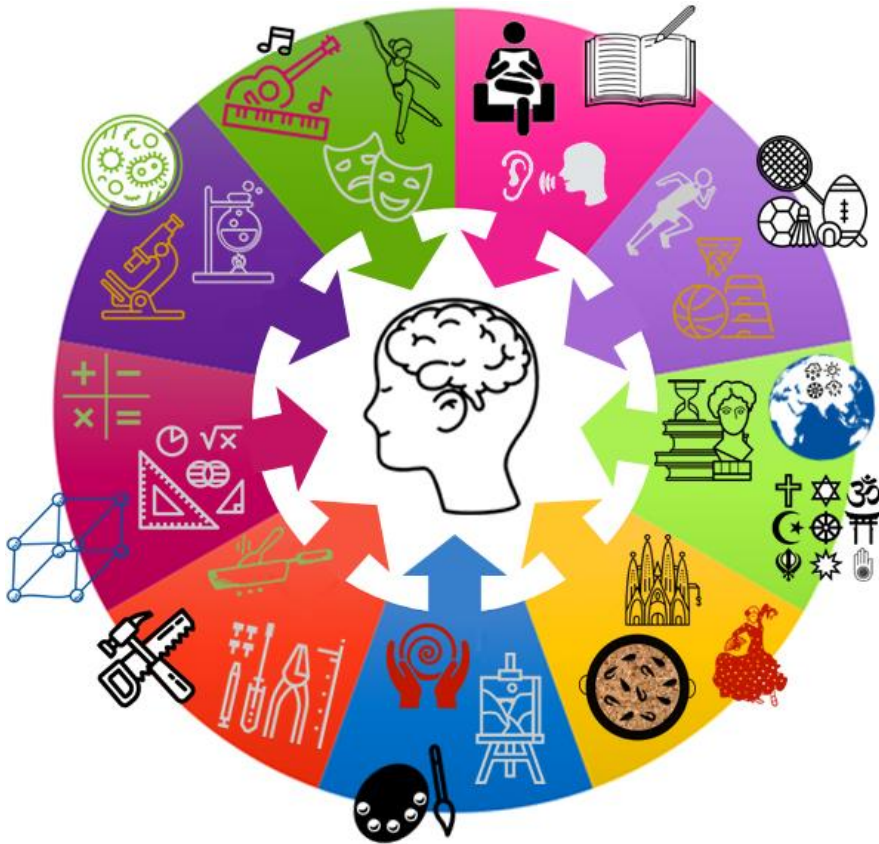


Year 7- Booster Knowledge Organisers

Term 5



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

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.

Quizzable Knowledge Organisers

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!

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.

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 22nd May to 28th May 2020, with a grid for different subjects. On the right is a 'Knowledge Organiser' for 'What is particle theory?'. It contains various sections: 'What is particle theory?', 'What is the law of conservation of mass?', 'What are the different changes of state?', 'What are the different states of matter?', and 'What are the differences between the different states of matter?'. Each section includes definitions and diagrams.

Step 2

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

This image shows a printed version of the knowledge organiser from Step 1. Handwritten in blue ink are the date '29th May 2020' and the title 'Particle theory'. The page includes sections for 'What is particle theory?', 'What is the law of conservation of mass?', and 'What are the different changes of state?'. There are also diagrams for the three states of matter (solid, liquid, gas) and a phase change diagram.

Step 3

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

Handwritten notes on lined paper. At the top, the date '29th May 2020' is written. Below it, the title 'Properties of the states of matter' is underlined. The notes define 'Particle theory = all matter is made of particles'. It then lists the three states: '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.

Handwritten notes on lined paper showing the definition of 'Solid' 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.

This image shows a 'quizzable' version of the knowledge organiser. It has a similar layout to the previous one but with some sections highlighted in blue. Handwritten answers in blue ink are provided for the quizzable sections: 'Self quizzing' for 'What is the law of conservation of mass?', and 'Arrangement/movement of matter' for 'What are the different...'. There are also boxes for 'solid', 'liquid', and 'gas' with arrows pointing to them.

Step 6

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

Handwritten notes on lined paper, similar to Step 3, but with checkmarks next to the definitions: 'Particle theory = all matter is made of particles', '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'.

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

Year 7 Poetry

Tenor, vehicle, ground

Metaphor

Literal language: if something is **literal** it is accurate or precise.

- A **literal** description tells what actually happens.
- Something that is literal reports on events.
- An example would be 'he is lazy'

Metaphor: if something is a **metaphor** it is **not literal**.

- A **metaphor** does **not report on what actually happens**.
- A **metaphor** tells us more about something by bringing ideas together.
- An example would be 'he is a couch potato'

A **metaphor** has three parts:

The tenor: the thing you want to try and describe to your audience.

The vehicle: The imaginative idea you compare it with to help your audience understand it. This is the 'made up' bit.

The ground: the thing the tenor and the vehicle have in common.

Here is an example:

'**Achilles** fought like a **lion**' (both Achilles and the lion are **strong**)

Achilles is the tenor because he is the thing being described. The lion is the vehicle because it is the imaginative idea Achilles is compared to. The ground is that they are both strong because this is what they have in common.

The poems and their key metaphors

'Fog' – Carl Sandburg, 1878 – 1967 'The fog comes on little cat feet '	Both 'the fog' and the 'little cat feet' are grey, delicate and move gently.
'November Night' – Adelaide Crapsey, 1878 – 1914 'like steps of passing ghosts ,/ The leaves , frost –crisp'd, break from the trees and fall'	Both 'the leaves' and 'the steps of passing ghosts' rustle softly.
'Sally' – Phoebe Hesketh, 1909 – 2005 'She was a dog-rose kind of girl:/ Elusive, scatterery as petals '	Both Sally and 'a dog-rose' are wild and not traditionally beautiful.
'Pigeons' – Richard Kell, 1927 – 'small blue busybodies / Strutting like fat gentlemen ' 'their heads like tiny hammers '	Both pigeons and 'busybodies' walk around looking like they think they're important. Both pigeons and fat gentlemen have big bellies but look quite dignified.
'The Eagle' – Alfred, Lord Tennyson, 1809 – 1892 'And like a thunderbolt he falls '	Both the eagle falling and 'a thunderbolt' are fast and dangerous.
'The Tyger' – William Blake, 1757 – 1827 'Tyger, tyger burning bright'	Both the tiger and fire are beautiful and powerful, but also difficult to control.

Review of the year's core knowledge:

What three things must a topic sentence do?	Answer the question directly, focus on one thing, be accurate.
What does 'annotating a quotation' mean?	Focusing on a quotation in great detail. Underlining, circling and writing notes next to key words
What is a quotation?	A quotation is 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.
What are the three checks that you should do to be sure your quotation is effective?	Show that the topic sentence is accurate. Avoid repeating the topic sentence. Last no more than two lines of your writing.
What are the six key features of a play?	Written by a playwright. About two to four hours long. Only contain speech. Divided into acts and scenes. Are written for actors to speak aloud. Give stage directions.
What is a play?	A play is a piece of writing which is performed in the theatre.
When we read aloud, why is punctuation useful?	It enables the reader to see where to pause and add emphasis.
What three things must you do to ensure that you are speaking clearly?	Speak at an appropriate volume, speak at an appropriate pace, and speak with appropriate enunciation.
What are the conventions of a Shakespearean comedy?	It has a happy ending, usually including a marriage. There are no deaths in the play. There is at least one romantic plot. One plot involves characters who aren't royalty. They are servants and tradespeople. These characters get into ridiculous situations. There is confusion around who characters really are.

