than one role in a performance.
<b>Hot Seating</b>	Questioning an Actor and the Actor responds as the character they are playing. This is a key rehearsal technique.
<b>Physical Theatre</b>	Using your body to communicate an idea.
<b>Mime</b>	Performing actions without talking and without the aid of props.
<b>Mirroring</b>	2 Actors facing one another and moving at the same time as if they were a reflection of each other.
<b>Split – Role</b>	Multiple Actors playing the same role.
<b>Flash Forward</b>	A scene from the future.
<b>Tableau</b>	The bigger picture. A larger scale still image which captures the whole scene or story.
<b>Repetition</b>	Performing an action/word/sound again
<b>Marking the Moment</b>	When a moment in a scene is emphasised. A moment in a scene can be emphasised by one of the drama techniques listed such as slow motion.

## 1. What transferrable skills will you develop in Drama?

Red

Amber

Green

Drama is a subject that allows you to develop key skills that you can use in all areas of your life. These skills are what employers look for when you are applying for a job. You may not be someone who would like to be an Actor but all the skills you will develop in your lessons are important life skills for the future.

### Transferrable Skills

- Teamwork
- Creativity
- Problem Solving
- Leadership
- Confidence
- Resilience
- Communication
- Public Speaking

### How will you develop these skills in Drama?

Teamwork	Each lesson you will work in groups to complete a performance task. You will need to work with your peers. You will need to contribute ideas as well as listen to others to create a performance to perform to the class.
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Creativity	You will be required to think of imaginative ideas to create a performance which is exciting for the audience.
Problem Solving	When given a challenging task, you will need to work with your peers to overcome any issues you face. You will also need to navigate working with a range of different people with a variety of skillsets. You will need to problem solve in order to get the task completed.
Leadership	Leadership skills will be developed when devising your own performances. Being able to take lots of ideas and find a way to move forwards with the task will encourage you to take charge.
Confidence	Confidence will be developed in a variety of ways. You will be expected to contribute ideas in class discussions, group work and when evaluating each others work. You will be expected to perform to your peers every lesson in addition to working with a variety of different people. Confidence is a key skills which will be developed.
Resilience	You will be challenged outside of your comfort zone but being able to continue to push yourself every lesson will result in your resilience developing. Performing to an audience, working with others and speaking
Communication	You will be expected to be able to communicate politely with one another in group work and class discussions.

## 2. What is a character?

Red

Amber

Green

A **character** is a person, animal, or figure in creative writing, like a story or a play. Every play, theatre performance and production will include a character. It is important when performing a character that you make the audience **believe** you are that person. You need to walk, talk and act like the character you are playing so that your performance is believable.

When performing a character there are a variety of skills you will need to use to allow the audience to understand you are playing the role of someone else and not you.

### These skills are known as performance skills.

These are the most important skills you are going to learn and you will be required to use these skills every lesson!

**Physical performance skills** are the things we do to use our **body** however **vocal skills** are the performance skills we use to specifically change our **voice**.

## 3. What is planned movement and how can it be used to show character?

Red

Amber

Green

Planned movement refers to the **actions** the Actor is performing on stage. They **plan their actions prior to the performance**.

Improvisation is doing something 'on the spot' and no planning is involved however planned movement is when you consider what you are going to do before actually doing it.

It is important to plan what you are doing on stage so that your character has a **clear intention**. If you can perform your character clearly, the audience are going to understand who you are and therefore understand the storyline better. Planning your actions allows the Actor to practice what they are doing prior to the performance. This also helps the other Actors on stage as they know what movements are being performed and there are no hidden surprises.

## 4. What is positioning, space and levels and how can it be used to show character?

Red

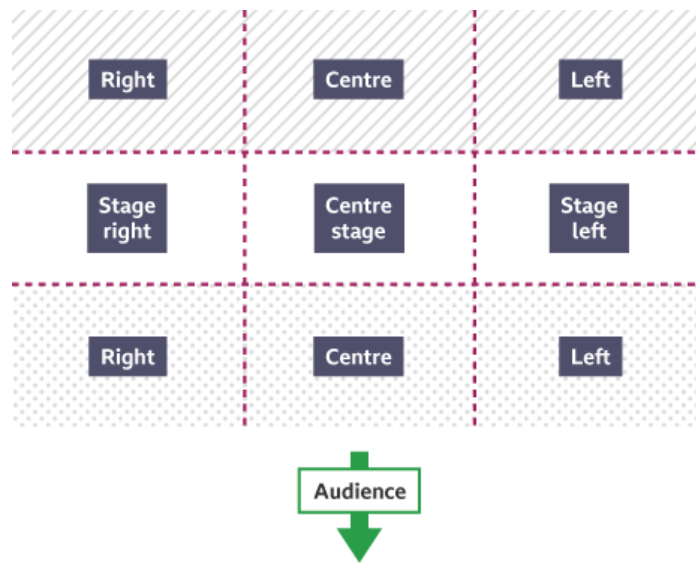
Amber

Green

How the stage space is used is really important when it comes to showing character or a storyline on stage.

The use of the **space, levels and positioning** are all essential in showing relationships between characters, personalities, status and suchlike.

### **Positioning:**



When on stage it is essential the Actor considers where they are positioned on stage. Firstly, it is essential that the Actor **does not show their back** to the audience as this will not only restrict the audience's view, but it may also prevent the spectators being able to hear what is being said.

Secondly the Actors must consider where they are on stage in relation to one another. Close **proximity** to each other may suggest something about the storyline or their relationship however if the Actors were positioned far away, again this would suggest something different.

Example: two individuals close together may suggest friendship or that there is a conversation occurring however two individuals far apart with their backs to one another may signify an argument or the possibility of being strangers.

### **Space:**

How the stage floor space is used is important. Different parts of the stage may signify different locations which again support the narrative of the performance. The space needs to be used to also add interest to the performance.

