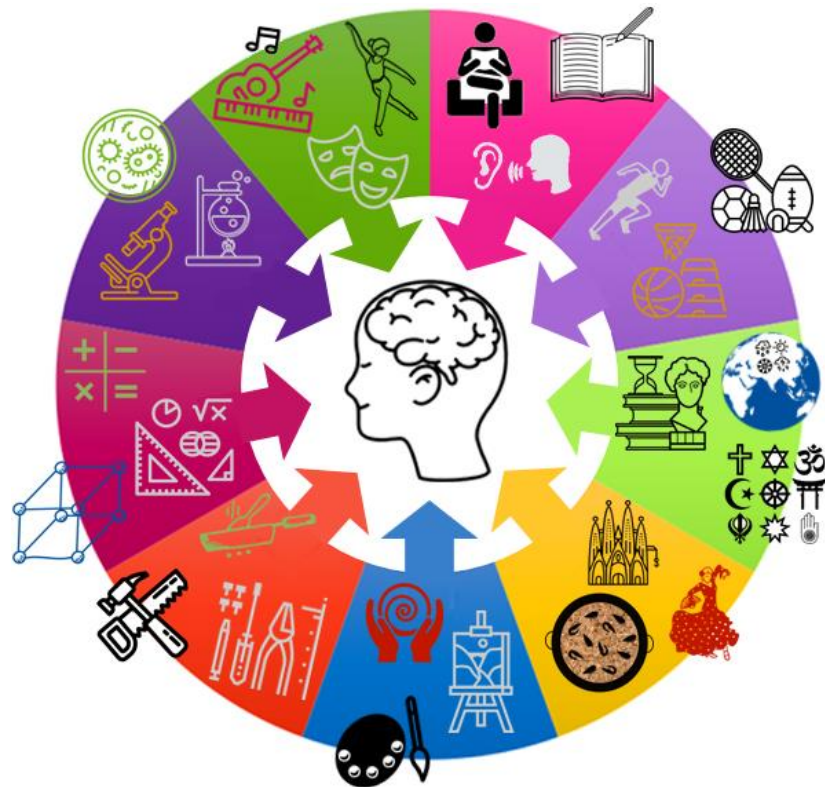


# 100% book - Year 7 Grammar

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



## Term 2

### Swindon Academy 2023-24

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 from
3. Mixtures
4. Separating techniques

**Key Words for this term:**

1. Matter
2. Condensation
3. Particle
4. Diffusion
5. Making
6. Freezing
7. Evaporation
8. Solids
9. Solvent
10. Solution

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

**A. Describe the properties of the three states of matter.**

Solid	Liquid	Gas
<ul style="list-style-type: none"> <li>• Particles are packed closely together in a regular pattern.</li> <li>• Particles vibrate in fixed positions.</li> </ul>	<ul style="list-style-type: none"> <li>• Particles are arranged randomly but are still touching each other.</li> <li>• Particles can slide past each other and move around.</li> </ul>	<ul style="list-style-type: none"> <li>• Particles are far apart and are arranged randomly.</li> <li>• Particles carry a lot of energy and they move in all directions in a high speed.</li> </ul>

**B. 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. What is the law of conservation of mass?**

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

Solid	
Liquid	
Gas	

**B. What are the different changes of state?**

Melting	
Freezing	
Evaporation	
Condensation	

**Diagram:** A cycle showing the states of matter: Solid, Liquid, and Gas. Arrows indicate transitions: Solid to Liquid (Melting), Liquid to Solid (Freezing), Liquid to Gas (Evaporation), Gas to Liquid (Condensation), and Gas to Solid (Deposition). A separate arrow shows Solid to Gas (Sublimation).

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!

## 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 10th May to 16th May 2020, with a grid for different subjects. On the right is a 'Knowledge Organiser' for 'What is particle theory?'. It 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?'. There are also diagrams of particle arrangements for solid, liquid, and gas states.

## 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 corner 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?'. There are also diagrams of particle arrangements for solid, liquid, and gas states.

## Step 3

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

The image shows a student's prep book with the keywords/definitions/facts from the knowledge organiser written out in full. The text includes: '29th May 2020', 'Properties of the states of matter', '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.'

## 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 a student's prep book with the keywords/definitions/facts from the knowledge organiser written out three times. The text includes: 'Solid = regular pattern particles vibrate in fixed position', 'Solid = regular pattern particles vibrate in fixed position', and '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 missing words from the quizzable knowledge organiser written in the prep book. The text includes: 'Self quizzing', 'Arrangement/movement of matter', 'Solid = regular pattern particles vibrate in fixed position', 'Liquid =', and 'Gas ='. There are also diagrams of particle arrangements for solid, liquid, and gas states.

## 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 a student's prep book with the keywords/definitions/facts from the knowledge organiser written out in full, with some corrections. The text includes: '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.

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

### Vocabulary: Key Words

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

<b>Corruption</b> - Dickens presents corruption from the outset and throughout. <ul style="list-style-type: none"> <li>Powerful people are corrupt e.g., Bumbles</li> <li>Powerless people corrupt others e.g., Dodger, Fagin &amp; Bill</li> </ul>
<b>Villains' vs victims</b> - 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?
<b>Crime</b> - 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.
<b>Poverty</b> - 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


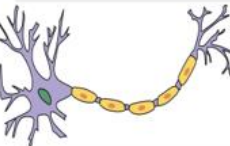



<b>characterisation</b> - the way a writer shows what a character is like
<b>irony</b> - figure of speech in which the intended meaning is the opposite of the literal meaning
<b>novel</b> – a novel is a long book that tells the story of imaginary people and events
<b>protagonist</b> - he main character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