Year 7 Poetry

Tenor, vehicle, ground

Metaphor

Literal language: if something is **literal** it is accurate or precise.

- A **literal** description tells what _____.
- Something that is literal reports on _____.
- An example would be 'he is lazy'

Metaphor: if something is a **metaphor** it is **not literal**.

- A **metaphor** does _____ **report on what actually happens**.
- A **metaphor** tells us more about something by bringing ideas together.
- An example would be 'he is a couch potato'

A **metaphor** has three parts:

The tenor: the _____ you want to try and describe to your audience.

The vehicle: The imaginative idea you _____ it with to help your audience understand it. This is the 'made up' bit.

The ground: the thing the tenor and the vehicle have in _____.

Here is an example:

'**Achilles** fought like a **lion**' (both Achilles and the lion are **strong**)

Achilles is the _____ because he is the thing being described. The lion is the _____ because it is the imaginative idea Achilles is compared to. The _____ is that they are both strong because this is what they have in common.

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Alternative Year 7 Term 5 Science: Topic Animals



What we are learning this term:	A.	Name the organs that help us move
A. Organs and organ systems B. Keeping healthy	Skeleton	<ul style="list-style-type: none"> It is made of bones. It supports and protects the body and to helps it move.
7 Key Words for this term		
1. Skeleton 4. Digestive 2. Muscle 5. Diet 3. Circulatory	Muscle	<ul style="list-style-type: none"> It contracts and gets shorter, so pulls on the bone it is attached to. It relaxes and goes back to its normal size.

A.	Name the organ systems	B.	What three things does a healthy lifestyle include?
Digestive system	<ul style="list-style-type: none"> Made up of: the mouth, stomach intestines. The food we eat broken down into other substances that our bodies can use. This is called digestion. 	<ol style="list-style-type: none"> 1. A balanced diet 2. Exercise 3. Enough sleep 	
		B.	What four food groups does a balanced diet include?
Circulatory system	<ul style="list-style-type: none"> Made up of: the heart, blood vessels and the blood itself. Blood travels through your body. It carries useful materials like oxygen, water and nutrients and removes waste products like carbon dioxide. 	<ol style="list-style-type: none"> 1. Carbohydrates 2. Proteins 3. Fats 4. Fibre 	

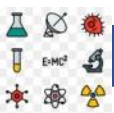


Alternative Year 7 Term 5 Science: Topic Animals

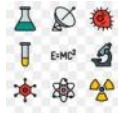


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A.	Name the organ systems	B.	What three things does a healthy lifestyle include?
D _____ system	<ul style="list-style-type: none"> Made up of: the _____, _____, _____ The food we eat broken down into other substances that our bodies can use. This is called _____. 	1. A b _____ d _____ 2. E _____ 3. Enough s	
B.	Name the organ systems	B.	What four food groups does a balanced diet include?
C _____ system	<ul style="list-style-type: none"> Made up of: the _____, _____, _____ and _____ itself. Blood travels through your body. It carries useful materials like oxygen, water and nutrients and removes waste products like carbon dioxide. 	1. C _____ 2. P _____ 3. F _____ 4. F _____	



Alternative Year 7 Term 5 Science: Topic Forces



What we are learning this term:

- A. Pushes and pulls
- B. Balanced and unbalanced
- C. Magnets

7 Key Words for this term

- 1. Force
- 2. Balanced
- 3. Unbalanced
- 4. Magnet
- 5. Pole

C. Describe how magnets behave

- Magnets have two **poles**.
- When **different** poles are close, they **attract** - pulling together.
- When two of the **same** poles are close, they **repel** - pushing apart.



A. Describe what a force is.

Forces are **pushes** and **pulls** in a particular direction

- Forces are shown by **arrows** in diagrams.
- The direction of the arrow shows the **direction** in which the force is acting.
- The **bigger** the arrow, the **bigger** the force.

B. Compare balanced and unbalanced forces

Balanced forces

- The forces are the same size but are acting in opposite directions.
- If it is still, the object will stay still or if it is moving, it will continue moving in the same direction and at the same speed.



Unbalanced forces

- The forces are different sizes and acting in opposite directions.
- They can make objects start to move, speed up, slow down or change direction.





Alternative Year 7 Term 5 Science: Topic Forces

What we are learning this term:

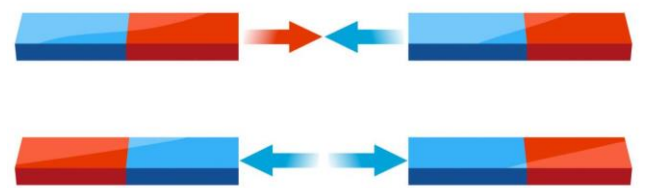
- A. Pushes and pulls
- B. Balanced and unbalanced
- C. Magnets

7 Key Words for this term

- | | |
|---------------|-----------|
| 1. Force | 4. Magnet |
| 2. Balanced | 5. Pole |
| 3. Unbalanced | |

C. Describe how magnets behave

- Magnets have two poles.
- When **different** poles are close, they **attract** - pulling together.
- When two of the **same** poles are close, they **repel** - pushing apart.



A. Describe what a force is.

Forces are **pushes** and **pulls** in a particular direction.

- Forces are shown by arrows in diagrams.
- The direction of the arrow shows the **direction** in which the force is acting.
- The **longer** the arrow the **stronger** the force.

B. Compare balanced and unbalanced forces

Balanced forces

- The forces are the **same** size but are acting in **opposite** directions.
- If it is still, the object will stay still or if it is moving, it will **continue** moving in the same direction and at the same speed.



Unbalanced forces

- The forces are **different** sizes and acting in **opposite** directions.
- They can make objects start to move, speed up, slow down or change direction.



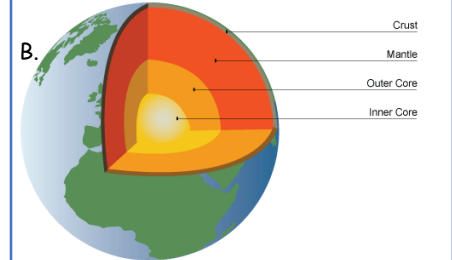


Geography Knowledge Organiser: Year 7 Term 5



Y7WB T5
BACKGROUND

A. What is a hazard?
 B. The structure of the earth.
 C. Why do plates move?
 D. Earth Structure True or False
 E. What happens when plates move?
 F. Plate Margins
 G. Richter Scale
 H. Where is Japan
 I. Effects of the Japan Earthquake 2011



D.

Statement	True or false?
The centre of the earth is the hottest part	True
The outside of the earth is the hottest part	False
The mantle is hard	False
The mantle is made of liquid rock called magma	True
It gets cooler towards the crust	True
We live on the crust	True
The centre of the earth is solid	True
The crust is the thickest layer	False

H. Japan Earthquake 2011
 - Japan is in the **continent of Asia**
 - It is on a **destructive plate boundary** (This is when two plates move towards each other)
 - **Plates** move because of **convection** currents
 - Measured **9** on Richter scale

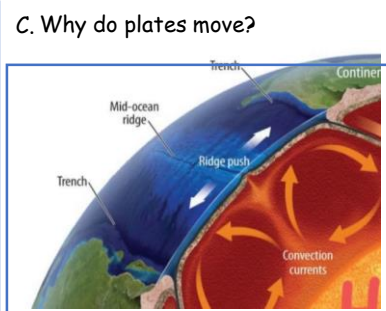
A. A hazard is something that **could** hurt people such as

- Tornado
- Flooding
- Lightning
- Earthquake's
- Volcanoes
- Bushfire



Hazard or disaster

Situation	Hazard	Disaster
An earthquake happens in the middle of a desert.	✓	
An earthquake happens in a city		✓
A huge power plant is built	✓	
A fire breaks out at a power plant		✓
A volcano erupts under the sea	✓	
A volcano erupts on a hill above a town		✓
A small bonfire is lit in a garden	✓	
The bonfire sets fire to the grass		✓



Convection currents cause tectonic plates to move.