### **Levels:**

Using different heights or levels onstage makes the performance more interesting. It can also help to ensure that the audience see all of the action. Levels can be used to suggest **status** - meaning the power or authority one character has over another. It's important to consider what the use of levels suggests when staging a scene. Levels can also be used to suggest various locations. For example, a raised platform might act as an interior room, whereas the ground level in front represents the street.

## **5. What is posture and how can it be used to show character?**

Red

Amber

Green

Posture refers to how the **body is held**. Changing your posture can signify the following to the audience:

- Age
- Personality
- Occupation
- Gender

Examples:

- An elderly gentleman might have a hunched spine and leant over posture to portray his age.
- A young person with their shoulders back, good posture and looking out to the audience as they walk suggests they may have a confident personality.

## 6. What is body language and how can it be used to show character?

Red

Amber

Green

Body language refers to the movements an Actor can perform to **show their mood**. It is important that the physicality of the body matches the facial expression to allow the audience to believe the performance.

Examples:

- Grumpy teenager might stamp his feet and shrug his shoulders showing he is frustrated he received a detention.
- A Mum who has just won the lottery, may throw her arms in the air as she jumped for joy highlighting she is happy about the situation.

## 7. What is eye contact and how can it be used to show character?

Red

Amber

Green

Eye line refers to where you **look** and eye contact refers to when you look at someone or something.

An actor can use their eyes to demonstrate a range of ideas to the audience:

- How their character feels
- Their character's personality
- Their relationship with other characters on stage
- Something about the story

**Eye line directs the audience where to look.**

## 8. What is discipline and how can it be used to show character?

Red

Amber

Green

Discipline refers to the ability to **maintain character**.

Discipline is required both when performing and being an audience member. When performing if you lose discipline through laughing, communicating or becoming distracted it is going to affect your overall performance. This can affect how the audience view the narrative. The performance becomes unprofessional but also

## 9. What are vocal skills and how can they be used to show character?

Red

Amber

Green

Vocal Skills are the skills we use to **change our voice**.

Vocal skills are used in everyday life to communicate how one is feeling. These skills can be used to show character in a performance. As an Actor you are required to change your voice to match the person you are playing. Vocal skills portray feeling and personality. This makes the performance more believable and realistic.

**Pitch** - How high or low your voice is.

**Pace** - How fast or slow you speak.

**Pause** - Moments in a sentence when a stop is used (to create clarity or tension).

**Projection** - Speaking clearly enough so your voice is able to travel across the room allowing you to be heard.

**Tone** - How you use your voice to express emotion.

**Emphasis** - How words or phrases are exaggerated through voice in a sentence, highlighting their importance to the audience.

**Accent** - A distinctive way of pronouncing a language, especially one associated with a particular country, area, or social class.

**Volume** - How loud or quiet you speak.

**10. What are gestures and how can they be used to show character?**

Red

Amber

Green

Gestures refer to how an Actor uses their **hands** to communicate an idea. The hands are a great tool to highlight a key message without having to use speech.

**11. What are facial expressions and how can they be used to show character?**

Red

Amber

Green

Facial Expressions refer to how the face is used to show mood. The use of the face is the **first indicator** for the audience to gauge how a character is feeling. Without the use of facial expressions, it can be difficult to understand both the emotion but also follow the narrative.

**12. What are drama techniques and when are they used?**

Red

Amber

Green

Drama techniques are used in **abstract theatre** to make a performance more interesting. An idea or concept is presented in an **alternative way** to the audience. Drama techniques present the same story but just in an unrealistic way. Drama technique can add creativity to a performance.

Naturalism does not include drama techniques.

**13. What is the difference between Naturalism and Abstract Theatre?**

Red

Amber

Green

**Naturalism** refers to a style of theatre when Actors adopt a role and perform a storyline as if it was really happening to them at that time. The intention is for the audience to be engaged by the performance as if everything that is happening on stage is really happening to them. Stanislavski is an example of a practitioner who uses Abstract Theatre.

**Abstract Theatre** refers to when a storyline/idea/theme is presented in an alternative way to the audience. The performance intends to engage an audience but the way in which the ideas are presented are far more original. Drama techniques are included in a performance. Brecht is an example of a practitioner who uses Abstract Theatre.

**HOME LEARNING TASKS**

Task Description	Done?
Answer the 13 key big questions using the information provided.	
Performance Skills / Drama Techniques Task (SEE BELOW)	
Still Image Storyboard (SEE BELOW)	
Read a play from our library – Consider how performance skills might be used.	

**Understanding of Performance Skills:  
Complete the table below.**

Vocal Skill	Definition	Example of how this vocal skill could be used by a character
Example: Pace	Pace refers to how fast or slow a person speaks.	A teenager who was late getting on the bus might speak really quickly as they were in a rush and out of breath. They may speak fast when purchasing their ticket.

P		
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<b>Performance Skill</b>	<b>Definition</b>	<b>Example of how this performance skill could be used by a character</b>
Example: Body Language	An action or movement to show how a character is feeling.	An angry person might stamp their feet and fold their arms to show they are frustrated.

<b>Drama Technique</b>	<b>Definition</b>	<b>Example of how this drama technique could be used in a performance.</b>
Example: Mime	Performing without the use of speech	The scene is located in a market. The main character is talking to a market seller. The background characters could be miming that they are purchasing items such as flowers.

