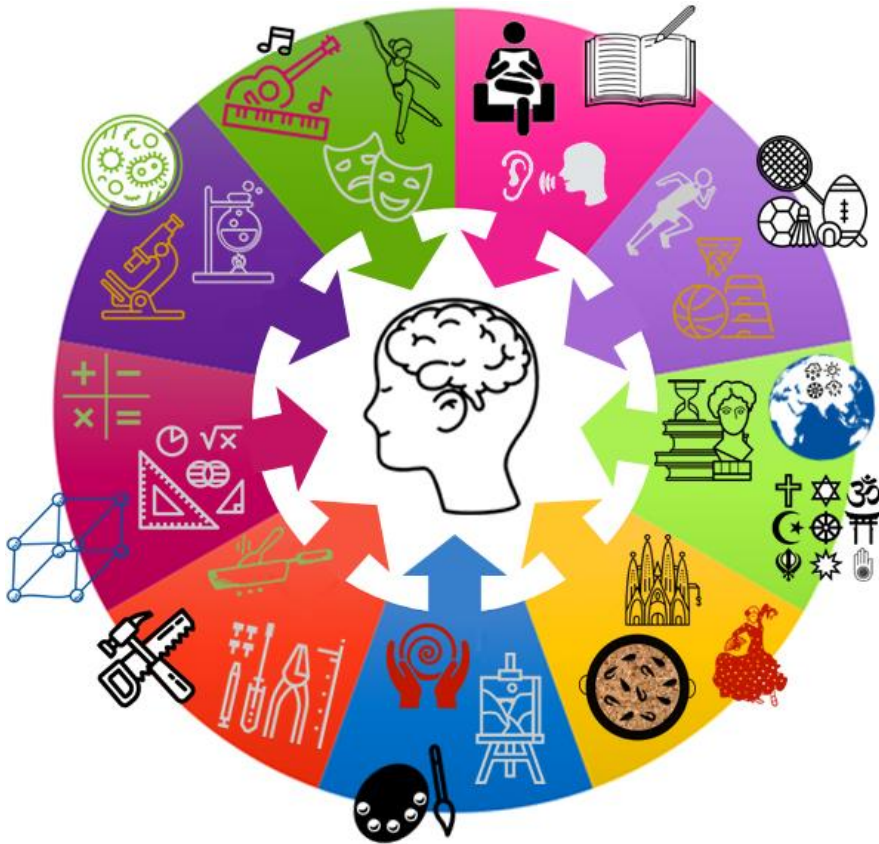


# Year 7- Booster Knowledge Organisers

## Term 6



### 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 20th May to 26th May 2020, with columns for Sun, Mon, Tue, Wed, Thu, and Fri. On the right is a 'Knowledge Organiser' for 'Year 7 Term 1 Science/Physics: Year 7Q Particles'. It contains several sections: 'What is particle theory?', 'Describe the arrangement and movement of particles in the three states of matter', 'What is the law of conservation of mass?', 'What are the different changes of state?', and 'What are the differences between the three states of matter?'. Each section includes text, diagrams, and small images.

## Step 2

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

This image shows a printed page from the knowledge organiser with handwritten notes. At the top, '29th May 2020' and 'Particle theory' are written. 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?'. A diagram shows the transitions between solid, liquid, and gas states, with arrows indicating 'Gaining energy' (melting, evaporation, sublimation) and 'Losing energy' (freezing, condensation, deposition). Small diagrams illustrate the particle arrangements for solid, liquid, and gas.

## 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. The title 'Properties of the states of matter' is underlined. Below it, 'Particle theory = all matter is made of particles' is written. Then, 'Solid = regular pattern particles vibrate in fixed position' is written. Next, 'Liquid = particles are arranged randomly but are still touching each other Particles can slide past each other and move around.' is written. Finally, 'Gas = Particles are far apart and are arranged randomly. Particles carry a lot of energy' is written.

## 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 repeating the definition of solid: 'Solid = regular pattern particles vibrate in fixed position'. This is written three times in a column.

## Step 5

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

This image shows a printed page from the quizzable knowledge organiser with handwritten answers. The sections include 'What is particle theory?', 'What is the law of conservation of mass?', and 'What are the different changes of state?'. The 'What are the different changes of state?' section has a table with handwritten answers: Melting: 'Self quizzing', Freezing: 'Arrangement/movement of matter', Evaporation: 'Solid = regular pattern pa', and Condensation: 'Liquid ='. Below the table, there are boxes for 'solid', 'liquid', and 'gas' with arrows pointing to the 'Losing energy' side of the state change diagram.

## 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 corrections and checkmarks. 'Particle theory = all matter is made of particles' is checked. 'Solid = regular pattern particles vibrate in fixed position' is checked. 'Liquid = particles are arranged randomly but are still touching each other Particles can slide past each other and move around.' is checked. 'Gas = Particles are far apart and are arranged randomly. Particles carry a lot of energy' is checked. There are some corrections and 'X' marks over parts of the text.

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 <b>little cat feet</b> '	Both 'the fog' and the 'little cat feet' are grey, delicate and move gently.
'November Night' – Adelaide Crapsey, 1878 – 1914 'like <b>steps of passing ghosts</b> ,/ The <b>leaves</b> , 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 <b>dog-rose</b> kind of girl:/ Elusive, scatterry as <b>petals</b> '	Both Sally and 'a dog-rose' are wild and not traditionally beautiful.
'Pigeons' – Richard Kell, 1927 – 'small blue <b>busybodies</b> / Strutting like <b>fat gentlemen</b> ' ' <b>their heads</b> like <b>tiny hammers</b> '	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 <b>thunderbolt he falls</b> '	Both the eagle falling and 'a thunderbolt' are fast and dangerous.
'The Tyger' – William Blake, 1757 – 1827 ' <b>Tyger, tyger burning</b> 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.**

### The poems and their key metaphors

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

### Review of the year's core knowledge:

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

**What we are learning this term:**

- A. Solar system
- B. Orbits and axis

**5 Key Words for this term**

- 1. Planet
- 2. Star
- 3. Solar system
- 4. Orbit
- 5. Axis

**B. Describe orbits in our solar system.**

The Earth orbits the Sun. It takes 365 days, which is 1 year.

