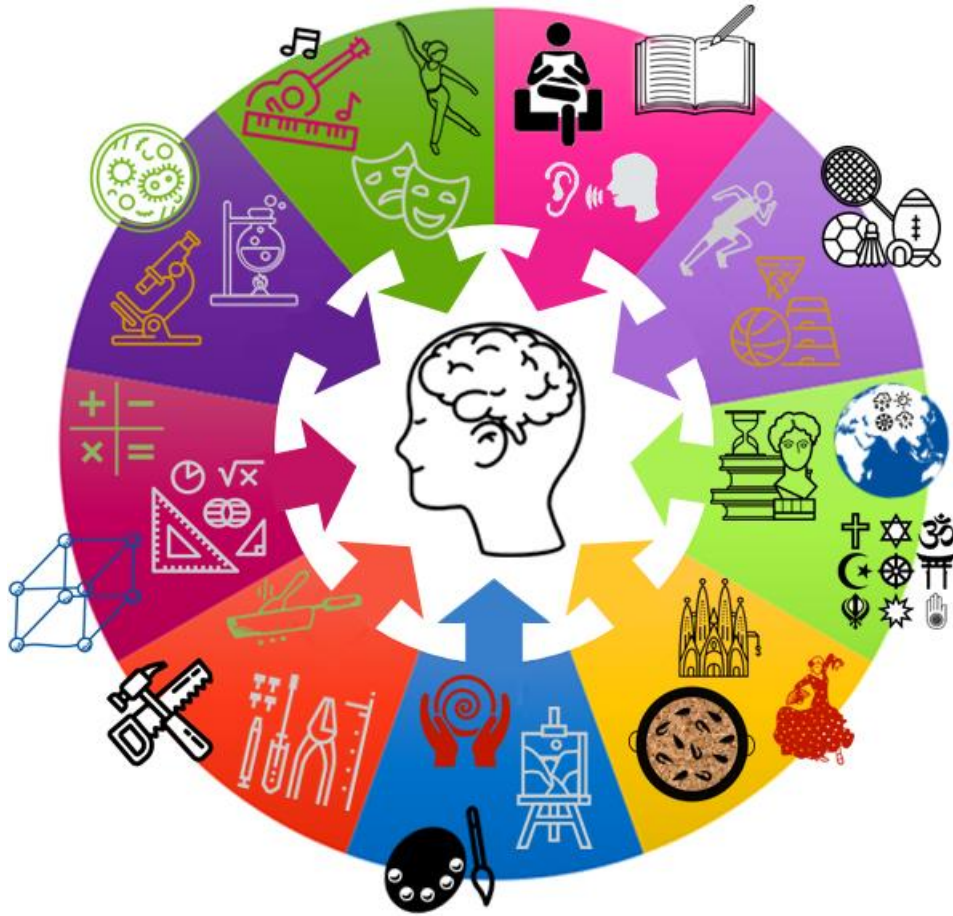


Year 7- Grammar Stream Knowledge Organisers

Term 5



Swindon Academy 2022-23

Name:	
Tutor Group:	
Tutor & Room:	

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

Using your Knowledge Organiser and Quizzable Knowledge Organiser

Knowledge Organisers

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

What are we learning this term:

1. Particle model
2. Changing from
3. Mixtures
4. Separating techniques

Key Words for this term:

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

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

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

Solid	Liquid	Gas
<ul style="list-style-type: none"> • Particles are packed closely together in a regular pattern. • Particles vibrate in fixed positions. 	<ul style="list-style-type: none"> • Particles are arranged randomly but are still touching each other. • Particles can slide past each other and move around. 	<ul style="list-style-type: none"> • 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.

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

A. What is particle theory?

A. What is the law of conservation of mass?

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

Solid	
Liquid	
Gas	

B. What are the different changes of state?

Melting	
Freezing	
Evaporation	
Condensation	

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.

Diagram showing states of matter and changes of state:

```

    solid <-> liquid <-> gas
    
```

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.

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.

Top Tip

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

How do I complete Knowledge Organiser Prep?

Step 1

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

The image shows the epraise website interface. On the left is a 'Planner' for the week of 10th May to 16th May 2020, with a grid for different subjects. On the right is a 'Knowledge Organiser' for 'Particle Theory' with sections for 'What is particle theory?', 'Describe the arrangement and movement of particles in the three states of matter', and 'What is the law of conservation of mass?'. It includes diagrams of solid, liquid, and gas particles and a phase change diagram.