### Characters in Oliver Twist

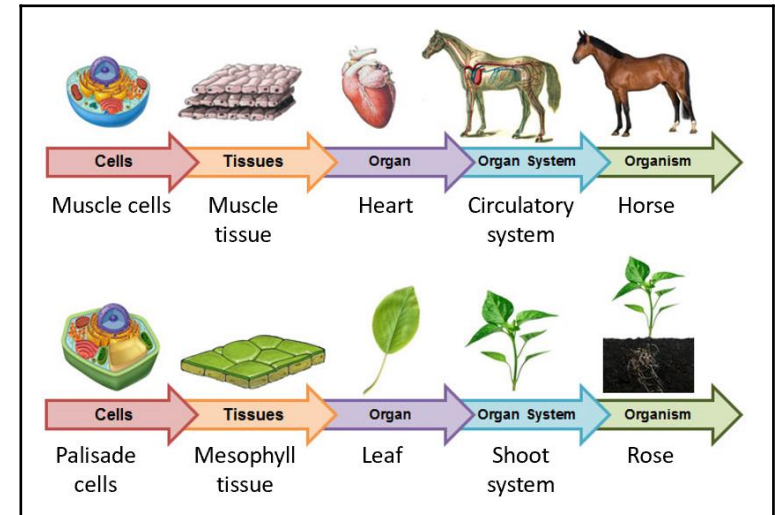
<p><b>Oliver</b> He is a 'pale, thin' orphan who is treated badly by almost everyone he meets. He tries his best to be a good person and experiences 'horror and alarm' whenever he sees crimes being committed.</p>
<p><b>Mr. Bumble</b> The corrupt man who runs the workhouse and gives Oliver his name.</p>
<p><b>Noah Claypole</b> A 'malicious' boy who bullies Oliver at the undertakers.</p>
<p><b>Fagin</b> 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><b>Jack Dawkins (The Artful Dodger)</b> A young boy who introduces Oliver to Fagin's gang.</p>
<p><b>Bill Sikes</b> A 'rough man' who has been a criminal for many years. He beats his dog viciously and brutally kills his girlfriend, Nancy.</p>
<p><b>Nancy</b> 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><b>Mr. Brownlow</b> A wealthy older gentleman who takes Oliver in and looks after him.</p>
<p><b>Writing Analytically</b></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>





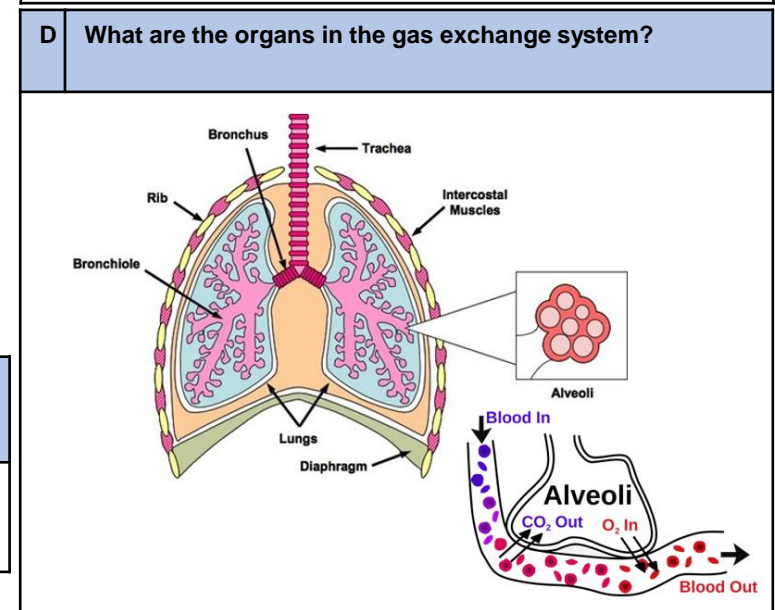
B. What are specialised cells?			
Specialised cells are found in multicellular organisms.			
Each specialised cell has a particular function within the organism			
Type of cell	Function	Special features	
Animal cells	 Red blood cells	To carry oxygen	<ul style="list-style-type: none"> <li>• Large surface area, for oxygen to pass through</li> <li>• Contains haemoglobin, which joins with oxygen</li> <li>• Contains no nucleus</li> </ul>
	 Nerve cells	To carry nerve impulses to different parts of the body	<ul style="list-style-type: none"> <li>• Long</li> <li>• Connections at each end</li> <li>• Can carry electrical signals</li> </ul>
	 Male reproductive cell (sperm cell)	To reach female cell, and join with it	<ul style="list-style-type: none"> <li>• Long tail for swimming</li> <li>• Head for getting into the female cell</li> </ul>
Plant cells	 Root hair cell	To absorb water and minerals	<ul style="list-style-type: none"> <li>• Large surface area</li> </ul>
	 Leaf cell	To absorb sunlight for photosynthesis	<ul style="list-style-type: none"> <li>• Large surface area</li> <li>• Lots of chloroplasts</li> </ul>

B What are the 2 main types of organism?	
Unicellular	Consisting of just one cell
Multicellular	Consisting of many cells



<b>B.</b>	<b>What is a tissue?</b>
A group of cells working together to perform a particular function	
<b>C.</b>	<b>What is an organ?</b>
A group of tissues working together to perform a particular function	
<b>D.</b>	<b>What is an organ system?</b>
A group of organs working together to perform a particular function	


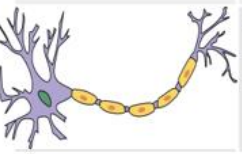



<b>B.</b>	<b>How do substances move into and out of cells?</b>
By diffusion.	





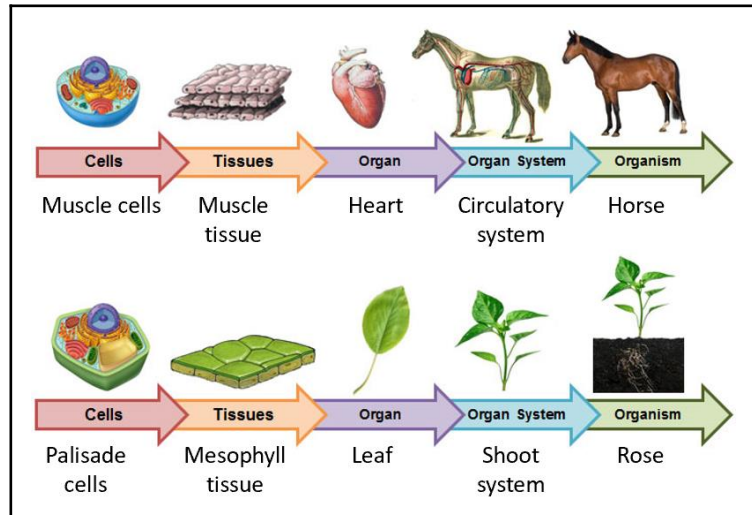
**B. What are specialised cells?**

Each specialised cell has a particular function within the organism

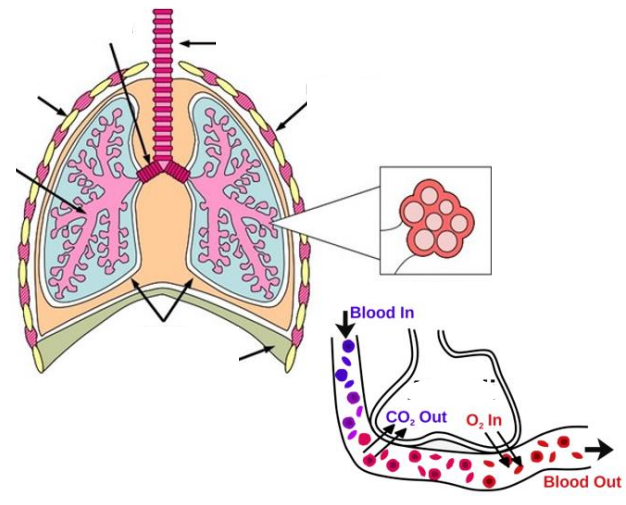
	Type of cell	Function	Special features
Animal cells			
			
