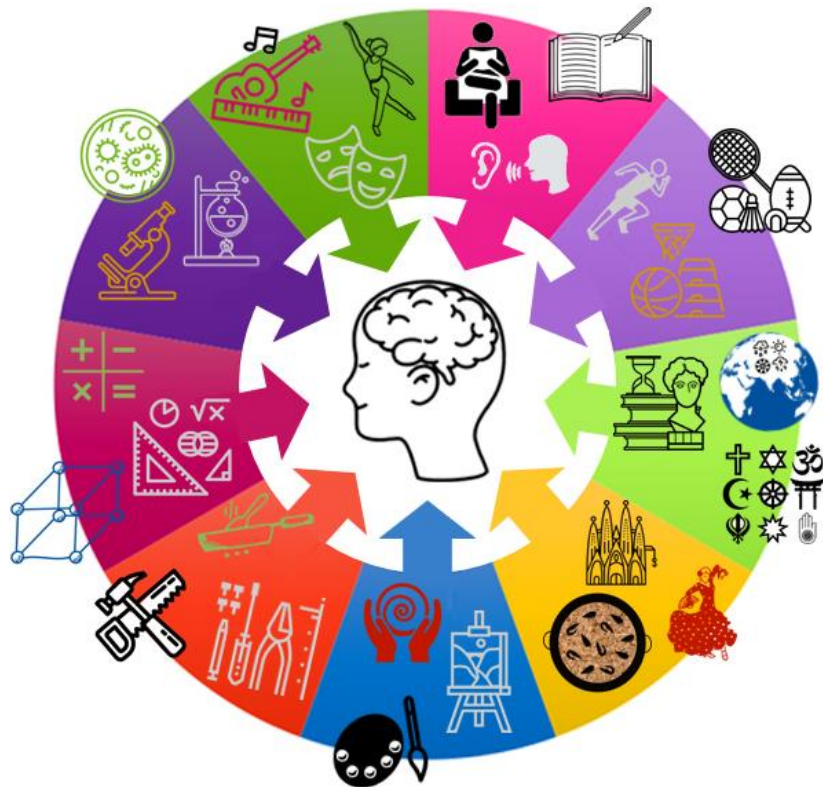


# 100% book - Year 7 Booster

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

## Term 4



### Swindon Academy 2022-23

Name:	
Tutor Group:	
Tutor & Room:	

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

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

# Using your Knowledge Organiser and Quizzable Knowledge Organiser

## Knowledge Organisers

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

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

**4 Key Words for this term:**  
 1. Matter  
 2. Particles  
 3. Changes  
 4. Mixing

**1. Matter**  
 2. Condensation  
 3. Evaporation  
 4. Solids  
 5. Solvent  
 6. Solution

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

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

Melting: change of state from solid to liquid  
 Freezing: change of state from liquid to solid  
 Evaporation: change of state from liquid to gas  
 Condensation: change of state from gas to liquid

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

**Pure**  
 A material that is made up of only one type of particle.

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

## Quizzable Knowledge Organisers

**A. What is particle theory?**

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

Solid  
 Liquid  
 Gas

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

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

Melting  
 Freezing  
 Evaporation  
 Condensation

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

Pure  
 Impure

Diagram showing transitions between solid, liquid, and gas states with arrows and labels for melting, freezing, evaporation, and condensation.

## Expectations for Prep and for using your Knowledge Organisers

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

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

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

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

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

### Top Tip

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

# How do I complete Knowledge Organiser Prep?

## Step 1

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

The screenshot shows the epraise website interface. On the left is a 'Planner' for the week of 10th May to 16th May 2020, with a grid for subjects like Science, History, and English. On the right is a 'Knowledge Organiser' for 'What is particle theory?'. 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 screenshot 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 screenshot shows a student's prep book with handwritten notes. The date '29th May 2020' is written at the top. Below it, the title 'Properties of the states of matter' is written. The notes include: '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 screenshot shows a student's prep book with handwritten notes. The date '29th May 2020' is written at the top. Below it, the title 'Properties of the states of matter' is written. The notes include: '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 5

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

The screenshot shows a student's prep book with the quizzable knowledge organiser template. The date '29th May 2020' and the title 'Particle theory' are written at the top. 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. The student has written 'Self quizzing' in the 'What are the different changes of state?' section.

## 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 screenshot shows a student's prep book with handwritten notes. The date '29th May 2020' is written at the top. Below it, the title 'Properties of the states of matter' is written. The notes include: '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.

Plot Summary	Who loves Whom
<b>Act 1:</b> <b>Hermia</b> and <b>Lysander</b> love each other but are not allowed to marry so decide to run away to the forest to get married in secret. <b>Demetrius</b> wants to marry <b>Hermia</b> . <b>Helena</b> loves <b>Demetrius</b> . They follow <b>Hermia</b> and <b>Lysander</b> into the forest.	
<b>Act 2:</b> In the forest, Oberon and Titania are arguing. Oberon sees <b>Demetrius</b> and <b>Helena</b> arguing and commands Puck to use the potion on the Athenian man to make him fall in love with <b>Helena</b> . However, the first Athenian man Puck sees is <b>Lysander</b> , so he puts the love potion on him. <b>Lysander</b> falls madly in love with <b>Helena</b> .	
<b>Act 3:</b> Puck sees Bottom in the forest and transformed his head into a donkey's head. He puts the love potion on Titania, who falls in love with Bottom. Puck puts the love potion on <b>Demetrius</b> so that he falls in love with <b>Helena</b> . As a result, both men love <b>Helena</b> so there is chaos. Puck eventually drops a herb in <b>Lysander's</b> eyes to put him back to normal.	
<b>Acts 4 and 5:</b> Oberon finds Titania and Bottom and decides that he has had enough fun. Puck drops a herb in her eyes, she wakes and leaves with Oberon. The lovers return to Athens where Bottom and the other actors perform their play at the wedding of the three happy couples: Theseus and Hippolyta, <b>Lysander</b> and <b>Hermia</b> and <b>Demetrius</b> and <b>Helena</b> .	

Characters
<p><b>Athenians</b></p> <p><b>Theseus:</b> <i>The Duke of Athens and Hippolyta's fiancé (later husband).</i></p> <p><b>Hippolyta:</b> <i>The Queen of the Amazons and Theseus's fiancé (later wife).</i></p> <p><b>Egeus:</b> <i>Hermia's father.</i></p>
<p><b>The Lovers</b></p> <p><b>Hermia:</b> <i>the daughter of Egeus and good friend of Helena. She is in love with Lysander.</i></p> <p><b>Helena:</b> <i>in love with Demetrius and a good friend of Hermia.</i></p> <p><b>Lysander:</b> <i>an Athenian nobleman who is in love with Hermia.</i></p> <p><b>Demetrius:</b> <i>an Athenian nobleman who also loves Hermia, but has wooed Helena in the past.</i></p>
<p><b>Fairies (Mythical characters)</b></p> <p><b>Titania:</b> <i>The Queen of the Fairies and Oberon's wife.</i></p> <p><b>Oberon:</b> <i>The King of the Fairies and Titania's husband.</i></p> <p><b>Puck:</b> <i>Oberon's mischievous servant.</i></p>
<p><b>The workmen/theatre performers</b></p> <p><b>Bottom:</b> <i>a weaver who believes he is a great actor.</i></p>



Vocabulary: Key words
<b>severe</b> – very strict or harsh
<b>conflict</b> – a serious disagreement, battle or struggle between two sides or ideas.
<b>unrequited love</b> – If a person loves someone who doesn't love them back, the person's love is unrequited
<b>to mock</b> – To mock someone is to make fun of them
<b>chaos</b> – a situation where there is no order and everyone is confused
<b>to resolve</b> – to solve a problem or difficulty

Terminology: Key Words
<b>soliloquy</b> - a speech in a play that the character speaks to himself or herself or to the audience, rather than to the other characters
<b>comedy</b> – a type of play that is comical and ends with a happy ending.
<b>play</b> - a play is a piece of writing which is performed in the theatre.
<b>stage directions</b> - Instructions written into the script of a play

**Background Information of AMND**

Shakespeare went to a grammar school where he was taught Ancient Greek.
The play is set in Ancient Greece and follows the rules of a comedy from Ancient Greece.
When the play was written, Elizabeth 1 <sup>st</sup> was Queen. The play is written in the Elizabethan era.
Both wealthy and poorer Elizabethan people went to the Globe to watch plays.
Cupid is the ancient god of love. He is usually presented as a baby whose arrows make people fall in love.



