

100% book - Year 7 Grammar

Aim to memorise 100% of the knowledge on these Knowledge Organisers



Term 2

Swindon Academy 2022-23

Name:	
Tutor Group:	
Tutor & Room:	

"If you are not willing to learn, no one can help you.

If you are determined to learn, no one can stop you."

Using your Knowledge Organiser and Quizzable Knowledge Organiser

Knowledge Organisers

Year 7 Term 1 Science/Chemistry - Topic: TOP Particles

What are we learning this term:
 1. Particle model
 2. Changing state
 3. Mixtures
 4. Separating techniques

4 Key Words for this term:
 1. Matter
 2. Particles
 3. Gases
 4. Freezing

A. Describe the properties of the three states of matter.
 Solid: Particles are packed closely together in a regular pattern. They vibrate in fixed positions.
 Liquid: Particles are arranged randomly but are still touching each other. They can slide past each other and move around.
 Gas: Particles are far apart and are arranged randomly. They carry a lot of energy and they move in all directions in a high speed.

A. What is particle theory?
 The theory that all matter is made up of particles.

A. What is the law of conservation of mass?
 The Law of Conservation of Mass states that mass cannot be created or destroyed.

B. What are the different changes of state?
 Melting: change of state from solid to liquid
 Freezing: change of state from liquid to solid
 Evaporation: change of state from liquid to gas
 Condensation: change of state from gas to liquid

C. What is the difference between a pure and an impure substance?
 Pure: A material that is made up of only one type of particle.
 Impure: A material that is made up of more than one type of particle.

Quizzable Knowledge Organisers

A. What is particle theory?

A. Describe the arrangement and movement of particles in the three states of matter.

Solid

Liquid

Gas

A. What is the law of conservation of mass?

B. What are the different changes of state?

Melting

Freezing

Evaporation

Condensation

C. What is the difference between a pure and an impure substance?

Pure

Impure

solid liquid gas

solid liquid gas

solid liquid gas

Expectations for Prep and for using your Knowledge Organisers

1. Complete all prep work set in your subject prep book.
2. Bring your prep book to every lesson and ensure that you have completed all work by the deadline.
3. Take pride in your prep book – keep it neat and tidy.
4. Present work in your prep book to the same standard you are expected to do in class.
5. Ensure that your use of SPAG is accurate.
6. Write in blue or black pen and sketch in pencil.
7. Ensure every piece of work has a title and date.
8. Use a ruler for straight lines.
9. If you are unsure about the prep, speak to your teacher.
10. Review your prep work in green pen using the mark scheme.

Knowledge Organisers contain the essential knowledge that you **MUST** know in order to be successful this year and in all subsequent years.

They will help you learn, revise and retain what you have learnt in lessons in order to move the knowledge from your short-term memory to long-term memory.

These are designed to help you quiz yourself on the essential Knowledge.

Use them to test yourself or get someone else to test you, until you are confident you can recall the information from memory.

Top Tip

Don't write on your Quizzable Knowledge Organisers! Quiz yourself by writing the missing words in your prep book. That way you can quiz yourself again and again!

How do I complete Knowledge Organiser Prep?

Step 1

Check Epraise and identify what words /definitions/facts you have been asked to learn. Find the Knowledge Organiser you need to use.

The image shows the epraise website interface. On the left is a 'Planner' for the week of 10th May to 16th May 2020, with a grid for subjects like Science, History, and English. On the right is a 'Knowledge Organiser' for 'What is particle theory?' with sections for 'What is particle theory?', 'Describe the arrangement and movement of particles in the three states of matter', and 'What is the law of conservation of mass?'.

Step 2

Write today's date and the title from your Knowledge Organiser in your Prep Book.

The image shows a student's prep book. The date '29th May 2020' and the title 'Particle theory' are written in the top right of the knowledge organiser template. The template includes sections for 'What is particle theory?', 'Describe the arrangement and movement of particles in the three states of matter', and 'What is the law of conservation of mass?'.

Step 3

Write out the keywords/definitions/facts from your Knowledge Organiser in FULL.

The image shows handwritten notes in a student's prep book. The date '29th May 2020' is written at the top. Below it, the title 'Properties of the states of matter' is written. The notes define particle theory as 'all matter is made of particles'. It then defines the three states of matter: Solid (regular pattern, particles vibrate in fixed position), Liquid (particles are arranged randomly but are still touching each other, particles can slide past each other and move around), and Gas (particles are far apart and are arranged randomly, particles carry a lot of energy).

Step 4

Read the keywords/definitions/facts out loud to yourself again and again and write the keywords/definitions/facts at least 3 times.

The image shows handwritten notes in a student's prep book. The definition of solid is written three times: 'Solid = regular pattern particles vibrate in fixed position'.

Step 5

Open your quizzable Knowledge Organiser. Write the missing words from your quizzable Knowledge organiser in your prep book.

The image shows a student's prep book with the quizzable knowledge organiser template. The date '29th May 2020' and the title 'Particle theory' are written. The quizzable sections are filled with handwritten answers: 'Self quizzing' for 'What are the different changes of state?', 'Arrangement/movement of matter' for 'Describe the arrangement and movement of particles in the three states of matter', and 'Solid = regular pattern particles vibrate in fixed position' for 'What is the law of conservation of mass?'.

Step 6

Check your answers using your Knowledge Organiser. Repeat Steps 3 to 5 with any questions you got wrong until you are confident.

The image shows handwritten notes in a student's prep book. The date '29th May 2020' is written at the top. Below it, the title 'Particle theory = all matter is made of particles' is written. The notes define the three states of matter: Solid (regular pattern, particles vibrate in fixed position), Liquid (particles are arranged randomly but are still touching each other, particles can slide past each other and move around), and Gas (particles are far apart and are arranged randomly, particles carry a lot of energy). Checkmarks are placed next to the definitions.

Make sure you bring in your completed Prep notes to demonstrate that you have completed your prep.

What we are learning this term:
<ul style="list-style-type: none"> An introduction to life in Victorian London An introduction to the life of Charles Dickens An introduction to the workhouse and the Poor Law The story and moral of Oliver Twist Key characters and quotations How to write a simple analytical paragraph

Vocabulary: Key Words

morality – a code of right and wrong. People who try to be good can be called moral and people who do bad things can be called immoral .
moral - a lesson that can be derived from a story or experience
vulnerable – in a situation in which you could be easily harmed. People living on the streets are vulnerable .
brutal – very violent or cruel.
barbaric – cruel and wild
exploit - Taking advantage of someone to benefit from them.
corrupt – a word used to describe a person who uses their power in a dishonest or illegal way in order to make life better for themselves.
villain – a bad person in a story who harms other people or breaks the law to get what they want.
malicious – meant to hurt or upset someone.
victim – someone who has been harmed, often by other people.
naïve – If someone is naïve if they don't have experience of how complicated life can be and therefore trust people too much.
society – the people who live in a certain area. This could be a country, town or small group.
workhouse – a place where people who couldn't support themselves were sent to live and work.
poverty - being extremely poor

Plot Breakdown of Oliver Twist

Oliver is born in the workhouse. When he is a bit older he is nominated to ask for more food because the boys are starving.
He is kicked out of the workhouse and sold to the Sowerberry family to be an undertaker's apprentice. He's bullied by Noah, they fight and he is locked up.
Oliver runs away to London, meets Dodger and is introduced to Fagin's gang.
Oliver is taken out with the gang and is horrified to see Dodger steal a gentleman's handkerchief. Oliver is wrongly arrested for the theft.
The gentleman, Mr. Brownlow, takes pity on Oliver and takes him in. The gang plot to get him back in case he reveals information about them.
Oliver is abducted by the gang whilst running an errand for Mr. Brownlow.
Oliver is used by Sikes in a burglary. They fail and Sikes runs away. Oliver is left behind but the people who live there feel sorry for him and look after him. They are called Fred and Rose Maylie.
When Bill and Fagin realise what has happened, they plot to catch Oliver again. Nancy overhears and visits Mr. Brownlow to warn him.
Fagin tells Bill about Nancy's betrayal and Bill murders her. Fagin is discovered and sent to prison and Bill dies trying to run away.
Oliver discovers who his parents were and joins Mr. Brownlow and the Maylies to live happily ever after.

Historical Context: Charles Dickens in the Victorian era.

