



Independent Study Booklet Year 8 Terms 3 & 4



Independent study:

Completing Independent Study work that is linked to the learning in your lessons can increase the progress you make at school by an average of five months. (Education Endowment Foundation, 2001)



At MWA students must:

- Complete independent study tasks to the best of your ability
- Submit work by the deadline set by your teacher
- Ask your teacher if you don't understand what to do
- Attend any support sessions offered by your teacher



Your teachers will:

- Set independent study tasks on **Class Charts** for you to complete
- Check that you know how to complete independent study tasks.
- Award positive points for completed tasks



Your parent/guardian could:

- Check what independent study you've been set
- Support you to complete your independent study at home
- Help you find a quiet space at home to complete your independent study

Independent Study at MWA by subject:

Subject	What sort of Independent study tasks will I be set on ClassCharts?	My teacher hasn't set me any Independent study? OR I'd like to do extra Independent Study? What should I do?	What can I do to prepare for the next PPE/assessment window?
English	Approximately 1 hour per fortnight. You should work independently to learn new vocabulary and revise core knowledge	<ol style="list-style-type: none"> 1. Read a wide variety of texts 2. Build a portfolio of creative writing pieces 	Use the knowledge organisers and your books to revise core knowledge and skills you have been learning.
Maths	Approximately 1 hour per fortnight. Your Maths teacher will always set a study task on SPARX	<p>Complete the extra tasks on the SPARX landing page:</p> <ol style="list-style-type: none"> 1. XP Boost – extra questions at the same level of difficulty 2. Target – extra questions at a higher level of difficulty 	You will be able to find a revision list for your next assessment on ClassCharts. The list contains some codes that will direct you to revision activities on SPARX
Science	Approximately 30 minutes per fortnight. Complete the fortnightly key word and questions sheet.	Self-quizzing using the Science knowledge organisers	Self-quizzing using the Science knowledge organisers
Geography	Approximately 30 minutes per fortnight – you should focus on learning the key words in the Geography knowledge organiser	<p>Complete the following courses on Seneca https://senecalearning.com/en-GB</p> <ol style="list-style-type: none"> 1. Analysis of Africa 2. Development 3. Ecosystems 4. The world of work 5. Analysis of India 6. Life in an emerging country 7. Tectonics 	Learn key words from the knowledge organiser. Look over the content list and revision materials provided on ClassCharts.

Subject	What sort of Independent study tasks will I be set on ClassCharts?	My teacher hasn't set me any Independent study? OR I'd like to do extra Independent Study? What should I do?	What can I do to prepare for the next PPE/assessment window?
History	Spend approximately 30 minutes a fortnight using your knowledge organiser to make flashcards to help prepare for the in-lesson quiz	Use BBC Bitesize or youtube videos to improve your knowledge of your current topic. Links can be found on Classcharts	Use the revision PowerPoints on Classcharts to make mindmaps and flashcards. Learn the key words and events on the knowledge organisers
Languages	Spend at least 30 minutes per fortnight learning phrases from the knowledge organiser which we have studied in class	Spend some time practicing French or Spanish on Linguascope. www.linguascope.com Username: mwa Login: happyhippo88	Revise the vocabulary from the knowledge organiser using mind maps and flashcards
DT/Food	You should be measuring and weighing your ingredients in preparation for your next food practical lesson	Use your knowledge organiser to help you revise for your next assessment	Use your knowledge organiser to help you revise for your next assessment
Art	For approximately 30 minutes every fortnight complete extension and embedding tasks or preparation tasks for your next art lesson	Improve your drawing skills – start with simple exercises, like sketching basic shapes or practicing shading then move onto simple still life arrangements	Continue practicing your drawing – it will strengthen your hand-eye coordination and fine motor skills
Music	For approximately 30 minutes per fortnight use the knowledge organiser's to revise for music quizzes	If you have an instrument at home – practice! Use BBC Bitesize Music resources to explore as broader range of music as possible.	Book a practice room during social times to rehearse and prepare for performance assessments (the rooms are popular so be quick)
Dance & Drama	Drama – you will be expected to learn line and rehearse performances Dance – you will be expected to rehearse choreography to prepare for performances	Approach Mrs Gwilliam (Dance) or Mrs Coomer (Drama). Use BBC Bitesize to access additional online revision.	Use the knowledge organisers to revise key content in preparation for a test

Monkton Wood Maths Department

Sparx

Independent Study

For all Independent study at both KS3 and KS3 we use an online platform called Sparx.

Students have been created their own personal account using their name and date of birth and will have created their own password. Students are able to request a password reset should they forget their details.

Sparx is an intelligent online platform that sets the students work based on topics that they have previously covered in lessons. So that students continue to build on their previous knowledge it sets 40% of the questions on previously taught retrieval practice and 60% of the questions cover the most recent topic.

Sparx calculates what 1 hour of differentiated homework looks like for each student and will set them a range of questions that it deems to be at an appropriate level for the students. Week by week it adapts based on the work that they have completed.

We have seen that if parents are 'too helpful' with completing the tasks then it will instinctively increase the difficulty in the following weeks.

Every question on the platform comes with an associated help video, that gives the students modelled examples to support them if they get stuck.



The landing page will allow the students to access a range of tasks.

- Compulsory is the homework that **must** be completed. **The students need to get 100% of the questions correct to successfully complete their independent study.**
- XP Boost is an optional set of questions for additional practice at the same level.
- Target is an optional set of questions at a higher level.

If students struggle, we ask them to speak to their Maths teacher, who can find ways to help them complete these tasks.

Please email any enquiries about this to:

maths.mwa@mwa.clf.uk



**Monkton
Wood
Academy**

GOTHIC LITERATURE

Origins of Gothic Literature

The term 'Gothic' was first coined in 1764 by English author Horace Walpole in his novel, *The Castle of Otranto*, which he subtitled 'A Gothic Story'. The novel was set in a haunted castle where the protagonist is plagued by supernatural occurrences.

Walpole used the word 'Gothic' because it refers to medieval buildings like castles and churches, where a lot of Gothic fiction is set.

Gothic Literature became immensely popular in England and Germany during the 18th and 19th century, with many other genres borrowing its conventions.

Gothic Setting

Gothic novels are characterised by an atmosphere of mystery and suspense. The mood is pervaded by a threatening feeling, a fear enhanced by the unknown. The locations are usually in wild, remote and uninhabited places such as mountain ranges, wild forests, heaths or cliff tops.

A typical gothic story setting would be:

- Old, ruined, isolated castles and mansions, often with secret passages and mysterious towers
- A graveyard or tomb
- A cave
- A convent, monastery, church, cathedral or chapel
- A dungeon

Descriptive Techniques:

Focus on the Five Senses:

1. Sight
2. Sound
3. Smell
4. Touch
5. Taste

The Photograph Method: Imagine you are looking at a photograph. Start off your description with a 'wide angle shot' and describe the picture as a whole.

The term 'Victorian Gothic literature' refers to a revival of Gothic literature, which took place in the mid-nineteenth century. Authors of this revived literature used the themes and tropes from Gothic literature of the previous century, but combined this with more realistic elements, including a focus on science and psychology. The name of the Gothic movement is taken from the type of architecture that the stories commonly featured, e.g. old, crumbling castles, abbeys, churches, monasteries etc.