A convection current is when,

1. Hot magma rises from the core
2. As magma rises until it hits the crust and it cools. (This causes the plates to move!)
3. As magma cools it sinks
4. As magma sinks
5. When it reaches the core it is heated and then begins to rise and the process repeats



The Japan earthquake happened in **2011**. It happened under the **sea** causing a **Tsunami** (A big wave), which hit the **nuclear power** Station. This caused a nuclear melt down. Furthermore Over 200,000 people died and over 100,000 homes were destroyed. This led to many people being made homeless

F. Conservative plate

- Plates move **side** by side
- **Earthquakes** occur

- The tsunami 40 metres high which hit a nuclear power plant causing a meltdown.

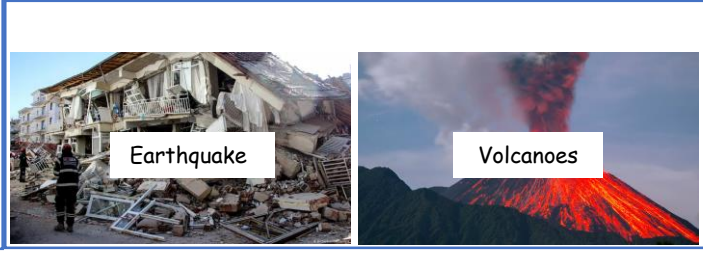
F. Destructive Plate

- Plates move **together**
- **Earthquakes** occur
- **Fold Mountains** made

F. Constructive Plate

- Plates move **apart**
- **Eruptions** occur
- **Volcanoes** made

E. What happens when plates moves?



Richter scale

	Description
1	Small
2	Small
3	Small
4	Small
5	Moderate
6	Moderate
7	Major
8	Great
9	Great
10	Super



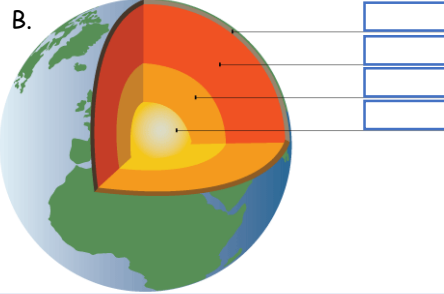
Geography Knowledge Organiser: Year 7 Term 5 QUIZZABLE



Y7WB T5 QUIZZABLE GEOGRAPHY

BACKGROUND

- A. What is a hazard?
- B. The structure of the earth.
- C. Why do plates move?
- D. Earth Structure True or False
- E. What happens when plates move?
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D.	Statement	True or false?
	The centre of the earth is the hottest part	
	The outside of the earth is the hottest part	
	The mantle is hard	
	The mantle is made of liquid rock called magma	
	It gets cooler towards the crust	
	We live on the crust	
	The centre of the earth is solid	
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H. Japan Earthquake 2011
 - Japan is in the _____ of _____
 - It is on a _____ ructive plate boundary (This is when two plates move _____ each other)
 - _____ move because of _____ currents
 - Measured 9 on Richter scale

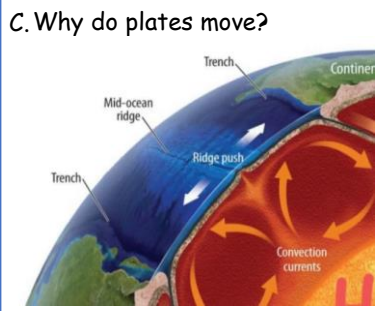
A. A hazard is something that could hurt people such as

- To _____ -
- Fl _____ E _____
- L _____ - V _____

A natural hazard is something caused by nature.

Hazard or disaster

Situation	Hazard	Disaster
An earthquake happens in the middle of a desert.		
An earthquake happens in a city		
A huge power plant is built		
A fire breaks out at a power plant		
A volcano erupts under the sea		
A volcano erupts on a hill above a town		
A small bonfire is lit in a garden		
The bonfire sets fire to the grass		



_____ currents cause te _____ plates to move.

A co _____ current is when,

- _____ magma rises from the _____
- Ma _____ a rises until it hits the _____ and it co _____ ls (This causes the _____ to move!)
- As magma _____ it s _____ s
- When it reaches the _____ it is heated and then begins to r _____ and the process repeats.



The Japan earthquake happened in _____. It happened under the _____ causing a _____ (A big wave), which hit the _____ p _____ Station. This caused a n _____ melt down. Furthermore Over 2 _____ people died and over 1 _____ homes were destroyed. This led to many people being made homeless

F. C _____ plate

- Plates move side by side
- Earthquakes occur

- The _____ nami was _____ metres high
- Which hit a _____ _____ plant causing a

F. D _____ Plate

- Plates move together
- Earthquakes occur
- Fold Mountains made

F. C _____ Plate

- Plates move apart
- Eruptions occur
- Volcanoes made

E. What happens when plates moves?

scale	
2	Small
3	Small
4	Small
5	Moderate
6	Moderate
7	Major
8	Great
9	Great
10	Super



Year 7 History : Medieval Kings Term 5



What we are learning this term:	
A.	Why was Thomas Beckett murdered in Canterbury Cathedral?
B.	What was the Magna Carta?
C.	What were the consequences of the Peasant's Revolt?
D.	Was religion the main challenge to kings in the medieval period?
E.	How did Henry Tudor become king in 1485?

A.	Why was Thomas Beckett murdered in Canterbury Cathedral?
1.	Henry II wanted to control the church so that he controlled all of England
2.	Thomas Beckett was Henry II's friend who was made head of the church in England and then he did not support Henry's claim to get rid of Benefit of the Clergy
3.	Benefit of the Clergy meant that those that worked for the church and committed a crime would be given nicer punishments
4.	Beckett made the king angry by not supporting him and so he had the Archbishop of York crown his son but this was Beckett's job. So Beckett banned those who helped the Archbishop from the church
5.	Henry was very angry with Thomas Beckett for banning the bishops from the church and they fell out and Henry in a fit of rage said 'Will no one rid my of this troublesome priests!'