'Oliver Twist' was written in 1837-39. This is in the Victorian era by Charles Dickens.
It was published chapter by chapter in a periodical (magazine).
Charles Dickens had to work in harsh conditions as a child when his father was sent to prison. This mirrors the childhood of Oliver and the other boys in the workhouse.
Dickens wanted to criticise a new change to The Poor Law which happened in 1834 and created more workhouses and show how hard life was for poor people.
Oliver Twist was written in the Victorian era. This means that Queen Victoria was the reigning monarch at the time. Dickens lived and worked through this time period. The novel is a social commentary on the perceptions of society at the time.

The Big Ideas in Dicken's Oliver Twist

Corruption - Dickens presents corruption from the outset and throughout. <ul style="list-style-type: none"> Powerful people are corrupt e.g., Bumbles Powerless people corrupt others e.g., Dodger, Fagin & Bill
Villains' vs victims - Dickens juxtaposes the purest, most vulnerable and innocent of children against the most violent, brutal and selfish criminal. However, he presents the characters of a scale of villainy. Is it just a matter of time before Oliver, if left unchecked, would deteriorate into a man like Bill?
Crime - Dickens presents his reader with the realities of the criminal underworld of Victorian London. He shows the reader what the future often holds for destitute orphan children that are abandoned by society. All children may end up like Dodger or Nancy, then like Fagin or even Bill.
Poverty - Dickens wants to illustrate what life was really like for poor people in the Victorian era He believed that just because people were poor, that didn't mean they deserved to be treated like criminals. This directly links to Dickens' criticism of The Poor Law of 1834.

Vocabulary: Subject Specific Terminology

characterisation - the way a writer shows what a character is like
irony - figure of speech in which the intended meaning is the opposite of the literal meaning
novel – a novel is a long book that tells the story of imaginary people and events
protagonist - he main character
antagonist - a character in a story who is the chief enemy of the protagonist.
topic sentence – the first sentence of your analytical paragraph.

Characters in Oliver Twist

<p>Oliver He is a 'pale, thin' orphan who is treated badly by almost everyone he meets. He tries his best to be a good person and experiences 'horror and alarm' whenever he sees crimes being committed.</p>
<p>Mr. Bumble The corrupt man who runs the workhouse and gives Oliver his name.</p>
<p>Noah Claypole A 'malicious' boy who bullies Oliver at the undertakers.</p>
<p>Fagin An old man who runs the gang of pickpockets. He seems kind but his selfish nature as he gets young boys to do his dirty work for him.</p>
<p>Jack Dawkins (The Artful Dodger) A young boy who introduces Oliver to Fagin's gang.</p>
<p>Bill Sikes A 'rough man' who has been a criminal for many years. He beats his dog viciously and brutally kills his girlfriend, Nancy.</p>
<p>Nancy Bill's girlfriend who risks her life to help Oliver escape from the gang. She loves Bill even though he treats her abusively and she feels guilty about the life of crime she has led.</p>
<p>Mr. Brownlow A wealthy older gentleman who takes Oliver in and looks after him.</p>
<p>Writing Analytically</p> <p>What three things must a topic sentence do? – be accurate, focus on one thing, answer the question</p> <p>What is a quotation? - a sentence or phrase copied exactly from what someone has said or written. To quote means to copy exactly what someone has said or written.</p> <p>What do you do once you have written a topic sentence and matching quote? - explore how the quote proves the point in as much detail as you can.</p>

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Vocabulary: Key Words

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victim –

naïve –

society –

workhouse –

poverty –

Plot Breakdown of Oliver Twist

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Historical Context: Charles Dickens in the Victorian era.

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The Big Ideas in Dicken’s Oliver Twist
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Corruption -

Villains' vs victims -

Crime -

Poverty -

Vocabulary: Subject Specific Terminology
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characterisation -

irony -

novel –

protagonist -

antagonist -

topic sentence –

Characters in Oliver Twist

Oliver

Mr. Bumble

Noah Claypole

Fagin

Jack Dawkins (The Artful Dodger)

Bill Sikes

Nancy

Mr. Brownlow

Writing Analytically

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What we are learning this term:

A. Male & female reproductive system
 B. Menstruation, fertilisation, gestation and birth

4 Key Words for this term

1 Reproduction
 2 Gamete
 3 Fertilisation
 4 Menstrual

A. What are the parts of the female reproductive system?

Ovary	The organ where eggs are produced and where they mature ready for release each month
Oviduct	The small tube leading from each ovary to the uterus – the egg travels along here and fertilisation happens here
Uterus	The organ where an embryo grows into a foetus and eventually a baby
Uterus lining	The wall of the uterus
Cervix	A ring of tissue between the uterus and vagina; this helps keep a foetus in place during pregnancy
Vagina	The organ that is entered by the penis during sexual intercourse and also part of the birth canal

A. What are the parts of the male reproductive system?

Testes	The organ where sperm cells are made
Scrotum	The skin that holds the testes
Sperm ducts	The tubes that carry sperm from the testes to the urethra
Glands	These add liquids, including nutrients for the sperm, to the sperm cells from the testes to make semen
Urethra	The tube that carries either urine or semen out of the body through the penis
Penis	The organ that enters the vagina during sexual intercourse
Foreskin	The skin that protects the end of the penis

A. What are the parts to the female reproductive system?

Oviduct
 Ovary
 Uterus
 Bladder
 Cervix
 Vagina
 Urethra

B. What is the menstrual cycle and what happens on each day?

The menstrual cycle prepares the female body for pregnancy by causing eggs to mature and be released. It lasts for 28 days.

Days 1-5	• 'period' happens (menstruation), where uterus lining breaks down.
Days 6-13	• Uterus lining builds up (thickens) to prepare for pregnancy. The egg (ovum) matures in the ovary
Day 14	• Egg (ovum) released from the ovary and travels down the oviduct
Days 15-28	• Uterus lining stays thick, in case the egg is fertilised

B. What is gestation?

The time when the embryo/foetus develops inside the womb between conception and birth.

A. What are the parts to the male reproductive system?

Bladder
 Glands
 Penis
 Sperm duct
 Urethra
 Testis
 Foreskin
 Scrotum

B. What is fertilisation?

Fertilisation is when a sperm cell and an ovum (egg) fuse. Sperm cells are released into the female reproductive system during sexual intercourse (ejaculation). One sperm cell breaks through the cell membrane and enters the ovum. The nuclei fuse together.

What are the parts to the egg and sperm cell?

tail
 membrane
 cytoplasm
 nucleus
 head
 nucleus
 membrane

human sperm human ovum

B. What is the process of birth?

After pregnancy, the foetus is ready to be born.

- The muscles in the wall of the uterus contract, contractions get stronger and faster – 'labour'
- The amniotic sac breaks, which releases some liquid
- Contractions push the baby headfirst through the cervix and out through the vagina

What we are learning this term:
 A. Male & female reproductive system
 B. Menstruation, fertilisation, gestation and birth

4 Key Words for this term
 1
 2
 3
 4

A.	What are the main parts of the female reproductive system?
Ovary	
Oviduct	
Uterus	
Uterus lining	
Cervix	
Vagina	

A.	What are the main parts of the male reproductive system?
Testes	
Scrotum	
Sperm ducts	
Glands	
Urethra	
Penis	
Foreskin	

A. What are the parts to the female reproductive system?

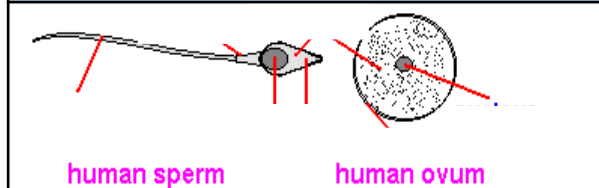
B. What is the menstrual cycle and what happens on each day?

Days 1-5	
Days 6-13	
Day 14	
Days 15-28	

A. What are the parts to the male reproductive system?

B. What is fertilisation?

What are the parts to the egg and sperm cell?



B. What is gestation?

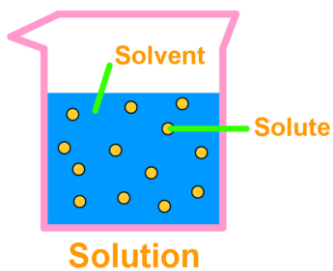
B. What is the process of birth?