Gothic literature prior to the Victorian era were often very shocking and scandalous, aiming to create a sense of terror in the reader.

With the arrival of the Victorian era and the Industrial Revolution, which saw vast and rapid social and economic change, many authors decided to discard some of the less believable elements of the Gothic and try to make the genre more realistic.

Victorian Gothic literature took many of the familiar tropes and themes of Gothic literature but, instead of setting them in distant castles and other wild settings, placed them in places that would be more familiar to the reader. Victorian Gothic literature contained the same focus on the supernatural but also often kept the endings ambiguous, leaving the readers to question whether the thrilling events of the story have rational explanations or are indeed the results of supernatural activity.

One of the most interesting aspects of Victorian Gothic literature was the fascination with science. At this time, science was still an emerging field, and one that many people regarded with distrust. The Victorian Gothic also explored the idea that human nature is weak and easily swayed to evil.

Extra vocabulary to help you to improve your writing. Words to describe the atmosphere:

Evil (to describe the atmosphere) – cruel, supernatural, sinister, foreboding, eerie, unearthly, menacing, frightening, unnerving, unsettling, disconcerting, weird, ominous, repellant, spooky, repugnant, uneasy, uncomfortable.

Scary (to describe the story) – horrific, horrifying, frightening, disturbing, terrifying, petrifying.

Scared (to describe the effect on the reader) – afraid, alarmed, anxious, concerned, frightened, horrified, nervous, panic-stricken, petrified, terrified, worried.

Words to help you analyse:

Shows (to explain quotations) – indicates, demonstrates, conveys, reveals, depicts, backs up, supports, illustrates, implies, suggests, connotes.

Key Gothic authors and their works

Edgar Allan Poe (1809 – 1849)

An American writer, editor, and literary critic. He was the first well-known American writer to try to earn a living through writing alone, resulting in a financially difficult life and career. Poe's best known fiction works are Gothic, a genre that he started writing for simply because it was very popular at the time.

The Raven

This narrative poem is about a demonic raven tormenting the speaker about his lost love until he falls into madness.

The Tell-Tale Heart

The story is told by an unnamed narrator who tries to convince the reader of his sanity, while describing a murder he committed. The victim was an old man with a firm "vulture-eye", as the narrator calls it. The murderer hides the body by dismembering it and hiding it under the floorboards. Ultimately, the narrator's feelings of guilt, or a mental disturbance, result in him hearing the dead man's beating heart.

Susan Hill (1942 – present)

A contemporary, female writer, Hill's novels are written in a descriptive gothic style, especially her ghost story *The Woman in Black*, which was published in 1983. She has expressed an interest in the traditional English ghost story, which relies on suspense and atmosphere to create its impact, similar to the classic ghost stories by Montague Rhodes James and Daphne du Maurier.

The Woman in Black

London-based solicitor Arthur Kipps travels to the market town of Crythin Gifford to sort through the papers of recently-deceased Mrs. Alice Drablow. Whilst staying at Eel Marsh House, Kipps sees *The Woman in Black*, whom the people of the town believe causes the death of children. After discovering the woman's identity – that she is Mrs. Drablow's estranged sister – he returns to London. Years later, he sees *The Woman in Black* again, just before the death of his wife and his son.

Mary Shelley (1797 – 1851)

Shelley came from a very educated family. Both her parents were philosophers. In 1814, Shelley ran away with one of her father's friends, the Romantic poet Percy Bysshe Shelley – who was married at the time. They travelled around Europe together and married after the death of his wife in 1816. She spent many years travelling all over Europe. As well as Gothic fiction, she wrote biographies and travelogues, and edited a lot of work by other writers.

Frankenstein

Explorer Robert Walton discovers scientist Victor Frankenstein on his expedition to the North Pole. Frankenstein tells him the story of how he experimented with electricity and brought a creature – made up of dead body parts – to life. The Creature escapes and whilst in hiding learns that it disgusts others. In anger, it murders Frankenstein's brother, but then begs his creator to make him a companion. When Frankenstein refuses, the Creature murders his wife. At the end of the story, Frankenstein dies on Walton's ship and the Creature appears and weeps over his dead body.

Bram Stoker (1847 – 1912)

Born in Dublin, Ireland. He was the third of seven children. Although he gained a degree in Mathematics from Trinity College, he pursued an interest in the theatre and became a critic, writing reviews for newspapers. In 1890, he visited the coastal town of Whitby and its Gothic abbey inspired him to write *Dracula*. The story was also inspired by his Hungarian friend, Armin Vambery, who told him dark, supernatural stories about the Carpathian Mountains. Stoker spent several years researching European folklore and stories of vampires whilst working on *Dracula*. The novel was published in 1897.

Dracula

Solicitor Jonathan Harker visits the mysterious Count Dracula in his castle in the Eastern European country of Transylvania. Although he is initially entranced by the Count, he soon realises he is being kept prisoner. Barely escaping with his life, Harker boards a ship back to England which docks in Whitby. A young woman named Lucy, a friend of Harker's fiancée, Mina, is stalked by Dracula who feeds on her blood and turns her into a vampire. Dracula also feeds on Mina's blood and tries to control her. Dutch doctor, Abraham Van Helsing, is called upon to help defeat Dracula. Harker and Van Helsing chase Dracula back to his castle in Transylvania and manage to kill him by stabbing him through the heart.

The Red Room - H.G. Wells

First Person

The first person narrative allows HG Wells to reveal, bit by bit, the transition from mild jumpiness to mindless terror. We also get to see the constant conflict between what the narrator tells himself, and what he is actually feeling. Additionally, the first-person narration prevents the reader from ever knowing with certainty what's really happening. We never know whether or not there is a ghost. We have to take the narrator's word for it!

Plot summary:

- An unnamed protagonist chooses to spend the night in an allegedly haunted room in Lorraine Castle.
- He intends to disprove the legend that the room is haunted.
- Despite vague warnings from the three strange people who reside in the castle, the narrator ascends to "the Red Room" to begin his night there.
- Initially confident, the narrator becomes increasingly uneasy in the room. He attempts to conquer his fear by lighting candles, but keeping the candles lit in the draughty room becomes an ongoing battle. Each time a candle is snuffed out, the narrator's fear increases. He begins to imagine that the drafts are guided by an evil, supernatural being.
- As the narrator's fear reaches a crescendo, he stumbles onto a large piece of furniture (possibly the bed), and bangs against the walls, in a blind panic; hitting his head and eventually falling unconscious.
- The caretakers, who find him in the morning, feel content when the narrator agrees that the room is haunted. They are eager to hear a description of the phantom, but he surprises them by explaining that there is no ghost residing in the room. The room is haunted by fear.

Personification of darkness and fear:

Both fear and darkness are frequently described as active, threatening forces in the story
-While I stood gaping, the candle at the foot of the bed went out, and the shadows seemed to take another step towards me. (39)
"...darkness closed upon me like the shutting of an eye, wrapped about me in a stifling embrace..." (45)
-Fear that will not have light nor sound, that will not bear with reason, that deafens and darkens and overwhelms. It followed me through the corridor, it fought against me in the room----" (57)
Fear is uncontrollable, and is almost like an active evil force or spirit in the way it can strike at human beings and render them helpless.