C.	What were the consequences of the Peasants Revolt?
1.	King Richard I did not keep his promises to the peasants
2.	Hundreds of rebels were caught and hanged after the revolt
3.	The rebellion had frightened the rich who did not want to push the poor too far
4.	Poll tax was withdrawn due to the Peasant's Revolt
5.	The rebel demands for money and freedom became part of law eventually



Lancaster Rose

York Rose

B.	What was the Magna Carta?
1.	King John was a bad king who was not liked by his people and his barons
2.	Barons were important men who helped the king to run the country
3.	King John was not liked as he kept losing wars and the Barons lands
4.	The barons got tired of King John and so forced him to sign the Magna Carta which was a list of rules that he had to follow
5.	These laws limited the power of the king and meant he could not punish people just because he felt like it

D.	Was religion the main challenge to kings in the medieval period?
1.	Henry II was challenged by Thomas Becket who represented this church – this was religious
2.	King John was challenged by the Barons – this was political
3.	King Richard I was challenged by the peasants – this was social
4.	King John also tried to control the church as it had challenged him
5.	All 3 kings faced challenges during their reign

E.	How did Henry Tudor become king in 1485?
1.	In the 1400's, two families from the royal household were fighting each other
2.	This was called a civil war and it was between the Yorkists and the Lancastrians
3.	Both sides wanted to be in charge of the country
4.	Henry Tudor was a Lancastrian, so he had a claim to the throne and could be king
5.	Henry fought King Richard III at the Battle of Bosworth in 1485
6.	Henry Tudor won the battle and became the first Tudor king



Year 7 History : Medieval Kings Term 5



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B.	What was the Magna Carta?
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2.	_____ was Henry II's friend who was made head of the church in England and then he did not support Henry's claim to get rid of _____
3.	Benefit of the Clergy meant that those that worked for the church and committed a crime would be given _____
4.	Beckett made the king angry by not supporting him and so he had the Archbishop of _____ crown his son but this was Beckett's job. So Beckett _____ those who helped the Archbishop from the church
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B.	What was the Magna Carta?
1.	King John was a _____ who was not liked by his people and his _____
2.	_____ were important men who helped the king to run the _____
3.	King John was not liked as he kept losing _____ and the Barons _____
4.	The barons got tired of King John and so forced him to sign the _____ which was a list of r_____ that he had to follow
5.	These laws limited the p_____ of the king and meant he could not _____ people just because he felt like it

D.	Was religion the main challenge to kings in the medieval period?
1.	Henry II was challenged by Thomas Becket who represented this church – this was _____
2.	King John was challenged by the Barons – this was _____
3.	King Richard I was challenged by the peasants – this was _____
4.	King John also tried to control the _____ as it had challenged him
5.	All 3 kings faced _____ during their reign

E.	How did Henry Tudor become king in 1485?
1.	In the 1400's, two families from the _____ household were fighting each other
2.	This was called a _____ war and it was between the Yorkists and the _____
3.	Both sides wanted to be in charge of the _____
4.	Henry _____ was a Lancastrian, so he had a claim to the throne and could be _____
5.	Henry fought King R_____ III at the Battle of B_____ in 1485
6.	Henry Tudor won the battle and became the first _____ king

A. Can you define these key words?	
Key word	Key definition
Messiah	A messiah is a saviour of a group of people, Christians believe Jesus is the Messiah
Immaculate Conception	the teaching that God preserved the Virgin Mary from the taint of original sin
Ministry	The work of a religious person
Beatitudes	The blessings listed by Jesus in the Sermon on the Mount
Resurrection	The Christian belief that Jesus rose from the dead
Creed	A statement of Christian beliefs
Original Sin	the evil within all human beings, inherited from Adam and Eve
Reformation	A 16th century movement for the reform of abuses in the Roman Church
Protestant	A branch of Christianity whose main source of authority is the Bible
Evangelism	Churches that stress the preaching of the Gospel of Jesus Christ.

B. What do Christians believe about the nativity of Jesus – 5 facts	
1	Jesus was born to the Virgin Mary through immaculate conception which proves to Christians that Jesus was God incarnate (God in human form)
2	Christians believe Jesus to be a Messiah, they believe God sent Jesus to Earth as a Saviour of mankind, which is why Christians celebrate Christmas – to celebrate the birth of their saviour
3	Some Christians choose to look at the birth of Jesus to the Virgin Mary as a metaphor (they don't believe it really happened) to suggest that Jesus is not an ordinary human being.

C. Jesus' Ministry- 4 facts		The Sermon on the Mount - 4 facts
1	During his Ministry Jesus taught Christians the importance of acting lovingly towards others even if his actions went against the law – his key teaching being "love thy neighbour"	This is the longest of the recorded Sermons of Jesus in the New Testament. It focused on Jesus explaining what it means to follow him.
2	Jesus regularly challenged prejudice ideas by helping those who were 'cast outs' in his society. Like in the Good Samaritan	Jesus focused on teaching people what it means to be a member of God's kingdom and the major ideals of Christian life

D. The Death and Resurrection of Jesus	
The last supper was the last meal Jesus had with his disciples. During the meal Jesus predicted one of his disciples would betray him.	Jesus' death is seen as an act of atonement for individuals sins – Jesus' death helped them reconcile with God
Jesus broke bread during the last supper stating 'do this in remembrance of me' which is something that his influenced Christians today as the breaking of bread is practiced during Mass	Jesus was believed to revile his resurrected self to Mary Magdalen after rising from death the day after his crucifixion

E. The Council of Nicaea	
1	This particular group of Bishops decided to introduce the teaching of the Trinity – God as father, son and holy spirit
2	The Roman Emperor Constantine himself converted to Christianity and had a huge impact on religion in the Empire

F. St Augustine	
1	He sought to define each aspect of the Trinity to ensure they all had an equal appreciation of greatness
2	Augustine used the idea and notion of love to explain the Trinity and its three parts - he that loves, and that which is loved, and love

G. Christianity today	
1	Within Christianity today there are a number of different denominations (branches)
2	More traditional branched of Christianity are in decline when compared with more modern branches of Christianity
3	There is still a large debate surrounding the teachings of Christianity and whether they should be more modernised to fit in with todays society

A. Can you define these key words?	
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Ministry	
Beatitudes	
Resurrection	
Creed	
Original Sin	
Reformation	
Protestant	
Evangelism	

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Year 7 Term 5 + 6 SPANISH Knowledge organiser: Topic = El Tiempo Libre



What we are learning this term:		C. Los Pasatiempos – Hobbies		Key Verbs						
<p>A. Talking about sports B. Talking about your free time C. Talking about what you do week / weekends D. Arranging to go out E. Saying what you are going to do at weekend F. Saying how you help at home G. Translation practice</p>		<p>bailar cantar cocinar escuchar música hablar por teléfono ir a la piscina ir al cine ir de compras jugar los videojuegos jugar en el ordenador leer mandar mensajes</p>		<p>to dance to sing to cook to listen to music to speak on phone to go to the pool to go to the cinema to go shopping to play videogames</p>		<p>Ser <u>To be</u></p>	<p>Tener <u>To have</u></p>	<p>Hablar <u>To speak</u></p>	<p>Ir <u>To go</u></p>	<p>Jugar <u>To play</u></p>
6 Key Words for this term				Soy I am	Tengo I have	Hablo I speak	Voy I go	Juego I play		
1. arreglo	4. los pasatiempos			Eres You are	Tienes You have	Hablas You speak	Vas You go	Juegas You play		
2. las tareas	5. mis planes			Es s/he is	Tiene He/she has	Habla s/he speaks	Va s/he goes	Juega s/he plays		
3. el tiempo libre	6. ¿Qué haces?			Somos We are	Tenemos We have	Hablamos We speak	Vamos We go	Jugamos We play		
A. Los Deportes – Sports		D. Pasatiempos y Tareas – Hobbies and Housework		son They are	Tienen They have	Hablan They speak	Van They go	Juegan They play		
¿Qué deportes practicas? Practico... el atletismo la ciclismo la equitación el esquí la gimnasia la natación el patinaje la vela el hockey juego juega juegan al bádminton al baloncesto al cricket al fútbol	What sports do you practise? I practise... athletics cycling horseriding ski ing gymnastics swimming skating sailing hockey I play He/she plays they play badminton basketball cricket football	montar a caballo navegar por internet salir con mis amigos tocar la guitarra el piano ver la televisión Me encanta No me gusta detesto / Odio prefiero ¿Qué haces? Arreglo mi dormitorio Voy a un partido de fútbol Barro el patio Hago la compra Paso la aspiradora Saco la basura Pongo la mesa Quito la mesa Friego los platos Lavo el coche Plancho mi uniforme	to ride a horse to surf the net to go out with frnds to play the guitar the piano to watch TV I love I don't like I hate I prefer What do you do? I tidy my bedroom I go to a football match I sweep the patio I do the shopping I Hoover I take out rubbish I lay the table I clean up the table I wash up I wash the car I iron my uniform	E. Key Verbs across Topics		F. Key Opinions across topics and Weather				
B. Más deportes – More Sports		E. Más Pasatiempos – More Hobbies		tener ser ir hacer jugar ver escuchar comprar vivir hablar deber querer visitar comer beber salir leer trabajar pensar escribir poner pensar lavar sacar arreglar	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 eat to drink to go out to read to work to think to write to practise to put to think to wash to take out to tidy	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 Hace sol Hace fresco Hace calor Hace viento Hace frío Hace mal tiempo Hace buen tiempo Llueve Nieva Hay niebla Hay tormenta	I like I love I hate because fun boring useful pointless comfortable interesting entertaining exciting cool amazing dull disgusting bad good It's sunny It's cool It's hot It's windy It's cold It's bad weather It's good weather It's raining It snows It's foggy It's stormy			
al rugby al squash al tenis al voleibol hago surfing hago remo la escalada el boxeo las artes marciales	rugby squash tennis volleyball I do surfing I do rowing rock climbing boxing martial arts	hago deporte hago los deberes hago la cama juego a las cartas juego al ajedrez monto en monopatín	I do sport I do my homework I make the bed I play cards I play chess I get on my skateboard							