			
Plant cells			
			

**B What are the 2 main types of organism?**

Unicellular	
Multicellular	



**D What are the organs in the gas exchange system?**



**B. What is a tissue?**

**C. What is an organ?**

**D. What is an organ system?**

**B. How do substances move into and out of cells?**



**What we are learning this term:**

A. Particle model  
B. Changing State

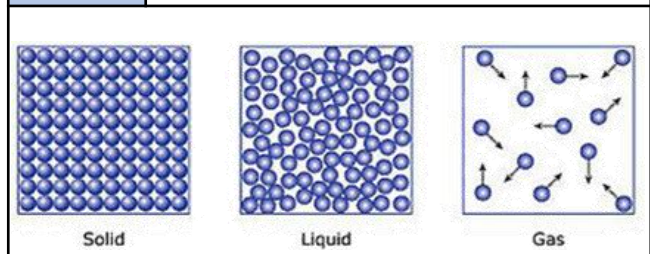
**5 Key Words for this term**

- Matter
- Particle
- Diffusion
- Melting
- Freezing

**A. What is particle theory?**

The theory that all matter is made up of particles.

A.	Describe the arrangement and movement of particles in the three states of matter.
Solid	In a regular pattern. Particles can vibrate in a fixed position.
Liquid	Particles are arranged randomly but are still touching each other. Particles can slide past each other and move around.
Gas	Particles are far apart and are arranged randomly. Particles carry a lot of energy and they move in all directions in a high speed.



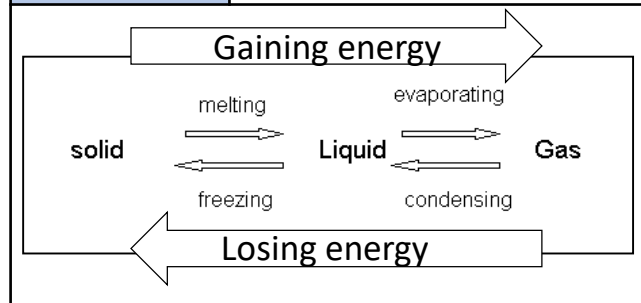
**A. Describe the properties of the three states of matter.**

solid	liquid	gas
● rigid	● not rigid	● not rigid
● fixed shape	● no fixed shape	● no fixed shape
● fixed volume	● fixed volume	● no fixed volume
cannot be squashed	cannot be squashed	can be squashed

**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

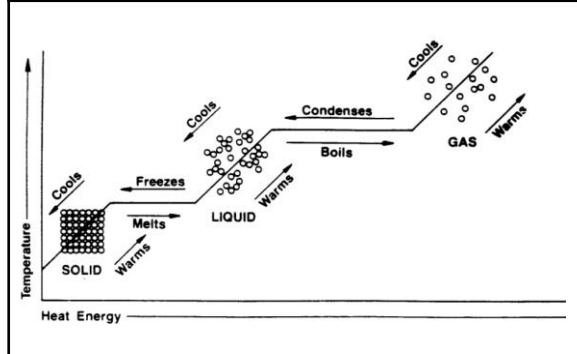


**A. What is diffusion?**

The movement of particles from a higher concentration to a lower concentration.

**B. What happens to the temperature of a substance when it changes state?**

During the change of state, the temperature will stay the same until the change of state is complete



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

Pure	Impure
A material that is made up of only one type of particle.	A material that made up of more than one type of particle.





**What we are learning this term:**

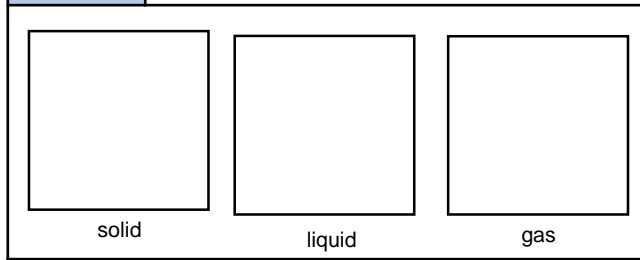
- A. Particle model
- B. Changing State
- C. Mixtures
- D. Separating techniques

**6 Key Words for this term**

1	6
2	7
3	8
4	9
5	10

**A. What is particle theory?**

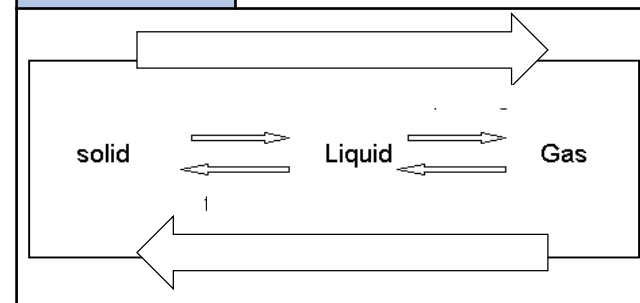
A.	Describe the arrangement and movement of particles in the three states of matter.
Solid	
Liquid	
Gas	



A.	Describe the properties of the three states of matter.		
	Solid	Liquid	Gas

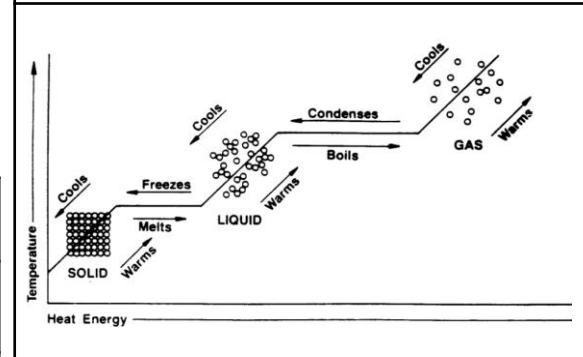
**A. What is the law of conservation of mass?**