Evidence of gothic tropes/themes:

Fear/terror - Fear is the central theme of "The Red Room." The narrator of the story challenges himself to spend a night in a supposedly haunted room. Everyone else is terrified of the red room, but he confidently announces that he will prove that the room isn't haunted. However, his fear turns out to be much stronger than he originally realises: it can't be controlled by his intellect. **The supernatural** - "The Red Room" is something of a ghost story - after all, it is about a young man's stay in a haunted room - so the supernatural is certainly an important theme. The narrator is an adamant sceptic of all things supernatural, and considers all superstition to be the product of a bygone

age. He wants to prove there's nothing supernatural about the red room.

After the night is over, he still seems to stick to his story that there's no ghost. Enough odd things happen over the course of the night that it's possible to wonder if he saw a ghost after all.

Madness - - the story becomes a conflict between the narrator's reason, and a terror that threatens to overwhelm his intellect. Although Gothic stories deal often enough with the

psychology of fear, the focus is usually on what causes the fear. More often than not, this turns out to be a supernatural element, which may or may not be real. If it is real, then we can have a sigh of relief: there's no reason to have been afraid after all. Wells's story implies that fear is what matters. If there is only fear, then there can be no relief: fear is an active, evil power that threatens to destroy human beings.

1. Variation

Humans, dogs and goldfish are examples of species. Different species have very different characteristics from each other. For example, dogs have tails and humans do not. Dogs have fur, but goldfish have scales. The individual members of a species also have differences in characteristics. For example, humans have different coloured eyes, and dogs have different length tails. This means that no two members of a species are identical. The differences in characteristics between individuals of the same species is called variation.

2. Continuous Variation

Human height is an example of continuous variation. It ranges from that of the shortest person in the world to that of the tallest person. Any height is possible between these values. So it is continuous variation.

For any species a characteristic that changes gradually over a range of values shows continuous variation. Examples of such characteristics are height and weight. This shape of graph is typical of a feature with continuous variation.

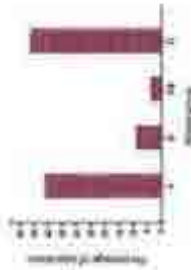


3. Discontinuous Variation

A characteristic of any species with only a limited number of possible values shows discontinuous variation. Human blood group is an example of discontinuous variation. In the ABC blood group system, only four blood groups are possible (A, B, AB or O). There are no values in between, so this is discontinuous variation.

Here are some examples blood group, sex (male or female) and eye colour.

A bar chart can be used to represent discontinuous data.



4. Evolution of Species

Some variation is passed on from parents to offspring, via genes, during reproduction. This is inherited variation and examples include eye colour, sex and ability to roll your tongue.

Some variation is the result of differences in the surroundings, or what an individual does such as lifestyle, culture and climate you live in. This is called environmental variation and examples include your language and religion. Some variation is caused by a mixture of both genes and environmental factors and examples include your weight and height.



KS3 Science Evolution

6. Extinction

Changes in the environment may leave individuals less well adapted to compete successfully for resources such as food, water and mates. Sometimes an entire species may become unable to compete successfully and reproduce.

These problems can lead to extinction. Examples of some of the changes in the environment that can cause a species to become extinct are a new disease, new predator, climate change or competition from another species for the resources.

Examples of species that have become extinct include the dodo, dinosaurs and the West African Black Rhinoceros.



7. Biodiversity

An endangered species is at risk of becoming extinct. For example, the panda and gorilla are endangered and may become extinct. A species can become endangered for several reasons, including the number of available habitats falls below a critical level or if the population of the species falls below a critical level.

Biodiversity means having as wide a range of different species in an ecosystem as possible. It is important to conserve the variety of living organisms on Earth. Not only do we have moral and cultural reasons for conserving endangered species, but it also reduces impact on food chains and webs and protects our future food supply.

8. Conservation Measures

Some species in Britain are endangered, including the skylark, red squirrel and grass snake. They could be helped by conservation measures such as:

- education programmes
 - captive breeding programmes
 - legal protection and protection of their habitats
 - making artificial ecosystems for them to live in.
- Plant species can also be endangered. Seed banks are a conservation measure for plants. Seeds are carefully stored so that new plants may be grown in the future. Seed banks are an example of a gene bank. Gene banks are increasingly being used to preserve genetic material for use in the future.

5. Natural Selection

If all the individuals of a species were genetically identical they would be vulnerable to the same diseases. If this were the case a single disease could wipe out an entire species! As a result of their genes, some individuals of a species might have better camouflage, or be able to run faster. These individuals are more likely to survive. This is called the survival of the fittest.

The members of a species that survive may reproduce. Their offspring are likely to have the desirable characteristics of their parents. This is how species change in evolution.



1. Displacement reactions

Displacement reactions are used to help establish the order of reactivity for metals.

In these reactions a more reactive metal replaces a less reactive metal to form a salt.

Eg magnesium + copper sulphate \rightarrow magnesium sulphate + copper



2. The Reactivity Series

The reactivity series is the order of metal based on their reactions with water, air and acid. We can use this to predict what is made in a reaction. Carbon and hydrogen are included as carbon is sometimes used to extract metals from their ores using reduction.

Potassium	↑	most reactive
Sodium		
Calcium		
Magnesium		
Aluminium		
Carbon		
Zinc		
Iron		
Tin		
Lead		
Hydrogen		
Copper		
Silver		
Gold		
Platinum		
	↓	least reactive

4. Acid and Metal Reactions

Acid and metal reactions are used to determine a metal's reactivity. These reactions produce a metal salt and hydrogen gas. Metals that are higher up the reactivity series react vigorously with acid, whereas metals lower down have a much slower reaction.

The general equation for this is:



Eg



6. Naming Salts

When a salt is formed in an acid reaction it has two parts to its name. The first part is the metal and the second part is from the acid.

Depending on the acid used the second part of the name will be different.

Hydrochloric acid \rightarrow chloride salts

Nitric acid \rightarrow nitrate salts

Sulphuric acid \rightarrow sulphate salts

Eg



7. Tests for Carbon Dioxide and Hydrogen

In these reactions we can make some gases that we need to test and be able to identify. The tests for hydrogen and carbon dioxide are as follows:

CO_2 - Carbon Dioxide

1. Lit splint is extinguished (goes out) in the presence of CO_2 gas.

2. Lime water turns from colourless to cloudy.

H_2 - Hydrogen

Squeaky pop test - a lit splint, in the presence of hydrogen makes a squeak pop sound.

3. Acid and Alkali Reactions

An acid and an alkali can be reacted together in a neutralisation reaction. This produces salt and water.

The general equation for this is:



Eg



Metal oxides are examples of alkalis and non-metal oxides are examples of acids.

5. Acid and Metal Carbonate Reactions

In an acid and metal carbonate reaction a metal salt, carbon dioxide and water are produced.