**The Love Potion**

The love potion is made from a flower in the forest. The flower is magical because Cupid hit it with his arrow when he was aiming at a young girl. When the potion is put on characters' eyes, they fall in love with the first person they see. It is very powerful.



Plot Summary	Who loves Whom
<p><b>Act 1:</b> <b>Hermia</b> and <b>Lysander</b> _____ each other but are _____ to marry so decide to run away to the forest to get married in secret. <b>Demetrius</b> wants to marry _____. <b>Helena</b> loves _____. They follow _____ and _____ into the forest.</p>	<p style="text-align: center;"><b>Demetrius</b></p> <p style="text-align: center;"><b>Helena</b></p>
<p><b>Act 2:</b> In the forest, _____ and _____ are arguing. Oberon sees _____ and _____ arguing and commands Puck to use _____ on the Athenian man to make him _____ with <b>Helena</b>. However, the first Athenian man Puck sees is _____, so he puts the _____ on him. <b>Lysander</b> falls madly in love with _____.</p>	<p style="text-align: center;"><b>Hermia</b></p> <p style="text-align: center;"><b>Lysander</b></p>
<p><b>Act 3:</b> Puck sees _____ in the forest and transformed his head into a _____'s head. He puts the _____ on _____, who falls in love with Bottom. Puck puts the love potion on _____ so that he falls in love with _____. As a result, both men love _____ so there is _____. Puck eventually drops a herb in <b>Lysander's</b> eyes to put him back to normal.</p>	<p style="text-align: center;"><b>Lysander</b></p> <p style="text-align: center;"><b>Helena</b></p> <p style="text-align: center;"><b>Hermia</b></p>
<p><b>Acts 4 and 5:</b> _____ finds _____ and _____ and decides that he has had enough fun. Puck drops a herb in her eyes, she wakes and leaves with Oberon. The lovers return to _____ where Bottom and the other actors perform their play at the wedding of the _____ happy _____: Theseus and Hippolyta, _____ and _____ and _____ and _____.</p>	<p style="text-align: center;"><b>Demetrius</b></p>

Characters
<p><b>Athenians</b></p> <p><b>Theseus:</b> _____</p> <p><b>Hippolyta:</b> _____</p> <p><b>Egeus:</b> _____</p>
<p><b>The Lovers</b></p> <p><b>Hermia:</b> <i>the daughter of Egeus and</i> _____</p> <p><b>Helena:</b> <i>in love with Demetrius and</i> _____</p> <p><b>Lysander:</b> <i>an Athenian nobleman</i> _____</p> <p><b>Demetrius:</b> <i>an Athenian nobleman who</i> _____</p>
<p><b>Fairies (Mythical characters)</b></p> <p><b>Titania:</b> _____</p> <p><b>Oberon:</b> _____</p> <p><b>Puck:</b> _____</p>
<p><b>The workmen/theatre performers</b></p> <p><b>Bottom:</b> _____</p>

Vocabulary: Key words
severe –
conflict –
unrequited love –
to mock –
chaos –
to resolve –

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comedy –.
play -
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Cupid is the \_\_\_\_\_. He is usually presented as a baby whose arrows make people \_\_\_\_\_.



**The Love Potion**

The love potion is made from a flower in the forest. The flower is magical because Cupid hit it with his arrow when he was aiming at a young girl. When the potion is put on characters' \_\_\_\_\_ It is very \_\_\_\_\_.





**What we are learning this term:**

- A. Safety
- B. Components of circuits
- C. Conductors and insulators
- D. Circuit diagrams

**7 Key Words for this term**

- 1. Battery
- 2. Cells
- 3. Current
- 4. Conductor
- 5. Insulator

**B. Describe how to be safe around electricity.**

Don't pull wires.

Don't put your fingers in sockets.

Keep water and drinks away from electrical things.

**B. Name the components of a circuit.**

Cell/battery



Motor



Bulb



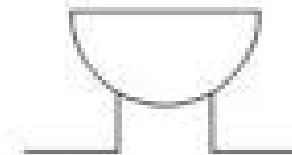
Switch



Wire



Buzzer





What we are learning this term:

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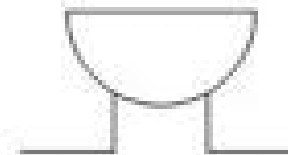
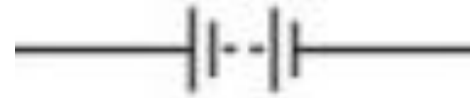
B. Describe how to be safe around electricity.

Don't pull w\_\_\_\_\_.

Don't put your fingers in s\_\_\_\_\_.

Keep w\_\_\_\_\_ and drinks away from electrical things.

B. Name the components of a circuit.



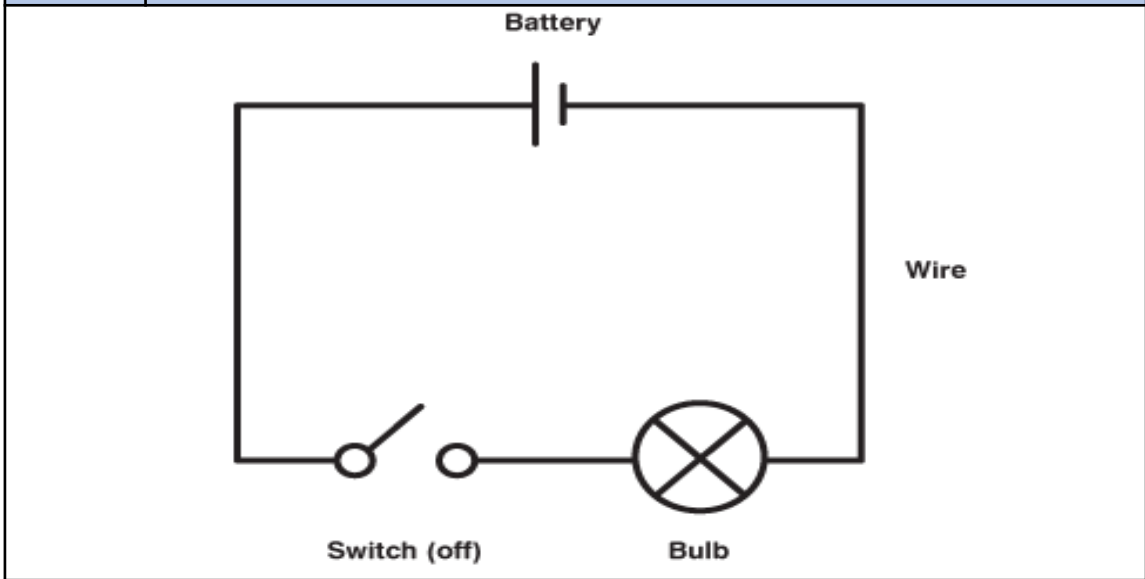
**What we are learning this term:**

- A. Safety
- B. Components of circuits
- C. Conductors and insulators
- D. Circuit diagrams

**7 Key Words for this term**

- |            |              |
|------------|--------------|
| 1. Battery | 4. Conductor |
| 2. Cells   | 5. Insulator |
| 3. Current |              |

**D. Complete the circuit diagram.**



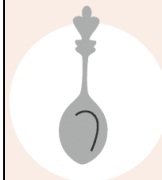
**C. Describe what a conductor is.**

A material that allows electricity to flow through it.