B.	What are the different changes of state?
Melting	
Freezing	
Evaporation	
Condensation	

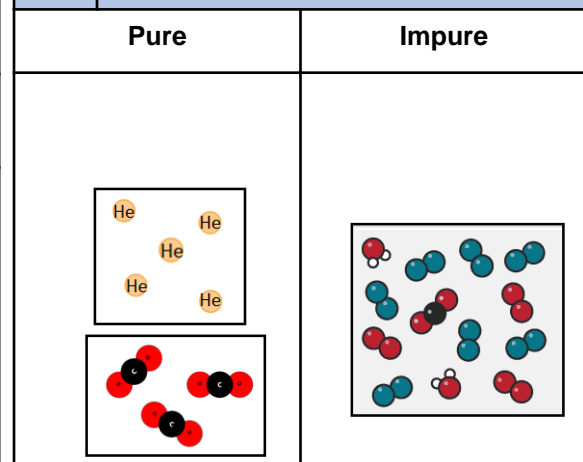


**A. What is diffusion?**

**B. What happens to the temperature of a substance when it changes state?.**







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





**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.

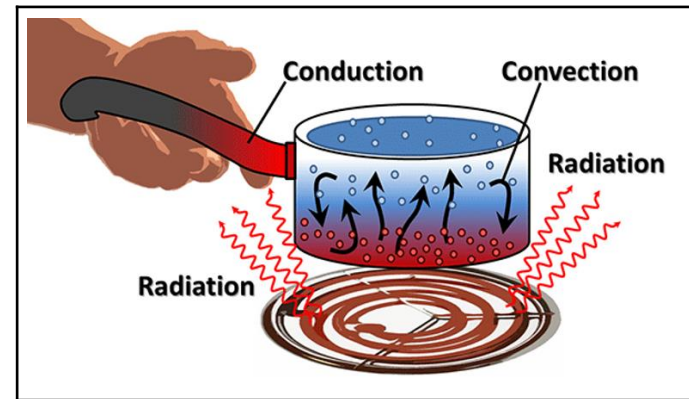
**B. Describe the main steps in conduction.**  
 1. Particles gain energy and vibrate  
 2. they pass vibrations (and therefore energy) to adjacent particles

**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.

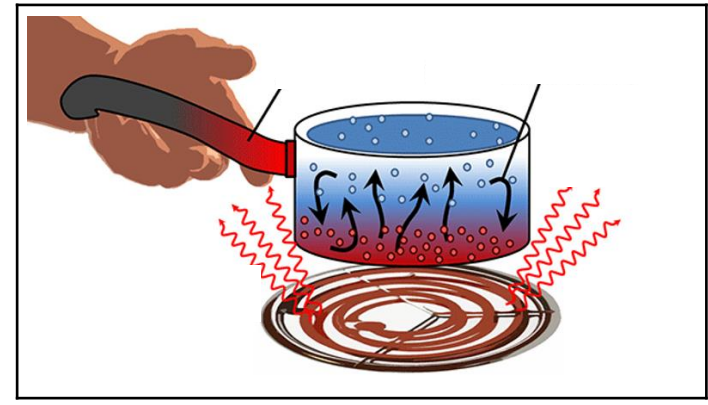
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**B.** Describe the main steps in convection.

- 

**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.



# 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. <b>(A)</b>
3.	Rivers have their own processes and characteristics <b>(B)</b>
4.	There are many different river processes which can impact the landscape. <b>(B, C, D)</b>
5.	Processes of erosion and deposition can lead to the formation of different river landforms. <b>(E, F, G)</b>
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. <b>(H)</b>
7.	There are many famous examples of floods. Today many strategies have been put in place in an attempt to manage the flood risk. <b>(I)</b>

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 than joins a larger river.
Confluence	The point at which two or more rivers meet.
Watershed	The dividing line between two drainage basins.

B. River processes (3)	
Characteristics	Features typical of a specific place
Process	Actions leading to the formation of something
Systems	A set of actions working together.

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 it's 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: Cockermouth		
Where/ when?	Cockermouth Flood, Cumbria, November 2009 had been flooded in 1999 and again in 2005.	
Cause (3)	Effect (4)	Response (3)
1. Received the highest amount of rainfall ever recorded in a single day	1. 1300 homes flooded	1. People were rescued by boats when town centre was cut off and 50 people were rescued by helicopter.
2. Impermeable ground meant precipitation could not infiltrate.	2. One policeman died trying to save others.	2. In 10 days a £1 million fund was set up & a temporary railway station was built.
3. Sewers were already blocked.	3. 4 bridges collapsed.	3. £4.4 million flood defence scheme built.
	4. Total cost of damage was £100 million	



# 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. <b>(A)</b>
3.	As a river moves from it's source in the upper course, to it's mouth in the lower course, it's profile changes. <b>(B)</b>
4.	There are many different river processes which can impact the landscape. <b>(C, D)</b>
5.	Processes of erosion and deposition can lead to the formation of different river landforms. <b>(E, F, G)</b>
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. <b>(H)</b>
7.	There are many famous examples of floods. Today many strategies have been put in place in an attempt to manage the flood risk. <b>(I)</b>

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)
Characteristics	
Processes	
Systems	

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 it's 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 Term 2 History Knowledge organiser: Topic - Norman Conquest