The general equation for this is:



Eg



8. Group 1 Metals

In group 1 metals the reactivity increases down the group.

Element	Observations
Lithium, Li	Fizzes steadily, slowly becomes smaller until it disappears
Sodium, Na	Melts to form a ball, fizzes rapidly, quickly becomes smaller until it disappears
Potassium, K	Quickly melts to form a ball, burns violently with sparks and a lilac flame, disappears rapidly, often with a small explosion.



KS3 Science

Metals and Reactivity

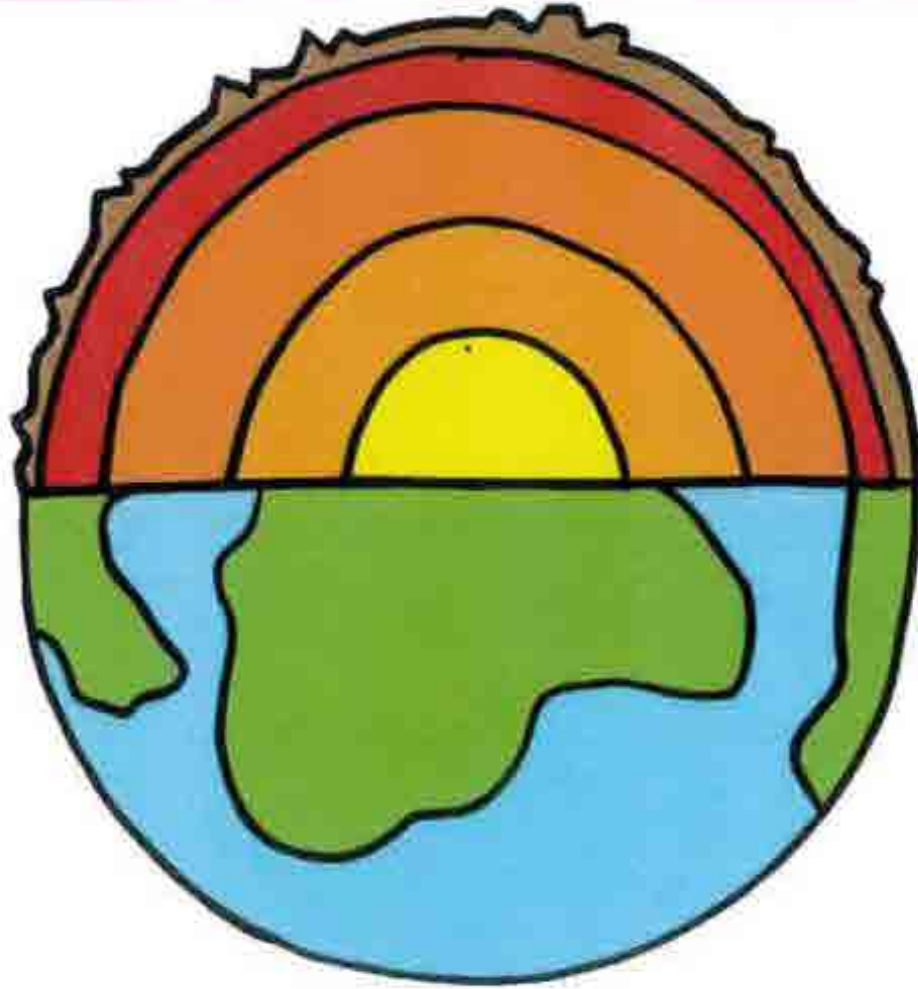
Year 8 Chemistry Knowledge Organiser

Topic 7: Rocks

KPI7.1 Describe the structure and composition of the Earth and link this to the rock cycle

Composition and Structure of the Earth

The earth has four layers:



1 – Crust
2 – Mantle

3 – Outercore
4 – Innercore

Year 8 Chemistry Knowledge Organiser

Topic 10: Atmosphere

KPI10.1: Explain how carbon is recycled in the Earth's atmosphere and link the impact of human activity to climate change

The Carbon Cycle

All cells - whether animal, plant or bacteria - contain carbon, because they all contain proteins, fats and carbohydrates.

Carbon is passed from the atmosphere, as carbon dioxide, to living things, passed from one organism to the next in complex molecules, and returned to the atmosphere as carbon dioxide again. This is known as the carbon cycle.

• Step 1 : Removing carbon dioxide from the atmosphere

Green plants remove carbon dioxide from the atmosphere by photosynthesis. The carbon becomes part of complex molecules such as proteins, fats and carbohydrates in the plants.

• Step 2: Returning carbon dioxide to the atmosphere

Organisms return carbon dioxide to the atmosphere by respiration. It is not just animals that respire. Plants and microorganisms do, too.

• Step 3: Passing carbon from one organism to the next

When an animal eats a plant, carbon from the plant becomes part of the fats and proteins in the animal. Microorganisms and some animals feed on waste material from animals, and the remains of dead animals and plants. The carbon then becomes part of these microorganisms and detritus feeders.



Year 8 Chemistry Knowledge Organiser

Topic 10: Atmosphere

KPI 10.1: Explain how carbon is recycled in the Earth's atmosphere and link the impact of human activity to climate change

Evolution of the Earth's atmosphere

In the 4.5 billion years since the Earth formed it's atmosphere has changed considerably. This has happened in three main stages:

Stage 1 – Volcanoes

The majority of the early atmosphere was carbon dioxide and water vapour. This was produced by volcanoes. After a time the water vapour condensed and formed the oceans.



Stage 2 – Green plants

Green plants and algae evolved and used the carbon dioxide for photosynthesis. They also produced oxygen. Basic organisms evolved that



Stage 3– Complex animals

The oxygen allowed more complex organisms to form. The ozone layer formed and this allowed further evolution of complex organisms.



Key Terms

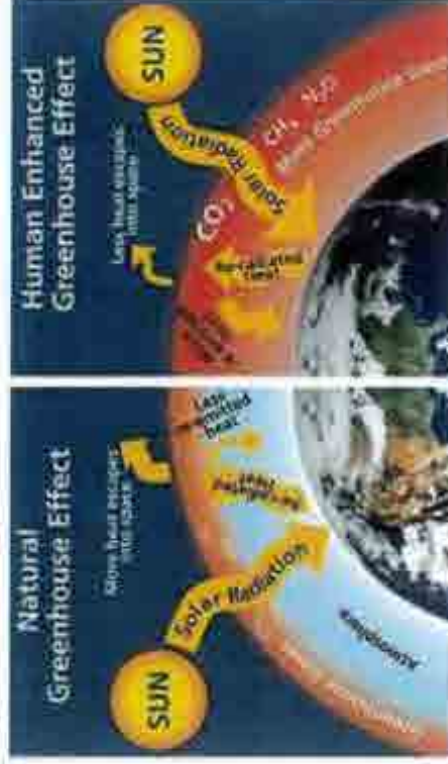
Key Terms	Definitions
Atmosphere	A layer of gases surrounding a planet
Photosynthesis	A chemical process that uses energy to produce glucose
Ozone layer	A layer of the Earth's atmosphere that absorbs radiation from the sun

The greenhouse effect

The natural greenhouse effect is when gases in the Earth's atmosphere trap radiation from the sun and heat up the planet. Without the greenhouse effect the Earth would be too cold for us to survive on it. The gases involved are called greenhouse gases and include carbon dioxide, methane and water vapour.