**Still Image Storyboard:**

1. Choose a fairy tale from the list below.
2. Choose the most 5 significant moments from that specific story and summarise in full sentences what is happening in the scene in the boxes below.
3. Imagine you are going to perform each moment, draw for each statement a still image of what is happening in the scene.
4. You MUST label at least 4 performance skills per still image. Make sure your still image matches the summary you have provided. **Example:** Little Pig 1 uses a scared facial expression

**Fairy Tale Options:**

- The Three Little Pigs
- Little Red Riding Hood
- Goldilocks and the Three Bears

**Performance Skill Labels:**

- Facial Expressions
- Body Language
- Discipline
- Positioning
- Posture
- Eye Contact
- Space
- Levels
- Gestures

<b>Chosen Fairy Tale:</b>
<b>Summary of Scene 1:</b>
<b>Still Image:</b>

**REMEMBER TO LABEL**

**Summary of Scene 2:**

**Still Image:**

**REMEMBER TO LABEL**

**Summary of Scene 3:**



**Still Image:**

**REMEMBER TO LABEL**

**Still Image:**

**REMEMBER TO LABEL**

**Summary of Scene 5:**

**Still Image:**

**REMEMBER TO LABEL**

# French Year 8 Term 1 – Holidays

Term Focus – This term introduces you to talking about how you normally spend your holidays and what you did last year. You will cover the following:

- Countries & Methods of transport
- Weather
- Holiday activities



## Prior Learning Links

- Types of weather
- Free time activities
- Time expressions

## Future Learning Links

- Using the past tense with regular verbs
- Giving opinions in the past tense
- Using the verb 'aller'

## 1. Where do you go on holiday?

Red

Amber

Green

### Tu vas où en vacances? (Where do you go on holiday?)

<b>Normalement</b> (Normally)	<b>je vais</b> (I go)	<b>en France</b> (to France)	<b>mais l'année dernière,</b> (but last year,)	<b>je suis allé(e)</b> (I went)	<b>en Italie</b> (to Italy)
<b>Chaque année</b> (Every year)		<b>en Espagne</b> (to Spain)			<b>en Grèce</b> (to Greece)
		<b>en Allemagne</b> (to Germany)	<b>mais cette année,</b> (but this year,)		<b>au Maroc</b> (to Morocco)
		<b>au Portugal</b> (to Portugal)			<b>aux États-Unis</b> (to the USA)

## 2. How do I talk about modes of transport?

Red

Amber

Green

### Comment voyages-tu? (How do you travel?)

<b>Je voyage</b> (I travel)	<b>en avion.</b>	<b>en car.</b>	<b>J'aime</b> <b>voyager</b> (I like travelling)	<b>en avion</b>	<b>en car</b>	<b>car c'est</b> (because it is)	<b>confortable.</b> (comfortable.)
	(by plane.)	(by coach.)		(by plane)	(by coach)		<b>moins cher.</b> (cheaper.)
<b>J'ai voyagé</b> (I travelled)	<b>en bateau.</b>	<b>en train.</b>		<b>en bateau</b>	<b>en train</b>		<b>rapide.</b> (fast.)
	(by boat.)	(by train.)		(by boat)	(by train)		

## 3. How do I talk about the weather?

Red

Amber

Green

### Quel temps fait-il? (What's the weather like?)

<b>D'habitude,</b> (Usually,)	<b>il y a du soleil</b> (it's sunny)	<b>il fait froid</b> (it's cold)	<b>mais l'année dernière,</b> (but last year,) <b>mais cette année,</b> (but this year,)	<b>il y avait du soleil.</b> (it was sunny)	<b>il faisait froid.</b> (it was cold.)
	<b>il y a du vent</b> (it's windy)	<b>il fait chaud</b> (it's hot)		<b>il y avait du vent.</b> (it was windy)	<b>il faisait chaud.</b> (it was hot.)
	<b>il pleut</b> (it rains)	<b>il fait beau</b> (it's nice)		<b>il pleuvait.</b> (it rained)	<b>il faisait beau.</b> (it was nice.)
	<b>il neige.</b> (it snows.)	<b>il fait mauvais</b> (it's bad)		<b>il neigeait.</b> (it snowed.)	<b>il faisait mauvais.</b> (it was bad.)

4. What do you do on holiday? Red Amber Green

Que fais-tu en vacances? (What do you do on holiday?)						
<b>Normalement</b> (Normally)	<b>je vais</b> (I go)	<b>à la plage</b> (to the beach)	<b>en ville</b> (into town)	<b>où</b> (where)	<b>je joue au volley</b> (I play volleyball)	<b>je prends des photos</b> (I take photos)
		<b>à la piscine</b> (to the pool)	<b>au restaurant</b> (to a restaurant)		<b>glaces</b> (I eat ice cream)	<b>je visite les monuments</b> (I visit monuments)
<b>Chaque année</b> (Every year)					<b>j'achète des souvenirs</b> (I buy some souvenirs)	<b>je nage</b> (I swim)

5. What did you do on holiday last year? Red Amber Green

Qu'est-ce que tu as fait l'année dernière en vacances? (What did you do on holiday?)						
<b>L'année dernière</b> (Last year)	<b>je suis allé(e)</b> (I went)	<b>à la plage</b> (to the beach)	<b>en ville</b> (into town)	<b>où</b> (where)	<b>j'ai joué au volley</b> (I played volleyball)	<b>j'ai pris des photos</b> (I took photos)
		<b>à la piscine</b> (to the pool)	<b>au restaurant</b> (to a restaurant)		<b>glaces</b> (I ate ice cream)	<b>j'ai visité les monuments</b> (I visited monuments)
<b>Cette année</b> (This year)					<b>j'ai acheté des souvenirs</b> (I bought some souvenirs)	<b>j'ai nagé</b> (I swam)

6. How was your holiday? Red Amber Green

<b>C'était comment?</b> (How was it?)
---------------------------------------

<b>Je dirais que</b> (I would say that)	<b>c'était</b> (it was)	<b>génial</b> (great) <b>sympa</b> (nice) <b>inoubliable</b> (unforgettable) <b>barbant</b> (boring)	<b>et</b> (and)	<b>je me suis bien amusé(e)</b> (I had a lot of fun) <b>je me suis bien reposé(e)</b> (I was well rested)
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### 7. What is the past tense?

Red Amber Green

**Definition:** this describes activities that have already finished and have already happened.

### 8. How do I recognise the past tense?

Red Amber Green

ER verbs will end with an é in the past tense. E.g. Jouer → joué

We can also look for past time expressions. For example, the word 'dernier' or 'dernière' which means 'last'.

### 9. What is an irregular verb?

Red Amber Green

An irregular verb is a verb that does not follow the normal pattern that we would expect.