The Moon orbits the Earth. It takes 28 days.

**B. Describe earth's rotation.**

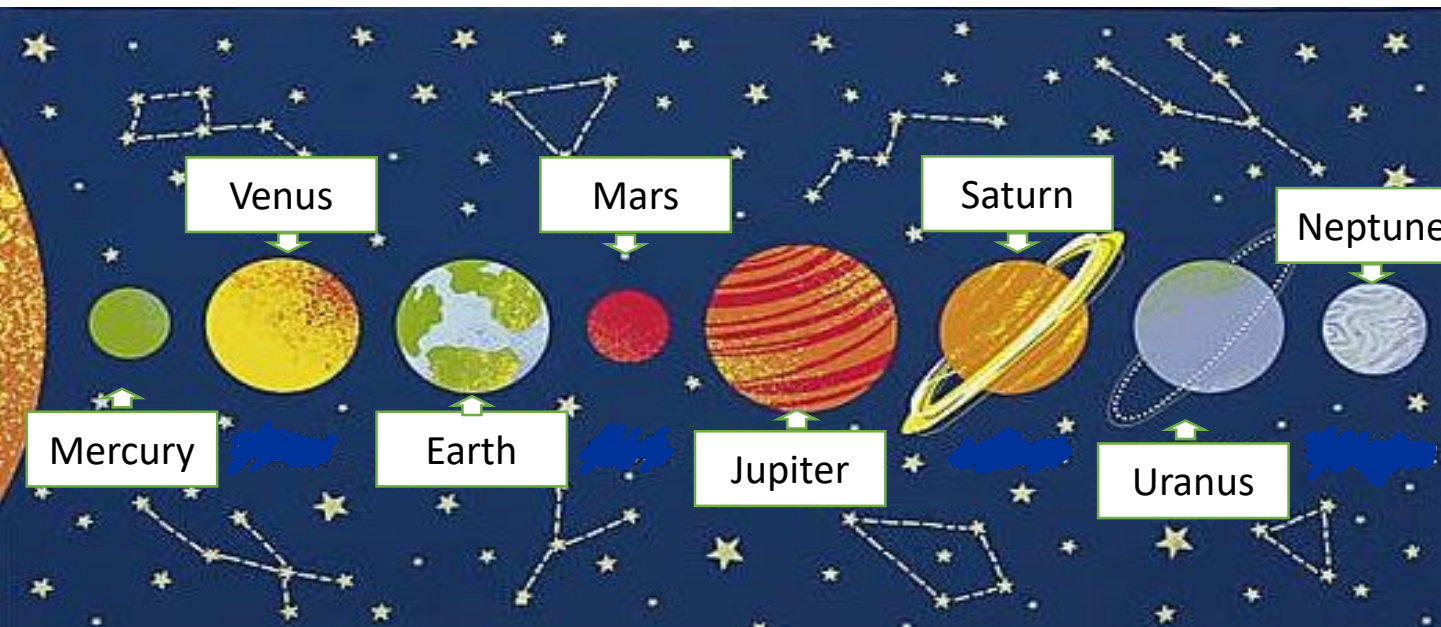
It Earth spins on it's axis. It takes 24 hours to complete a full rotation, which is 1 day.

**A. Name the planets of the solar system.**

**B. Name the two types of planets in the solar system**

Rocky planets, such as Earth or Mars.

Gas planets, such as Jupiter and Saturn.



**What we are learning this term:**

- A. Solar system
- B. Orbits and axis

**5 Key Words for this term**

- 1. Planet
- 2. Star
- 3. Solar system
- 4. Orbit
- 5. Axis

**B. Describe orbits in our solar system.**

The Earth orbits the \_\_\_\_\_. It takes \_\_\_\_\_ days, which is 1 year.

The Moon orbits the \_\_\_\_\_. It takes 28 days.