The enhanced greenhouse effect and global warming

The extra greenhouse gases released by human activity lead to the enhanced greenhouse effect. More heat is trapped by the atmosphere, causing the planet to become warmer than it would be naturally. The increase in global temperature this causes is called global warming.



Global warming is beginning to cause big changes in the environment. These include:

- ice melting faster
- the oceans warming up

changes in where different species of plants and animals can live

Story: What you need to know about the Empire

Key Terms:	
Empire	When one country rules over other countries (e.g. the British Empire)
Native	Somebody from an area
British Raj	Rule by the British Empire in India
Colonies	Refers to countries, regions and islands (such as India and parts of the 'West Indies') that were part of the British Empire and controlled by Great Britain
Mutiny	Disobeying or fighting against the leaders in charge
Sepoy	An Indian soldier serving under the British orders
Commonwealth	An international organisation consisting of the UK together with some countries that were once part of the British Empire
Racism	Prejudice or discrimination directed against someone of a different race, based on the belief that one's own race is superior
Imperialism	Extending a country's power and influence through colonisation. Use of military force and other means

The act of gaining an Empire was what most European countries wanted in the 1500s. Elizabeth I (Queen of England: 1558-1603) wanted more land under her control, as did countries such as Spain and Portugal.

Britain began to build its Empire in the 16th century. At its height in 1922, the British Empire was the largest empire the world had ever seen, covering ¼ of Earth's land surface and ruling over 458 million people. Britain used imperialism to gain power and land beyond its borders. But was this new power for Britain a force for good?

Countries such as India were colonised by the British in 1757. India offered resources such as food, drink, spices, silk and gems. These were taken and sold by the British, gaining them wealth in return. There were positives and negatives regarding Britain's control of India; they increased healthcare and life expectancy for the natives of India, but many were still left poor, starving and some were used as 'slaves'.

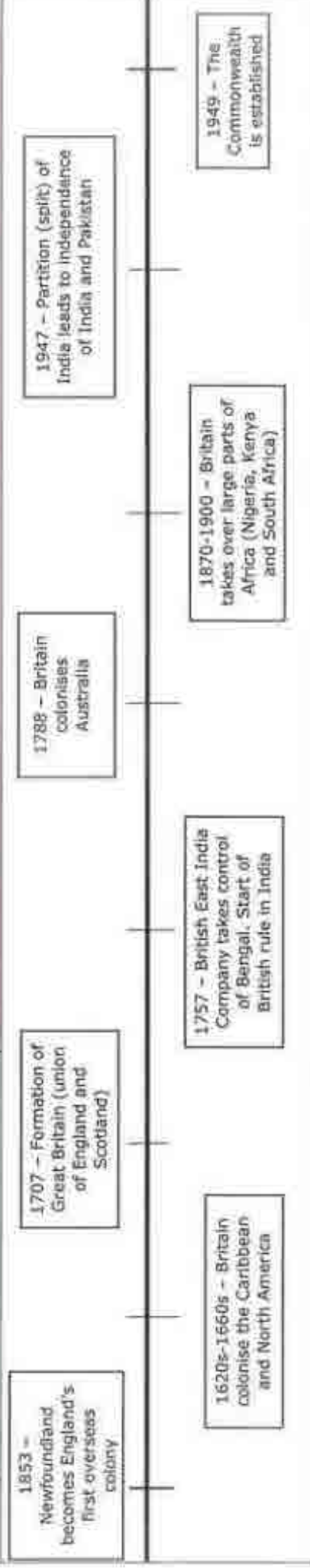
Britain has benefitted from its Empire, with wealth, land, soldiers to fight in wars, resources and trade. In the process, it has left other countries weak and without vital resources. The legacy of the Empire has been disputed throughout history. Many feel as though Britain should look back on its imperialism and feel shame, whilst others believe that Britain is a better country for having an Empire. What do you believe?

Skill: What are you getting better at?

Consequence Keywords	
Consequence	Results of historical events, situations and changes
Impact	A measure of effect or influence
Trends	Patterns throughout history (long term)
Long Term consequence	Results happening over a long period of time after the event
Short Term consequence	Results immediately (less than 1 year) after the event

Similarities and Differences Keywords:	
Similarity	Being similar/like and sharing experiences
Difference	Being different/contrasting and have opposite experiences
Same	Identical, not different
Alternative	A different option or choice
Dramatic	Sudden or striking
Evolve	A slow gradual change
Diversity	A range of difference

Enquiry Question: We need to talk about the Empire



Enquiry question: What was the impact of transatlantic enslavement at the time?

Skill: What are you getting better at?

Significance Keywords:

Significant	Great or important enough to be worthy of attention.
Importance	Having or being of great value.
Remarkable	Worthy of attention at the time or since.
Remembered	It was important at some point in history within a collective memory or group.
Resulted in change	Has consequences for the future.
Resonant	Possible to connect with experiences or situations across time periods.
Revealing	Tells us about some aspect of the past.

Sources Keywords:

Surface detail	what does the source tell us about ...?
Inferences	conclusion reached on the basis of evidence and reasoning.
Provenance	source's 'background' – its nature, origin and purpose.
Source utility	the measure of a source's usefulness is based upon the question being asked of it.

Story: What you need to know for the impact of the transatlantic enslavement at the time?

The Transatlantic Slave Trade was a system of trading goods (resources) and people between the years of 1500-1800. The Transatlantic slave trade consisted of three journeys:

- The outward passage from Britain to Africa carrying manufactured goods.
- The middle passage from Africa to the Americas carrying African slaves.
- The homeward passage carrying sugar, tobacco, rum, rice, cotton and other goods back to Britain.

Those who had been kidnapped from Western Africa were sold into a life of enslavement, either in the Caribbean or America. They worked on plantations, growing crops for their 'masters'. Life was grueling, and tough. Punishments, such as cutting off body parts, were often given for not completing enough tasks, or taking too long to at lunchtime.

Many tried to resist and rebel against those who owned them; however slave owners were desperate to track down those who ran as it meant they lost money. Harriet Tubman and others managed to escape their life of enslavement, by using the Underground Railroad. Before long, the northern states of America had shunned slavery, whilst the southern states still claimed they needed slavery to economically survive and make a profit. The Underground railroad provided shelter and aid to those who escaped the southern states for a new life in the north of America. In the Caribbean, some people started to revolt against the slave owners. The Haitian Revolution of 1791 is an example of this. A whole island earned their freedom by rising and fighting together.

The Slave Trade was soon abolished along with slavery, which was made illegal in Britain in 1833. Enslavement was abolished for 3 main reasons: the work of individuals, a change in beliefs and economics.