Step 2

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

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

Step 3

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

The image shows a student's prep book with the following text written out in full:

29th May 2020
 Properties of the states of matter
 Particle theory = all matter is made of particles
 Solid = regular pattern particles vibrate in fixed position
 Liquid = particles are arranged randomly but are still touching each other particles can slide past each other and move around.
 Gas = Particles are far apart and are arranged randomly. Particles carry a lot of energy

Step 4

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

The image shows a student's prep book with the following text written out three times:

Solid = regular pattern particles vibrate in fixed position
 Solid = regular pattern particles vibrate in fixed position
 Solid = regular pattern particles vibrate in fixed position

Step 5

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

The image shows a student's prep book with the following text written in the quizzable knowledge organiser template:

Self quizzing
 Arrangement/movement of matter
 Solid = regular pattern particles vibrate in fixed position
 Liquid =
 Gas =

Step 6

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

The image shows a student's prep book with the following text written out in full, with corrections:

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 ✓
 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.

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

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

<p>Review of the year's core knowledge:</p>	
<p>What three things must a topic sentence do?</p>	<p>Answer the question directly, focus on one thing, be accurate.</p>
<p>What does 'annotating a quotation' mean?</p>	<p>Focusing on a quotation in great detail. Underlining, circling and writing notes next to key words</p>
<p>What is a quotation?</p>	<p>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.</p>
<p>What are the three checks that you should do to be sure your quotation is effective?</p>	<p>Show that the topic sentence is accurate. Avoid repeating the topic sentence. Last no more than two lines of your writing.</p>
<p>What are the six key features of a play?</p>	<p>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.</p>
<p>What is a play?</p>	<p>A play is a piece of writing which is performed in the theatre.</p>
<p>When we read aloud, why is punctuation useful?</p>	<p>It enables the reader to see where to pause and add emphasis.</p>
<p>What three things must you do to ensure that you are speaking clearly?</p>	<p>Speak at an appropriate volume, speak at an appropriate pace, and speak with appropriate enunciation.</p>
<p>What are the conventions of a Shakespearean comedy?</p>	<p>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.</p>

Metaphor

Literal language:

Metaphor:

A **metaphor** has three parts:

The tenor:

The vehicle:

The ground:

Here is an example:

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

What is the tenor:

Vehicle:

Ground:

The poems and their key metaphors **What do the vehicle and the ground have in common?**

<p>'Fog' – Carl Sandburg, 1878 – 1967 'The fog comes on little _____ feet'</p>	
<p>'November Night' – Adelaide Crapsey, 1878 – 1914 'like steps of passing _____./ The leaves, frost –crisp'd, break from the trees and fall'</p>	
<p>'Sally' – Phoebe Hesketh, 1909 – 2005 'She was a _____ kind of girl:/ Elusive, scattery as petals'</p>	
<p>'Pigeons' – Richard Kell, 1927 – 'small blue busybodies/ Strutting like fat gentlemen' 'their heads like tiny _____'</p>	
<p>'The Eagle' – Alfred, Lord Tennyson, 1809 – 1892 'And like a _____ he falls'</p>	
<p>'The Tyger' – William Blake, 1757 – 1827 'Tyger, tyger _____ bright'</p>	

Review of the year's core knowledge:

What three things must a topic sentence do?

What does 'annotating a quotation' mean?

What is a quotation?
What are the three checks that you should do to be sure your quotation is effective?

What are the six key features of a play?

What is a play?

When we read aloud, why is punctuation useful?

What three things must you do to ensure that you are speaking clearly?

What are the conventions of a Shakespearean comedy?



C. What are adaptations?

When an organism or species becomes better suited to its environment.

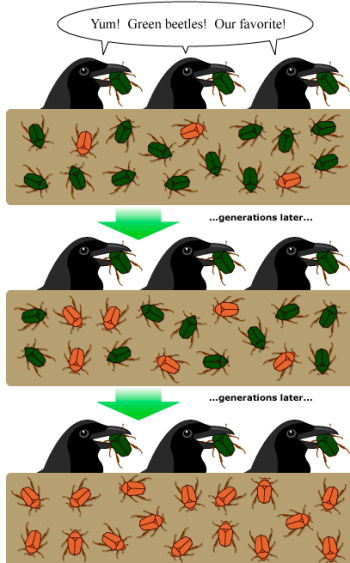
C. What is an example of adaptations?