<b>What we are learning this term:</b>		<b>B.</b>	<b>What were the consequences of Edward the Confessors death</b>		
<p>A. Anglo-Saxon society in England</p> <p>B. The consequences of Edward the Confessors death</p> <p>C. William, Duke of Normandy winning the Battle of Hastings</p> <p>D. The importance of the Feudal System for Norman control</p>		<p>1 – <b>Edward the Confessor</b> - was the Anglo-Saxon king of England from 1042. He was known as the 'Confessor' as he was very religious and ignored his duties as king. He was married but did not have any children. Edward died in January 1066, leaving no obvious heir to the throne. This meant that three men thought that they should be king</p> <p>2 – <b>Harold Godwinson</b> – Harold was an Anglo-Saxon noble who thought he should be king because his sister had been married to Edward the Confessor and he said that Edward had promised him the throne on his death bed</p> <p>3 – <b>Harald Hardrada</b> – Harald was a Viking king who thought that he should be king because the Vikings had been rulers of England before and he believed that they should still be in charge</p> <p>4 – <b>William, Duke of Normandy</b> – William was a Norman duke who thought that he should be king because he was a distant cousin of Edward the Confessor and he said that Edward had promised him the throne in 1051. Also, Harold Godwinson had promised that he would help William take the throne in 1064, but Harold said this was a lie, because he had been William's prisoner</p> <p>Because there were three men that wanted the throne, this meant that they had to fight to take it. Harold Godwinson became king in January 1066, but he did not stay king for long.</p>			
<b>6 Key Words for this term</b>		<b>C.</b>			
<p>1. <b>Conquest</b> – Something that has been taken by force, in particular another country</p> <p>2. <b>Norman</b> – A group of people who came from Northern France and took over England in 1066</p> <p>3. <b>Anglo-Saxon</b> – A group of people who came from German and took over England from 400 AD</p> <p>4. <b>Heir</b> – The person who is next in line to become king or queen of a country</p> <p>5. <b>Hierarchy</b> – This is a way of ranking people and groups based on how powerful or important they are</p> <p>6. <b>Invasion</b> – When an army invades another country, trying to take power</p>		<b>Why did William win the Battle of Hastings?</b>			
		<b>Luck</b>		<b>Leadership</b>	<b>Preparation</b>
		<ul style="list-style-type: none"> <li>Whilst Harold was in the north fighting the Vikings, the winds changed for William and he was able to sail across and invade England</li> <li>Harold Godwinson's best men had been killed in the previous battle</li> <li>Harold's soldiers who were left were exhausted and not ready for battle</li> <li>At a key moment in the battle, Harold was shot in the eye with an arrow</li> </ul>		<ul style="list-style-type: none"> <li>William was very brave and at a difficult time in the battle, he led his men back up Senlac hill to attack the English</li> <li>William encouraged his men to use a clever trick of retreating to make the English come down from the hill. Then the Normans could surround and kill them</li> </ul>	<ul style="list-style-type: none"> <li>William had a great army and lots of weapons ready for the battle</li> <li>William had also built many ships to carry his men across the sea to England</li> <li>He skilfully arranged his army in rows ready for the attack</li> <li>William had a large number of knights on horses who gave the Normans lots of attacking power</li> </ul>
<b>A.</b>	<b>Describe features of Anglo-Saxon society</b>				
<b>Key word</b>	<b>Key definition</b>				
<b>1 – Tribes</b>	A tribe is a group of families who have the same beliefs. The Anglo-Saxons were a mix of tribes from Northern Germany, Denmark and the Netherlands.				
<b>2 – Bretwalda</b>	This is an Anglo-Saxon word which means 'ruler of Britain. The Bretwalda was a king who had conquered other kingdoms in Britain and therefore had the most power				
<b>3 – Thanes</b>	These were the king's advisers who helped him to run his kingdom. They travelled around with the king and made sure that people stuck to his rules				
<b>4 - Cyning</b>	This is the Anglo-Saxon word for king. There was not just one king in Anglo-Saxon England. There were many tribes who had its own cyning and each one ruled over a kingdom				
<b>5 – Kingdom</b>	A country whose ruler is a king or queen. In Anglo-Saxon England there were 5 main kingdoms called: Mercia, Northumbria, Wessex, Kent and East Anglia				
		<b>D.</b>	<b>How important was the Feudal System for Norman control of England?</b>		
		Feudal System	Under the control of William and his Norman knights, a rigid social structure was introduced called the Feudal System. The king was at the top of this system and he had the ultimate power, owning all the land and being the richest person in England. The higher up on the system you were the more freedom, wealth and power you had.		
		Barons	These men were the highest rank of medieval society, who ruled land directly on behalf of the king. The King made sure that the barons he gave land to were loyal to him and that they paid him money in return for the land they were given.		
		Knights	In order to fight for the king, barons needed their own armies. So they divided their land into smaller areas and gave this land to their knights. In return for the land, the knights had to promise they would be loyal to the baron and would fight for the king when needed.		
		Peasants	The peasants were at the bottom of the system. Many of them had to work for their lord until the day that they died, and they had little freedom. They were also not paid for the work that they did. Most of the peasants were Anglo-Saxons.		
		Vassal	This is anyone who is below you in medieval society – so a peasant was a vassal to the knights		
		Domesday book	This was another way William kept control. The Domesday Book was a survey that detailed everything that a village or town owned in England. This meant he knew how wealthy places were and how much money he could take from them as a tax.		

## Year 7 Term 2 History Knowledge organiser: Topic - Norman Conquest

<b>What we are learning this term:</b>		<b>B.</b>	<b>What were the consequences of Edward the Confessors death</b>		
A. Anglo-Saxon society in England B. The consequences of Edward the Confessors death C. William, Duke of Normandy winning the Battle of Hastings D. The importance of the Feudal System for Norman control		1 – <b>Edward the Confessor</b> -  2 – <b>Harold Godwinson</b> –  3 – <b>Harald Hardrada</b> –  4 – <b>William, Duke of Normandy</b> –			
<b>6 Key Words for this term</b>					
1. <b>Conquest</b> –  2. <b>Norman</b> –  3. <b>Anglo-Saxon</b> –  4. <b>Heir</b> –  5. <b>Hierarchy</b> –  6. <b>Invasion</b> –					
		<b>C.</b>	<b>Why did William win the Battle of Hastings?</b>		
		<u>Luck</u>		<u>Leadership</u>	<u>Preparation</u>
<b>A.</b>	<b>Describe features of Anglo-Saxon society</b>				
<b>Key word</b>	<b>Key definition</b>				
<b>1 – Tribes</b>					
<b>2 – Bretwalda</b>					
<b>3 – Thanes</b>					
		<b>D.</b>	<b>How important was the Feudal System for Norman control of England?</b>		
		Feudal System			
		Barons			
		Knights			
		Peasants			
		Vassal			
		Domesday book			



A. Can you define these key words?		B. What do Jews believe and Jewish scripture- 6 main facts	
<b>Key word</b>	<b>Key definition</b>	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.	<b>C. What is Orthodox Judaism- 5 facts</b>	
Torah	The law of God as revealed to Moses and recorded in the first five books of the Hebrew scriptures	<b>What is Reform Judaism- 5 facts</b>	
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
<b>D Features of the synagogue</b>		5	Do not have any physical contact with those of the opposite sex unless they are married or immediate family members.
<b>Aron hakodesh</b> -It symbolises the Ark of the covenant which held the tablets of stone on which had the 10 commandments carved on	<b>Ner Tamid</b> - A light above the aron hakodesh that never goes out-commanded by God.	<b>E What is celebrated during Pesach and Yom Kippur?</b>	
<b>Sefer Torah</b> - a scroll kept inside the aron hakodesh. Handwritten by a scribe, it is covered with a mantle or cloth that is ornately decorated.	<b>Bimah</b> - 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 <sup>th</sup> day after the new year (Rosh Hashanah).
		<b>F How and why are Jews persecuted?</b>	
		1	<b>-They are a minority religion-</b> 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	<b>-Superiority-</b> People accuse them of being superior because they see themselves as God’s chosen people
		3	<b>-Christ-killer myth-</b> 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					
D.		E.		F.	
Features of the synagogue		What is celebrated during Pesach and Yom Kippur?		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. 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?	
<b>Los colores</b> amarillo/a atigrado/a azul blanco/a dorado/a gris marrón negro/a rojo/a verde dorados/as marrones negros/as	<b>Colours</b> 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?			
<b>Las asignaturas</b> las ciencias la educación física el español el francés la geografía la historia la informática	<b>School subjects</b> 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

G. Translation Practice	
I study Spanish	E e
I don't study French	N e f
What do you study?	¿Q e?
Music is interesting	M e i
I like my teacher	M g m p
I hate my teacher	O m p
I think that science is difficult	P q l c s d
Do you like maths?	¿T g l m?
RE is useful	L r e u
PE is boring	L e f e a
The Maths are difficult	L m s d
English is easy	E l e f
Spanish is fun	E e e d
History is boring but easy	L h e a p f
My subject favourite is Spanish	M a f e e
Because the teachers are interesting	P l p s l
I like science because they are interesting and nice	M g l c p s l y s
But I prefer maths because they are fun and relaxing	P p l m p s d y r