Key terms:

Slave	A slave is a person who is owned by another person or is forced to work against their own will.
Slavery	Slavery is the ownership of a person as property.
Abolish	The act of getting rid of something.
Trade	the action of buying and selling goods and services
Rebel	Refusing to obey and fighting against those in charge
Resist	To oppose or fight against.
Underground Railroad	a network of people, African American and white, who offered shelter to aid escaped enslaved people from the Southern states of America.
Plantation	an estate (land/farm) on which crops such as coffee, sugar, and tobacco are grown

1480s

The Portuguese were the first to move enslaved Black Africans from Western Africa

1600s

Britain becomes involved in Slave Trade

1780s Peak of the Slave

Trade – 78,000 people moved in 1 year

1807 Great Britain

abolished Slave Trade

1833 America abolished

Slave Trade

1865 America's 13th amendment made slavery illegal however included involuntary servitude.

Geography: Year 8 - Unit 2

What are the opportunities of Africa's landscapes?

Word	Meaning	Word	Meaning	Word	Meaning
Biome	An area with similar physical characteristics, climate, plants and animals eg rainforest	Environmental	Factors to with the natural world	Word	Meaning
Climate graph	Show average rainfall and temperatures. The temperature is shown on a line graph, and rainfall on a bar graph.	Economic	Factors to do with money	Low pressure	Air rising = clouds and rain
Hadley Cell	large-scale atmospheric convection cell. Air rises at the equator and sinks at medium latitudes, 30° north or south.	Multiplier Effect	Positive overall impact of economic change in a location	Adaptation	how plants and animals have changed to cope with the environment
Equator	a line drawn on the earth same distant from the poles, dividing the earth into northern and southern hemispheres	Ecotourism	directed towards unique, threatened natural environments to support conservation and observe wildlife	River delta	triangular, disposition of sediment carried by a river and enters slower-moving water
Evaporation	the process of turning from liquid into vapour	Trend	the way something changes over time	Salt Pan	a shallow depression in the ground in which salt water evaporates to leave a deposit of salt
Condensation	the conversion of a vapour or gas to a liquid eg the cloud is caused by condensation in the air	Peak	the highest amount on a graph	Game reserve	A protected area for wild animals
Tourism	The visiting of place that is not your home for a leisure activities and infrastructure involved in this	Mean / range	Adding up and dividing by how many numbers. Largest minus the smallest	Mass tourism	a very large number of tourists in one area, normally on a resort
Opportunities	a chance for some good	Precipitation	water falling from the sky in any form		
Challenges	a problem that may be overcome	Global atmospheric circulation model	how air masses move around the earth to distribute heat		
Social	Factors to do with people	High pressure	Air sinking = cloudless skies, no rain		

WHAT WILL PROGRESS look like in this unit?

Deepening – Independent and accurate

Meet the criteria for on track with accuracy and independence

In addition, students may demonstrate:

- That they understand the role of eco-tourism and how this is an example of sustainable tourism, but may not lead to wide scale development across Africa
- Explain the link between climate, environment and unique locations found across Africa
- An appreciation of the diverse landscapes across Africa

On track – relative accuracy with occasional support

- Accurately locate and describe the physical characteristics of 4 key biomes within Africa - Semi-desert, Hot desert, Savanna, Rainforest
 - Accurately interpret and describe the climate of each location using climate graphs
 - Compare and contrast the climate and identify that the climate and biomes are diverse across Africa
 - Understand and explain the concept of high and low air pressure
 - Accurately describe and explain the global atmospheric circulation model and how this influences climate at the equator and tropics – rainforest and desert biomes
 - Describe the characteristics of the plants and animal of the Savanna Biome and how people use the Savanna biome
 - Accurately locate and describe Botswana's location, understand why tourists would visit both Africa and Botswana to explore the unique environments
 - Accurately describe a range of unique environments - The Okavango Delta, Salt Pans, Kalahari Game Reserve – students can identify, describe and explain why these unique environments are important to both locals and tourists
 - Explain the concept of the multiplier effect and understand how sustainable tourism/ecotourism can be used to develop a countries economy and infrastructure
 - Explain the opportunities and challenges of ecotourism vs mass tourism, evaluate which is more successful
- Yet to be on track – not independent and will require regular support**
- Do not meet the criteria for on track with due to infrequent use of accuracy and need for regular support and scaffolding.
 - In addition, students may have needs around: numerical skills and literacy

Great Composers Key Terms

Composer Someone that writes music
Chord 2 or more notes at the same time
Accidental A symbol which changes the pitch of a note
Era A period in musical history
Baroque: 1650-1750
Classical: 1750-1810
Romantic: 1810 – 1900
20th Century: 1900 onwards
Harpicord A keyboard instrument where the strings are plucked (Baroque)
Piano A keyboard instrument where the strings are hit with a hammer (Classical onwards)
Organ: A keyboard instrument where the sound is made by passing air through pipes (Baroque and Classical)
Sequence A pattern of notes which are then repeated higher or lower in pitch
Ground Bass A short, recurring melodic pattern in the bass part of a composition

Y8 Music What Makes A Great Composer?

Notes	Symbol	Rest Symbol	Value of each
Quarter			1
Half			2
Whole			4
Minim			2
Crotchet			1
Quaver			1/2
Semiquaver			1/4

C D E F G A B C D E F G A

Sharp raises the note by one semitone.
 Flat lowers the note by one semitone.
 Natural restores a note to its original pitch.

Sharp Flat Natural

STRINGS



WOODWIND



BRASS



PERCUSSION



Dynamics – The Volume of the music

ITALIAN	SIGN	ENGLISH
Piano	<i>p</i>	Soft
Forte	<i>f</i>	Loud
Mezzo piano	<i>mp</i>	Moderately Soft
Mezzo forte	<i>mf</i>	Moderately Loud
Pianissimo	<i>pp</i>	Very Soft
Fortissimo	<i>ff</i>	Very Loud

Pitch – How high or low the sound is

Treble Clef

Treble Clef Notes
C D E F G A B C D E F G A

Notes on the lines are:
E G B D F

Notes in the spaces are:
F A C E

Bass Clef

Bass Clef Notes
G A B C D E F G A

Line Notes:
G B D F A

Space Notes:
A C E G

YEAR 8 FOOD

AP2 revision – Spring term

Key Word/Term	Definition
Harvesting:	Gathering crops when ready or ripe.
milling	The process of grinding down the wheat grain into flour.
cereals	Cultivated grasses. The grains are used as a food source. One of the most important cereals in the UK is wheat as used for staple foods.
Primary processing	The process of converting raw food materials into food that can be eaten. Eg wheat grains to flour.
oats	Grown in wet climates, milled and processed to make products that are high in carbs and fibre which means we are fuller for longer!
Tuber	These are grown from the roots (potato). In the Eatwell guide: potato's are actually a starch food.
Staple food	Food that forms the basis of a population's diet. Food staples are eaten regularly and supply a major proportion of a person's energy and nutritional needs
Roughage	Plant based foods the body cannot digest
MACRO nutrients	The nutrients we need in larger quantities that provide us with energy. These are Carbohydrate, fat and protein.
Fat	Insulates the body and protects vital organs
Carbohydrate	Starch and sugar, used by the body for energy
Protein	Built up of amino acids- used by the body for growth and repair
Starch	Sugar molecules joined together- a 'complex' carbohydrate
Free sugar	Any sugar added to a food or drink. Or the sugar that is already in honey, syrup and fruit juice.
Fibre	Fibre is a type of carbohydrate that helps to keep your digestive system working properly. It provides roughage, which helps keep the food moving through the gut.
Photosynthesis	The process plants use to transform the sun's energy into food.
Plant based protein	Protein found naturally in plant foods like wholegrains, beans, nuts, fruit and vegetables and these foods are also full of fibre!