**B. Describe earth's rotation.**

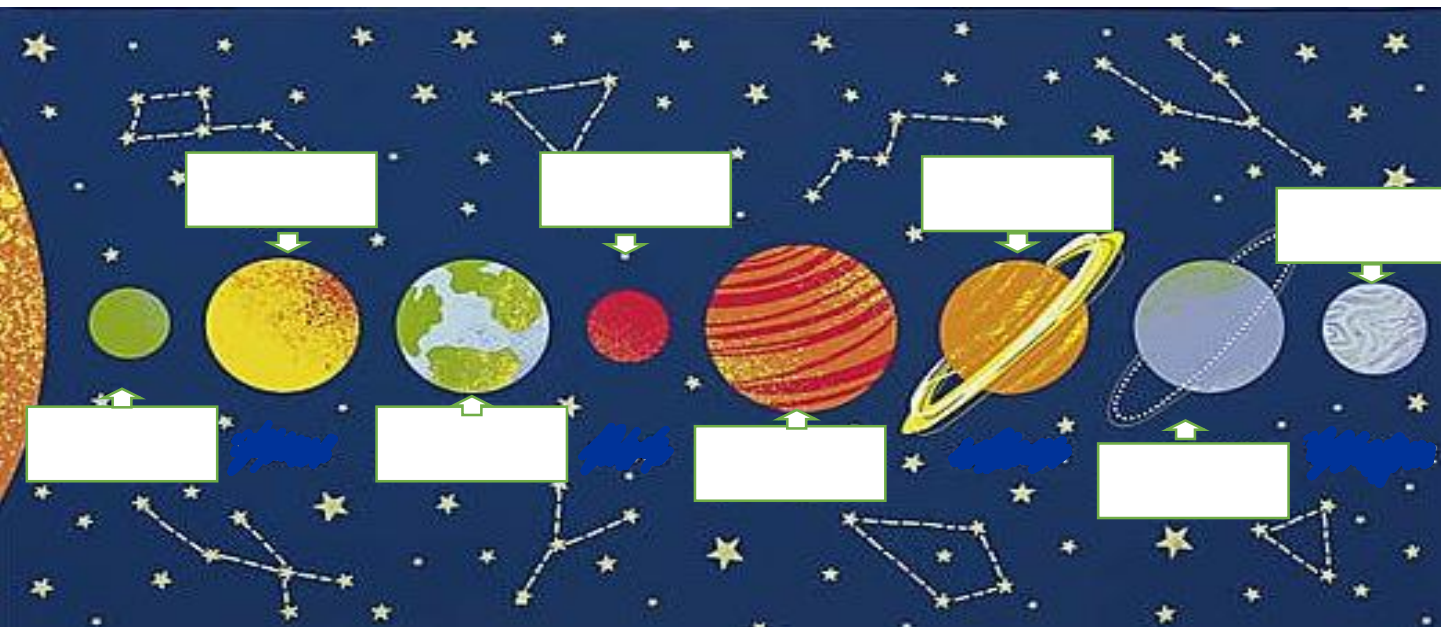
It Earth spins on it's \_\_\_\_\_. It takes \_\_\_\_\_ hours to complete a full rotation, which is 1 day.

**A. Name the planets of the solar system.**

**B. Name the two types of planets in the solar system**

\_\_\_\_\_ planets, such as Earth or Mars.

\_\_\_\_\_ planets, such as Jupiter and Saturn.





# Geography Knowledge Organiser: Year 7 Term 6 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.	As a river moves from its source in the upper course, to its mouth in the lower course, its 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)	
Drainage basin	An area of land drained by a river and its tributaries.
Source	The start of a river.
Mouth	Where the river enters the sea or lake.
Tributary	A small river that joins a larger river.
Confluence	The point at which two or more rivers meet.
Watershed	The dividing line between two drainage basins.

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

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

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

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

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

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

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

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





# Geography Knowledge Organiser: Year 7 Term 6 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 its source in the upper course, to its mouth in the lower course, its 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 that joins a larger river.
	The point at which two or more rivers meet.
	The dividing line between two drainage basins.

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

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

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

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

G.	Floodplain – lower course (2)
Silt	
Levees	

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

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

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



# Geography Knowledge Organiser: Year 7 Term 6 Development



Background:	
1.	Across the world the standard of living and quality of life can be very different.
2.	Countries therefore have different classifications, based on the quality of life within them. <b>(A)</b>
3.	How developed a country is can be measured in different ways. <b>(B)</b>
4.	Development is not haphazard and there are many reasons why some countries are more developed than others. <b>(C)</b>
5.	World-wide a number of strategies have been put in place to help improve the quality of life in some of the poorer nations; such as aid and Fairtrade. <b>(D, E, F)</b>
6.	Aid strategies can have much success. <b>(G)</b>

A. Country classification (3)	
Developed country	Normally has lots of money, many services and a high standard of living.
Developing country	Often quite poor compared to others, fewer services and a lower standard of living.
The Brandt line	An imaginary line which divides countries into the rich north, poor south.

B. Measuring development (6)	
Gross Domestic Product per capita (GDP per capita)	The total number of goods and services sold by a country, divided by its population.
Infant mortality	The number of babies that die per 1000 before their first birthday.
Life expectancy	The average age you are expected to live to in a country.
Literacy rate	The % of people that can read and write.
People per doctor	The number of people to one doctor.
Human Development Index	Combines GDP per capita, life expectancy and literacy rate.

C. Factors influencing development	
Development	How rich or poor a country is compared with other areas.
Factors which encourage development (4):	
1. A strong and stable government. 2. A large coastline for trade. 3. Availability of natural resources e.g. oil, coal, fertile soil etc. 4. A pleasant climate, ideal for growing crops.	
Factors which hinder development (4):	
1. An unstable or corrupt government, meaning money is not invested properly in the country. 2. The country is landlocked, making trade difficult. 3. Few natural resources to power industry. 4. A harsh climate, so can not grow crops reliably.	

D. What is aid? (6)	
Donor	A country that gives aid to another country.
Recipient	A country which receives aid.
Bilateral	International aid given by one country to another.
Multi-lateral	Aid given by NGOs (Non-Government Organisations) like the Red Cross or Oxfam.
Short term aid	Aid given to support a country following a crisis e.g. after an earthquake.
Long term aid	Aid given over a prolonged period of time to support a country's development e.g. teaching farmers different farming techniques.

E. Aid - advantages/ disadvantages	
Advantages (3)	1. People learn new skills e.g. improved farming techniques; so become independent 2. Can save lives after a natural disaster e.g. supplying clean water, food and medicines. 3. Simple technology e.g. water pumps, are easy for the locals to maintain.
Disadvantages (3)	1. Countries can become dependent upon aid, causing problems if it is removed. 2. Corrupt governments can sell the aid on, so it does not reach those in need. 3. The recipient can end up in debt if loans or deals are made.