H. Key Questions: Answer the following in your own words. Use these model answers	
¿Qué estudias en el colegio?	Estudio muchas asignaturas. Estudio el español, el inglés, las matemáticas, las ciencias y mucho más. ¿Y tú? ¿Qué estudias?
¿A qué hora estudias el español?	Normalmente estudio el español los lunes y miércoles. Las clases de español empiezan a las nueve y media y duran una hora. Me gustaría estudiar español todos los días porque es un idioma muy útil y muy importante.
¿Qué asignaturas te gustan y no te gustan? What subjects do you like/dislike	Me encantan las ciencias porque son fenomenales pero no me gustan las matemáticas porque son difíciles y aburridas. Pienso que prefiero la cocina porque me encanta comer.
¿Cómo es tu colegio? Describe your school	Mi colegio es bastante grande y muy moderno. Las clases empiezan a las ocho y veinte y terminan a las cuatro menos veinticinco. Tenemos una cantina, una sala de informática, un patio. Pienso que me gusta mi colegio porque es moderno y divertido

I. Key Questions: Translate these model answers using the KO	
¿Qué estudias en el colegio? What do you study at school?	I study a lot of interesting subjects. I study English, Maths, Science and RE. I also study PE, Music and Geography. What about you? What subjects do you study?
¿A qué hora estudias el español? At what time do you study Spanish?	I study Spanish Thursdays and Friday at 10.30 in the morning. The classes last an hour. I would like to study Spanish all day because it's a fantastic subject and very interesting.
¿Qué asignaturas te gustan y no te gustan? What subjects do you like/dislike	I love maths because it's fun but I don't like art because it's boring. I love Spanish because the teacher is fun but I hate PE because it's not exciting and I think that it's not relaxing.
¿Cómo es tu colegio? Describe your school	My school is quite modern and very big. The classes start at 8.30 and finish at 4. We have a canteen, lots of maths rooms, science rooms and computer suites

J. Key Grammar	
Words for THE and A	The = <b>el</b> or <b>la</b> or <b>los</b> or <b>las</b> – depending on if it's masculine/feminine/plural A = <b>un</b> or <b>una</b> – if it's masculine or feminine
Using the verbs "to be" and "to have" correctly	Tengo = I have (you just need one word in Spanish not 2 like in English) but remember each person needs a different word <i>eg he has = tiene, we have = tenemos</i>
Adjective placement Adjective agreement	Remember adjectives go after the noun Remember adjectives have to agree with the noun in number and gender <i>Eg ojos azules –eyes blues, pelo negro - black hair</i>
Use porque to describe your opinions Use singular and plurals correctly	Me gusta el inglés <b>porque</b> es fácil BUT Me gusta <b>N</b> las matematicas porque <b>SON</b> facil <b>ES</b>



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 _____	_____
útil _____	boring _____
_____	pointless comfortable interesting entertaining
i _____	_____
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	_____	_____
relajante/s	_____	once	_____
_____	nice	doce	_____
_____	_____	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	_____



A.	<b>Computer Misuse Act</b>
Match the Computer Misuse Offences and their penalties below. Draw a line to connect the pairings.	

Unauthorised access to computer materials with intent to commit a further crime.	Up to six months in prison and/or a £5000 fine.
Making, supplying or obtaining anything which can be used in computer misuse offences.	Up to a five-year prison sentence and/or an unlimited fine.
Unauthorised access to computer materials.	Up to a five-year prison sentence and/or an unlimited fine.
Unauthorised modification of data.	Up to a ten-year prison sentence and/or an unlimited fine.

<b>What we are learning this term:</b>			
A. Computer Misuse Act	B. Cyberattack Motivations	C. Online Dangers	D. Definitions

B.	<b>Cyberattack Motivations</b>	
Committing a cyberattack in order to...		
Cybercrime	Generate profit or cause criminal damage.	
Cyberespionage	Gain access to confidential information.	
Hactivism	Raise awareness of a political or social problem.	
Cyberwarfare	Disrupt or damage the activities or assets of another country.	

C.	<b>Online Dangers</b>	
Lootboxes	Virtual Treasure Chests containing undisclosed items, designed to be addictive. This is effectively a game of chance and therefore gambling, if purchased for real money.	
Misinformation	False or inaccurate information which is meant to deceive or trick people.	
Grooming	A form of abuse that involves manipulating someone until they're isolated, dependent, and more vulnerable to exploitation.	
Cyberbullying	The use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature.	

D.	<b>Definitions</b>	
ESafety	The safe and responsible use of technology, the internet and other means of communication.	
Cyberattack	Using computers or other technology to modify programs or data to cause harm or damage.	
Cybersecurity	The technology and practices needed to protect devices and data from cyberattacks.	



<b>A.</b>	<b>Computer Misuse Act</b>
Match the Computer Misuse Offences and their penalties below. Draw a line to connect the pairings.	

<b>What we are learning this term:</b>			
A. Computer Misuse Act	B. Cyberattack Motivations	C. Online Dangers	D. Definitions

Unauthorised access to computer materials with intent to commit a further crime.

Up to six months in prison and/or a £5000 fine.

Making, supplying or obtaining anything which can be used in computer misuse offences.

Up to a five-year prison sentence and/or an unlimited fine.

Unauthorised access to computer materials.

Up to a five-year prison sentence and/or an unlimited fine.

Unauthorised modification of data.

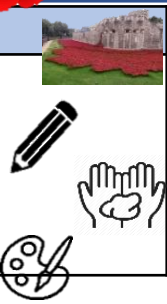
Up to a ten-year prison sentence and/or an unlimited fine.

<b>B.</b>	<b>Cyberattack Motivations</b>	
Committing a cyberattack in order to...		
Cybercrime		
Cyberespionage		
	Raise awareness of a political or social problem.	
Cyberwarfare		

<b>C.</b>	<b>Online Dangers</b>	
	Virtual Treasure Chests containing undisclosed items, designed to be addictive. This is effectively a game of chance and therefore gambling, if purchased for real money.	
Misinformation		
	A form of abuse that involves manipulating someone until they're isolated, dependent, and more vulnerable to exploitation.	
Cyberbullying		

<b>D.</b>	<b>Definitions</b>	
	The safe and responsible use of technology, the internet and other means of communication.	
Cyberattack		
Cybersecurity		

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



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



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
<ol style="list-style-type: none"> <li>1) Use a ruler to draw an equally spaced grid onto your image</li> <li>2) Draw an identical grid <b>LIGHTLY</b> onto paper</li> <li>3) Draw in the main <b>outlines</b> of your image, focusing on one square at a time Use a ruler to help you <b>measure</b> the positioning of lines if needed</li> <li>4) Add main details before erasing the grid on the paper</li> <li>5) Add fine <b>details</b> and build in <b>tone</b></li> </ol>