**C. Describe what an insulator is.**

A material that does not allow electricity to flow through it.

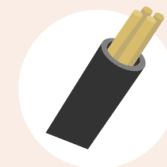
**5 Electrical Conductors**



silver



gold



copper



steel



sea water

**5 Electrical Insulators**



rubber



glass



oil



diamond



dry wood



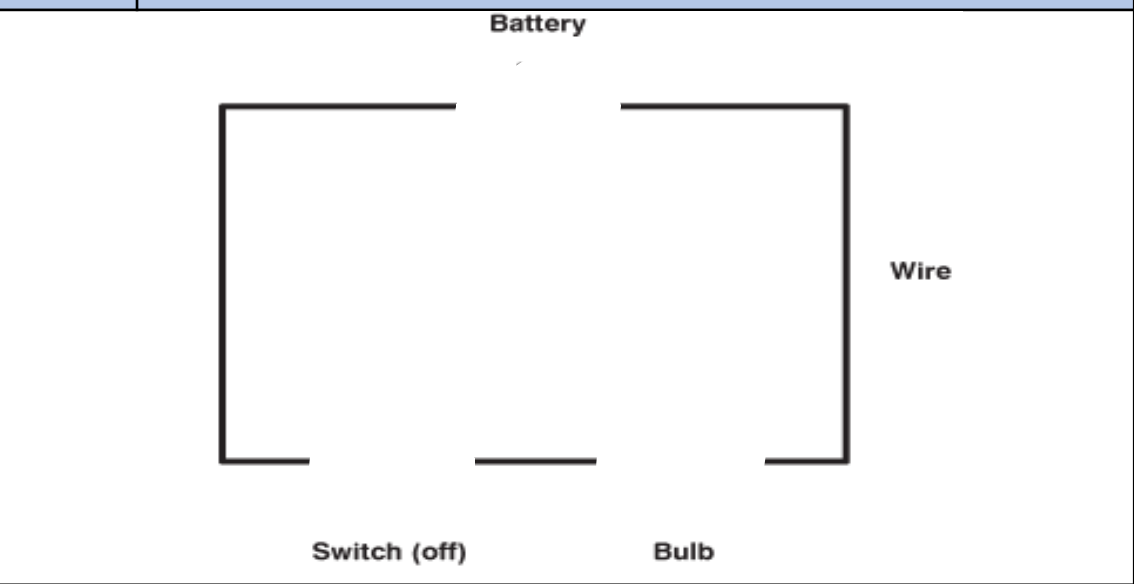
**What we are learning this term:**

- A. Safety
- B. Components of circuits
- C. Conductors and insulators
- D. Circuit diagrams

**7 Key Words for this term**

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**D. Complete the circuit diagram.**



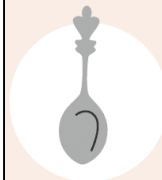
**C. Describe what a conductor is.**

A material that a\_\_\_\_\_ electricity to flow through it.

**C. Describe what an insulator is.**

A material that does n\_\_\_\_\_ allow electricity to flow through it.

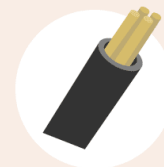
**5 Electrical C\_\_\_\_\_**



silver



gold



copper

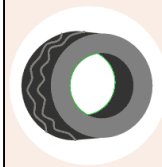


steel



sea water

**5 Electrical I\_\_\_\_\_**



rubber



glass



oil



diamond



dry wood



## Y7WB T4

### BACKGROUND

- A. What is the environment?
- B. How Can the environment change?
- C. Plants
- D. Photosynthesis
- E. Land Uses
- F. Renewable energy
- G. Fossil Fuels
- H. Litter
- I. Reducing waste

**Renewable Energy** is a **natural** source of energy that will **never** run out!  
Examples include, **wind**, sun, **wave** and Hydro (F)



## Fossil Fuels Facts (G)

- They are found **underground**
- Common examples are **coal**, oil and **gas**.
- They are used for **plastic**, **heating** and making **electricity**

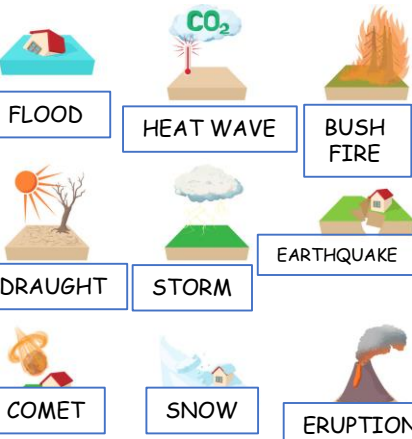
## Negative of fossil fuels

When we burn coal it releases a gas called **carbon dioxide**  
**Carbon dioxide** causes the planet to get **warmer**  
This is called **global warming**



What is the environment?

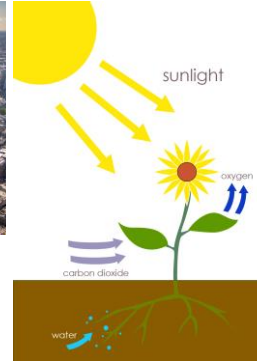
- A. The environment is all around us on planet earth
- How can the environment change? (B)**



## Land Use's E



- A **village** has very few buildings and is **smaller** than a city.
- Cities are **large**, bustling areas with lots of homes and businesses.



## Vegetation (Plants) C

- Plants are important for the **planet** and for all living things.
- Trees breathe in **carbon dioxide** and breath out **oxygen**. This is called **photosynthesis**.
- Humans breathe in **oxygen** and breath out carbon dioxide.

**Photosynthesis (This is how plants turn sunlight into food!)**

1. Tree leaves are **green**
2. The green helps to trap sunlight
3. The tree then breathes in **co2**
4. The **sunlight** and **co2** helps to create **sugars** (food)
5. There is oxygen left over so the tree breathes out the **oxygen**
6. Humans breathe in the **oxygen**.



## Reduce means to use less of something. (I)

Raw materials are   natural  . Which means they cannot be made by   humans  .

These materials are found in the   ground   and take   millions   of

years to appear. If we keep using these materials, they will   run out  . This

means that we will   not   have enough   resources   to carry on making things.

This is why it is important to   recycle  .

	Statement	True or False?
1	There is a large amount of farmland around villages	
2	There is no farmland in the city	
8	The Post Office is south of the farmland	
10	This is a city because it has lots of forest	

## Litter and Landfills (F)

Plastic is **bad** for the environment because it uses up a lot of **energy** to create (fossil fuels)  
It takes a long time to biodegrade.



## Why are Landfills bad for the environment?

- They release **CO2** this means that **global warming** happens
- They contain **toxic** chemicals this means that people may get **breathing** problems
- They can **pollute** water sources this means that people could get **sick**



Y7WB T4

BACKGROUND

- A. What is the environment?
- B. How Can the environment change?
- C. Plants
- D. Photosynthesis
- E. Land Uses
- F. Renewable energy
- G. Fossil Fuels
- H. Litter
- I. Reducing waste

**Renewable Energy** is a **natural** source of energy that will \_\_\_\_\_ run out!  
 Examples include, \_\_\_\_\_, sun, \_\_\_\_\_ and \_\_\_\_\_ (F)



**Fossil Fuels Facts (G)**

- They are found **underground**
- Common examples are **coal**, **oil** and **gas**.
- They are used for **plastic**, **heating** and making **electricity**

**Negative of fossil fuels**

When we burn coal it releases a gas called **carbon dioxide**  
**Carbon dioxide** causes the planet to get **warmer**  
 This is called **global warming**

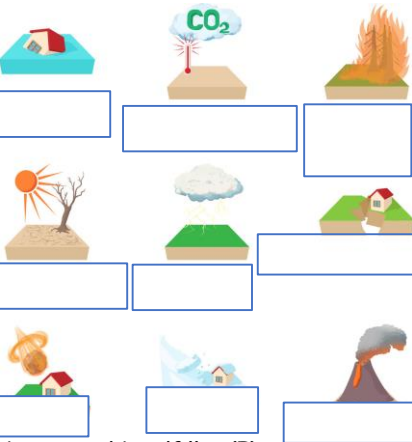


What is the environment?