F. Fairtrade	
What it is:	Trade which involves giving producers in developing countries a fair price for their goods.
Advantages (2)	
1. Farmers receive a fair and decent price. 2. Ensures good working conditions for farmers.	
Disadvantages (2)	
1. Non-Fairtrade farmers may lose out. 2. Sales can often be low as the price of Fairtrade goods can be high.	

G. Case study: Tree aid	
Where?	In countries along the Sahel across northern Africa e.g. Mali.
Features (2)	
1. Tree seeds given, so people can develop tree nurseries. 2. Bikes and donkey carts given.	
Success (2)	
1. Reliable food source e.g. cashew nuts. 2. Money made from the sale of cashew nuts can be used to send children to school.	



# Geography Knowledge Organiser: Year 7 Term 6 Development



Background:	
1.	Across the world the standard of living and quality of life can be very different.
2.	Countries therefore have different classifications, based on the quality of life within them. <b>(A)</b>
3.	How developed a country is can be measured in different ways. <b>(B)</b>
4.	Development is not haphazard and there are many reasons why some countries are more developed than others. <b>(C)</b>
5.	World-wide a number of strategies have been put in place to help improve the quality of life in some of the poorer nations; such as aid and Fairtrade. <b>(D, E, F)</b>
6.	Aid strategies can have much success. <b>(G)</b>

A.	Country classification (3)
Developed country	
Developing country	
The Brandt line	

B.	Measuring development (6)
Gross Domestic Product per capita (GDP per capita)	
Infant mortality	
Life expectancy	
Literacy rate	
People per doctor	
Human Development Index	

C.	Factors influencing development	
Development		
Factors which encourage development (4):		Factors which hinder development (4):

D.	What is aid? (6)
Donor	
Recipient	
Bilateral	
Multi-lateral	
Short term aid	
Long term aid	

E.	Aid - advantages/ disadvantages
Advantages (3)	
Disadvantages (3)	

F.	Fairtrade	
What it is:		
Advantages (2)		Disadvantages (2)

G.	Case study: Tree aid	
Where?		
Features (2)		Success (2)

# Year 7 History : Renaissance

What we are learning this term:	
Why was the Renaissance significant for Europe?	
A.	Keywords
B.	<i>What was the causes of the Renaissance ?</i>
C.	Did individuals have the biggest impact on medicine during the Renaissance?
D.	What was the impact of the Renaissance on science?
E.	Was the Renaissance a time of Scientific Revolution or Age of Superstition?

A.	Keywords
Dissection	To cut open a human body for the purpose of learning about it.
Renaissance	The revival of European science, art and literature the 14th–16th centuries.
Astrology	The beliefs that the stars can have a cosmic influence on day-to-day occurrences such as health
Superstition	Irrational belief in supernatural influences, especially as leading to good or bad luck or health
Rational	Ideas based on science and understanding of the world.
Anatomy	The study of the structure of the human body.
Physician	A medieval and Renaissance doctor. These received university educations where they would be taught from the works of Galen.
Scholar	A learned person in the medieval era. They read books and frequently had university educations
Perspective	A way of looking at something.
Classical	Referring to anything that takes influence from ancient Greece and Rome.
Circumnavigate	To go all the way around the earth.
Heliocentric	The belief that the sun is the centre of the solar system.
Sponsorship	Paid support for someone, eg. paid support for artist to paint pictures
Revolution	An uprising and attempted overthrow of those in power

C. Did individuals have the biggest impact on medicine during the Renaissance?		
Andre Vesalius	William Harvey	Printing Press
Challenged Galen’s ideas producing artwork to show what the body actually looked like and it was accurate as Vesalius actually did dissections on human bodies	Galen said blood is contently being made in the liver and then is burned up as fuel by the rest of the body	Allowed books to be made without the influence of the church stopping them from censoring ides they disapproved of. This allowed new medical ideas that challenged Galen to be shared openly
Dissected a heart proving Galen wrong and discovering that the septum in the heart did not have holes	Harvey showed that blood circulates repeatedly around the body, with the heart acting as a pump	Allowed books to be made quickly and easily meaning that more books were made, and they could be spread much more easily for a much lower price meaning that many more people would read new ideas.
Demonstrated that the jawbone was one bone not two bones (showing Galen had done research using pig and monkey corpses not human	Calculated that this would require 1800 litres of blood to be made a day – not possible	Allowed accurate replication of images and diagrams allowing the structure and workings o the body to be shown in accurate detail.
Found many other errors in Galen causing people to doubt Galen and the word of the church	Galen said that veins carried blood and air – found this to be incorrect	
Disproved Galen’s theory that blood is constantly being made in the liver and is burned up as fuel by the body		

D.	What was the causes of the Renaissance ?
How did Columbus cause the renaissance?	Showed that there was new lands to be discovered, encouraged others to explore and discover new lands.
How did the printing press cause the renaissance?	Allowed information to be spread quickly easily and cheaply, as more people had access to books. Took control of book making out of the control of the church who had previously used monks to create all books.
List of causes of the Renaissance.	<ul style="list-style-type: none"> <li>• Decline in Feudalism</li> <li>• Impact of the crusades</li> <li>• Decline in church influence</li> <li>• Increase in wealth and prosperity</li> <li>• Invention of the printing press</li> <li>• Fall of Constantinople</li> <li>• Influence of progressive rulers and nobility</li> <li>• Geographical improvements to voyages</li> </ul>

B.	Describe features of Renaissance of Architecture
Influences	Renaissance architecture was heavily influenced by the desire to recreate Roman and Greek
Features	Very large domes and arches often made of bright white stone such as marble. Lots of Pillars used in styles such as Ionic, Corinthian and Doric
How were they constructed ?	Using new machinery, examining ancient buildings, reading ancient books on architecture