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

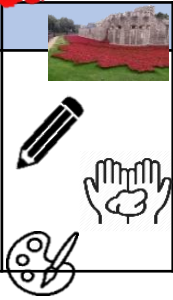
States of working with clay

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



**6 Key Words for this term**

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



**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. 1
2. 2
3. 3
4. 4
5. 5
6. 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		





**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	
<b>Timbers</b> come from <b>trees</b>	
	<p><b>Scots pine</b> – which you used for your maze frame – is a <b>softwood</b></p> <p><b>Softwoods</b> come in planks and boards</p>
<b>Manufactured Boards</b> come from <b>wood pulp</b>	
	<p><b>Plywood</b> – which you used as your base, insert and maze walls – is a <b>manufactured board</b></p> <p><b>Manufactured Boards</b> come in sheets</p>

<b>Polymers</b> come from <b>crude oil</b>	
	<p><b>Acrylic</b> – which you used as your lid for your maze – is a <b>polymer</b></p> <p><b>Polymers</b> come in sheets, graduals and filament</p>

C. Modelling		
<b>Creating a 3D representation of your product before you manufacture it.</b>		
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

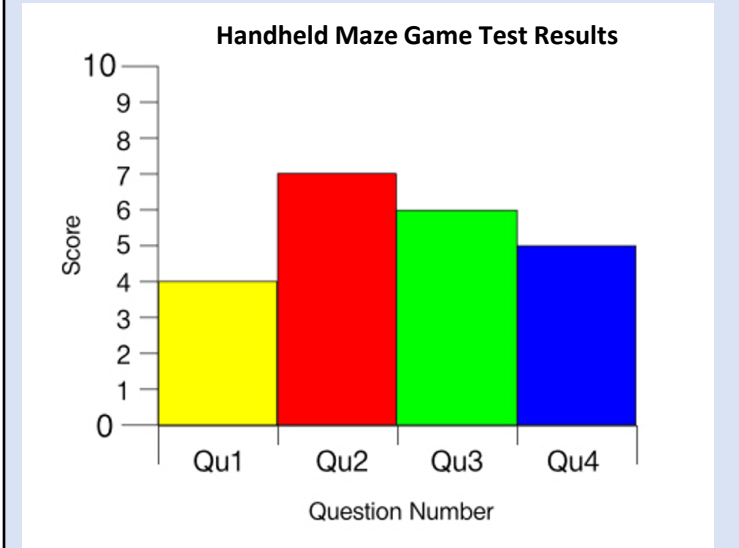
**D. Data analysis**

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.

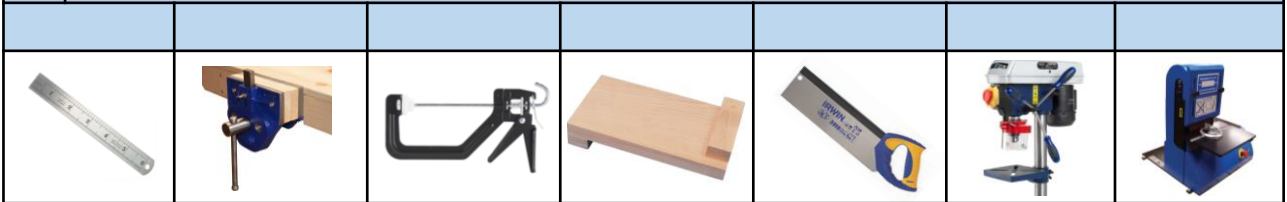
When writing the positives remember to make a point and then explain it. For improvements, point out what hasn't worked and how you could fix it.

**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.




**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 \_\_\_\_\_ and \_\_\_\_\_

**Manufactured Boards** come from \_\_\_\_\_

 **Plywood** – which you used as your base, insert and maze walls – is a **manufactured board**  
**Manufactured Boards** come in \_\_\_\_\_

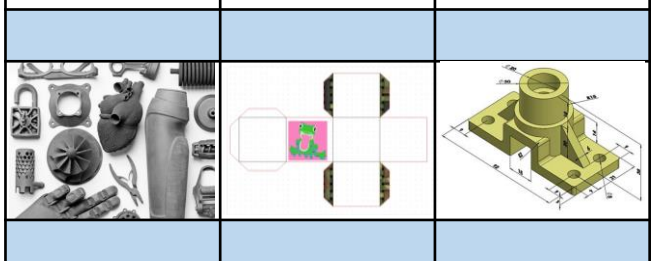
**Polymers** come from \_\_\_\_\_

 **Acrylic** – which you used as your lid for your maze – is a **polymer**  
**Polymers** come in \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_

**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**

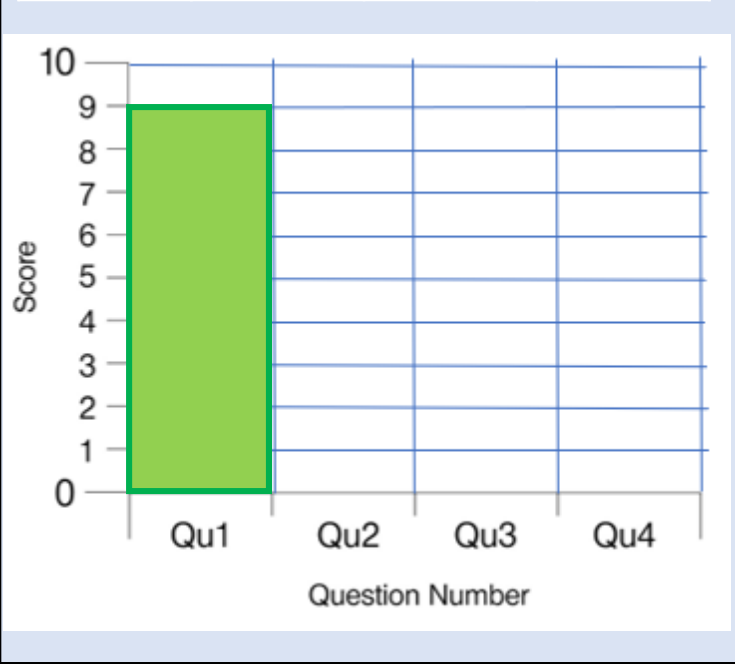
\_\_\_\_\_

\_\_\_\_\_

**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.**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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"> <li>1 Fruit and Vegetables</li> <li>2 Carbohydrates</li> <li>3 Protein</li> <li>4 Dairy</li> <li>5 Fats and Oils</li> </ol>