- A. The \_\_\_\_\_ is all \_\_\_\_\_ around us on planet earth

How can the environment change?

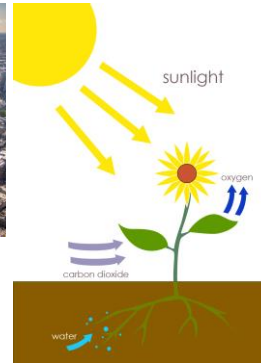
(B)



**Land Use's (E)**



- A **village** has very few buildings and is **smaller** than a city.
- Cities are **large**, bustling areas with lots of homes and businesses.



**Vegetation (Plants) C**

- Plants are \_\_\_\_\_ for the \_\_\_\_\_ and for all \_\_\_\_\_ things.
- Trees breath in \_\_\_\_\_ **dioxide** and breath out \_\_\_\_\_. This is called **photo**\_\_\_\_\_.
- Humans breath in \_\_\_\_\_ and breath out **carbon dioxide**.

**Photosynthesis (This is how plants turn sunlight into food!)**

1. Tree leaves are \_\_\_\_\_
2. The green helps to trap sunlight
3. The tree then breathes in \_\_\_\_\_
4. The S\_\_\_\_\_ and \_\_\_\_\_ helps to create **sugars** (food)
5. There is \_\_\_\_\_ left over so the tree breathes out the \_\_\_\_\_
6. Humans breath in the \_\_\_\_\_.

	Statement	True or False?
1	There is a large amount of farmland around villages	
2	There is no farmland in the city	
8	The Post Office is south of the farmland	
10	This is a city because it has lots of forest	



**Reduce means to use less of something. (I)**

Raw materials are \_\_\_\_\_. Which means they cannot be made by \_\_\_\_\_ humans \_\_\_\_\_.

These materials are found in the \_\_\_\_\_ and take \_\_\_\_\_ of years to appear. If we keep using these materials, they will \_\_\_\_\_. This means that we will \_\_\_\_\_ have enough \_\_\_\_\_ to carry on making things.

This is why it is important to \_\_\_\_\_.

**Litter and Landfills (F)**

Plastic is \_\_\_\_\_ for the environment because it uses up a lot of \_\_\_\_\_ to create (fossil fuels)

It takes a long time to \_\_\_\_\_

**Why are Landfills bad for the environment?**

- They release \_\_\_\_\_ this means that \_\_\_\_\_ **warming** happens
- They contain \_\_\_\_\_ chemicals this means that people may get \_\_\_\_\_ problems
- They can \_\_\_\_\_ water sources this means that people could get \_\_\_\_\_





# Year 7 History : Mansa Musa and Medieval Mali: Term 4

What we are learning this term:		C. What happened on Mansa Musa's pilgrimage to Mecca ?	
<b>To what extent did England change as a result of the Norman Conquest?</b> A. Keywords B. How did Sundiata Keita seize control of Mali? C. What happened on Mansa Musa's pilgrimage to Mecca ? D. Why was the capture of Timbuktu important to the Malian Empire? E. What was Mansa Musa's legacy?		Why did Mansa Musa go on Hajj?	<ul style="list-style-type: none"> <li>Mansa Musa was a devoted Muslim who need to complete the Hajj pilgrimage. One of the 5 pillars of Islam that all Muslims must do .</li> <li>Mansa Musa wanted to show how powerful and wealthy he and his kingdom was.</li> <li>He wanted scholars to learn new things about the world.</li> </ul>
<b>A. Can you define these key words?</b>		How did he prepare?	He gathered 60 000 followers, including staff, nobles and scholars. He brought 12 000 slaves each carrying gold . He brought a huge amount of gold to give out to the poor.
Mansa	An African word for king	What did he do on the road?	He gave large amounts of gold dust to anyone he passed. This would have changed their lives and would be worth more money than they would have had their whole lives. Every Friday he built a new mosque so he could pray in it.
Pilgrimage	A special journey to a holy site for religious reasons	What happened when he met the Sultan?	<ul style="list-style-type: none"> <li>Mansa Musa refused to bow before the Sultan saying he only bowed before Allah.</li> <li>Mansa Musa showed he was wise, magnificent and had a good knowledge of Islam.</li> </ul>
Hajj	A pilgrimage to the city of Mecca that all Muslims must make once in their lives	What impact did his trip have on Cairo?	Mansa Musa gave out so much money to the people of Cairo it caused the value of money to drop and caused a financial crisis.
Scholar	An educated person who research and learns things	<b>D. Why was the capture of Timbuktu important to the Malian Empire?</b>	
Sultan	An Islamic king of Egypt	Trade	<ul style="list-style-type: none"> <li>Timbuktu was a key trading city and it controlled all goods passing through</li> <li>Salt was traded here that was essential for crossing the desert</li> <li>Gold from gold mines was traded here</li> <li>Ivory, copper, and slaves were also traded here.</li> </ul>
Astrology	The discovery and recording of space, stars and planets	Learning	<ul style="list-style-type: none"> <li>Scholars were interested in learning new things and many of them came to Timbuktu</li> <li>Scholars of law, history and theology turned the Sankore mosque into a great madrasa (school).</li> <li>Scholars who had been on the Hajj returned with new ideas. These were about things such as Science, Maths and Islam</li> </ul>
Mosque	An Islamic religious building of worship	Religion	Many new mosques were built spreading Islam over the Malian Empire
<b>B. How did Sundiata Keita seize control of Mali?</b>		<b>E. What was Mansa Musa's legacy?</b>	
1. Sundiata Keita was born as a son of the king of the small Mandinka kingdom that was once part of a great country of Ghana.  2. He fled to the nearby kingdom of Kangaba after his father died (due to being targeted by his brothers), where he became an important advisor to the king.  3. Soumaoro Kanté took control of the Mandinka kingdom after killing Sundiatas brother and was a very cruel ruler.  4. Sundiata Keita returned to the Mandinka kingdom and defeated Soumaoro Kanté in the Battle of Kirina and became the new Mansa of all of Mali.  5. Sundiata Keita was a strong leader who ruled with the help of representatives of his kingdom		Spreading Islam	<ul style="list-style-type: none"> <li>Mansa Musa's was a deeply devoted Muslim and encouraged of scholars to study Islam</li> <li>Mansa Musa Spent money building mosques across the empire.</li> <li>Mansa Musa was responsible for the spread of Islam throughout West Africa.</li> <li>He believed that an empire was not just formed by military conquest but need to unite people in a religion bigger than themselves.</li> <li>However, it was mainly the wealthy and educated that practiced Islam</li> <li>Many of Musa's subjects were angry about the idea of being converted to Islam and stuck to their traditional religions (despite them being illegal).</li> </ul>
		Trade	<ul style="list-style-type: none"> <li>Mansa Musa made Mali famous. In 1357 he was depicted in the Catalan Atlas, one of the most famous world maps from Medieval Europe.</li> <li>Mansa Musa made Mali at the centre of the Trans-Saharan trade route he had established across his empire.</li> <li>Camel caravans traded a huge amount of goods such as:—gold, copper, iron, horses, salt, textiles, leather goods, ivory, and slaves.</li> </ul>
		Timbuktu	<ul style="list-style-type: none"> <li>Mansa Musa transformed the already powerful trade city of Timbuktu, making it the centre of his kingdom.</li> <li>It had one of the largest collections of books in Africa, unseen since the destruction of the ancient Library of Alexandria in Egypt.</li> <li>It was also a centre of learning and architectural innovation.</li> <li>A Sudanese proverb states: 'salt comes from the north, gold from the south, and silver from the country of the white men, but the word of God and the treasures of wisdom are only to be found in Timbuktu.'</li> </ul>