E.	What was the impact of the Renaissance on science?
Nicolaus Copernicus	• Heliocentric theory - the earth and other planets go around the sun
Tycho Brahe	• Measurements of planets and stars • Helped to prove heliocentric theory • Proposed a modified Copernican system (earth goes around the sun)
Johannes Kepler	• Developed the 3 laws of planetary motion • Charted the orbit and position of many planets showing they didn’t need to orbit the sun in a perfect circle
Galileo Galilei	• Invented improved the telescopes • Discovered the Moon was not smooth – that it had craters • Theorised that the Moon reflected light from the sun • Discovered the moons of Jupiter, phases of Venus and sunspots • Agreed with Copernicus and the heliocentric theory
Isaac Newton	• Worked on optics and discovered the coloured spectrum • Created a more powerful telescope which was 10X smaller than traditional telescopes • Discovered calculus, the 3 laws of motion and his theory of universal gravitation

F.	Was the Renaissance a time of Scientific Revolution or Age of Superstition?
The of Scientific Revolution	The Renaissance encouraged curiosity, investigation, discovery, modern day knowledge. This caused people to question old beliefs. There was discoveries in science, art, astronomy and many other areas.
Age of Superstition	During witch hunts women were accused of being witches and using supernatural powers to cause bad things to happen such as illness, accidents or bad harvests. This shows that some people were more concerned about religion and superstition.



# Year 7 History : Renaissance Quizzable

## What we are learning this term:

Why was the Renaissance significant for Europe?

- A. Keywords
- B. *What was the causes of the Renaissance ?*
- C. Did individuals have the biggest impact on medicine during the Renaissance?
- D. What was the impact of the Renaissance on science?
- E. Was the Renaissance a time of Scientific Revolution or Age of Superstition?

### A. *Keywords*

Dissection	
Renaissance	
Astrology	
Superstition	
Rational	
Anatomy	
Physician	
Scholar	
Perspective	
Classical	
Circumnavigate	
Heliocentric	
Sponsorship	
Revolution	

## C. Did individuals have the biggest impact on medicine during the Renaissance?

Andre Vesalius	William Harvey	Printing Press

### A. *What was the causes of the Renaissance ?*

How did Columbus cause the renaissance?	
How did the printing press cause the renaissance?	
List causes of the Renaissance.	

### B. *Describe features of Renaissance of Architecture*

Influences	
Features	
How were they constructed ?	

### D. *What was the impact of the Renaissance on science?*

Nicolaus Copernicus	
Tycho Brahe	
Johannes Kepler	
Galileo Galilei	
Isaac Newton	

### E. *Was the Renaissance a time of Scientific Revolution or Age of Superstition?*

<i>The of Scientific Revolution</i>	
<i>Age of Superstition</i>	

A. Can you define these key words?	
Key word	Key definition
Messiah	A messiah is a saviour or liberator 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 ending in the establishment of the Reformed and Protestant Churches
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, personal conversion experiences and scripture as the sole basis for faith

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. This helps them to understand his powers as the Son of God
4	At Christmas Christians sing Carols about the birth of Jesus from the Gospels to help remind Christians of the story of Jesus' birth and to remind them of the importance of Christmas
5	Christians believe Jesus has a divine nature which is represented in the Gospels. This is shown through his immaculate conception, how his visitors were guided by a star, which is one of the reasons they celebrate Christmas

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 performed many miracles e.g. bringing someone back from the dead – this proves to Christians that God is all powerful and Jesus is the son of God	Jesus focused on teaching people what it means to be a member of God's kingdom and the major ideals of Christian life
3	Jesus taught not to judge others – may he who is without sin cast the first stone – parable of the adulterous woman	Jesus taught his followers in this Sermon the importance of following religious law and how to follow the religious law
4	Taught Christians to always help others, love thy neighbour, even if they are an enemy – Good Samaritan	Jesus taught his followers should live differently to others with a high level of selflessness and love.

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		F. St Augustine	
1	This particular group of Bishops decided to introduce the teaching of the Trinity – God as father, son and holy spirit	1	He sought to define each aspect of the Trinity to ensure they all had an equal appreciation of greatness
2	The Roman Emperor Constantine himself converted to Christianity and had a huge impact on religion in the Empire	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	<b>More traditional branched of Christianity are in decline when compared with more modern branches of Christianity</b>
3	There is still a large debate surrounding the teachings of Christianity and whether they should be more modernised to fit in with today's society and stop the decline in followers



A. Can you define these key words?	
Key word	Key definition
Messiah	
Immaculate Conception	
Ministry	
Beatitudes	
Resurrection	
Creed	
Original Sin	
Reformation	
Protestant	
Evangelism	

B. What do Christians believe about the nativity of Jesus – 5 facts	
1	
2	
3	
4	
5	

C. Jesus' Ministry- 4 facts		The Sermon on the Mount - 4 facts
1		
2		
3		
4		

D The Death and Resurrection of Jesus	

E The Council of Nicaea	
1	
2	

F St Augustine	
1	
2	

G Christianity today	
1	
2	
3	

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

What we are learning this term:	
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	
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	
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	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  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
Soy I am	Tengo I have	Hablo I speak	Voy I go	Juego I play
Eres You are	Tienes You have	Hablas You speak	Vas You go	Juegas You play
Es s/he is	Tiene He/she has	Habla s/he speaks	Va s/he goes	Juega s/he plays
Somos We are	Tenemos We have	Hablamos We speak	Vamos We go	Jugamos We play
son They are	Tienen They have	Hablan They speak	Van They go	Juegan They play

A. Los Deportes – Sports	
¿Qué deportes practicas? Practico... el atletismo el 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