D.	What is a mixture?
A mixture contains different elements or compounds that are not chemically joined to each other.	

D.	What happens when a substance dissolves?
During dissolving, the solvent particles surround the solute particles and move them away so they are spread out in the solvent.	

D.	What are the different parts of a solution?
Solute	The substance that dissolves into the solvent.
Solvent	The liquid that the solute dissolves into.



D.	What is the difference between a soluble substance and an insoluble substance?
Soluble	A substance that dissolves into a solvent.
Insoluble	A substance does not dissolve into a solvent.

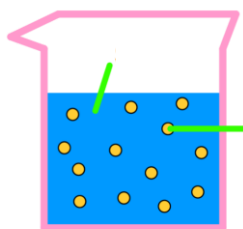
D.	How are different mixtures separated?	
Method	Used to separate:	Apparatus
Evaporation		
Filtration	An insoluble solid from a liquid	
Distillation	The parts of a liquid solution according to their boiling point.	
Chromatography	Mixtures of solutes according to their solubilities in a solvent.	



D.	What is a mixture?

D.	What happens when a substance dissolves?

D.	What are the different parts of a solution?
Solute	
Solvent	







Solution

D.	What is the difference between a soluble substance and an insoluble substance?
Soluble	
Insoluble	

D.	How are different mixtures separated?	
Method	Used to separate:	Apparatus
Evaporation		
Filtration		
Distillation		
Chromatography		



A. What is the law of conservation of energy?
 Energy can not be destroyed or created, only transferred.

A. What are the five pathways that transfer energy between stores?	
	Forces
	Heating
	Radiation
	Electric currents

B. What is the difference between a conductor and in insulator?
 A conductor allows energy transfer to occur through it whereas an insulator does not.

B. In which direction does heating transfer energy ?
 From the hot to cold.

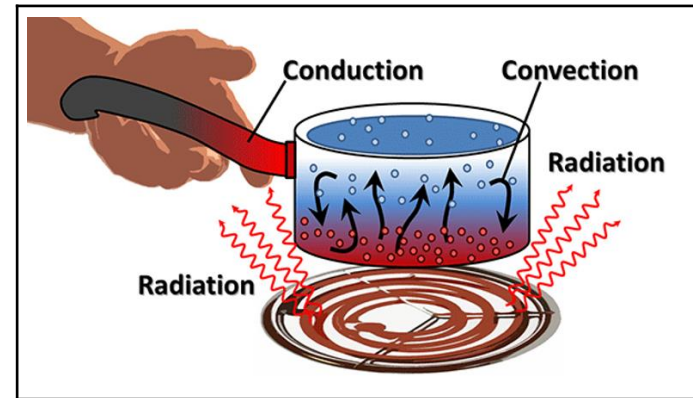
B. Describe the main steps in conduction.
 1. Particles gain energy and vibrate
 2. they pass vibrations (and therefore energy) to adjacent particles

B. Describe the main steps in convection.
 1. Particles in a fluid gain energy and move further apart.
 2. This makes the fluid less dense, causing it to rise.

C. What is the equation for power?

$$\text{power}(W) = \frac{\text{energy transferred (J)}}{\text{time (s)}}$$

C. What is power?
 The rate at which energy is transferred.



C. What are the units of power?
 Watt (W) Joule per second (J/s)

C. What does the power rating of an appliance tell you?
 The amount of energy the appliance transfers every second.

B. Describe the three methods of energy transfer through heating.

Method	Medium	Description
Conduction	Solids	Heat energy is transferred via particle vibrations.
Convection	Liquids and gases.	Heat energy is transferred by a convection current.
Radiation	Does not need a medium	Heat is transferred via infrared waves.





C. How many Watts are in a kilowatt?
 1000

C. Define a kilowatt hour.
 The amount of energy transferred by a 1kW appliance in an hour.



A. What is the law of conservation of energy?

A. What are the five pathways that transfer energy between stores?

	
	Heating
	Radiation
	Electric currents

B. What is the difference between a conductor and in insulator?

B In which direction does heating transfer energy ?

B. Describe the main steps in conduction.

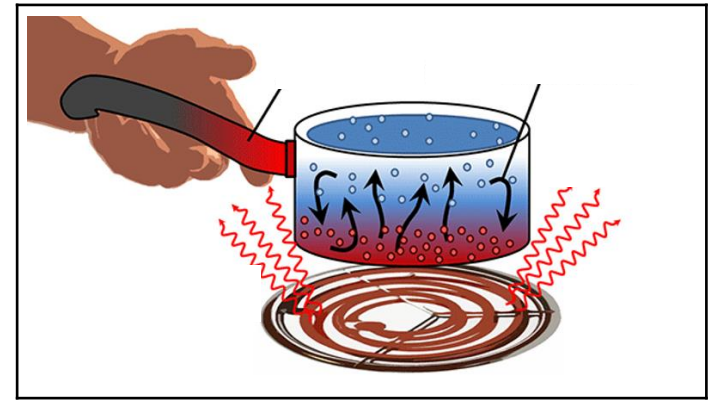
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B. Describe the main steps in convection.

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C. What is the equation for power?

C. What is power?



C. What are the units of power?

C. What does the power rating of an appliance tell you?

B. Describe the three methods of energy transfer through heating.

Method	Medium	Description
Conduction		
Convection		
Radiation		

C. How many Watts are In a kilowatt?

1000

C. Define a kilowatt hour.



What we are learning this term:	
A. School subjects and adjectives B. Opinions of school subjects C. Describing the school day D. Key words across topics E. Telling the time F. Daily Routine G. Translation practice	
6 Key Words for this term	
1. estudiar	4. el horario
2. asignaturas	5. las instalaciones
3. Pienso que...	6. profesor(a)

C. ¿Qué color es? What colour is it?	
Los colores amarillo/a atigrado/a azul blanco/a dorado/a gris marrón negro/a rojo/a verde dorados/as marrones negros/as	Colours yellow tabby blue white gold grey brown black red green gold brown black

Key Verbs				
Ser To be	estudiar To study	Pensar To think	Escribir To write	Vivir To live
Soy I am	Estudio I study	Pienso I think	Escribo I write	Vivo I live
Eres You are	Estudias You study	Piensas You think	Escribes You write	Vives You live
Es s/he is	Estudia He/she studies	Piensa s/he thinks	Escribe s/he writes	Vive s/he lives
Somos We are	Estudiamos We study	Pensamos We think	Escribimos We write	Vivimos We live
son They are	Estudian They study	Piensan They think	Escriben They write	viven They live

A. Key Opinions	
Me gusta Me encanta Odio porque divertido/a aburrido/a útil inútil cómodo/a interesante entretenido/a emocionante guay genial soso asqueroso/a malo bueno	I like I love I hate because... fun boring useful pointless comfortable interesting entertaining exciting cool amazing dull disgusting bad good

D. Las Instalaciones - Facilities	
el aula la biblioteca el patio los laboratorios el salón de actos el despacho de la directora un campo de fútbol un comedor un gimnasio una piscina unas clases hay no hay tiene no tiene en mi instituto alumnos mixto el salón de los profesores	the classroom the library the patio the laboratories the hall the Head's office the football pitch the dining room the gym the pool some classes there is / there are there isn't it has it doesn't have in my school students mixed the staffroom

E. Describe tus asignaturas		F. La hora – Telling the Time	
el inglés las matemáticas la música la religión la tecnología Odio ... Detesto ... Mi asignatura favorita Pienso que ... (los profesores) son aburrido/a/ bueno/a/buenos/as divertido/a/ difícil/es fácil/es interesante/s relajante/s simpático/a/os/as –	English Maths Music R.E. design technology I hate ... I detest ... favourite subject I think that ... (the teachers) are aburrido/a/ good fun difficult easy interesting relaxing nice	Es la Son las y media y cuarto menos cuarto uno dos tres cuatro cinco seis siete ocho nueve diez once doce trece catorce quince dieciséis diecisiete dieciocho diecinueve veinte veintiuno veintidos veintitres veinticuatro ¿Qué hora es? la hora El reloj	It is... It is...(plural) half past quarter past quarter to one two three four five six seven eight nine ten eleven twelve thirteen fourteen fifteen sixteen seventeen eighteen nineteen twenty twenty one twenty two twenty three twenty four What time is it? the hour / time The clock
E. Describe tus asignaturas?			
Las asignaturas las ciencias la educación física el español el francés la geografía la historia la informática	School subjects Science P.E. Spanish French Geography History ICT		
lunes martes miércoles jueves viernes sábado domingo empezar terminar La hora de comer	Monday Tuesday Wednesday Thursday Friday Saturday Sunday To start To finish The lunch hour		