Year 7 Term 5 + 6 SPANISH Knowledge organiser: Topic = El Tiempo Libre



What we are learning this term:	
<p>A. Talking about sports B. Talking about your free time C. Talking about what you do week / weekends D. Arranging to go out E. Saying what you are going to do at weekend F. Saying how you help at home G. Translation practice</p>	
6 Key Words for this term	
1. arreglo	4. los pasatiempos
2. las tareas	5. mis planes
3. el tiempo libre	6. ¿Qué haces?

C. Los Pasatiempos – Hobbies	
_____	to dance
_____r	to sing
_____r	to cook
e_____r música	to listen to music
_____r por teléfono	to speak on phone
_____	to go to the pool
_____	to go to the cinema
_____	to go shopping
_____	to play videogames

_____	to play on the computer
_____	to read
_____	to send messages

Key Verbs				
Ser To be	Tener To have	Hablar To speak	Ir To go	Jugar To play
_____ I am	_____ I have	_____ I speak	_____ I go	_____ I play
_____ You are	_____ You have	H_____ You speak	_____ You go	_____ You play
_____ s/he is	_____ He/she has	_____ s/he speaks	_____ s/he goes	_____ s/he plays
_____ We are	_____ s We have	_____ We speak	_____ We go	_____ We play
_____ They are	_____ They have	H_____ They speak	_____ They go	_____ They play

A. Los Deportes – Sports	
¿Qué deportes practicas? _____ el _____ el _____ la _____ el _____ la _____ la _____ el _____ la _____ el _____ la _____ el hockey _____ _____ _____	What sports do you practise? I practise... athletics cycling horseriding ski ing gymnastics swimming skating sailing hockey I play He/she plays they play badminton basketball cricket football
al bádminon al _____ al cricket al fútbol	

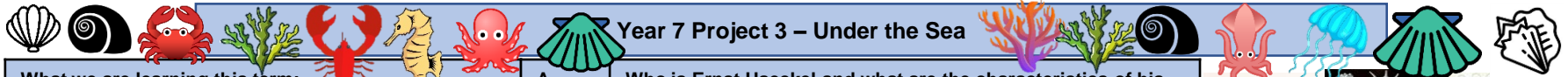
D. Pasatiempos y Tareas – Hobbies and Housework	
_____	to ride a horse
_____	to surf the net
_____	to go out with frnds
_____	to play the guitar
_____	the piano
_____	to watch TV
_____	I love
_____	I don't like
_____	I hate
_____	I prefer
_____	What do you do?
_____	I tidy my bedroom
_____	I go to a football match
_____	I sweep the patio
_____	I do the shopping
_____	I Hoover
_____	I take out rubbish
_____	I lay the table
_____	I clean up the table
_____	I wash up
_____	I wash the car
_____	I iron my uniform

E. Key Verbs across Topics	
_____	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 eat
_____	to drink
_____	to go out
_____	to read
_____	to work
_____	to think
_____	to write
_____	to practise
_____	to put
_____	to think
_____	to wash
_____	to take out
_____	to tidy

F. Key Opinions across topics and Weather	
_____	I like
_____	I love
_____	I hate
_____	because
_____	fun
_____	boring
_____	useful
_____	pointless
_____	comfortable
_____	interesting
_____	entertaining
_____	exciting
_____	cool
_____	amazing
_____	dull
_____	disgusting
_____	bad
_____	good
_____	It's sunny
_____	It's cool
_____	It's hot
_____	It's windy
_____	It's cold
_____	It's bad weather
_____	It's good weather
_____	It's raining
_____	It snows
_____	It's foggy
_____	It's stormy

B. Más deportes – More Sports	
al rugby al squash al tenis al voleibol _____ surfing _____ la _____ el _____ las a _____	rugby squash tennis volleyball I do surfing I do rowing rock climbing boxing marial arts

E. Más Pasatiempos – More Hobbies	
hago _____	I do sport
hago los _____	I do my homework
hago la _____	I make the bed
_____ a las _____	I play cards
juego al _____	I play chess
_____	I get on my skateboard



Year 7 Project 3 – Under the Sea

What we are learning this term:

- A. About the illustrator Ernst Haeckel and his work
- B. How to use the grid method for accuracy
- C. Drawing from observation of primary sources
- D. How to work using oil pastels
- E. How to make a simple clay pinch pot
- F. How to decorate clay using glazes and oxides
- G. What is texture
- H. How to produce a mixed media outcome

A. Who is Ernst Haeckel and what are the characteristics of his work?

Who? philosopher, physician, professor, marine biologist, and artist who discovered, described and named thousands of new species,

What? Beautifully detailed natural history illustrations depicting mostly marine life

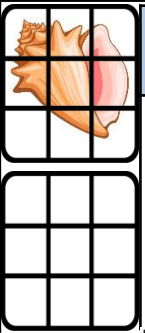
Why? To document and record newly discovered species of animals and plants



Key word	Key definition
illustration	a drawing, painting or printed work of art which visually represents or explains something
observation	the action of closely looking at something
source	Where something originates from
texture	the feel or appearance of a surface
tone	Lightness and darkness within an artwork
outcome	The final piece produced as a result of an art project

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 Drawing primary sources from observation

Drawing from a primary source means drawing something from real life

Observe the objects closely
Lay out the basic shape(s) you can see
Refine and add detail
Add tone to show how light is hitting the object(s)

F. How to use glazes and oxides

oxide
Powder made from minerals
Mixed with water and applied to the bisque fired clay
Highlights the texture in the clay surface
Can be applied thickly or thinly to get different effects

glaze
Coloured liquid applied to bisque fired clay
Can be applied with or over oxides
Gives the clay a shiny finished once fired a second time
Usually applied in layers