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		How did he prepare?	
		What did he do on the road?	
		What happened when he met the Sultan?	
		What impact did his trip have on Alexandria	
<b>A.</b>	<b>Can you define these key words?</b>	D . Why was the capture of Timbuktu important to the Malian Empire?	
Mansa			
Pilgrimage			
Hajj			
Scholar			
Sultan			
Astrology			
Mosque			
<b>B.</b>	How did Sundiata Keita seize control of Mali?	E. What was Mansa Musa's legacy?	
		Trade	Spreading Islam
		Learning	Trade
		Religion	Timbuktu

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

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

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

D The Death and Resurrection of Jesus	
The last supper was the last meal Jesus had with his disciples. During the meal Jesus predicted one of his disciples would betray him.	<b>Jesus' death is seen as an act of atonement for individuals sins – Jesus' death helped them reconcile with God</b>
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	<b>Jesus was believed to revile his resurrected self to Mary Magdalen after rising from death the day after his crucifixion</b>

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

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

G Christianity today	
1	Within Christianity today there are a number of different denominations (branches)
2	<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 todays society



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B. What do Christians believe about the nativity of Jesus – 5 facts	
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2	Christians believe Jesus to be a _____, they believe God sent Jesus to _____ as a Saviour of mankind, which is why Christians celebrate _____ – to celebrate the birth of their saviour
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2	Jesus regularly challenged _____ ideas by _____ those who were 'cast outs' in his society. Like in the Good Samaritan	Jesus focused on _____ what it means to be a member of God's kingdom and the major ideals of Christian life

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**What we are learning this term:**

- A. Name places in town
- B. Describe a town / city
- C. Say where you are going
- D. Give and understand directions
- E. Saying where things are
- F. Talking about distance
- G. Translation practice

**6 Key Words for this term**

- |              |                 |
|--------------|-----------------|
| 1. Voy       | 4. la ciudad    |
| 2. ir        | 5. ¿Dónde está? |
| 3. el pueblo | 6. está         |

**A. La Ciudad – The City**

el aeropuerto	the airport
e café de internet	the internet café
la calle	the Street
la capital	the capital
la catedral	the cathedral
el centro comercial	the shopping centre
el cine	the cinema
la estación de autobuses	the bus station
la estación de servicio	the petrol station
la estación de trenes	the train station
el estadio	the stadium
el hospital	the hospital
el instituto	the school
el mercado	the market
la oficina de turismo	the tourist office
el parque	the park
la piscina	the pool
la playa	the beach

**B. Más lugares – More places**

la plaza	the square
la plaza de toros	the bull ring
la plaza mayor	the main square
el polideportivo	the sports centre
el puente	the bridge
el río	the river
las tiendas	the shops
la tienda de regalos	the gift shop
la bolera	the bowling alley
el cine	the cinema
la universidad	the university
la iglesia	the church
el museo	the musuem
la galería de arte	the art gallery

**C. ¿Cómo es tu casa? What's your house like?**

Mi casa es... acogedor(a) adosado/a antiguo/a bonito/a cómodo/a grande moderno/a nuevo/a pequeno/a reformado/a muy bastante	My house is... cosy semi – detached old pretty comfortable big modern new small renovated very quite
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**D. Las Direcciones – Directions**

A la derecha	To the right
A la izquierda	To the left
Sigue todo recto	Go straight ahead
Por dónde se va al/a la...?	How do you get to...?
Dónde está...?	Where is...?
toma...	Take...
la primera a la derecha	the 1 <sup>st</sup> on the right
la primera a la izquierda	the 1 <sup>st</sup> on the left
la segunda	the 2 <sup>nd</sup>
la tercera	the 3 <sup>rd</sup>
baja	go down
cruza	cross
dobla	turn
sube por tuerce	go up
una Avenida	turn
un castillo	the avenue
un edificio	the castle
una fábrica	the building
un puerto	the factory
	the port

**E. ¿Adónde vas? – Where are you going?**

Voy	I go
Va	He/she goes
Van	They go
Vamos	We go
Voy al centro	I'm going to the shopping centre
commercial	See you later!
¡Hasta luego!	

**Key Verbs**

Ser To be	Tener To have	Hablar To speak	Comer To eat	Vivir To live
Soy I am	Tengo I have	Hablo I speak	Como I eat	Vivo I live
Eres You are	Tienes You have	Hablas You speak	Comes You eat	Vives You live
Es s/he is	Tiene He/she has	Habla s/he speaks	Come s/he eats	Vive s/he lives
Somos We are	Tenemos We have	Hablamos We speak	Comemos We eat	Vivimos We live
son They are	Tienen They have	Hablan They speak	Comen They eat	viven They live

**E. Mi Ciudad – My city**

Cómo es tu barrio?	What's your neighbourhood like?
Es...	It's...
antiguo/a	old
bonito/a	pretty
grande	big
histórico/a	historic
importante	important
industrial	industrial
pequeño/a	small
tranquilo/a	quiet
Me gusta mucho	I really like
Porque	because
¿Te gustaría visitar?	Wld you like to visit?
Me gustaría visitar	I wld like to visit
¿Qué hay en tu barrio?	What's in your neighbourhood?
el pueblo	the town
la ciudad	the city
Hay...	There is / there are
tiene...	It has
un monumento	a monument
un palacio	a palace
un parque nacional	a national park
un quiosco	a kiosk
ruidoso/a	noisy
animado/a	lively
limpio/a	clean
sucio/a	dirty
pintoresco/a	picturesque

**F. Key Opinions/ Verbs across topics**

tener	to have
ser	to be
ir	to go
hacer	to do/ to make
jugar	to play
ver	to see
escuchar	to listen
comprar	to buy
beber	to drink
salir	to go out
leer	to read
trabajar	to work
pensar	to think
escribir	to write
Me gusta	I like
Me encanta	I love
Odio	I hate
porque	because
divertido/a	fun
aburrido/a	boring
útil	useful
inútil	pointless
cómodo/a	comfortable
interesante	interesting
entretenido/a	entertaining
emocionate	exciting
guay	cool
genial	amazing
soso	dull
asqueroso/a	disgusting
malo	bad
bueno	good

What we are learning this term:
A. Talking about places in town / city B. Saying what there is to do in town / city C. Talking about sports and hobbies D. Saying what you like to do in free time E. Talking about household chores F. Talking about plans for the weekend G. Opinions H. Extending your writing I. Translation skills J. Working on questioning

Ser	To be	Tener	To have	Infinitive	Present	Past	Future
soy	I am	tengo	I have	hablar to speak	Habl_ I speak	Habl_ I spoke	_____ I am going to speak
eres	You are	tienes	You have	comer to eat	Com_ I eat	Com_ I ate	_____ I am going to eat
es	s/he is	tiene	s/he has	ir to go	_____ I go	_____/_____ I am/it was	_____ I am going to go
somos	We are	tenemos	We have	ser to be	soy I ____	_____ I was	_____ I am going to be
son	They are	tienen	They have	tener to have	T_____ I have	T_____ I had	_____ I am going to have

**A. La Ciudad – The City**

_____	the airport
e café de internet	_____
_____	the Street
la capital	_____
_____	the cathedral
el centro comercial	_____
_____	the cinema
_____	_____
la estación de autobuses	the petrol station
_____	_____
la estación de trenes	the stadium
_____	_____
el hospital	the school
_____	_____
el mercado	the tourist office
_____	_____
el parque	the pool
_____	_____
la playa	_____

**B. Más lugares – More places**

_____	the square
la plaza de toros	_____
_____	the main square
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el puente	_____
el río	_____
las tiendas	_____
_____	the gift shop
_____	the bowling alley
el cine	_____
la universidad	_____
la iglesia	_____
_____	the musuem
la galería de arte	_____