D. Pasatiempos y Tareas – Hobbies and Housework	
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	
tener ser ir hacer jugar ver escuchar comprar vivir hablar deber querer visitar comer beber salir leer trabajar pensar escribir practicar 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

F. Key Opinions across topics and Weather	
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 frio 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

B. Más deportes – More Sports	
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

E. Más Pasatiempos – More Hobbies	
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



What we are learning this term:	
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	
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	
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	

Key Verbs				
Ser To be	Tener To have	Hablar To speak	Ir To go	Jugar To play
Soy I am		Hablo I speak		Juego I play
Eres You are		Hablas You speak		Juegas You play
Es s/he is		Habla s/he speaks		Juega s/he plays
Somos We are		Hablamos We speak		Jugamos We play
son They are		Hablan They speak		Juegan They play

A. Los Deportes – Sports	
¿Qué deportes practicas? Practico... el atletismo el 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	

D. Pasatiempos y Tareas – Hobbies and Housework	
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	

E. Key Verbs across Topics	
tener ser ir hacer jugar ver escuchar comprar vivir hablar deber querer visitar comer beber salir leer trabajar pensar escribir practicar poner pensar lavar sacar arreglar	







F. Key Opinions across topics and Weather	
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 frio Hace mal tiempo Hace buen tiempo Llueve Nieva Hay niebla Hay tormenta	

B. Más deportes – More Sports	
al rugby al squash al tenis al voleibol hago surfing hago remo la escalada el boxeo las artes marciales	

E. Más Pasatiempos – More Hobbies	
hago deporte hago los deberes hago la cama juego a las cartas juego al ajedrez monto en monopatín	

**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

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

**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

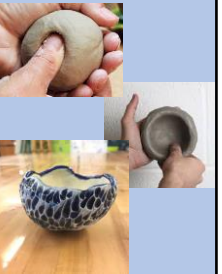


**E What is a pinch pot and how to make one**

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

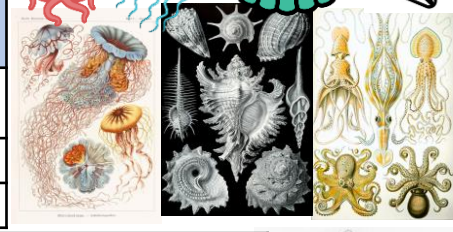


**A. Who is Ernst Haeckel and what are the characteristics of his work?**

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

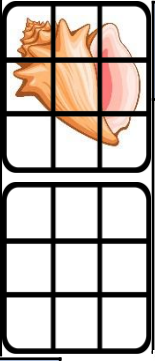
What? Beautifully detailed natural history illustrations depicting mostly marine life

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



**B. How to use the Grid Method for accurate drawing**

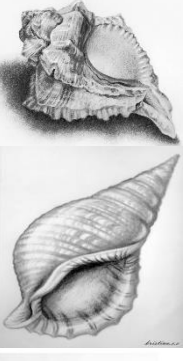
- 1) Use a ruler to draw an equally spaced grid onto your image
- 2) Draw an identical grid **LIGHTLY** onto paper
- 3) Draw in the main **outlines** of your image, focusing on one square at a time Use a ruler to help you **measure** the positioning of lines if needed
- 4) Add main details before erasing 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



**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

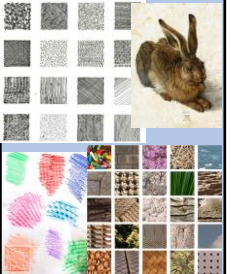
Step 1	Lay out your drawing using pencil lightly
Step 2	Add newspaper collage
Step 3	Apply an ink wash using varied colours
Step 4	Add tissue paper collage over the wash in places
Step 5	Use black ink or pen to go over your drawing, adding detail and texture using mark making

**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





**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


Key word	Key definition
illustration 	
observation 	
source 	
texture  	
tone 	
outcome 	

**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

**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  
 .....  
 .....

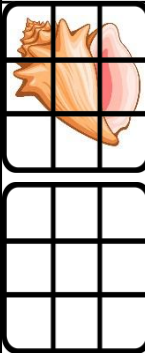
**A. Who is Ernst Haeckel and what are the characteristics of his work?**

Who? \_\_\_\_\_

What? \_\_\_\_\_


Why? \_\_\_\_\_


**B. How to use the Grid Method for accurate drawing**



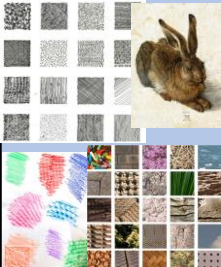
- 1) Use a ..... to draw an equally spaced grid onto your image
- 2) Draw an identical grid ..... onto paper
- 3) Draw in the main ..... of your image, focusing on one square at a time Use a ruler to help you ..... the positioning of lines if needed
- 4) Add main details before ..... the grid on the paper
- 5) Add fine ..... and build in .....

**F. How to use glazes and oxides**

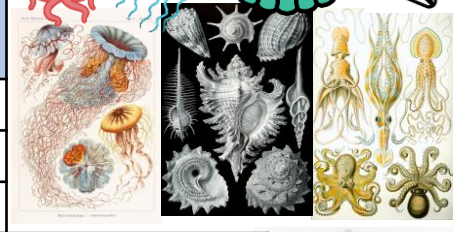
**oxide**   
 Powder made from .....  
 Mixed with ..... and applied to the bisque fired clay  
 Highlights the ..... in the clay surface  
 Can be applied ..... or ..... to get different effects

**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

**G What is texture?**

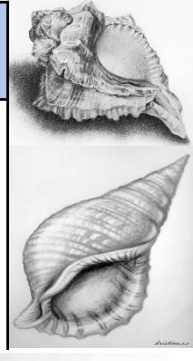


Texture is  
 .....  
 Actual texture is  
 .....  
 Visual or implied texture is  
 .....  
 .....