B. Key verbs across topics	
tener ser ir hacer jugar ver escuchar comprar vivir hablar deber querer visitar escribir	to have to be to go to do/to make to play to see to listen to buy to live to speak to have to to want / to love to visit to write



What we are learning this term:	
A. School subjects and adjectives B. Opinions of school subjects C. Describing the school day D. Key words across topics E. Telling the time F. Daily Routine G. Translation practice	
6 Key Words for this term	
1. estudiar	4. el horario
2. asignaturas	5. las instalaciones
3. Pienso que...	6. profesor(a)

C. ¿Qué color es? What colour is it?	
Los colores	Colours
_____	yellow
_____	tabby
azul	_____
blanco/a	_____
_____	gold
gris	_____
_____	brown
negro/a	_____
_____	red
verde	_____
_____	gold
marrones	_____
_____	black

Key Verbs				
Ser To be	estudiar To study	Pensar To think	Escribir To write	Vivir To live
Soy _____	Estudio _____	Pienso I _____	Escribo _____	Vivo I live
Eres You are	Estudias _____	Piensas _____	Escribes You write	Vives You live
Es s/he is	Estudia _____	Piensa _____	Escribe s/he writes	Vive _____
Somos We are	Estudiamos _____	Pensamos We think	Escribimos We write	Vivimos We live
son They are	Estudian _____	Piensan They think	Escriben _____	viven _____

A. Key Opinions	
Me gusta Me encanta _____	_____
_____	I hate because...
divertido/a	_____
_____	boring
útil	_____
_____	pointless
_____	comfortable
i _____	interesting
_____	entertaining
emocionante	_____
guay	_____
genial	_____
_____	dull
asqueroso/a	_____
malo	_____
bueno	_____

D. Las Instalaciones - Facilities	
_____	the classroom
_____	the library
_____	the patio
los laboratorios	_____
el salón de actos	_____
el despacho de la directora	_____
_____	the football pitch
_____	the dining room
_____	the gym
_____	the pool
_____	some classes
hay	_____
no hay	_____
tiene	_____
no tiene	_____
_____	in my school
_____	students
_____	mixed
_____	the staffroom

E. Describe tus asignaturas		F. La hora – Telling the Time	
_____	English	Es la	_____
_____	Maths	Son las	_____
_____	Music	_____	half past
_____	R.E.	_____	quarter past
_____	design technology	_____	quarter to
Odio ...	_____	uno	_____
Detesto ...	_____	dos	_____
Mi asignatura favorita	_____	tres	_____
Pienso que ...	_____	cuatro	_____
(los profesores) son aburrido/a/	_____	cinco	_____
_____	_____	seis	_____
_____	good	_____	seven
_____	fun	_____	eight
_____	difficult	_____	nine
_____	easy	_____	ten
interesante/s	interesting	once	_____
relajante/s	_____	doce	_____
_____	nice	trece	_____
_____	Monday	_____	fourteen
_____	Tuesday	_____	fifteen
_____	Wednesday	_____	sixteen
jueves	_____	_____	seventeen
viernes	_____	dieciocho	_____
sábado	_____	diecinueve	_____
domingo	_____	veinte	_____
_____	_____	veintiuno	_____
_____	_____	veintidos	_____
_____	_____	veintitres	_____
_____	_____	Veinticuatro	_____
_____	To start	_____	twenty four
_____	To finish	_____	What time is it?
_____	The lunch hour	_____	the hour / time
_____	_____	_____	The clock

B. Key verbs across topics	
_____	to have
_____	to be
ir	_____
hacer	_____
jugar	_____
_____	to see
_____	to listen
_____	to buy
vivir	_____
hablar	_____
deber	_____
querer	_____
_____	to visit
_____	to write

E. Describe tus asignaturas?	
Las asignaturas	School subjects
_____	Science
_____	P.E.
_____	Spanish
_____	French
la geografía	_____
la historia	_____
la informática	_____



Geography Knowledge Organiser: Year 7 Term 2 Rivers



Background:	
1.	Rivers affect the landscape and the lives of people who live near them.
2.	Rivers are found within their own drainage basin and have their own distinct features. (A)
3.	As a river moves from its source in the upper course, to its mouth in the lower course, its profile changes. (B)
4.	There are many different river processes which can impact the landscape. (C, D)
5.	Processes of erosion and deposition can lead to the formation of different river landforms. (E, F, G)
6.	Flooding is a key feature of rivers, and drainage basin processes play a significant role in this. By altering the drainage basin of a river, we can interfere with these processes. (H)
7.	There are many famous examples of floods. Today many strategies have been put in place in an attempt to manage the flood risk. (I)

A. Drainage basin features (6)	
Drainage basin	An area of land drained by a river and its tributaries.
Source	The start of a river.
Mouth	Where the river enters the sea or lake.
Tributary	A small river that joins a larger river.
Confluence	The point at which two or more rivers meet.
Watershed	The dividing line between two drainage basins.

B. River profile (3)	
Upper course	The narrow, steep, upper part of a river, contains waterfalls.
Middle course	The wider, deeper channel, contains meanders and ox-bow lakes.
Lower course	The widest, flattest part of the river, near the mouth, contains the floodplain.

C. Types of erosion (4)	
Hydraulic action	The sheer force of the river causing the bed and banks to erode.
Abrasion	Material carried by the river erodes by scraping along the bed and banks.
Attrition	Eroded material carried by the river, hits into each other breaking down into smaller pieces.
Solution	The acids in the water causing erosion.

E. Waterfall – upper course (2)	
Plunge pool	A pool which forms at the bottom of a waterfall, undercutting the hard rock above.
Gorge	A steep sided valley left behind when a waterfall retreats up stream.

F. Meander – middle course (2)	
Slip off slope	The sloping bed of a meander, from the inside (shallow) to the outside (deep).
River cliff	The undercut bank on the outside bend of a meander.

G. Floodplain – lower course (2)	
Silt	The fertile, eroded material transported by a river.
Levees	Banks found at the side of a river in the lower course.

D. Other river processes (5)	
River load	The material which the river is transporting.
Transportation	The movement of material by the river.
Deposition	When a river loses energy so drops its load.
Lateral erosion	When erosion moves across the land, causing the bends of meanders to widen.
Vertical erosion	Erosion which takes place downwards into the land.

H. Drainage basin processes (6)	
Precipitation	Liquid that falls from the sky e.g. rain, snow, hail.
Interception	When the leaves of trees stop precipitation reaching the ground.
Surface run-off	The movement of water overland back into a river.
Surface storage	Water stored on the surface in lakes or puddles.
Infiltration	The movement of water from the surface into the soil.
Through flow	The movement of water through the soil back into the river.

I. Case study example: Boscastle			
Where/ when?		Cornwall in the south west of the UK, happened in August 2004. A tourist destination.	
Cause (3)		Effect (4)	Response (3)
1. Very heavy rainfall, 89mm in just 1 hour.		1. 25 businesses ruined, costing £25 million in lost trade.	1. Immediate - seven helicopters sent in to rescue people from the roofs of buildings.
2. Steep slopes of Bodmin Moor caused surface run-off.		2. Four bridges destroyed.	2. Long term – river widened and deepened.
3. Impermeable ground meant precipitation could not infiltrate.		3. Homes damaged costing £500 million to repair.	3. Long term - bridges made wider.
		4. 75 cars washed away.	



Geography Knowledge Organiser: Year 7 Term 2 Rivers: QUIZZABLE



Background:	
1.	Rivers affect the landscape and the lives of people who live near them.
2.	Rivers are found within their own drainage basin and have their own distinct features. (A)
3.	As a river moves from its source in the upper course, to its mouth in the lower course, its profile changes. (B)
4.	There are many different river processes which can impact the landscape. (C, D)
5.	Processes of erosion and deposition can lead to the formation of different river landforms. (E, F, G)
6.	Flooding is a key feature of rivers, and drainage basin processes play a significant role in this. By altering the drainage basin of a river, we can interfere with these processes. (H)
7.	There are many famous examples of floods. Today many strategies have been put in place in an attempt to manage the flood risk. (I)

A.	Drainage basin features (6)
	An area of land drained by a river and its tributaries.
	The start of a river.
	Where the river enters the sea or lake.
	A small river than joins a larger river.
	The point at which two or more rivers meet.
	The dividing line between two drainage basins.