The most common is the verb 'faire'. 'I did' in the past tense would become 'J'ai fait'. We just need to memorise this!

### 10. What is a conjunction?

Red Amber Green

**Definition:** A word used to link two clauses or sentences.

Key conjunctions: Et (and), Aussi (also), Cependant (however)

### 11. What is a time expression?

Red Amber Green

**Definition:** A word or phrase that tells us when something happens or how frequently something happens.

Key time expressions: l'année dernière (last year), l'été dernier (last summer), il y a deux ans (two years ago)

### 12. What is an intensifier?

Red Amber Green

**Definition:** An intensifier is used before an adjective to add detail.

Key intensifiers: très (very), vraiment (really), assez (quite), un peu (a little), trop (too)

## HOME LEARNING TASKS

Task Description	Done?
Can you write a short paragraph describing the holidays that you normally go on?	
Can you write a short paragraph describing a holiday in the past?	
Can you use the sentence builders above to write sentences answering the questions? Can you improve these by adding conjunctions and intensifiers?	
Practise the vocabulary in your knowledge organiser by using the look, cover, write, check method.	
Go to <a href="http://www.sentencebuilders.com">www.sentencebuilders.com</a> and practise this terms vocabulary.	

# Spanish Year 8 Term 1 – Holidays

Term Focus – This term introduces you to talking about how you normally spend your holidays and what you did last year. You will cover the following:

- Countries & Methods of transport
- Weather
- Holiday activities



## Prior Learning Links

- Types of weather
- Free time activities
- Time expressions

## Future Learning Links

- Using the past tense with regular verbs
- Giving opinions in the past tense

### 1. Where do you go on holiday?

Red

Amber

Green

#### ¿Adónde vas en vacaciones? (Where do you go on holiday?)

<b>Normalemente</b> (Normally)	<b>voy</b> (I go)	<b>a Francia</b> (to France)	<b>pero el año pasado,</b> (but last year,)	<b>fui</b> (I went)	<b>a Italia</b> (to Italy)
<b>Cada año</b> (Every year)		<b>a España</b> (to Spain)	<b>pero este año,</b> (but this year,)		<b>a Grecia</b> (to Greece)
		<b>a Alemania</b> (to Germany)			<b>a Cuba</b> (to Cuba)
		<b>a Portugal</b> (to Portugal)			<b>a los Estados Unidos</b> (to the USA)

### 2. How do I talk about modes of transport?

Red

Amber

Green

#### ¿Cómo viajas? (How do you travel?)

<b>Viajo</b> (I travel)	<b>en avión.</b> (by plane.)	<b>en autocar.</b> (by coach.)	<b>Me gusta</b> <b>viajar</b> (I like travelling)	<b>en avión</b> (by plane)	<b>en autocar</b> (by coach)	<b>porque es</b> (because it is)	<b>cómodo.</b> (comfortable.)
<b>Viajé</b> (I traveled)	<b>en barco.</b> (by boat.)	<b>en tren.</b> (by train.)		<b>en barco</b> (by boat)	<b>en tren</b> (by train)		<b>barato.</b> (cheap.)
							<b>rápido.</b> (fast.)

### 3. How do I talk about the weather?

Red

Amber

Green

#### ¿Qué tiempo hace? (What's the weather like?)

<b>Generalmente,</b> (Usually,)	<b>hace sol</b> (it's sunny)	<b>hace frío.</b> (it's cold.)	<b>Pero el año</b> <b>pasado,</b> (but last year,)	<b>Hizo sol</b> (it was sunny)	<b>Hizo frío.</b> (it was cold.)
	<b>hace viento</b> (it's windy)	<b>hace calor.</b> (it's hot.)	<b>Pero este año,</b> (but this year,)	<b>Hizo viento</b> (it was windy)	<b>Hizo calor.</b> (it was hot.)
	<b>llueve</b> (it rains)	<b>hace buen tiempo.</b> (it's nice.)		<b>llovió</b> (it rained)	<b>Hizo buen tiempo.</b> (it was nice.)
	<b>nieva.</b> (it snows.)	<b>hace mal tiempo.</b> (it's bad.)		<b>nievó.</b> (it snowed.)	<b>Hizo mal tiempo.</b> (it was bad.)

4. What do I normally do on holiday?

Red

Amber

Green

¿Qué haces en vacaciones? (What do you do on holiday?)

<b>Normalmente</b> (Normally)	<b>voy</b> (I go)	<b>a la playa</b> (to the beach)	<b>en pueblo</b> (into town)	<b>donde</b> (where)	<b>juego al voleibol</b> (I play volleyball)	<b>saco fotos</b> (I take photos)
		<b>a la piscina</b> (to the pool)	<b>al restaurante</b> (to a restaurant)		<b>como helados</b> (I eat ice cream)	<b>visito monumentos</b> (I visit monuments)
<b>Cada año</b> (Every year)					<b>nado</b> (I swim)	<b>compro recuerdos</b> (I buy souvenirs)

5. What did I do on holiday last year?

Red

Amber

Green

¿Qué hiciste el año pasado? (What did you do last year?)

<b>El año pasado</b> (Last year)	<b>fui</b> (I went)	<b>a la playa</b> (to the beach)	<b>en pueblo</b> (into town)	<b>donde</b> (where)	<b>jugué al voleibol</b> (I play volleyball)	<b>saqué fotos</b> (I take photos)
		<b>a la piscina</b> (to the pool)	<b>al restaurante</b> (to a restaurant)		<b>comí helados</b> (I eat ice cream)	<b>visité monumentos</b> (I visit monuments)
<b>Este año</b> (This year)					<b>nadé</b> (I swim)	<b>compré recuerdos</b> (I buy souvenirs)

6. How was your holiday?

Red

Amber

Green

¿Cómo fue? (How was it?)

<b>Diría que</b> (I would say that)	<b>fue</b> (it was)	<b>genial</b> (great)  <b>agradable</b> (nice)  <b>inolvidable</b> (unforgettable)  <b>aburrido</b> (boring)	<b>y</b> (and)	<b>lo pasé bomba</b> (I had a great time)
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7. What is the past tense?