**C. ¿Cómo es tu casa? What's your house like?**

Mi casa es...	_____
_____	_____
_____	cosy
_____	semi – detached
antiguo/a	_____
bonito/a	_____
cómodo/a	_____
_____	big
nuevo/a	modern
pequeno/a	_____
reformado/a	_____
_____	very
_____	quite

**D. Las Dirrecciones – Directions**

_____	To the right
A la izquierda	_____
Por dónde se va al/a la...?	Go straight ahead
_____	_____
_____	Where is...?
_____	Take...
_____	the 1 <sup>st</sup> on the right
la primera a la izquierda	_____
la segunda	_____
la tercera	_____
baja	_____
crucza	_____
dobra	_____
_____	go up
_____	turn
_____	the avenue
_____	the castle
_____	the building
_____	the factory
un puerto	_____

**What we are learning this term:**

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







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

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

**What?** Beautifully detailed natural history illustrations depicting mostly marine life

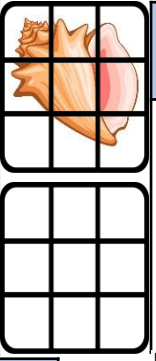
**Why?** To document and record newly discovered species of animals and plants



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

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

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



**C. Drawing primary sources from observation**

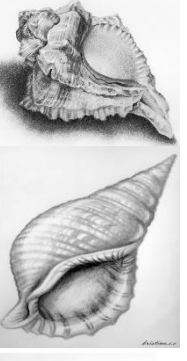
Drawing from a primary source means drawing something from real life

Observe the objects closely

Lay out the basic shape(s) you can see

Refine and add detail

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



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

**oxide**

Powder made from minerals

Mixed with water and applied to the bisque fired clay

Highlights the texture in the clay surface

Can be applied thickly or thinly to get different effects

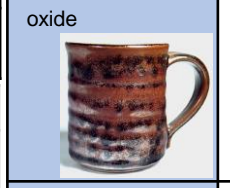
**glaze**

Coloured liquid applied to bisque fired clay

Can be applied with or over oxides

Gives the clay a shiny finished once fired a second time

Usually applied in layers



**D. How to work using oil pastels**

Oil pastels are bright, oil-based crayon that is used as a painting and drawing medium

Oil pastels can be applied thickly, overlapping to blend colours.

White can also be used to blend.

Clean the end of the pastel to avoid colour contamination



**H. How to produce a mixed media outcome**

A mixed media artwork uses multiple different materials rather than just one

We used collage, ink and pen to create ours

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

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

A pinch pot is A small vessel created inserting the thumb into a ball of clay then through 'pinching' the clay into the desired shape.

A successful pinch pot has even thickness walls, and a smooth finish.

The wet clay can be decorated by additive or subtractive methods



**G. What is texture?**

Texture is the surface quality of a particular surface – how it feels to the touch



Actual texture is what it actually feels like

Visual or implied texture is when a surface appears to have texture but in reality it doesn't





**What we are learning this term:**

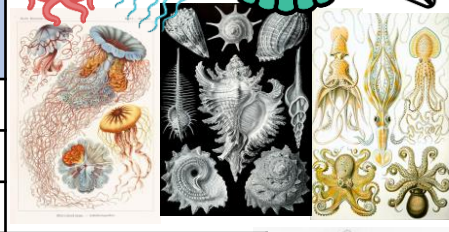
- A. About the illustrator Ernst Haeckel and his work
- B. How to use the grid method for accuracy
- C. Drawing from observation of primary sources 
- D. How to work using oil pastels
- E. How to make a simple clay pinch pot 
- F. How to decorate clay using glazes and oxides
- G. What is texture
- H.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

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

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

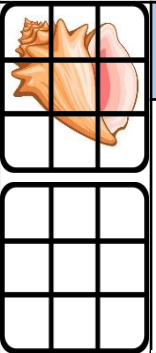
What? \_\_\_\_\_

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



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

- 1) Use a ..... to draw an equally spaced grid onto your image
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- 4) Add main details before ..... the grid on the paper
- 5) Add fine ..... and build in .....



**C. Drawing primary sources from observation**

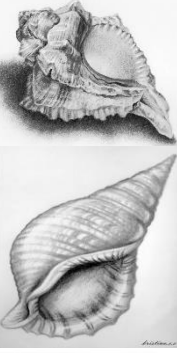
Drawing from a primary source means.....







Observe the objects .....

Lay out the basic ..... you can see .....

.....and add .....

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



Key word	Key definition
illustration 	
observation 	
source 	
texture 	
tone 	
outcome 	

**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**

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Step 1 \_\_\_\_\_


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

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

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

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

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




A pinch pot is .....

A successful pinch pot has .....

The wet clay can be decorated by .....

**G. What is texture?**



Texture is .....


Actual texture is .....


Visual or implied texture is .....





**What we are learning this term:**  
**A. Design Brief    B. Specification    C. Workshop Tools    D. Different Screws**  
**E. Forces    F. Types of Lever    G. Data Analysis & Evaluation**

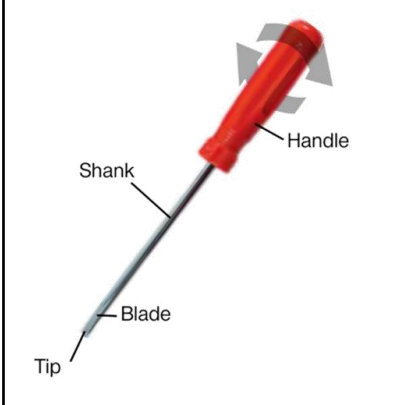
**A. Design brief**   
 The **instructions** the **client** gives the **designer** of what they **want** the **product** to be like.

**B. Specification**   
 A **design specification** is a list of **specific things** your product needs to **be** or **do**.

**C. Workshop Tools**

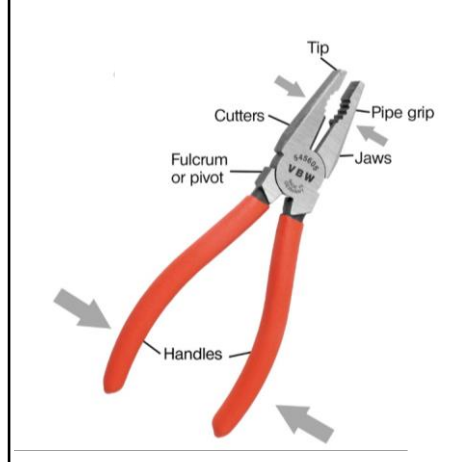
**Screwdriver**

A **screwdriver** is a type of **tool** that is, quite literally, used to **drive** screws into the surface of materials such as woods, metals or plastics (polymers) Screwdrivers can have different types of blade and tip for use with different types of screws.



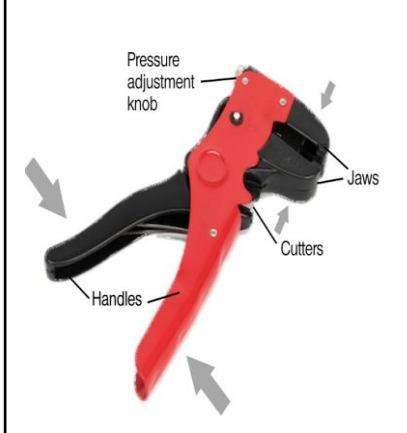
**Combination Pliers**


Pliers are a tool used for grip, bend and compress (squeeze). They are a type of first-class lever. There are different types of pliers that are used for different jobs such as combination, side cutters and long nose pliers.