B.	River profile (3)
Upper course	
Middle course	
Lower course	

C.	Types of erosion (4)
Hydraulic action	
Abrasion	
Attrition	
Solution	

E.	Waterfall – upper course (2)
Plunge pool	
Gorge	

F.	Meander – middle course (2)
Slip off slope	
River cliff	

G.	Floodplain – lower course (2)
Silt	
Levees	

D.	Other river processes (5)
	The material which the river is transporting.
	The movement of material by the river.
	When a river loses energy so drops its load.
	When erosion moves across the land, causing the bends of meanders to widen.
	Erosion which takes place downwards into the land.

H.	Drainage basin processes (6)
Precipitation	
Interception	
Surface run-off	
Surface storage	
Infiltration	
Through flow	

I.	Case study example: Boscastle		
Where/ when?			
	Cause (3)	Effect (4)	Response (3)
1		1	1
2		2	2
3		3	3
		4	



Year 7 History : Norman changes: Term 2



What we are learning this term:

To what extent did England change as a result of the Norman Conquest?

- A. Keywords
- B. Key dates and people
- C. Who makes up the Anglo Saxon social system ?
- D. What was the difference between the rules of government in Anglo-Saxon England and Norman England?
- E. How did control of society change after the Norman conquest?
- F. How did Norman culture change England

A.	Can you define these key words?
Thegns	Saxon soldiers and minor nobles, owned smaller areas of land and had less power than earls
Forfeiture	The taking away of property (land)
Aristocracy	A groups in society supposed to be superior that has greatly increased access to wealth, power and land
Reforms	Changes to how something is run.
Treasury	The money a king/country has
Continuity	A term to describe when things stay the same over a period of time
Monastic	Referring to the life of monks.

B.	Who makes up the Anglo Saxon social system?
	<p>King – most powerful but could be challenged by earls</p> <p>Earl – most powerful – advised the king, owned huge of wealth and land, helped lead the kings armies. Could challenge the king using force if they wanted to</p> <p>Thegns - owned land and rich, had peasants and slaves work on their land, elite warriors for king</p> <p>Peasants – had to do work for earls and thegns, very poor, farmers, did not own land. Could be called to be the Fyrd, weak peasant soldiers in the kings army</p> <p>Slaves – did not have freedom, owned and controlled by others normally Thegns and Earls. Would normally become slaves if they were in debt or had committed a crime. Slaves that committed crimes less harshly punished as they were seen as property.</p>

C.	What was the difference between the rules of government in Anglo-Saxon England and Norman England		
	Saxon England	Norman England	How did William centralise power to give himself more control over England
	King – had responsibility to protect England from attack and make laws to keep law and order	King had more power and wealth	Royal demesne – king controlled more land Feudal system – enabled him to keep control Domesday book – allowed accurate taxation Knights service – supplied elite soldiers for the king Fiefs and homage – king owned all land he could give to those loyal to him or take it away from those who were not King controlled the church and placed his own bishops in charge. King controlled church land
	Witan – had to approve a new king, gave the king advice on what to do	Witan abolished	
	Earls - in charge of law, taxes and the army within their earldoms	Reduced power for the earls – Earls were less of threat to the king. They had smaller earldoms and were made tenants in chief, like barons, so had to uphold king's law. Most Saxon earls replaced by Normans loyal to William.	
	Had sheriffs who kept control of areas and upheld king's law	Saxon sheriffs were replaced by Normans and given power to punish rebellions	
	Local shire government – controlled justice raised fyrd (peasant soldiers) for the king, raised taxes and upheld the law in shires	Regents would run country whilst king was busy in Normandy. One example was the bishop Lanfranc	
	There were slaves	Slavery banned and slaves freed	

C.	How did Norman culture change England?	
Wealthy nobility spending money	Saxon nobles liked to show off their wealth through clothes and jewellery. Normans built large extravagant buildings such as churches and castles. Eventually all the wooden Saxon churches were replaced by extravagant Norman ones made of stone and brick.	
Christian culture	Normans were very religious and spent lots of their money building churches and praying to make up for the Saxons that they had killed in and after 1066.	
Attitudes to the English	The Normans considered themselves to be superior to the Saxons. They threw out all of the relics in Saxon churches as they thought they were stupid and treated Saxons disrespectfully	
Language	The nobility did not speak English, they spoke French or Latin. Written English became very rare and was replaced by Latin. English was spoken by the peasants.	

D.	How did control of society change after the Norman conquest?
Castles	These helped the Normans to defend their soldiers against Saxons rebelling. Also they scared Saxons in to not wanting to rebel.
Sheriffs	William replaced all Saxon Sheriffs with Norman ones and appointed many more. He used them to collect his taxes, be in charge of justice and running the Royal demesne (land the king controlled)
Feudal system	System established which divided everyone in to social hierarchy and gave William reliable taxes and armies if needed
Church	English bishops replaced with Norman ones loyal to William. New churches in the Norman style replaced Saxon ones to show of Norman power through architecture.
Power	Earls had lost most of their power. The barons had some power but most power was now held freely by the king.



Year 7 History : Norman changes



What we are learning this term:
 To what extent did England change as a result of the Norman Conquest?

A.	Can you define these key words?
Thegns	
Forfeiture	
Aristocracy	
Reforms	
Treasury	
Continuity	
Monastic	

B. Who makes up the Anglo Saxon social system?

What was the difference between the rules of government in Anglo-Saxon England and Norman England		
Saxon England	Norman England	How did William centralise power to give himself more control over England

D.	How did control of society change after the Norman conquest?
Castles	
Sheriffs	
Feudal system	
Church	
Power	

E.	How did Norman culture change England?
Wealthy nobility spending money	
Christian culture	
Attitudes to the English	
Language	

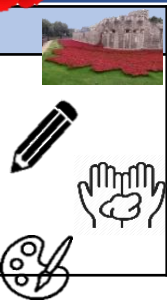


A. Can you define these key words?		B. What do Jews believe and Jewish scripture- 6 main facts	
Key word	Key definition	1	Judaism a unique religion is that you are born into it. in order to be God’s representative on earth, you need to be a descendant of Abraham. This means that you are born a Jews, you cannot convert to Judaism.
Synagogue	The building where a Jewish congregation meets for religious worship and instruction	2	They get these rules from the Torah. The Torah contains 613 laws that set the standard for Jewish life. This is called the Mitzvot and the most important rules are known as the Ten Commandments.
Worship	Showing adoration and love to God	3	Jews believe that if they do not follow these rules and set an example, they will be punished- “You alone have I intimately known of all the families on the earth; therefore I will punish you for all your inequities”
Atonement	the action of making amends for wrongdoing	4	The 3 main beliefs: 1. You must believe in one God 2. Jews are a family of people who have been chosen by God as descendants of Abraham to represent God on Earth 3. God made a covenant with Jews that they must obey and follow the rules in the Torah.
Persecution	Hostility and ill-treatment, especially because of race or political or religious beliefs	5	The Torah scrolls are kept in an Ark in a synagogue. The Torah is sung to a special tune rather than spoken. The scrolls are not directly touched, a pointer is used instead so the Torah does not get damaged or smudged.
Genocide	The deliberate killing of a large number of people from a particular group with the aim of destroying that group	6	Jews believe that Moses was given the “oral Torah” and this was written down later by Jewish teachers. This Talmud helps to give clarification on rules and forms the basis for lots of traditions
Shabbat	A Jewish day of rest.	C. What is Orthodox Judaism- 5 facts	
Torah	The law of God as revealed to Moses and recorded in the first five books of the Hebrew scriptures	What is Reform Judaism- 5 facts	
Aron Hakodesh	A large cupboard that olds the Torah	1	Torah is literally given by God to Moses on Mount Sinai and has been passed on from one generation to another.
Tanakh	The Jewish Scriptures comprising the books of law, the prophets, and collected writings.	2	Jewish Law should be strictly followed as the Torah is the word of God, it is unchanging and should not be changed over time.
Talmud	The body of Jewish civil and ceremonial law and legend.	3	Orthodox men and women dress very modestly and keep most of their skin covered.
Mitzvot	The 613 laws that set the standard for Jewish life	4	Orthodox men are expected to wear a ritual fringe called a Tzitzit and a head-covering as well as grow beards
D Features of the synagogue		5	Do not have any physical contact with those of the opposite sex unless they are married or immediate family members.
Aron hakodesh -It symbolises the Ark of the covenant which held the tablets of stone on which had the 10 commandments carved on	Ner Tamid - A light above the aron hakodesh that never goes out-commanded by God.	E What is celebrated during Pesach and Yom Kippur?	
Sefer Torah - a scroll kept inside the aron hakodesh. Handwritten by a scribe, it is covered with a mantle or cloth that is ornately decorated.	Bimah - A raised platform with a reading desk in the centre where the Sefer Torah is read..	1	Pesach Commemorates Hebrews being saved from the angel of death (10th plague) and their exodus from Egypt.
		2	Yom Kippur- a day to atone for the sins of themselves and their community. Happens on the 10 th day after the new year (Rosh Hashanah).
		F How and why are Jews persecuted?	
		1	- They are a minority religion - They have distinct religious practices and customs that are different to the rest of society and there are fewer Jewish people than other religions
		2	- Superiority - People accuse them of being superior because they see themselves as God’s chosen people
		3	- Christ-killer myth - Some people believe that Jewish people are responsible for god killing (deicide) and the crucifixion of Jesus Christ. This means that a lot of Christians have hatred towards Jewish people. The Romans were actually responsible as Jews did not have the power to crucify people. Jesus himself was actually Jewish