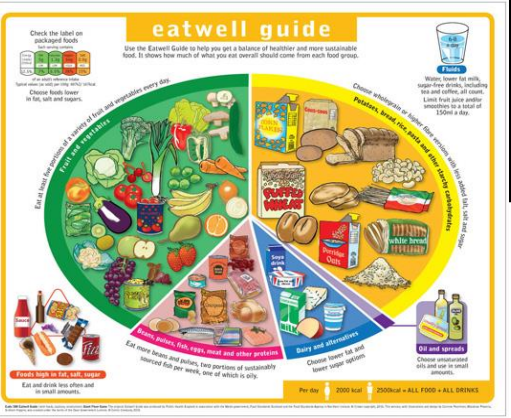


A.	What nutritional foods are in the top picture? Can you list 5 of the food that you can see?
	<p>In this photo you can see a number of <b>protein</b> foods. Protein helps our muscles and cells to grow and repair. Some examples in this photo include:</p> <ol style="list-style-type: none"> <li>1. Chicken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



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"> <li>• 1 Wash your hands in hot soapy water</li> <li>• 2 tie back your hair</li> <li>• 3 wear an apron</li> <li>• 4 use oven gloves when handling hot food</li> <li>• 5 wash your hands after handling meat</li> </ul>		<ul style="list-style-type: none"> <li>• 1 to kills germs and bacteria</li> <li>• 2 to stop hair getting into the food</li> <li>• 3 to protect yourself and your food from contamination</li> <li>• 4 to avoid burning yourself</li> <li>• 5 to avoid giving yourself or others food poisoning</li> </ul>

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

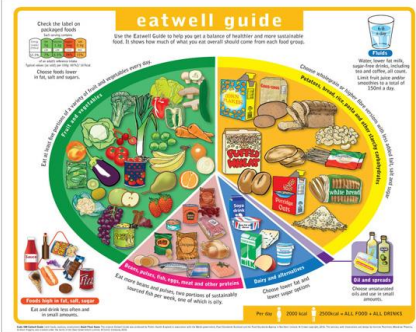
6 Key Words for this term	
1 Hygiene	4 Cuisine
2 Health	5 Sensory Analysis
3 Food Poisoning	6 Preparation

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?

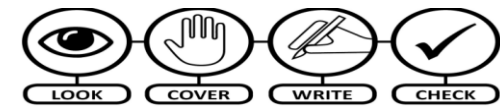


C.	Can you list 5 health, safety and hygiene rules and explain the importance of them?	
Rule		Why it is important
• 1		• 1
• 2		• 2
• 3		• 3
• 4		• 4
• 5		• 5

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. Explore the use of new drama techniques
- B. Take part in a variety of workshops using the techniques discussed in lessons.
- C. Create a Crimewatch using/creating key characters from the dead man's life and highlighting what they think happened the night of our victims demise.

**A- Key Words for this term**

- 1. Characterisation – presentation of a fictional character using gesture, posture and stance.
- 2. Gestures- a movement of part of the body, especially a hand or the head, to express an idea or meaning.
- 3. Mime- the theatrical technique of suggesting action, character, or emotion without words, using only gesture, expression, and movement:
- 4. Sound effects- sounds that are created or used in a theatrical production to enhance the action, mood, or atmosphere of a scene.
- 5. Narration- adding a spoken commentary for the audience about the action onstage.
- 6. Stimulus- The starting point in a piece of devised drama. This could be in the form of a song, poem, picture or book.
- 7. Hot seating- The method can be used for developing a role in the drama. A character is questioned by the group about his or her background, behaviour and motivation.
- 8. Flashback- a scene in a film, novel, etc. set in a time earlier than the main story
- 9. Cross cutting- device to move between two or more scenes staged in the space at the same time.
- 10. Devising- Creation of an original performance in response to a stimulus.

**B**

**Evidence Pack! What do we already know about our victim**

1

**NAME: JAMES TYLER**

2

Evidence Case 3192.

**65128495? What do these numbers mean.**

3



Footprint- found next to body near the lake.

Size 9 work boot.

Lake where body was found.

4



**Wallet with his bank cards in found by body.**

**C- Thinking questions.**

- 1. Who are you?
- 2. What do we need to know?
- 3. Who needs to be interviewed?
- 4. What is the key point of the story?
- 5. How does a flashback emphasise the story?
- 6. How does hot seating help you to understand your character?
- 7. Why do we use Narration?
- 8. How does Narration work?



## What we are learning this term:

- A. Explore the use of new drama techniques
- B. Take part in a variety of workshops using the techniques discussed in lessons.
- C. Create a Crimewatch using/creating key characters from the dead man's life and highlighting what they think happened the night of our victims demise.

## A- Key Words for this term

1. Characterisation –
2. **Gest** – a movement of part of the body, especially a hand or the head, to express an idea or meaning.
3. Mime-
4. **Sound** –sounds that are created or used in a theatrical production to enhance the action, mood, or atmosphere of a scene.
5. **Commentary** – adding a spoken commentary for the audience about the action onstage.
6. Stimulus- The starting point in a piece of devised drama. This could be in the form of...
7. Hot seating-
8. **Flashback** – a scene in a film, novel, etc. set in a time earlier than the main story
9. Cross cutting-
10. **Drama** – Creation of an original performance in response to a stimulus.

**B**

## Evidence Pack! What do we already know about our victim

1

### NAME: What was our victims name?

2

6512

? What do these numbers mean?

Evidence Case 3192.

3



Footprint- found next to body near the lake.

What size was the work book?

Lake where body was found.

4



Where was this found and what was inside?

## C- Thinking questions.

1. Who are you?
2. What do we need to know?
3. Who needs to be interviewed?
4. What is the key point of the story?
5. How does a flashback emphasise the story?
6. How does hot seating help you to understand your character?
7. Why do we use Narration?
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# SWINDON ACADEMY READING CANON

## Year 7



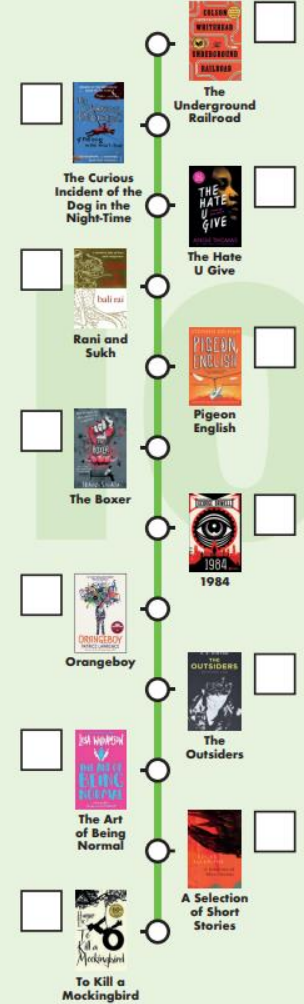
## Year 8



## Year 9



## Year 10



#ReadingisPower