Red

Amber

Green

Definition: this describes activities that have already finished and have already happened.

8. How do I recognise the past tense?

Red

Amber

Green

AR verbs will end with an é in the past tense. E.g. jugar → jugué

IR and ER verbs will end with an í in the past tense. E.g. comer → comí

We can also look for past time expressions. For example, the word 'pasado' which means 'last'.

9. What is an irregular verb?

Red

Amber

Green

An irregular verb is a verb that does not follow the normal pattern that we would expect.

The most common is the verb 'hacer'. 'I did' in the past tense would become 'hice'. We just need to memorise this!

10. What is a conjunction?

Red

Amber

Green

Definition: A word used to link two clauses or sentences.

Key conjunctions: y (and), también (also), sin embargo (however)

**11. What is a time expression?**

Red

Amber

Green

Definition: A word or phrase that tells us when something happens or how frequently something happens.

Key time expressions: el año pasado (last year), el verano pasado (last summer), hace dos años (two years ago)

**12. What is an intensifier?**

Red

Amber

Green

Definition: An intensifier is used before an adjective to add detail.

Key intensifiers: muy (very), bastante (quite), un poco (a little), demasiado (too)

**HOME LEARNING TASKS**

**Task Description**

**Done?**

Can you write a short paragraph describing the holidays that you normally go on?

Can you write a short paragraph describing a holiday in the past?

Can you use the sentence builders above to write sentences answering the questions? Can you improve these by adding conjunctions and intensifiers?

Practise the vocabulary in your knowledge organiser by using the look, cover, write, check method.

Go to [www.sentencebuilders.com](http://www.sentencebuilders.com) and practise this terms vocabulary.



# Food and Nutrition Year 8

## Term 1&2

- Health & Safety
- Choices we make
- Using the Eat Well Guide

### Term Focus –

#### *What is food Safety?*

*Why is learning to cook well such an important skill?*

*How do we use our senses when choosing our food?*

*How do food groups help us to eat well?*

#### **Prior Learning Links**

Students will learn a range of practical skills whilst embedding their knowledge and understanding of key hygiene and safety points.

Confidence will be boosted in the learning and developing of basic skills to progress through to more complex activities. Food science will be an important factor of the learning.

We will look at the senses and discover why they play an important role in food selection

Food groups from the Eatwell Guide will assist in the learning of healthy, balanced diets and understanding nutritional needs.

#### **Future Learning Links**

The Eatwell guide is a pictorial demonstration of how to achieve a balanced diet using the food groups. Students should learn how these food groups can help towards a healthy balanced diet.

Choices made regarding diet and nutrition will ultimately determine the health and well being in later years.

### KEY VOCABULARY

#### KEY WORDS and terminology

Sensory analysis	Macronutrients
Starch	Micronutrients
Sugars/ Hidden Sugar	Proteins
Evaluate	Dairy
Breakfast	Fats and oils
Fibre	Carbohydrates
Hydration	Fruit
Energy balance (exercise).	Seasonality

#### KEY SUBJECT TERMINOLOGY

Hygiene  
Safety  
Bacteria  
Binary Fission  
Cross contamination  
Hazard  
Bridge Hold  
Claw Grip  
Safe food storage



1. What is food safety and hygiene?

Red Amber Green

Ensuring that we all understand the potential dangers associated with not following the simple rules for ensuring food safety and for hygiene.



2. What are the consequences if we are not hygienic in our working practice?

Red Amber Green



Ensuring that we appreciate what can happen if the rules and hygienic practices are not followed properly.

3. Who is the Eatwell Guide for and why should we follow it?

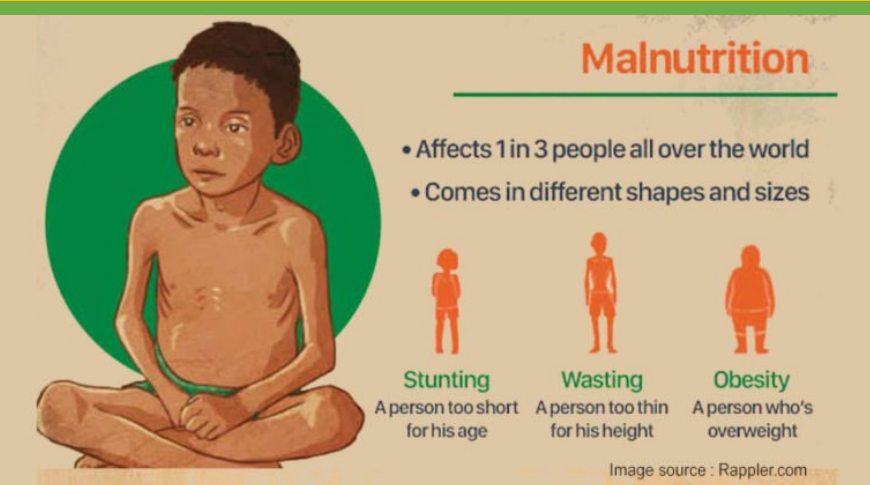
Red Amber Green

Ensuring that we all understand how to use the Eatwell Guide. How it is important to everyone to live now and in the future, whatever path your life may take.



4. Why do we need nutrients and what is malnutrition?

Red Amber Green



Ensuring that we understand how the wrong balance of nutrition can lead to serious consequences for people all around the world.

5. Why do we eat food?

Red Amber Green

Ensuring that we understand that food is necessary and that our bodies are designed to use it. That it can be one of life's great pleasures, but should also be seen as part of a balance between exercise and food intake.

6. How different are the nutritional needs of different age groups?

Red Amber Green

Ensuring that we understand that the balance between food intake and exercise can change over time and that there are different needs for different groups and ages of people. This depends on their age, gender and exercise requirements.