A.		B.			
Can you define these key words?		What do Jews believe and Jewish scripture- 6 main facts			
Key word	Key definition	1			
Synagogue		2			
Worship		3			
Atonement		4			
Persecution		5			
Genocide		6			
Shabbat		C. What is Orthodox Judaism- 5 facts			
Torah		What is Reform Judaism- 5 facts			
Aron Hakodesh		1			
Tanakh		2			
Talmud		3			
Mitzvot		4			
		5			
D Features of the synagogue		E What is celebrated during Pesach and Yom Kippur?		F How and why are Jews persecuted?	
Aron hakodesh-	Ner Tamid-	1	Pesach	1	-They are a minority religion-
Sefer Torah-	Bimah-	2	Yom Kippur-	2	-Superiority-
				3	-Christ-killer myth-

What we are learning this term:	
A.	About Paul Cummins installation 'Blood Swept Lands and Seas of Red'
B.	How to use the Grid method for accurate drawing
C.	Using clay to create a ceramic poppy – slab method for accurate drawing
D.	Using poster paint to decorate your sculpture



6 Key Words for this term
<ol style="list-style-type: none"> 1. Remembrance 2. Sculpture 3. Installation 4. Decoration 5. Line 6. Ceramic



A.	About Paul Cummins and his installation 'Blood Swept Lands and Seas of Red'
What?	He installed 888000 clay poppies at the Tower of London in 2014 covering 16 acres
Why?	Each one represented a service/man woman who died during WW1 (1914-18)
How?	Each one was made by hand using clay, fired in the kiln and painted before going on display



B.	How to use the Grid Method for accurate drawing
1)	Use a ruler to draw an equally spaced grid onto your image
2)	Draw an identical grid LIGHTLY onto paper
3)	Draw in the main outlines of your image, focusing on one square at a time Use a ruler to help you measure the positioning of lines if needed
4)	Add main details before erasing the grid on the paper
5)	Add fine details and build in tone



C. Using clay to create a ceramic poppy using the slab method

Clay is a **material** used by artists. It is made from minerals. It is found underground. There are many different types of clay.

Steps for making your poppy:

1. Roll out the clay using a rolling pin, wooden board and slats
2. Use a template or a cutter to cut the poppy shapes
3. Join piece using **score and slip**
4. Decorate the clay using **additive** and **subtractive** techniques
5. Fire the **sculpture** in the **kiln**
6. **Decorate** the ceramic sculpture using poster paint

What each tool is used for:

Rolling pin	Rolling the clay out into a slab
Wooden board	Stops the clay sticking and minimises dust
slats	Stops the clay being rolled too thin

States of working with clay

Plastic	Very flexible, high moisture content, easy to shape
Leather-hard	Partially dried out, can still be carved but no longer shaped
Bone dry	No moisture. Can't be altered
Bisque fired ceramic	After first firing (lower temperature), waterproof After second firing (higher temperature). Delicate

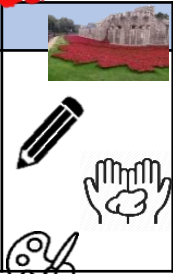


G.	Key words and definitions	
Remembrance		the action of remembering the dead.
Sculpture		A 3dimensional artwork
Installation		Placing a particular artwork in a specific place
Decorate		To make something more appealing or visually attractive
Line		A continuous mark with width, length and direction
Ceramic		made of clay and permanently hardened by heat.
Detail		The small parts of something
Accuracy		How similar a drawing is to the source
Source		What you are drawing or working from
Construct		To build
Score and slip		Method for joining clay
Kiln		The oven used to fire the clay
composition		How the elements of an artwork are arranged
outline		the outer edge or line



What we are learning this term:

- About Paul Cummins installation 'Blood Swept Lands and Seas of Red'
- How to use the Grid method for accurate drawing
- Using clay to create a ceramic poppy – slab method for accurate drawing
- Using poster paint to decorate your sculpture



A. About Paul Cummins and his installation 'Blood Swept Lands and Seas of Red'

What? He installed 888000 clay poppies at the Tower of London in 2014 covering 16 acres

Why? Each one represented a service/man woman who died during WW1 (1914-18)

How? Each one was made by hand using clay, fired in the kiln and painted before going on display

B. What are the stages of drawing using the grid method?



6 Key Words for this term

- Remembrance
- Sculpture
- Installation
- Decoration
- Line
- Ceramic



C. Using clay to create a ceramic poppy using the slab method

Clay is a **material** used by artists. It is made from minerals. It is found underground. There are many different types of clay.

Explain the steps for making your poppy including materials and techniques

- 1
- 2
- 3
- 4
- 5
- 6

Explain what each tool is used for:

Rolling pin	
Wooden board	
slats	

What are each of the States of working with clay

Plastic	
Leather-hard	
Bone dry	
Bisque fired	
ceramic	



G. Add definitions for the key words

Remembrance		
Sculpture		
Installation		
Decorate		
Line		
Ceramic		
Detail		
Accuracy		
Source		
Construct		
Score and slip		
Kiln		
composition		
outline		

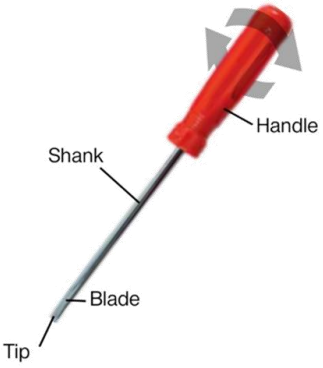
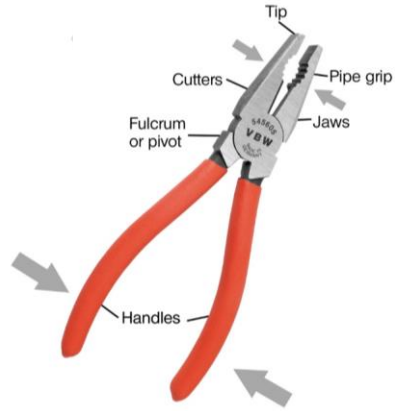



Year 7 PRODUCT DESIGN Term 2 Knowledge Organiser



What we are learning this term:			
A. Design Brief	C. Tools	E. Type of lever	G. Evaluation & Data analysis
B. Specification	D. Forces	F. Fulcrum	H. Modelling

A.	Design brief	B.	Specification
Design Brief	<ul style="list-style-type: none"> The instructions the client gives the designer of what they want the product to be like. 	Specification	<ul style="list-style-type: none"> A design specification is a list of specific things your product needs to be or do.