**Wire Strippers** 



Wire strippers are a type of tool used to remove the plastic insulation from electrical wires. They cut through the insulation but not through the wire. This is so that the wire can be soldered or put into a connector to allow electricity to flow through it




**D. Different Screws** 

<b>Slot</b>	
<b>Phillips</b>	
<b>Pozidriv</b>	
<b>Hex</b>	

**E. Forces** 

<b>Compression</b> 	When a squeezing force applied
<b>Torsion</b> 	When a twisting force applied

**F. Types of Lever** 

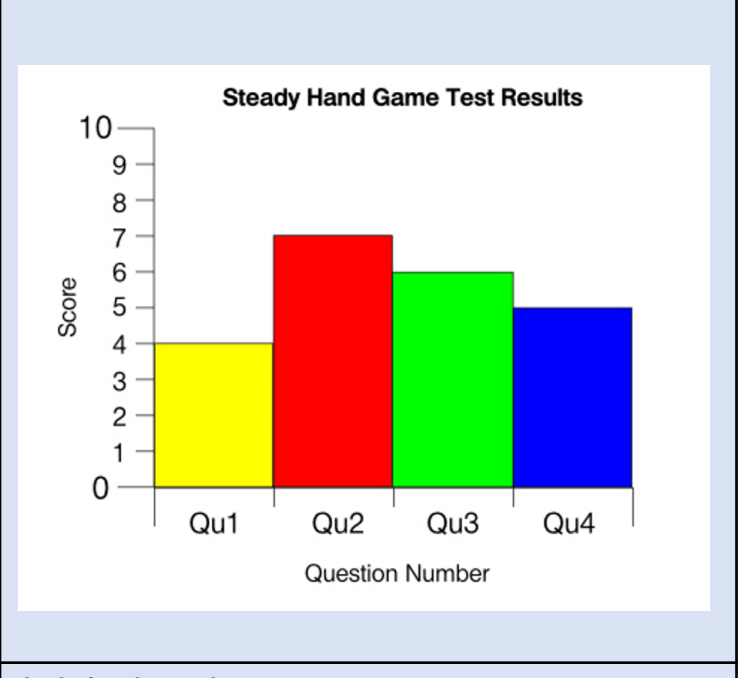
**First class lever**  
 With a Class 1 Lever the fulcrum or pivot is in the middle, like on pliers. The effort is on one side and the load is on the other.

**G. Data analysis** 

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 steady hand game looks really nice as the wire frame has been bent carefully into an interesting shape. However, when tested the frame was too difficult to complete so one improvement I could make it by doing a simpler design.





**What we are learning this term:**  
**A. Design Brief    B. Specification    C. Workshop Tools    D. Different Screws**  
**E. Forces    F. Types of Lever    G. Data Analysis & Evaluation**

**A. Define design brief**

\_\_\_\_\_

\_\_\_\_\_

**B. Define specification**

\_\_\_\_\_

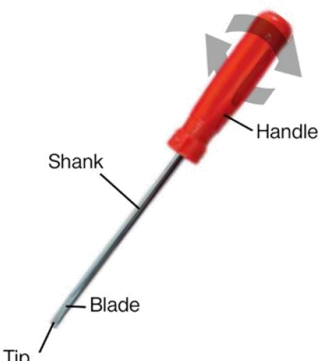
\_\_\_\_\_

**C. Workshop Tools**

**Screwdriver**

A \_\_\_\_\_ is a type of **tool** that is, quite literally, used to \_\_\_\_\_ screws into the surface of materials such as \_\_\_\_\_

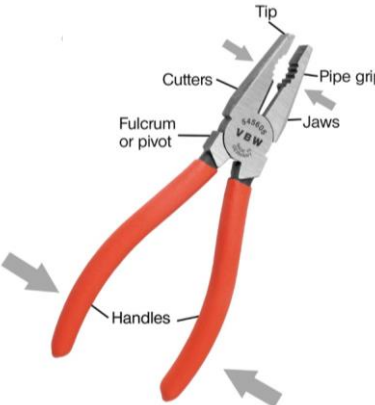
Screwdrivers can have different types of \_\_\_\_\_ and \_\_\_\_\_ for use with different types of \_\_\_\_\_.



**Combination Pliers**


\_\_\_\_\_ are a tool used for \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_ (squeeze). They are a type of \_\_\_\_\_ lever.

There are different types of pliers that are used for different jobs such as \_\_\_\_\_, side \_\_\_\_\_ and \_\_\_\_\_ pliers.



**Wire Strippers**

\_\_\_\_\_ are a type of tool used to remove the plastic \_\_\_\_\_ from electrical wires. They cut through the insulation but not through the \_\_\_\_\_. This is so that the wire can be soldered or put into a \_\_\_\_\_ to allow electricity to \_\_\_\_\_ through it




**D. Different Screws**

\_\_\_\_\_

\_\_\_\_\_


\_\_\_\_\_

\_\_\_\_\_



**E. Forces**


**Compression**



\_\_\_\_\_

\_\_\_\_\_

**Torsion**



\_\_\_\_\_

\_\_\_\_\_

**F. Types of Lever**

**First class lever**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**G. Define data analysis**

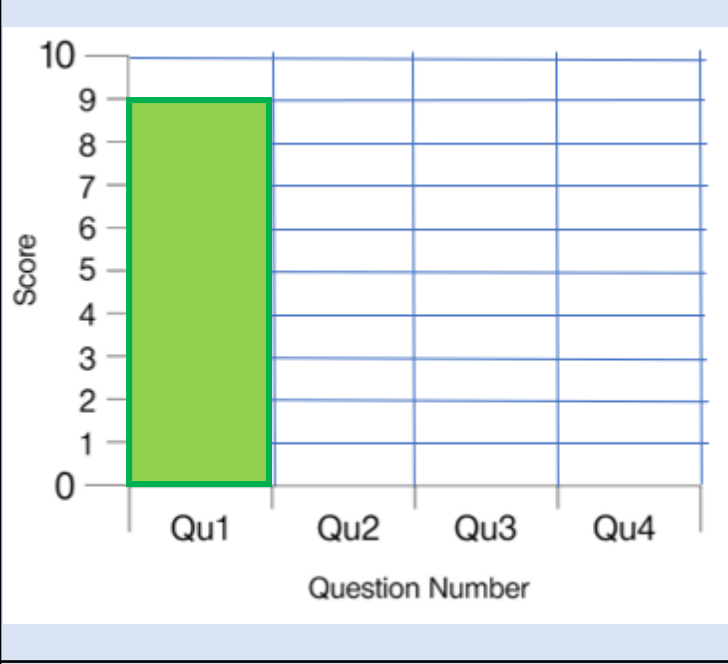
\_\_\_\_\_

\_\_\_\_\_

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 steady hand game. Evaluate one positive aspect of it and an improvement you would like to have made if you had time.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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

B.	What are the 5 different sections of the Eatwell plate?
1 Fruit and Vegetables 2 Carbohydrates 3 Protein 4 Dairy 5 Fats and Oils	



A.	What nutritional foods are in the top picture? Can you list 5 of the food that you can see?
In this photo you can see a number of <b>protein</b> foods. Protein helps our muscles and cells to grow and repair. Some examples in this photo include: <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?	
In this photo you can see a number of <b>carbohydrate</b> foods. Carbohydrates give out body energy. Some examples in this photo include: <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>	



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

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

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

C.	Can you list 5 health, safety and hygiene rules and explain the importance of them?
Rule <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>	Why it is important <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 4 : 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?**

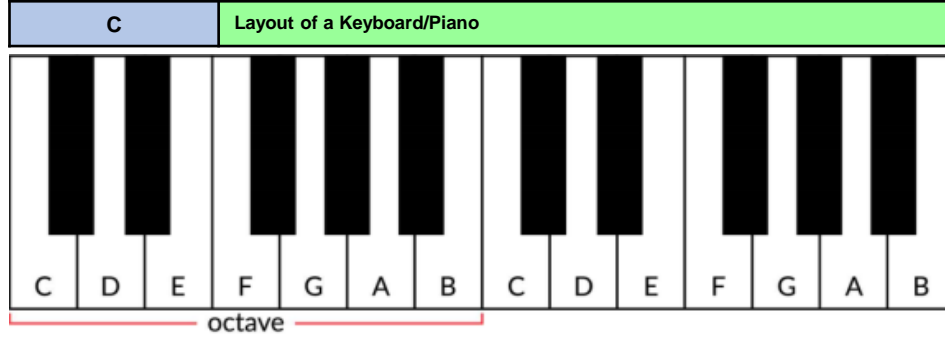
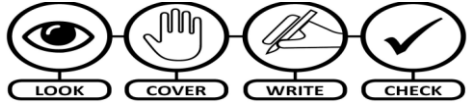
<u>Rule</u>	<u>Why it is important</u>
• 1	• 1
• 2	• 2
• 3	• 3
• 4	• 4
• 5	• 5