7. What are the 8 Healthy Guidelines and why were they introduced?

Red Amber Green

Eight Guidelines for a Healthy Diet

The Balance of Good Health is based on the Government's Eight Tips for Eating Well:



1. Base your meals on starchy foods (carbohydrates)
2. Eat lots of fruit and vegetables
3. Eat more fish (omega 3 - good for heart)
4. Cut down on saturated fat and sugar
5. Try to eat less salt - no more than 6g a day
6. Get active and try to be a healthy weight
7. Drink plenty of water
8. Don't skip breakfast



© British Nutrition Foundation 2006

Ensuring that we understand the Eight Guidelines for a Healthy Diet, and that we can use these in our lives today.

8. How can we apply to Guidelines (1-4) to our lifestyle?

Red Amber Green

Ensuring that we all understand how to adapt the first 4 Healthy Guidelines, applying them to our own lifestyle.

9. How can food labelling help us in meeting the Guidelines?

Red Amber Green

Ensuring that we understand that the food labelling system in the UK is there for our information and to be used as a guide to our intake. Understanding the colours and the information on these labels can have a huge effect on our bodies. It is also important that we understand the terms that are used so that we are fully informed for the future.

**KNOW YOUR LABEL**  
Checking the nutrition label is a good way to compare products, make healthier choices and eat a balanced diet.

**KNOW YOUR PORTIONS**  
Check the pack for the portion size, this is what the numbers on the nutrition label are based on.

**per serving**  
Per pack

Energy 2368kJ 563kcal	Fat 16.6g	Saturates 6.4g	Sugars 13.8g	Salt 1.92g
28%	24%	32%	15%	32%

**KNOW YOUR COLOURS**  
The red, amber and green colours show at a glance whether a product is high, medium or low for fat, saturates, sugars or salt.

**KNOW YOUR CALORIES**  
To make the choice that is right for you, use the calorie information to compare products.

**KNOW YOUR DAILY ALLOWANCE**  
Reference Intake (RI) has replaced the term Guideline Daily Amount or GDA.

**% of an adult's Reference Intake**  
Typical Energy values per 100g: 554kJ/132kcal

HOME LEARNING TASKS

Task Description	Done?
1. Using the 4 Cs as a guide, design a poster that is suitable to have in a commercial kitchen, advising staff how to behave with the food and equipment to ensure health, safety and hygiene rules are followed.	
2. Design a menu for a family of 4 with two small children. Explain what each dish is giving them in terms of nutrition to ensure a balanced diet.	
3. Explain what the consequences of malnutrition can be and how this can be avoided. Consider malnutrition in terms of too much as well as too little food.	
4. What are the differences between feeding an active male of about 20, and feeding an elderly person of about 80, with limited mobility? Can you think of how their diets might be different?	
5. Design a task for a year 6 pupil so that they can understand how the food labelling system in this country works, and explain what the benefits of it are.	

# Subject: Product Design Year 7 & 8

## Term: 1 & 2

### 'Phone Stand'

#### Term Focus:

Through a series of activities, students develop skills in technical drawing using a variety of techniques specifically isometric drawing.

They investigate the iterative design process following through the initial ideas exploration through mind maps and sketches, then developing these with inspiration from their own hobbies and interests. Identifying ACCESS FM in their own artwork.

#### Prior Learning Links

In KS2 students will have looked through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts.

Understanding the base of design and what it means, how to turn 2D into 3D and a light evaluation covering what went well and what could be adapted.

#### Pupils should be taught:

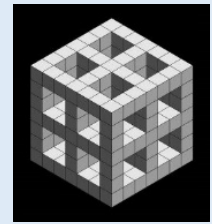
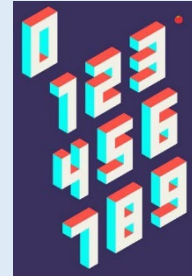
- How to use a booklet in order, keeping it neat and tidy to refer back to in later lessons.
- Follow the iterative design process
- Make a phone stand using the proper methods and processes
- Follow health and safety rules in the classroom

#### Future Learning Links

They would have had an introduction to CAD using 2D design, learning the basics ready to laser cut and engrave.

They also would have learned how to start off a project and follow the iterative design process.

Spent time learning to technically draw using isometric paper.



### KEY VOCABULARY

#### KEY WORDS

*I will learn the meaning of...*

The iterative design process, how technical drawing can be beneficial to developing ideas as well as the practical aspects of designing and making a physical phone stand with finally how to evaluate it using ACCESSFM.

#### KEY SUBJECT TERMINOLOGY

- ACCESS FM
- Aesthetics
- Cost
- Customer
- Environment
- Safety
- Size
- Function
- Material

1. How do designers use technical drawing skills to represent ideas and influence their practical products?

Red Amber Green

**I will be able to...**

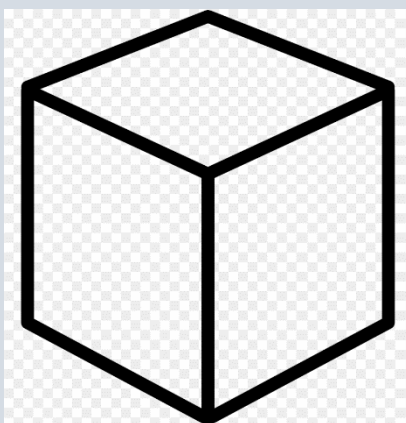
- Identify what isometric drawings look like from the angles used
- Understand who some designers are that have used these
- Find ways to influence others ideas and techniques into my own work
- Find examples of isometric outcomes I am already aware of

2. What is Isometric drawing?

Red Amber Green

**I will learn to use...**

Isometric drawings to better identify my intentions of the work I am going to create by following the lines in easy steps starting with a cube and developing to a crossy roads character and finally my design of the phone stand.