C. Tools		
Screwdriver	Combination Pliers	Wire Strippers
<p>A screwdriver is a type of tool that is, quite literally, used to drive screws into the surface of materials such as woods, metals or plastics (polymers) Screwdrivers can have different types of blade and tip for use with different types of screws.</p> 	<p>Pliers are a tool used for grip, bend and compress (squeeze). They are a type of first-class lever. There are different types of pliers that are used for different jobs such as combination, side cutters and long nose pliers.</p> 	<p>Wire strippers are a type of tool used to remove the plastic insulation from electrical wires. They cut through the insulation but not through the wire. This is so that the wire can be soldered or put into a connector to allow electricity to flow through it</p> 

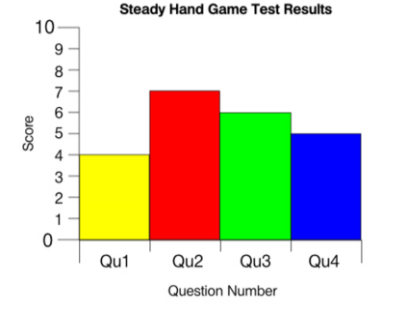
D.	Different screws	E.	Forces	F.	Types of lever
Slot Phillips Pozidriv Hex		Compression When a squeezing force applied	Torsion When a twisting force applied	First class lever With a Class 1 Lever the fulcrum or pivot is in the middle, like on pliers. The effort is on one side and the load is on the other.	

G.	Data analysis
Data analysis	You will need to record the data from the tests and use it to produce results that can be turned in to graphs. See example bar graph below.

Example results




Question 1	Question 2	Question 3	Question 4
4	7	6	5

Steady Hand Game Test Results



H.	Modelling
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To make a 3D representation of your proposed final product to see if it works, what works well and how it could be improved.

	Mock-up	<ul style="list-style-type: none"> Cost effective Quick to make Simple materials; cardboard, paper, foam Made to see how a design idea might look
	Prototype	<ul style="list-style-type: none"> Can be expensive to make Will take longer to make than a mock-up Can be made from the same materials as the final product, also; clay, 3D printer.
	CAD (computer aided design)	<ul style="list-style-type: none"> Higher quality designs Reuse / easily change designs Increased productivity However, you can't physically touch it
Advantages to modelling a design	Designers will model a design idea before making the real thing to test the aesthetics and function. The product can be tested and improved based on the results.	

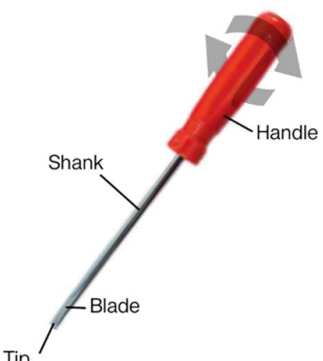
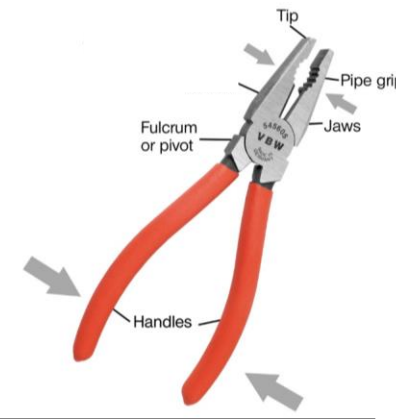



Year 7 PRODUCT DESIGN Term 2 Knowledge Organiser



What we are learning this term:			
A. Design Brief	C. Tools	E. Type of lever	G. Evaluation & Data analysis
B. Specification	D. Forces	F. Fulcrum	H. Modelling

A.	Design brief	B.	Specification
Design Brief	<ul style="list-style-type: none"> The instructions the client gives the designer of what they want the product to be like. 	Specification	<ul style="list-style-type: none"> A design specification is a list of specific things your product needs to be or do.

C. Tools		
Screwdriver	Combination Pliers	Wire Strippers
<p>A _____ is a type of tool that is, quite literally, used to _____ screws into the surface of materials such as _____</p> <p>Screwdrivers can have different types of _____ and _____ for use with different types of _____.</p>	<p>_____ are a tool used for _____, _____ and _____ (squeeze). They are a type of _____ lever.</p> <p>There are different types of pliers that are used for different jobs such as _____, side _____ and _____ pliers.</p>	<p>_____ are a type of tool used to remove the plastic _____ from electrical wires. They cut through the insulation but not through the _____. This is so that the wire can be soldered or put into a _____ to allow electricity to _____ through it</p>
		

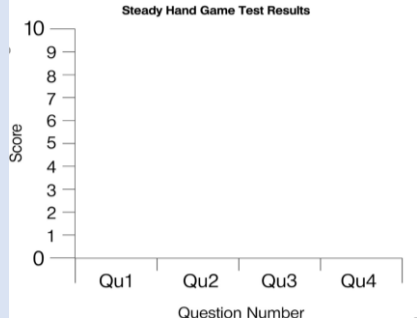
D.	Different screws	E.	Forces
		Compression	
		Torsion	
		F.	Types of lever
		First class lever	

G.	Data analysis
Data analysis	Add the new example results to the bar graph

Example results




Question 1	Question 2	Question 3	Question 4
3	5	2	7

Steady Hand Game Test Results



H.	Modelling
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To make a 3D representation of your proposed final product to see if it works, what works well and how it could be improved.

		<ul style="list-style-type: none"> Cost effective Quick to make Simple materials; cardboard, paper, foam Made to see how a design idea might look
	Prototype	
	(computer aided design)	<ul style="list-style-type: none"> Higher quality designs Reuse / _____ Increased productivity However, you can't physically touch it

Advantages to modelling a design	
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Year 7 Term 1 : Topic = Healthy Eating and High Skills

What we are learning this term:	
A.	Health, safety and hygiene in the kitchen
B.	The Eatwell guide and nutrients
C.	Design Ideas
D.	Weighing
E.	Practical skills
F.	Evaluation Work

6 Key Words for this term	
1 Hygiene	4 Cuisine
2 Health	5 Sensory Analysis
3 Food Poisoning	6 Preparation

B.	What are the 5 different sections of the Eatwell plate?
	<ol style="list-style-type: none"> 1 Fruit and Vegetables 2 Carbohydrates 3 Protein 4 Dairy 5 Fats and Oils

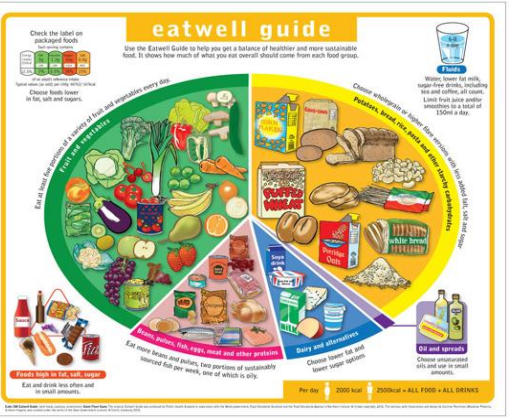


A.	What nutritional foods are in the top picture? Can you list 5 of the food that you can see?
	<p>In this photo you can see a number of protein foods. Protein helps our muscles and cells to grow and repair. Some examples in this photo include:</p> <ol style="list-style-type: none"> 1. Chicken 2. Eggs 3. Nuts 4. Cheese 5. Salmon
B.	What nutritional foods are in the top picture? Can you list 5 of the food that you can see?
	<p>In this photo you can see a number of carbohydrate foods. Carbohydrates give out body energy. Some examples in this photo include:</p> <ol style="list-style-type: none"> 1. Bread 2. Pasta 3. Rice 4. Potatoes 5. Bananas



A.	What are the three main nutrients required in the diet?	
Carbohydrates	Foods that are eaten to give the body energy	
Protein	Food that are eaten to build and repair muscles and cells	
Fats	Food that are eaten to protect your vital organs and insulate your body.	