TYPES OF CARBS

SUGAR



Quickly converted into energy

Found in:
Soda, cookies, cereal, juice, treats

STARCHES



Takes longer to convert into energy

Found in:
Bread, pasta, veggies, rice, fruits

FIBER



Can't be digested or used for energy

Found in:
Beans, legumes, nuts, seeds

Staple foods refers to any food that is a common part of an area's everyday diet and tend to be foods that can be stored and eaten throughout the year.

Certain crops became staple foods because they could be grown easily in a particular country or climate, such as potatoes and rice.

They are inexpensive and provide us with energy, mainly carbohydrates (starch).

Lentils



Rice



Maize/Corn



Potatoes



Cereals



Dietary Fibre

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

Different types of sugar



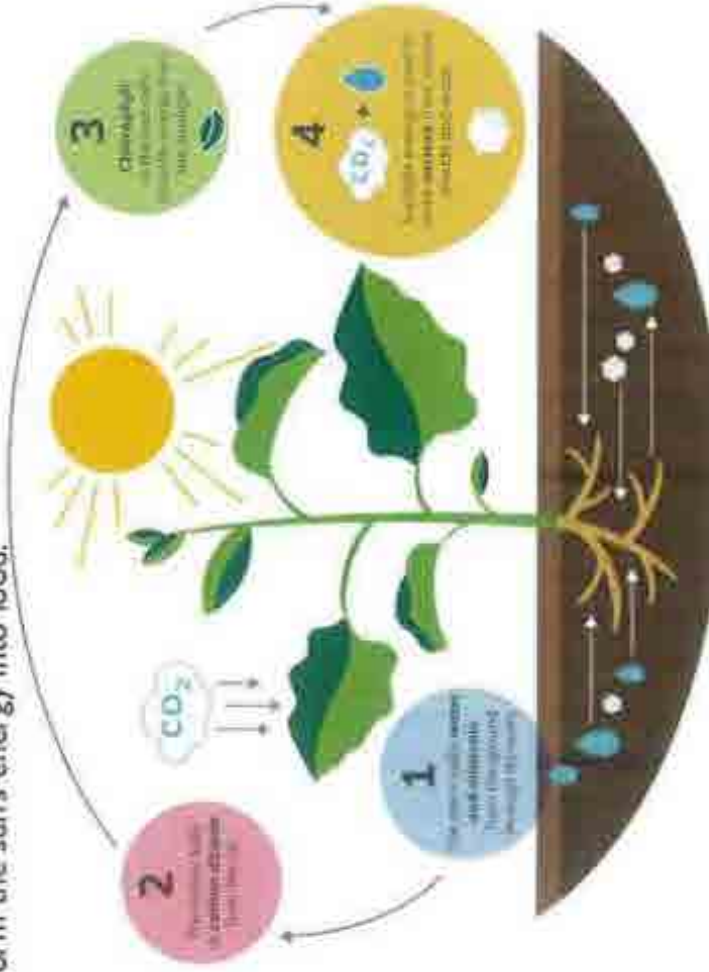
naturally occurring sugars

are sugars that are naturally contained within the cell structure of whole foods. This also includes lactose which is naturally found in milk and dairy products.

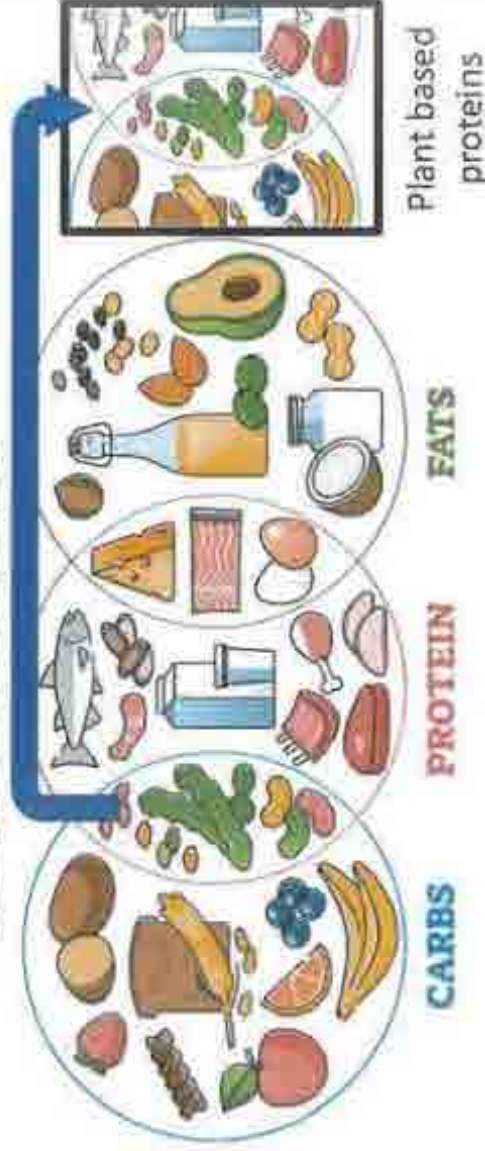
free sugars

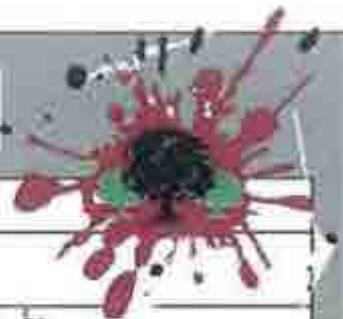
are added to food or drink. They are naturally found in fruit juices, honey and syrup. Fancy sounding sugars (e.g. like agave nectar) also count as a free sugar! Free sugars are the types that we need to eat less of.

All green plants make sugar through photosynthesis, the process plants use to transform the sun's energy into food.



MACRONUTRIENTS





Art Visual elements

Colour	What you see when light reflects off something. Red, Yellow and Blue are primary colours.	
Line	A mark which can be long, short, wiggly, straight etc.	
Tone	How light or dark something is.	
Texture	How something looks or feels – e.g. rough or smooth.	
Pattern	A symbol or shape that is repeated.	
Shape	A 2D area which is enclosed by a line – e.g. triangle.	
Form	Something which has 3 dimensions – e.g. a cube, sphere or sculpture	

Themes: Year 8

Creatures	A fictional or imaginary being.
Landscapes	Natural scenery usually depicting mountains, trees, sea, valleys or cities.