3. What is Rendering?

Red Amber Green

*I will learn...*

- New terminology such as rendering and be able to identify what it is and how to use it
- I will have an understanding of basic IT such as copy, paste, how to open 2D design, how to email and how to shut down a computer.
- Identify key logos I NEED TO KNOW



4. What is CAM? What is CAD?

Red Amber Green

*I will learn and be able to explain and use...*

- CAD (Computer Aided Design)
- CAM (Computer Aided Manufacture)

From the initial stages of logging in

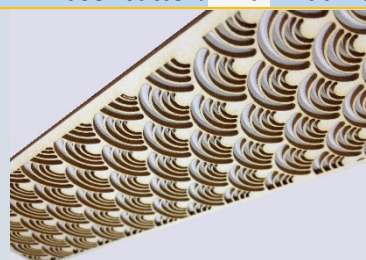
Being able to find the right software/ app

Executing the work positively well

Following instructions on how to vectorise, add text and use basic shape tools

5. What are the different marks and textures that can be programmed into the laser cutter? And what materials can be cut, scored or etched on a laser cutter?

Red Amber Green



*I will learn...*

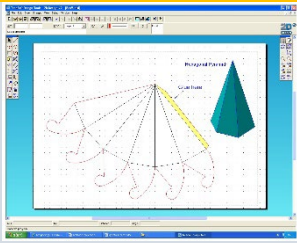
How to test different materials on the laser cutter

What materials can be used on the laser cutter (Plastics, woods, metals and textiles)

The difference between black and red lines and the theory behind these.

6. How do I use the 2D Design programme to adapt an existing image?

Red Amber Green



*I will learn and be able to explain...*

- How to vectorise images, both online and our own work
- What Grid Lock is and does
- How to change the size of the paper
- How to change from orthogonal to isometric
- Look at REL and what this is for

7. How do I use the 2D Design programme to create a bold original image?

Red Amber Green

*I will learn how to...*

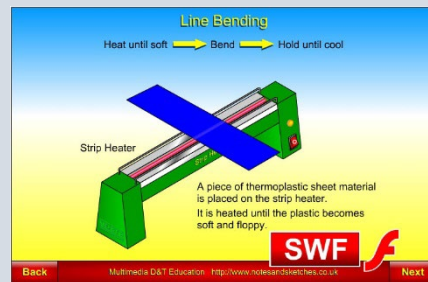
- Vectorise an image
- Use line and shape tools
- Adjust size, thickness and colour
- Recreate something from my booklet (Crossy Roads Character) on 2D Design following the same design methods

8. How do I bend/shape an acrylic sheet?

Red Amber Green

*I will learn how to...*

- Be safe while using hot machinery
- What personal protective equipment to wear (PPE)
- What heat to have the line bender on
- How to bend the plastic to the correct angle.



9. How to evaluate using ACCESS FM

Red Amber Green

We use ACCESS FM to help us write a specification - a list of requirements for a design - and to help us analyse and describe an already existing product.

ACCESS FM - Helpsheet

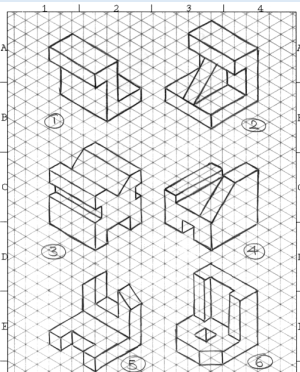
<b>A</b> is for <b>Aesthetics</b>		<b>Aesthetics</b> means what does the product look like? Why is it like that? Shape / Colour / Texture / Finish / Appearance / Build / Weight / Size
<b>C</b> is for <b>Cost</b>		<b>Cost</b> means how much does the product cost to buy? How much does it cost to buy? Cost of material How much do the finished materials cost? Is it good value?
<b>C</b> is for <b>Customer</b>		<b>Customer</b> means who will buy or use your product? What are they looking for? Who will use your product? What is their Age / Gender? What are their likes / dislikes / needs? If successful?
<b>E</b> is for <b>Environment</b>		<b>Environment</b> means will the product affect the environment? Is the product the product of Research and Development? Sustainable? Environmentally friendly? Good for the environment?
<b>S</b> is for <b>Size</b>		<b>Size</b> means how big or small is the product? What is the size of the product in millimetres / centimetres? Is it a small product? Is it a large product? How big is it? Would it be improved if it was bigger or smaller?
<b>S</b> is for <b>Safety</b>		<b>Safety</b> means how safe is the product when it is used? Will it be safe to use when it is used? How safe is it? What is the correct or safe way to use the product? What are the risks?
<b>F</b> is for <b>Function</b>		<b>Function</b> means how does the product work? What is the product used for? What is it used for? How will it be used? Does it work? How could it be improved? Why is it used like this way?
<b>M</b> is for <b>Material</b>		<b>Material</b> means what is the product made out of? What are the materials used to make it? Why were these materials used? What are the materials used to make it? How are the materials used? What manufacturing techniques were used?

*I will understand...*

- The importance of ongoing reflection of my idea and work
- What ACCESS FM and what does it stand for
- How to use it to ensure your product is to the best of your ability but also still aligning to the client and the ideas of the 'brief'

Task Description Done?

Homework booklet 1 'Isometric drawing practice'  
Duration – 30 minutes minimum on each of the tasks



Draw the following images on plain paper using isometric styled drawing  
Use a pencil and a RULER!!!!

Draw the following images on isometric paper (on teams to print or pick some up in class) using isometric styled drawing

Use a pencil and a RULER!!!!



Create a poster based on the ACCESS FM words (Link to all DT not just phone stands)



On plain paper (you can collect from C4).  
 Fold the paper in half twice (so you have 4 pieces on each side).  
 Draw out 8 different phone stand designs and what you think they should look like. Following different things your life (seasons, football, Olympics, animals, colours, school subject, your name, maybe one for a friend etc.



Create a mind map or list of different things you like and are interested in to help you develop ideas for your phone stand in class. Try and fill a whole A4 page.

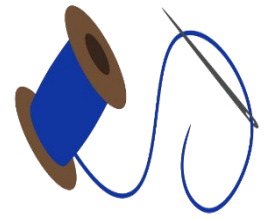
Have a look at watching some 2D Design tutorials on YouTube specifically beginner ones to help you remember in class.