D How to work using oil pastels

Oil pastels are bright, oil-based crayon that is used as a painting and drawing medium
Oil pastels can be applied thickly, overlapping to blend colours.
White can also be used to blend.
Clean the end of the pastel to avoid colour contamination

H How to produce a mixed media outcome

A mixed media artwork uses multiple different materials rather than just one
We used collage, ink and pen to create ours

Step 1	Lay out your drawing using pencil lightly
Step 2	Add newspaper collage
Step 3	Apply an ink wash using varied colours
Step 4	Add tissue paper collage over the wash in places
Step 5	Use black ink or pen to go over your drawing, adding detail and texture using mark making

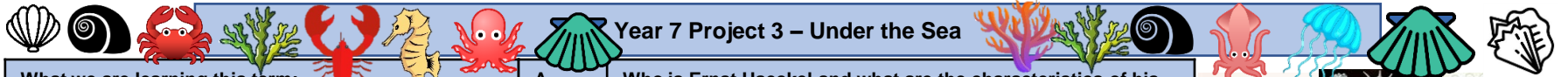
E What is a pinch pot and how to make one

A pinch pot is A small vessel created inserting the thumb into a ball of clay then through 'pinching' the clay into the desired shape.
A successful pinch pot has even thickness walls, and a smooth finish.
The wet clay can be decorated by additive or subtractive methods

G What is texture?



Texture is the surface quality of a particular surface – how it feels to the touch
Actual texture is what it actually feels like
Visual or implied texture is when a surface appears to have texture but in reality it doesn't





Year 7 Project 3 – Under the Sea

What we are learning this term:

A. About the illustrator Ernst Haeckel and his work
 B. How to use the grid method for accuracy
 C. Drawing from observation of primary sources 
 D. How to work using oil pastels
 E. How to make a simple clay pinch pot 
 F. How to decorate clay using glazes and oxides
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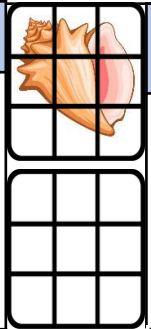
A. Who is Ernst Haeckel and what are the characteristics of his work?

Who? _____
 What? _____
 Why? _____



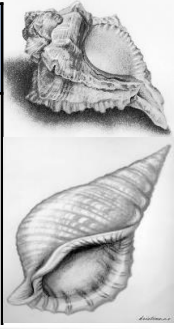
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 Add to show how light is hitting the object(s)



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Step 1 _____
 Step 2 _____
 Step 3 _____
 Step 4 _____
 Step 5 _____

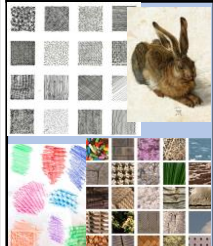
D How to work using oil pastels

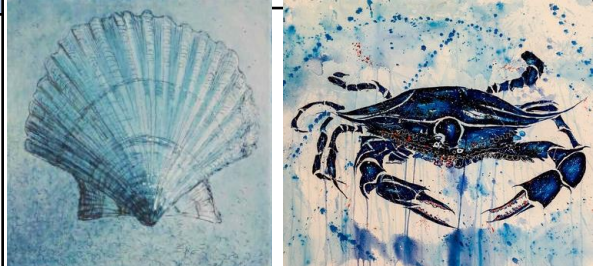

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E What is a pinch pot and how to make one


 A pinch pot is
 A successful pinch pot has
 The wet clay can be decorated by

G What is texture?


 Texture is
 Actual texture is
 Visual or implied texture is





Year 7 PRODUCT DESIGN Term 5 Knowledge Organiser



What we are learning this term:

A. Workshop Tools B. Materials C. Modelling D. Data Analysis & Evaluation

A. Workshop Tools						
Steel Rule	Wooden Vice	Clamp	Bench Hook	Tenon Saw	Pillar Drill	Bandfacer

B. Materials

Timbers come from trees

Scots pine – which you used for your maze frame – is a **softwood**

Softwoods come in planks and boards

Manufactured Boards come from **wood pulp**

Plywood – which you used as your base, insert and maze walls – is a **manufactured board**

Manufactured Boards come in sheets

Polymers come from **crude oil**

Acrylic – which you used as your lid for your maze – is a **polymer**

Polymers come in sheets, graduals and filament

C. Modelling

Creating a 3D representation of your product before you manufacture it.

You can use a variety of different materials and computer programs to create a mock up model or prototype such as;

Cardboard	Foamboard	Scrap Wood
3D Printing	2D Design	Solidworks

Modelling is used to test a product before manufacture, to see what works and what doesn't.

Advantages	Disadvantages
Allows a designer to physically handle or view from all sides	Can be time-consuming and complicated
Changes can be made quickly and easily	Testing can be unreliable as they don't use the same materials as the end product

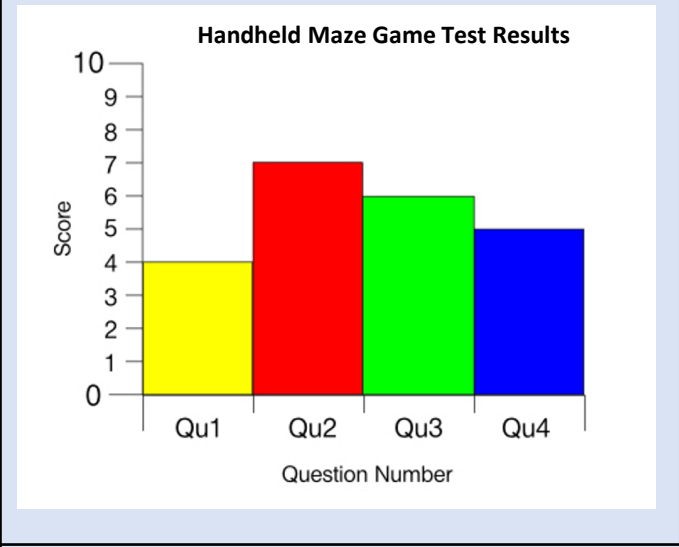
D. Data analysis

Designers test their products or models and record data to see what works and what doesn't.

One way to record the data from the tests is by turning it into a graph. See example bar graph below.

Exemplar Bar Graph:

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



Analysing the results:
Looking at the results from the graph, you should be able to identify what is positive about your product and what can be improved.

When writing the positives remember to make a point and then explain it. For improvements, point out what hasn't worked and how you could fix it.

For example:
My maze looks really fun and challenging to play. However, when tested the game was too difficult to complete so one improvement I could make it by taking away some of the traps or moving some of the walls around.