E.	Keywords
Hygiene	A method of keeping yourself and equipment clean
Research	Information that you find out to help you with a project
Cuisine	Food from a different country
Target Market	The age or type of person you are creating a product for.
Carbohydrates	Foods that give you energy
Protein	Food that grow and repair your muscles
Fibre	Foods that keep your digestive system healthy and avoid constipation.
Calcium	Foods that make your teeth and bones strong
Design Idea	A sketch or plan of how you are hoping a project to turn out.
Organisation	Having everything ready for a lesson and following instructions
Time keeping	Using the time to remain organised.
Sensory analysis	Use your senses to taste and describe a product
Mood Board	A collage of photos and key words based on a project



C.	Can you list 5 health, safety and hygiene rules and explain the importance of them?	
<u>Rule</u>		<u>Why it is important</u>
<ul style="list-style-type: none"> • 1 Wash your hands in hot soapy water • 2 tie back your hair • 3 wear an apron • 4 use oven gloves when handling hot food • 5 wash your hands after handling meat 		<ul style="list-style-type: none"> • 1 to kills germs and bacteria • 2 to stop hair getting into the food • 3 to protect yourself and your food from contamination • 4 to avoid burning yourself • 5 to avoid giving yourself or others food poisoning

Year 7 Term 1 : Topic = Healthy Eating and High Skills

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6 Key Words for this term

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- 2 Health
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- 6 Preparation

A. What are the three main nutrients required in the diet?

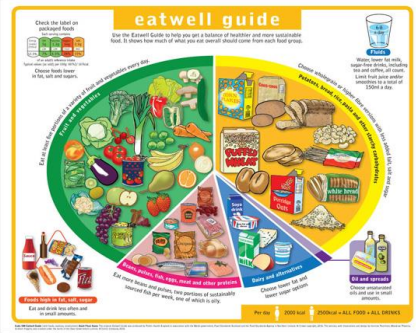
B. What are the 5 different sections of the Eatwell plate?

1	
2	
3	
4	
5	



A. What nutritional foods are in the top picture? Can you list 5 of the food that you can see?

B. What nutritional foods are in the top picture? Can you list 5 of the food that you can see?



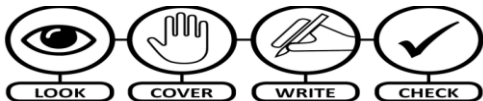
C. Can you list 5 health, safety and hygiene rules and explain the importance of them?

<u>Rule</u>	<u>Why it is important</u>
• 1	• 1
• 2	• 2
• 3	• 3
• 4	• 4
• 5	• 5

E.	Keywords
Hygiene	
Research	
Cuisine	
Target Market	
Carbohydrates	
Protein	
Fibre	
Calcium	
Design Idea	
Organisation	
Time keeping	
Sensory analysis	
Mood Board	




A	What we are learning about this term...
1	Elements of Music
2	Singing Technique
3	Using Graphic scores as notation
4	Singing with confidence
5	Major/ Minor tonality




C - Useful links: practice at home!

These QR codes will take you to YouTube to be able to sing along!

Disney Song Sing Along! ----->



SCAN ME



Check out this vocal warm up!

E - Major and Minor Tonality

Major and Minor mean **happy and sad sounding music** – or mood!
Check out the links below by scanning the QR codes to learn more and complete a major or minor quiz!




Major/ Minor Movie Quiz!

Game 1


B	Keywords
Thin Texture	Not many sounds/layers
Thick Texture	Many sounds/ layers
Round	singing/playing the same thing, starting at different times
Graphic Score	Where pictures and symbols are used instead of notes on the stave
Warm up	An important exercise for singers to prepare their voice for singing
Pulse	The steady beat in music
Rhythm	Combination of long and short notes to create interesting patterns
Octave	Distance of 8 notes (e.g. C to C)


D Treble Clef Notes and Octave

Every Good Boy Deserves Football














...in the space!





1 Octave

F Basic Rhythm Values in 4/4 time

	Beat 1	Beat 2	Beat 3	Beat 4
Technical name SEMI BREVE (4 beats)				
Remember it... Hold for 4 beats				
Technical name Minim (2 beats)				
Remember it... L - ong				
Technical name Crotchet (1 beat)				
Remember it... tea				
Technical name Quavers (1/2 beat)				
Remember it... Cof - fee				

F	Describing Music – MAD T SHIRT							
M	A	D	T	S	H	I	R	T
Melody	Articulation	Dynamics	Texture	Structure	Harmony/Tonality	Instruments	Rhythm	Tempo
The tune	How notes are played	Loud/quiet and any other volume changes	Layers of sound / how they fit together	The sections and organising	Chords used / the mood	Types of instruments heard	Pattern of notes	The speed

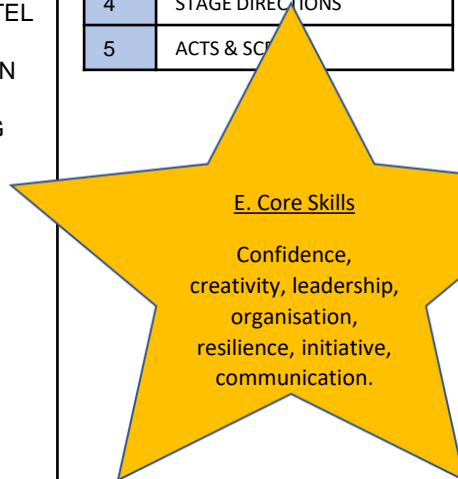


What we are learning this term:	
A.	The foundation, storytelling skills and techniques, used throughout drama.
B.	The 5 elements of drama and how they relate to a performance.
C.	How to apply the storytelling skills and techniques as well as the 5 drama elements to a tretreau performance.
6 Key Words for this term	
1.	Genre – a style or category of a story
2.	Storytelling – the act of telling stories.
3.	Improvisation- create a scene without prior planning or a script.
4.	Characterisation – presentation of a fictional character using gesture, posture and stance.
5.	Tretreau – a 4ft by 6ft stage where 4-7 actors perform.
6.	Physical and visual theatre – communicating a story using objects and bodies.
7.	Mime: using gesture, movement and eye focus to suggest action.

A.	What are the storytelling skills and techniques?
	Key word
1	NARRATION
2	MIME
3	SOUND EFFECTS
4	PHYSICAL AND VISUAL THEATRE
5	CHARACTERISATION
6	

B.	Make a list of different stories.
1	CINDERELLA
2	ROBIN HOOD
3	PETER PAN
4	HANSEL AND GRETEL
5	RUMPELSTILTSKIN
6	LITTLE RED RIDING HOOD
7	THE PIED PIPER
8	SNOW WHITE
9	THE THREE LITTLE PIGS
10	SLEEPING BEAUTY

C.	What are the 5 Drama Elements?
	Key word
1	DIALOGUE
2	SETTING
3	CAST/CHARACTERS
4	STAGE DIRECTIONS
5	ACTS & SCENES



D. Thinking questions.	
1.	How am I showing my character?
2.	What is my body language?
3.	How is it different to my normal?
4.	What is my character feeling?
5.	Do my facial expressions match this?
6.	What is my posture like?
7.	How do I walk?
8.	What is my gait like?
9.	How do I react to the other characters?
10.	How close do I stand to others?

F.	Why is improvisation important in drama?
	It improves an actor's ability to think on their feet, to be creative and use their imaginations.

G. What do these words mean?	Definitions
1. Facial Expression	used to express feelings or tell a story
2. Body Language	a form of non-verbal communication
3. Levels	the space between a performer and the floor
4. Cannon	a move or words that are the same but done one after another
5. Unison	moves or words said at the same time as others
6. Transitions	movement passage from one place or move to another



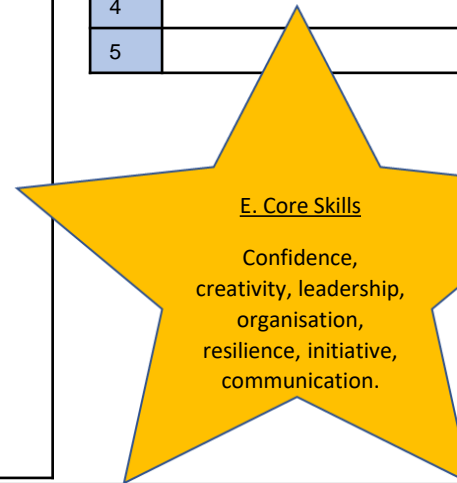
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6 Key Words for this term	
1.	G : a style or category of a story
2.	S : the act of telling stories.
3.	I : create a scene without prior planning or a script.
4.	C : presentation of a fictional character using gesture, posture and stance.
5.	T : a 4ft by 6ft stage where 4-7 actors perform.
6.	P and visual : communicating a story using objects and bodies.
7.	M : using gesture, movement and eye focus to suggest action.

B.	Make a list of different stories.
1	
2	
3	
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6	
7	
8	
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10	

C.	What are the 5 Drama Elements?
	Key word
1	
2	
3	
4	
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D. Thinking questions.	
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A.	What are the storytelling skills and techniques?
	Key words
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