Write down key parts that you think would be helpful in class.

- How to vectorise an image
- How to change the size of the paper
- How to use the shape and lien tools
- How to fully delete and partially delete things.

# Textiles KS3 Term 1 & 2

## - Introduction to Textiles, health and safety, learning and using basic skills.



### Term Focus:

Following an Introduction to the subject and the health and safety required when using the basic hand sewing tools, students will be learning and demonstrating their skills whilst undertaking a basic task of sewing on a button, and then producing a small sampler.

In term 2 students will go on to design and plan to make a soft toy sea creature. They will go on to evaluate this soft toy.

### Prior Learning Links

The national curriculum for design and technology aims to ensure that all pupils:

- Develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world.
- Build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users.
- Critique, evaluate and test their ideas and products and the work of others.

### Future Learning Links

Students will use the skills learned in these two terms to design the packaging suitable for their soft toy sea creature.

## KEY VOCABULARY

KEY WORDS		KEY SUBJECT TERMINOLOGY	
<p>Needle Scissors Sew Thread Cotton Denim</p>	<p>Pins Stitch Stitch ripper Silk Wool Polyester</p>	<p>Threading Sewing Straight stitch Back stitch Cross stitch Blanket stitch</p>	<p>Sampler Seam Hem Button</p>

### 1. Do I know the potential hazards in the workroom? Red Amber Green

*I will learn to...*

- Identify potential hazards to myself and others.
- Prevent accidents happening by following the rules.

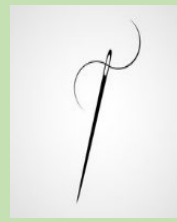
### 2. Can I thread a needle and tie a simple knot? Red Amber Green

*I will learn to...*

- Recognise thread.
- Use simple tools safely.



- Thread a needle.
- Tie a simple knot.



### 3. Can I sew on a button?

**Red Amber Green**

*I will learn to...*

- Sew a button successfully onto a piece of calico. This is a real life skill.
- Evaluate my success.

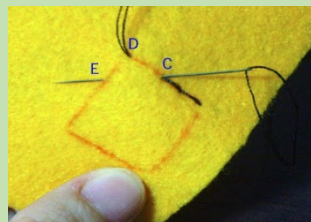
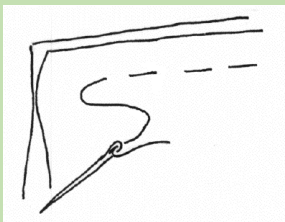
### 4. Can I demonstrate a range of simple stitches to make a sampler?

**Red Amber Green**

*I will learn to...*

- Demonstrate running/straight stitch.
- Demonstrate back stitch.
- Demonstrate cross stitch.
- Demonstrate blanket stitch.

*All this will be done to produce a sampler.*



### 5. Can I recognise the features of a sea creature?

**Red Amber Green**

*I will learn to...*

- Understand the different a variety features of a sea creature.
- Recognise the features I need to try to replicate in my toy.
- Identify which features are not going to be possible, but also which can be demonstrated using the skills I have learned and the resources that I have.



### 6. Can I design a sea creature to make into a toy?

**Red Amber Green**

*I will learn to ...*

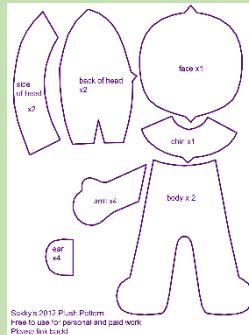
- Using the skills learned previously, design my soft toy sea creature using spatial awareness and drawing skills.

## 7. Can I make a functional paper pattern?

Red Amber Green

*I will learn to...*

- Draw up and make a function paper pattern using pencil and rulers.
- Be accurate in my measurements, understanding that this is important for the final product.



## 8. Can I use my paper pattern?

Red Amber Green

*I will learn to...*

- Pin the paper pattern to my chosen fabric.
- Cut out accurately using fabric scissors.

## 9. Can I start to make my soft toy sea creature?

Red Amber Green

*I will learn to...*

- Using the skills learned previously, to pin, tack and sew my soft toy sea creature.

## 10. Can I evaluate my soft toy sea creature?

Red Amber Green

*I will learn to...*

- Recognise my successes.
- Identify any faults or improvements that could be made if the soft toy was made again.

### HOME LEARNING TASKS

	Done?
<p><b>Identifying Home Sewn textiles.</b></p> <ul style="list-style-type: none"> <li>• Looking around your home, can you identify which items have been sewn either by machine or by hand?</li> <li>• Choose 2 to tell us about. Write on an A4 piece of paper, perhaps include a photograph if possible.</li> </ul>	
<p><b>Do you have any old toys or clothes that were made for you? Perhaps by a relative or close friend?</b></p> <ul style="list-style-type: none"> <li>• If possible take a photo of the toy or piece of clothing. Alternatively draw it.</li> <li>• Write a paragraph about it and tell us why it is important to you.</li> </ul>	
<p><b>Could you sew a small needle/pin case to hold needles and pins at home?</b></p> <ul style="list-style-type: none"> <li>• If you have a piece of spare felt or other fabric, cut a piece approximately 12cm x 8cm. Fold over.</li> <li>• Cut 2 other pieces of fabric 10cm x 6 cm and fold over.</li> <li>• Place the smaller pieces inside each other and then place both of these inside the larger piece to make it look like a book.</li> <li>• Use a needle and thread to sew down the 'spine' of the 'book'. This should hold them altogether.</li> <li>• You could use stitches and/or buttons to decorate the front cover or your needle case. Your needles and pins can be kept inside.</li> </ul>	
<p><b>Do you know any embroidery stitches?</b></p> <ul style="list-style-type: none"> <li>• If you know any embroidery stitches you could use them to decorate your needle case.</li> <li>• Alternatively look on you tube to see if you can teach yourself to do chain stitch, or some fancy knot work.</li> </ul>	