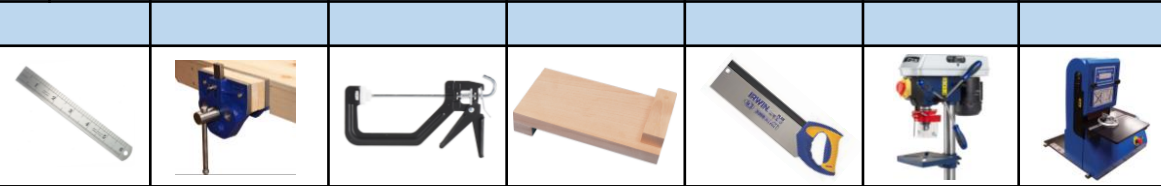
Year 7 PRODUCT DESIGN Term 5 Knowledge Organiser



What we are learning this term:

A. Workshop Tools B. Materials C. Modelling D. Data Analysis & Evaluation

A. Workshop Tools



B. Materials

Timbers come from _____



Scots pine – which you used for your maze frame – is a **softwood**

Softwoods come in planks and boards

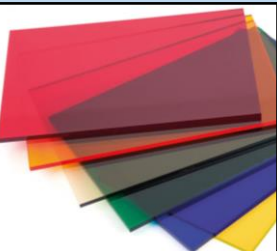
Manufactured Boards come from _____



Plywood – which you used as your base, insert and maze walls – is a **manufactured board**

Manufactured Boards come in sheets

Polymers come from _____



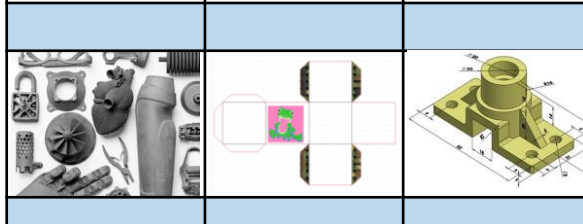
Acrylic – which you used as your lid for your maze – is a **polymer**

Polymers come in sheets, graduals and filament

C. Modelling

Creating a _____ before you manufacture it.

You can use a variety of different materials and computer programs to create a mock up model or _____ such as;



Modelling is used to _____ before manufacture, to see what works and what doesn't.

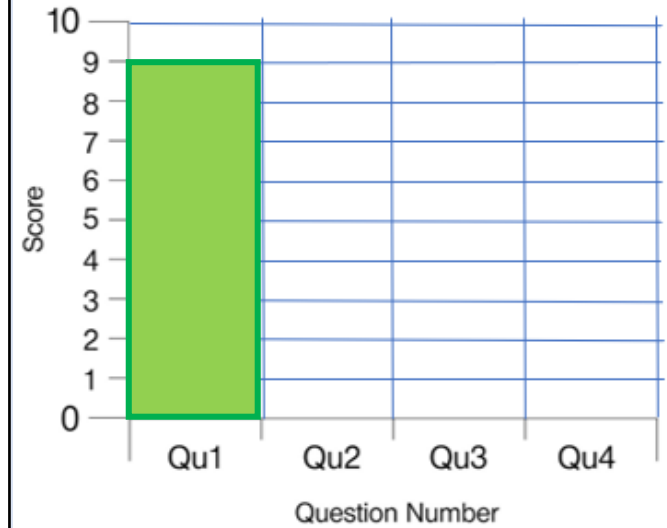
Advantages	Disadvantages

D. Define data analysis

Draw out the results provided into the graph below:

The first one has been done for you.

Question 1	Question 2	Question 3	Question 4
9	6	4	2



Think back to your completed handheld maze hand game. Evaluate one positive aspect of it and an improvement you would like to have made if you had time.

Year 7 Term 5 : Topic = Healthy Eating and High Skills

What we are learning this term:

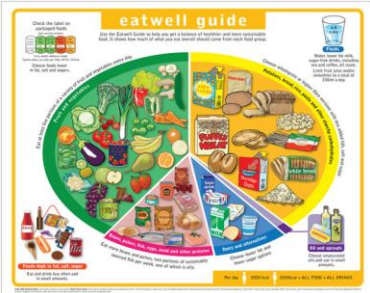
- A. Health, safety and hygiene in the kitchen
- B. The Eatwell guide and nutrients
- C. Design Ideas
- D. Weighing
- E. Practical skills
- F. Evaluation Work

6 Key Words for this term

- 1 Hygiene
- 2 Health
- 3 Food Poisoning
- 4 Cuisine
- 5 Sensory Analysis
- 6 Preparation

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.



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

- 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?

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:

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?

In this photo you can see a number of **carbohydrate** foods.

Carbohydrates give out body energy. Some examples in this photo include:

1. Bread
2. Pasta
3. Rice
4. Potatoes
5. Bananas

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

Rule	Why it is important
• 1 Wash your hands in hot soapy water	• 1 to kills germs and bacteria
• 2 tie back your hair	• 2 to stop hair getting into the food
• 3 wear an apron	• 3 to protect yourself and your food from contamination
• 4 use oven gloves when handling hot food	• 4 to avoid burning yourself
• 5 wash your hands after handling meat	• 5 to avoid giving yourself or others food poisoning

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

Year 7 Term 5 : 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
- 2 Health
- 3 Food Poisoning
- 4 Cuisine
- 5 Sensory Analysis
- 6 Preparation

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

- 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?*

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:

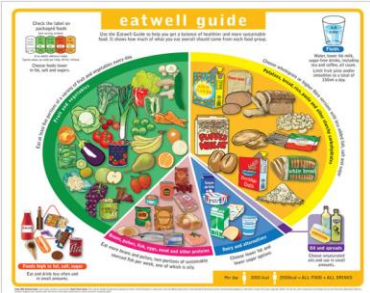


B. *What nutritional foods are in the top picture? Can you list 5 of the food that you can see?*

In this photo you can see a number of **carbohydrate** foods. Carbohydrates give out body energy. Some examples in this photo include:

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

Carbohydrates	F
Protein	
Fats	



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

Rule	Why it is important

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



What we are learning this term:	
A.	Instrument families
B.	How to write a perfect Evaluation
C.	Playing the Keyboard – left hand / right hand
D.	What are the musical elements?
E.	What are the music symbols – Note Values
F.	Keywords
G.	How to read music – treble clef and bass clef

7 Key Words for this term		
1 Pulse	4 Sequence	7 Ternary
2 Rhythm	5 Ground Bass	
3 Ostinato	6 Binary	

A Instrument families

<p>WOODWINDS</p>	<p>BRASS</p>
<p>STRINGS</p>	<p>PERCUSSION</p>

B	How to write a perfect Evaluation?
1	Write a full sentence explaining what your musical performance or music composition was about
2	Explain what you were trying to communicate to an audience and how you did it
3	Pick out at least two moments that worked really well, using specific examples and say what you did that made them successful
4	Pick out one moment that you could make better. Explain why it needed improving and how you would make it better if you did your performance again
5	Sum up your evaluation and discuss one thing that you will take forward into your next work

C	Playing the Keyboard
	<ul style="list-style-type: none"> Remember to use your right hand when playing notes in the treble clef

D	What are the musical elements?	
Timbre	Sound quality	
Pitch	High or low sounds	
Texture	How many sounds	
Tempo	Fast or slow	
Duration	Long or short	
Structure	The musical plan	
Dynamics	Loud or quiet	
Silence	No sound / rests in the music	
Attack/Decay	How notes start and stop	

E	What are the music symbols?			
Notes	Name	Rest	Name	
	Semibreve/whole note	—	Semibreve/whole note rest	
	Minim/half note	—	Minim/half note rest	
	Crotchet/quarter note	⌵	Crotchet/quarter note rest	
	Quaver/eighth note	7	Quaver/eighth note rest	
	Semiquaver/sixteenth note	7	Semiquaver/sixteenth note rest	

F	Keywords
Scale	An arrangement of a set of notes starting from the lowest and raising to the highest
Ground Bass	A short theme in the bass , which is constantly repeated as the other parts of the music change and develop
Composer	A person who writes music
Compose	Write or create (a piece of music)
Binary Structure	Structure of music split into 2 sections , A and B.
Ternary Structure	Structure of music split into 3 sections , A, B and A repeated.
Dissonance	A lack of harmony among musical notes (clashing/tense sound)
Pulse	The regular beat throughout the music
Rhythm	The pattern of long and short sounds and silence in music
Ostinato	A repeating rhythmic pattern in music
Melodic Ostinato	A short repeated tune (melody)
Sequence	Several repetitions of a melodic phrase in different pitches - moving up or down by step.