**C Drawing primary sources from observation**

Drawing from a primary source means .....  
 Observe the objects .....  
 Lay out the basic ..... you can see  
 ..... and add  
 .....  
 Add ..... to show how light is hitting the object(s)



**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 \_\_\_\_\_

Step 2 \_\_\_\_\_

Step 3 \_\_\_\_\_

Step 4 \_\_\_\_\_








Step 5 \_\_\_\_\_









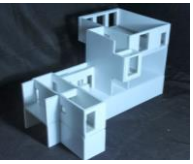


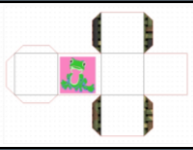
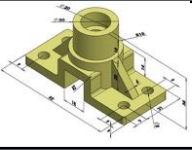


**What we are learning this term:**  
**A. Workshop Tools    B. Materials    C. Modelling    D. Data Analysis & Evaluation**

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

B. Materials	
<b>Timbers</b> come from trees	
	<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 wood pulp	
	<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 crude oil	
	<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>

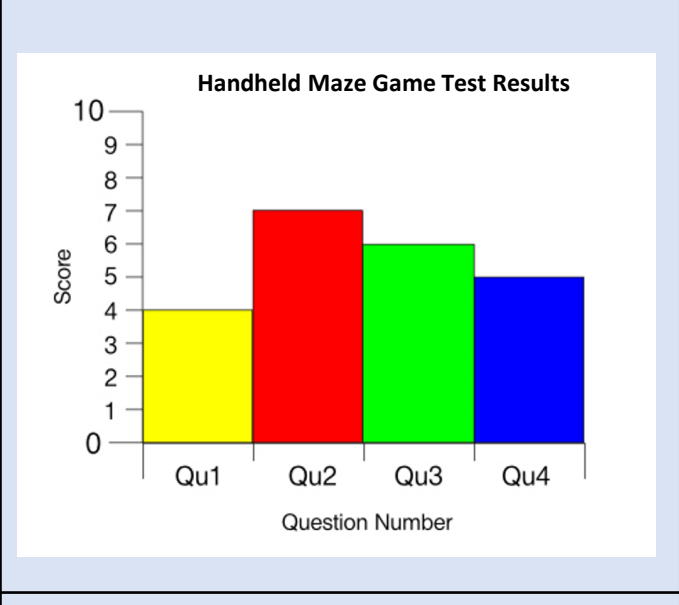
C. Modelling		
<b>Creating a 3D representation of your product before you manufacture it.</b>		
You can use a variety of different materials and computer programs to create a mock up model or prototype such as;		
		
Cardboard	Foamboard	Scrap Wood
		
3D Printing	2D Design	Solidworks

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.





# Year 7 PRODUCT DESIGN Term 6 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

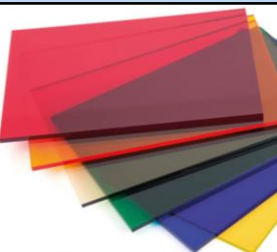
**Manufactured Boards** come from \_\_\_\_\_



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

**Manufactured Boards** come in sheets

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



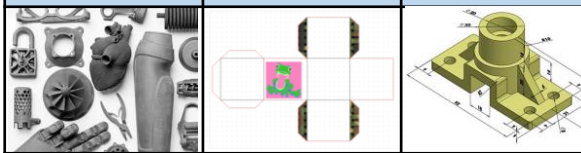
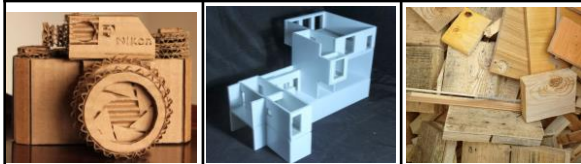
**Acrylic** – which you used as your lid for your maze – is a **polymer**

**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.

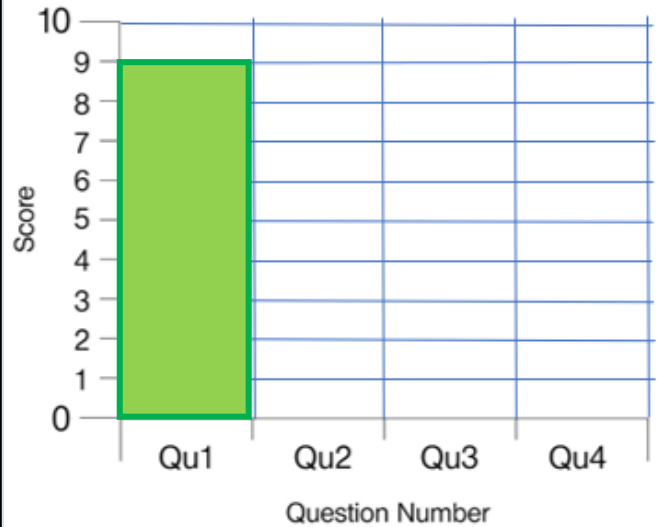
Advantages	Disadvantages

**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.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

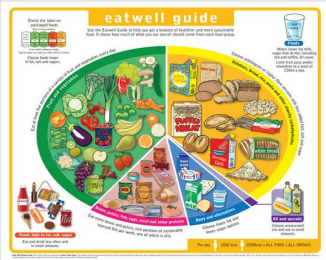
\_\_\_\_\_

Year 7 Term 6 : 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?	
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?	
<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>	

C. Can you list 5 health, safety and hygiene rules and explain the importance of them?	
Rule	Why it is important
<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>

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 6 : 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?