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



<b>A</b>	<b>What we are learning about this term...</b>
1	Treble Clef Notation
2	Hand Positions on the Keyboard
3	Sharps, Flats and Natural Notes
4	Chords on the Keyboard



A piano or keyboard is laid out with **WHITE KEYS** and **BLACK KEYS** (as above). **C** is to the left of the two **BLACK KEYS** and the notes continue to **G** when they go back to **A** again. Notes with the same letter name/pitch are said to be an **OCTAVE** apart. **MIDDLE C** is normally in the centre of a piano keyboard.

<b>E</b>	<b>Black Keys and Sharps and Flats</b>
----------	--

There are five different black notes or keys on a piano or keyboard. They occur in groups of two and three right up the keyboard in different pitches. Each one can be a **SHARP** or a **FLAT**. The # symbol means a **SHARP** which raises the pitch by a semitone (e.g. C# is higher in pitch(to the right) than C). The *b* symbol means a **FLAT** which lowers the pitch by a semitone (e.g. Bb is lower in pitch(to the left) than B). Each black key has two names:

- C# is the same as Db
- there's just two different ways of looking at it!

Remember, black notes or keys that are to the **RIGHT** of a white note are called **SHARPS** and black notes to the **LEFT** of a white note are called **FLATS**.

<b>B</b>	<b>Keywords</b>
<b>Stave</b>	Name given to 5 lines and 4 spaces where musical notes are written.
<b>Treble Clef</b>	Symbol used to show high pitched notes.
<b>Sharp</b>	When a note is raised by a semitone e.g. C to C sharp.
<b>Flat</b>	When a note is lowered by a semitone e.d. B to B flat.
<b>Chord</b>	3 notes played at the same time.
<b>Middle C</b>	Note in the middle of a keyboard – Played with your thumb of your right hand.

<b>D</b>	<b>Keyboard chords - Left hand – Right hand</b>
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Play one – Miss one – play one – miss one – play one

<b>F</b>	<b>Treble Clef &amp; Treble Clef Notation</b>
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A **STAVE** or **STAFF** is the name given to the five lines where musical notes are written. The position of notes on the stave or staff shows their **PITCH** (how high or low a note is). The **TREBLE CLEF** is a symbol used to show high-pitched notes on the stave and is usually used for the right hand on a piano or keyboard to play the **MELODY** and used by high pitched instruments such as the flute and violin. The stave or staff is made up of 5 **LINE**s and 4 **SPACE**s.

Every Green Bus Drives Fast. Notes in the **SPACES** spell "FACE"

Notes from **MIDDLE C** going up in pitch (all of the white notes) are called a **SCALE**.

<b>G</b>	<b>Describing music – MAD T SHIRT</b>							
<b>M</b>	<b>A</b>	<b>D</b>	<b>T</b>	<b>S</b>	<b>H</b>	<b>I</b>	<b>R</b>	<b>T</b>
<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







**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.

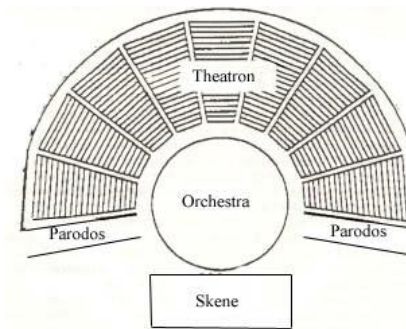
**Reasons why a chorus is important:**

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



B.	How many Greek Myths do you already know?
1	The Bacchae
2	Clash of the Titans
3	The Trojan Horse
4	The Frogs
5	Pandora's Box
6	Theseus and the Minotaur
7	The abduction of Aphrodite by Hades
8	Oedipus
9	The Labors of Hercules
10	Icarus

Key Words	
1	Chorus
2	Mask
3	Tragedy
4	Dionysus
5	Dithyramb



Parts of a Greek Theater

**D. Thinking questions.**

- How am I showing my character?
- What is my body language?
- How is it different to my normal?
- What is my character feeling?
- Do my facial expressions match this?
- What is my posture like?
- How do I walk?
- What is my gait like?
- How do I react to the other characters?
- How close do I stand to others?



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

**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 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.





**What we are learning this term:**

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

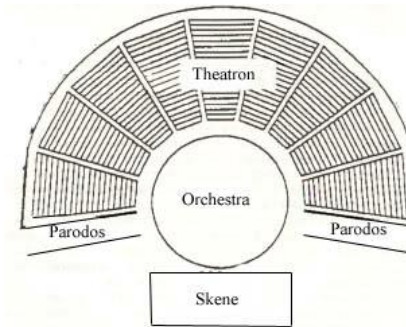
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- 1. To maintain ceremony and .....
- 2. To connect with the ..... and ..... with questions and responses.
- 3. To establish a mood with ..... and chanting.
- 4. Re-enforces the key .....of the play.



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.**

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8. What is my gait like?
9. How do I react to the other characters?
10. How close do I stand to others?



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# SWINDON ACADEMY READING CANON

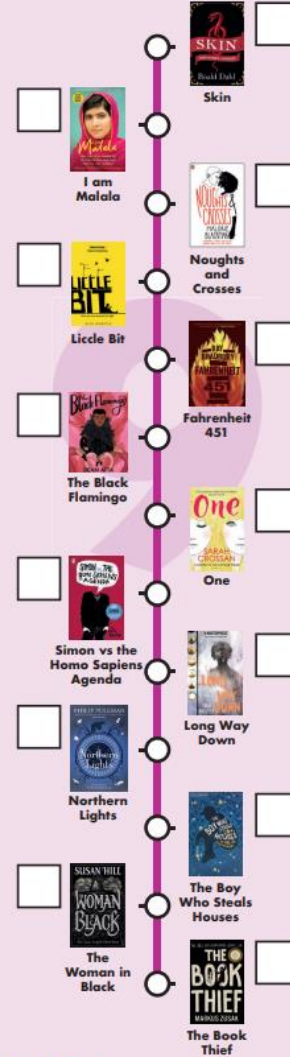
## Year 7



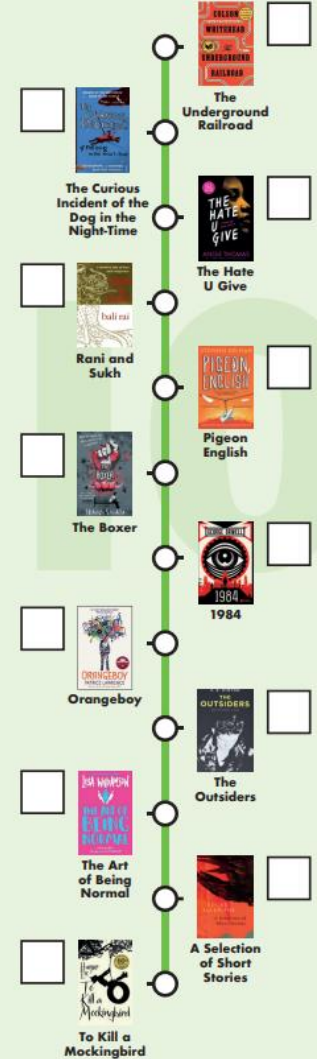
## Year 8



## Year 9



## Year 10



#ReadingisPower