G	How to read music – treble clef and Bass Clef	
	<p>TREBLE LINES: E G B D F</p>	<p>TREBLE SPACES: F A C E</p>
	<p>BASS LINES: G B D F A</p>	<p>BASS SPACES: A C E G</p>



What we are learning this term:

- A. Instrument families
- B. How to write a perfect Evaluation
- C. Playing the Keyboard – left hand / right hand
- D. What are the musical elements?
- E. What are the music symbols – Note Values
- F. Keywords
- G. How to read music – treble clef and bass clef

7 Key Words for this term

- 1 [] 4 Sequence 7 Tern []
- 2 Rhythm 5 G []
- 3 [] 6 B []

A Instrument families

WOODWINDS

- [] Oboe
- [] Piccolo
- [] Bassoon

METALS

- [] Trombone
- [] Baritone

VIOLAS

- [] Viola
- [] Double Bass

PERCUSSION

- [] Metals
- [] Woods
- [] Unpitched

C Playing the Keyboard

- Remember to use your right hand when playing notes in the treble clef



D What are the musical elements?

Sound quality
High or L_____ sounds
How many sounds
F_____ or slow
D_____
Structure
D_____
Silence
A____/D_____

E What are the music symbols?

Notes	Name	Rest	Name
[]	Sembrebre/whole note	[]	Sembrebre/whole rest
[]	[]	[]	[]
[]	Crotchet/quarter note	[]	[]
[]	[]	[]	[]
[]	[]	[]	[]

F Keywords

An arrangement of a set of notes starting from the lowest and raising to the highest
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A person who writes music Write or create (a piece of music)
Structure of music split into 2 sections , A and B.
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A lack of harmony among musical notes (clashing/tense sound)
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Several repetitions of a melodic phrase in different pitches - moving up or down by step.

B How to write a perfect Evaluation?

1	
2	Explain what you were trying to communicate to an audience and how you did it
3	
4	Pick out one moment that you could make better. Explain why it needed improving and how you would make it better if you did your performance again
5	

G How to read music – treble clef and Bass Clef

TREBLE LINES: []

TREBLE SPACES: []

E G B D F F A C E

BASS LINES: []

BASS SPACES: []

G B D F A



Year 7 Knowledge organiser Topic: Greek Theatre



What we are learning this term:

- A. Greek Theatre techniques.
- B. How to perform as a Greek chorus.
- C. How to perform different Greek myths using Greek theatre techniques.

Reasons why a chorus is important:

- 1. To maintain ceremony and ritual.
- 2. To connect with the audience and actor with questions and responses.
- 3. To establish a mood with rhythmic dancing and chanting.
- 4. Re-enforces the key issues of the play.

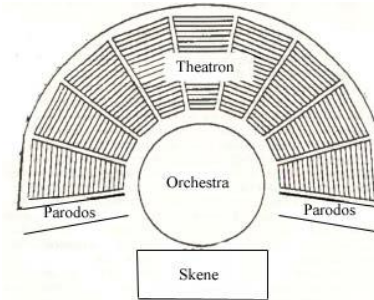


B. How many Greek Myths do you already know?

- 1 The Bacchae
- 2 Clash of the Titans
- 3 The Trojan Horse
- 4 The Frogs
- 5 Pandora's Box
- 6 Theseus and the Minotaur
- 7 The abduction of Aphrodite by Hades
- 8 Oedipus
- 9 The Labors of Hercules
- 10 Icarus

Key Words

1	Chorus
2	Mask
3	Tragedy
4	Dionysus
5	Dithyramb



Parts of a Greek Theater

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 Greek theatre important?

Greek theatre has influenced modern entertainment in many areas. Actors with costumes, special effects, the use of satire, and even the shape of the theatre itself are all lasting influences.

What was the festival of Dyonysis?

A festival in ancient Greece in honor of Dionysus (also called Bacchus), the son of Zeus and god of wine, fertility, and drama. There were a series of Dionysian festivals: the Oschophoria, the rural or COUNTRY DIONYSIA, the Lenaea, the ANTHESFERIA, the urban Dionysia, and the most famous—the City or Great Dionysia.

The Great Dionysias were held in the spring (March or April) in Athens for five or six days, and their centerpieces were the performances of new tragedies, comedies, and satyric dramas. These took place in the Theater of Dionysus on the side of the Acropolis and were attended by people from throughout the country. The earliest tragedy that survives is *Persai* by Aeschylus, from the year 472 B.C.E. The dramatists, actors, and singers were considered to be performing an act of worship of the god, and Dionysus was thought to be present at the productions.

Greek theatrical terms:

Theatron	Viewing place
Orchestra	Dancing space where the chorus performs.
Skene	Tent in the centre for costume changes
Parodos	Corridors where actors enter and exit
Aeorema	Little crane for suspending actors
Ekkyklema	Wheeled wagon used to bring in the dead actors



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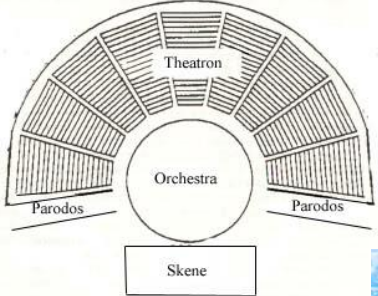
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B.	How many Greek Myths do you already know?
----	---

1	
2	
3	
4	
5	
6	
7	
8	
9	
10	

Key Words

1	
2	
3	
4	
5	



Parts of a Greek Theater

Thinking questions.

1. How am I showing my character?
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SWINDON ACADEMY READING CANON

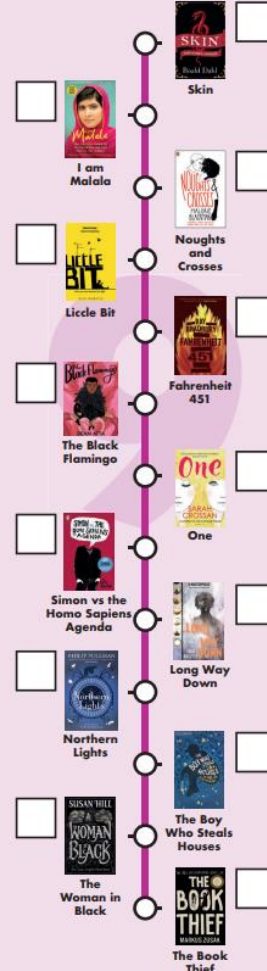
Year 7



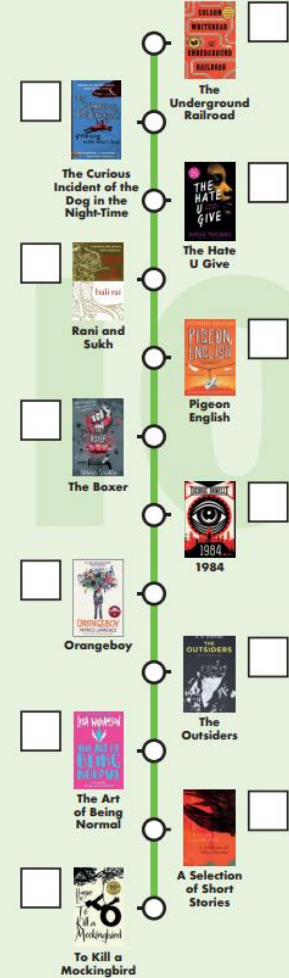
Year 8



Year 9



Year 10



#ReadingisPower