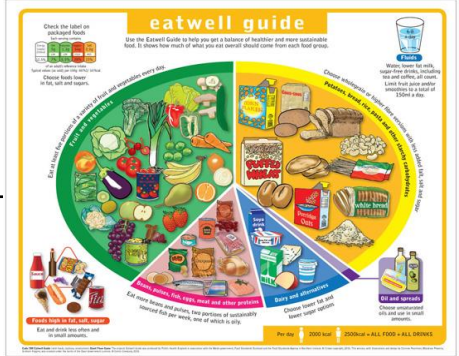
B.	What are the 5 different sections of the Eatwell plate?
1	
2	
3	
4	
5	



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?

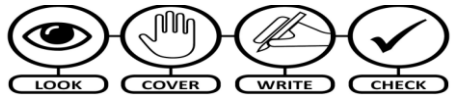


C.	Can you list 5 health, safety and hygiene rules and explain the importance of them?	
Rule		Why it is important
• 1		• 1
• 2		• 2
• 3		• 3
• 4		• 4
• 5		• 5

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	Ukulele Strings and tuning
2	Major and Minor chords
3	Reading Ukulele Tab
4	Performing as a group
5	Playing ukulele and singing together



**C - Useful links: practice at home!**

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

Easy Ukulele  
Play along -----> Viva La Vida - Coldplay

ROAR - Katy Perry

Check out this C Am G F Chord Drill!

**E - Ukulele Finger Technique and Chords**

B	Keywords
<b>Chord</b>	Three or more notes played at the same time
<b>Chord Diagram</b>	The way of writing ukulele notation
<b>Pick/Plectrum</b>	A tool used to strum the strings
<b>Chord Progression</b>	A pattern of chords in a song. E.g. C - Am - F - G
<b>Strum</b>	a sweeping action where a finger or plectrum brushes over several strings to make sound.
<b>Accuracy</b>	Playing or singing the correct notes, at the correct time
<b>Fluency</b>	Giving the music a good flow - no pauses

**D Ukulele Strings and Notes**

The strings of a ukulele are G (nearest your face), C, E, A (nearest your knees)

These are the most used Chords for ukulele. Learn them here:

**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
<b>Melody</b>	<b>Articulation</b>	<b>Dynamics</b>	<b>Texture</b>	<b>Structure</b>	<b>Harmony/Tonality</b>	<b>Instruments</b>	<b>Rhythm</b>	<b>Tempo</b>
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







## 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.



	Greek theatrical terms:
Theatron	Viewing place
Orechestra	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

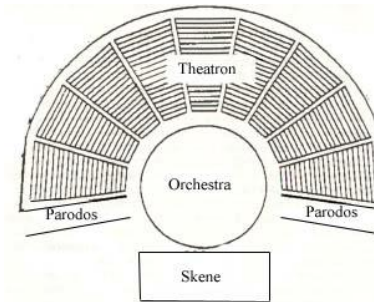
### B.

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.



## 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 .....
- 2. To connect with the ..... and ..... with questions and responses.
- 3. To establish a mood with ..... and chanting.
- 4. Re-enforces the key .....of the play.



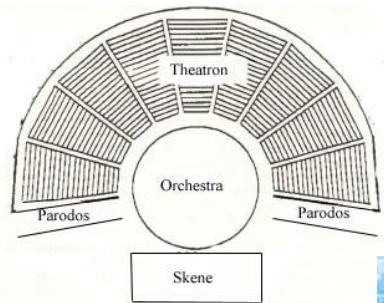
	Greek theatrical terms:
	Viewing place
	Dancing space where the chorus performs.
	Tent in the centre for costume changes
	Corridors where actors enter and exit
	Little crane for suspending actors
	Wheeled wagon used to bring in the dead actors

### 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?
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 .....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 honour 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 ANTHESTERIA, 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.

# SWINDON ACADEMY READING CANON

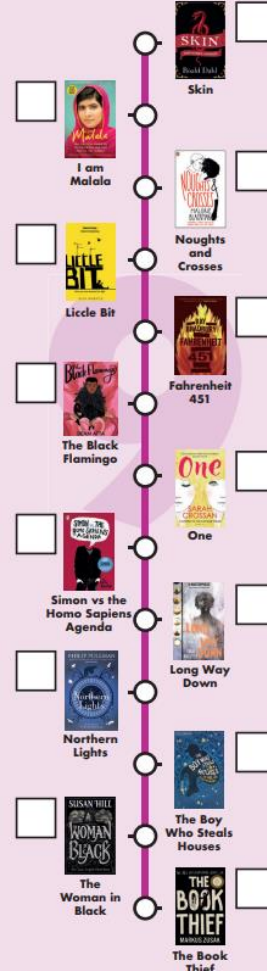
## Year 7



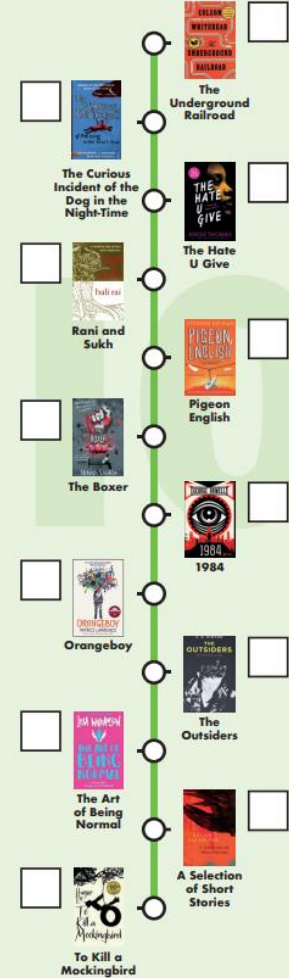
## Year 8



## Year 9



## Year 10



#ReadingisPower