Equipment and Techniques: Year 8

Painting	Mixing brush, Thin brush, Newspaper, Paint pallet, Water.	Modulation, Consistency.
Sculpture	Ceramics, Clay, Slip, Board, Guides, Roller, Tools.	Form, 3D, Construction, Texture.
Drawing	Pencil: 2B, 4B, 6B. Rubber, Pencil Sharpener.	Blend, Tone, Shades, Highlights

Artists: Year 8

Sean Charmatz Travis Mullins	
Rebecca Vincent Boris Draschhoff	

Assessment Objectives

D	Exceptional: Sophisticated, Perceptive, Masterful, Imaginative.
O+	Confident: Refined, Assured, In-Depth, Thorough.
O	Competent: Sustained, Informed, Thoughtful, Detailed.
Y	Basic: Attempted, Some, Incomplete.
A	Limited: Partial, Inconsistent.

Art Technique Key Words

Media/Medium	The materials and tools used by an artist to create a piece of art.
Technique	The way an artist uses tools and materials to create a piece of art.
Composition	Where you place objects on the page.
Highlight	The bright or reflective area on an object or piece of art.
Shadow/Shade	The darker areas within a piece of art or object.
Proportion	The size relationship between different parts – e.g. height compared to width.

Colour Vocab

Primary colours are the 3 main colours. They cannot be made, but are used to make all other colours.

Secondary colours are made by mixing 2 primary colours.

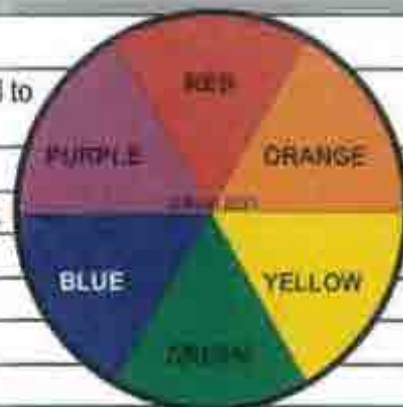
Tertiary colours are made by mixing primary and secondary colour together.

Complementary colours are opposite on the colour wheel.

Harmonious colours are next to each other on the colour wheel.

Tint – when you add white to a colour to make it lighter.

Shade – when you add black to a colour to make it darker.



Still life - a still life is a group of inanimate objects, such as bottles or plants.

Composition – This is the way that you place or position your objects. There are several different composition rules which are useful to know.

Rule of thirds: You divide up your paper horizontally and vertically into 9 equal sections, and by placing the focus of your image where the lines intersect, you create a balanced composition.

The Rule of odds: Suggests that an odd number of subjects in an image is more interesting to look at than an even number, and your eye is more likely to move around the image.

Mark making – To make your drawing look more realistic, you should try to use different marks to show textures and surfaces. You can do this by changing the direction, pressure or length of your marks.

Coloured pencil technique

Hatching	Lines which are shaded in one direction.	
Cross Hatching	Lines which cross in two directions.	
Stippling	Dots which are close together or far apart.	
Overlay	Layering multiple colours with even shade.	
Scribbling	Random marks – close together or far apart.	
Burnishing	Blending colours using a white pencil.	

Grades of Pencil – Pencils come in different grades, the softer the pencil, the darker the tone.

H=Hard B=Black. In art the most useful pencils for shading are 2B and 4B. If your pencil has no grade, it is most likely HB (hard black) in the middle of the scale.



Making objects look 3D – To prevent your drawings from looking flat, you should use a range of tones and marks. Pressing harder and lighter and layering with your pencil creates different tones. Use the direction of your pencil to help enhance the 2D surface, and you can also include shadows which will also help objects appear 3D.

Websites

www.pinterest.co.uk



www.tate.org.uk/kids



www.bbc.co.uk/bitesize/subjects/z6hs34

Year 8

Theme: Creatures and Characters

Visual element: Colour / Tone

Technique: Pencil crayon / Collage

Artist: Sean Charmatz & Travis Mullins

REMEMBER all work that you produce is building up towards your final piece. Therefore, you must complete all work and the independent study that is set.

You will be learning how to create **characters out of creatures**, influenced by everyday objects. You will be introduced to the **visual element of colour and tone**. Here you will be taught how to use the visual element of tone within your design to enhance the 3d qualities of your drawing and create a more realistic interpretation, alongside colour to create depth within your character. You will be researching and exploring the work of the **artist Sean Charmatz and Travis Mullins** who create their own characters and creatures. Finally, you will demonstrate all that you have learnt this project by creating a drawing of a character you have designed, inspired by the artists, everyday objects and the visual



TASK 1: AO1 – How have artist used everyday objects to inspire character design.

TASK 2: AO1 - Critical study on Sean Charmatz.

Create a double page showing your understanding of the work created by Sean Charmatz. Complete a copy, images of her work, description, your opinion and how it will influence your work.

TASK 3: AO2 - Visual Element Colour – how to build up colour to create depth and mood.

TASK 4: AO1 - Critical study on Travis Mullins.

Create a single page demonstrating your understanding of the work created by Travis Mullins.

TASK 5: AO3 – Visual mind map – gather images of everyday objects to help inspire your final design.

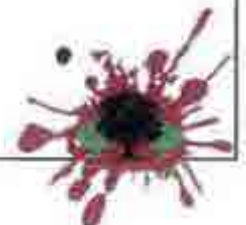
TASK 6: AO2 – Create 2-3 quick designs for your final character, influenced by the artists and everyday objects.

SPOTLIGHT ASSESSMENT: TASK 7: AO3 – Tonal drawing of chosen everyday object.

TASK 8: AO2 - Create a high-quality final design, demonstrating your understanding of the artist, the theme and how to apply colour to create depth and form of your final creature.

TASK 9: AO4 - Produce your final A3 outcome. This will be using pencil crayon and collage.

DOOYA: TASK 10: AO4 – EVALUATE your final outcome.



Year 8

Theme: Creatures and characters
Technique: Painting / Collage

Visual element: Tone / Colour
Artist: Sean Charnatz / Travis Mullins

Artistic Terminology/Vocabulary for Collage and Pencil crayon techniques

1	Shading/Tone	Dark, light, flat, smooth, graduated, contrasting tones or shades.
2	Mark making	The use of different strokes and marks made using a pencil, brush, or pen, to create textural qualities in a drawing.
3	Texture	The feel, appearance, or consistency of a surface or substance.
4	Caricature	A picture, description, or imitation of a person or thing in which certain striking characteristics are exaggerated in order to create a comic or grotesque effect.
5	Illustration	A picture illustrating a story or character in a book, or an article in a newspaper.
6	Monsters/ Creatures	They are commonly portrayed as mutants, exaggerated facial features and body proportions, extra limbs, supernatural, and otherworldly.
7	Proportion	The size and scale of the specific features in relation to one another
8	Hue	Hue refers to the origin of the colours we can see.
9	Modulation	In order to create a modulated effect, the idea is to build up highlights slowly as you move up the panel and one way to do this is to start with a base colour and slowly add white to it.
10	Pencil Crayon	Pencil Crayons are an art medium constructed of a narrow, pigmented core encased in a wooden cylindrical case
11	Composition	In a painting, generally refers to how the parts of the image relate to each other to create a whole. This includes the placement of objects within the picture.
12	Collage	Collage is a technique of art creation, by which art results from an assemblage of different forms, thus creating a new whole. A collage may sometimes include magazine and newspaper clippings, paint, bits of coloured papers, portions of texts, photographs and other found objects, glued to a piece of paper or canvas.