Kangaroo rats never have to drink water, they get all the water they need from seeds.

C. What is natural selection?

The process whereby organisms better adapted to their environment tend to survive and produce more offspring

Natural selection, in a nutshell:



Green beetles have been selected against, and brown beetles have flourished.

C. How does this diagram show natural selection?

1. The red beetles are adapted to be less favourable to the birds.
2. The red beetles survive and breed. The green ones do not.
3. As this goes on for generations, there are more red than green beetles.

C. How do populations of species change over time, using the ideas of adaptation, competition and reproduction?

1. In a population of a **species**, the individuals vary: they have different **adaptations**.
2. The individuals with adaptations that help them compete in their environment do survive. The individuals with adaptations that don't help them compete die.
3. The individuals with adaptations that help them compete in their environment do survive. The individuals with adaptations that don't help them compete die.
4. The surviving individuals have the chance to **reproduce**.
5. When they have offspring, they pass on the useful adaptations in their genes.

D. How is biodiversity maintained?

1. Conserve the environment to protect ecosystems.
2. Conserve the genetic material of organisms that might be endangered using a **gene bank**.

D. What is a gene bank?

If scientists think a species might become extinct, they can preserve them for the future using a gene bank.

D. Why is it important to maintain biodiversity?

It keeps ecosystems going. Prevents extinction of many species. Humans use the plants as resources so need to be maintained.

D. What are the 4 different types of gene bank?

1. Frozen seeds of plants that could be used in the future
2. Plant tissue bank – where small parts of plants are kept alive in containers of nutrients
3. Frozen sperm cells and egg cells from animals, or pollen and ova from plants, that can be used to produce offspring in the future
4. A field gene bank: land is used to grow many species of plants and keep them alive for the future.



C. What are adaptations?

C. What is an example of an adaptation?

C. What is natural selection?

C. How do populations of species change over time, using the ideas of adaptation, competition and reproduction?

- 1.
- 2.
- 3.
- 4.
- 5.

D. How is biodiversity maintained?

D. What is a gene bank?

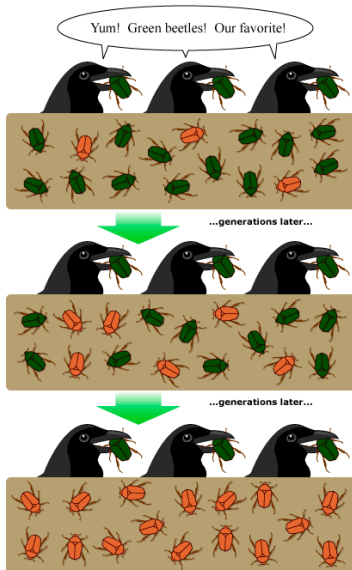
- 1.
- 2.

D. Why is it important to maintain biodiversity?

D. What are the 4 different types of gene bank?

- 1.
- 2.
- 3.
- 4.

Natural selection, in a nutshell:



C. How does this diagram show natural selection?

- 1.
- 2.
- 3.



What we are learning this term:

D. Acids and alkali
E. pH scale
F. Reactions of acids and alkalis

2 Key Words for this term

1 Salt
2 Neutralisation

A. What are chemical reactions?

Chemical reactions are rearrangements of atoms. The substances that react together are called the reactants. The substances that are formed in the reaction are called the products.

B. What is conservation of mass?

The law of conservation of mass states that mass cannot be created nor destroyed by chemical reactions (or physical transformations). According to this law, the mass of the products in a chemical reaction must equal the mass of the reactants.] No mass can be lost or made.

B. What is an example of this?

As shown in the diagram below, the iron particles and sulphur particles are not lost or created, there is still the same number of them, so the mass stays the same, just a different chemical is made.

Iron **Sulfur** **Iron sulfide**

C. What are word equations?

These show the names of each substance that is involved in a chemical reaction. The reactants are shown on the left. The products are shown on the right.

Reactants → **Products**

They must not contain any chemical symbols of any formulae, only words.

For example, in a neutralisation reaction: **acid + alkali** → **salt + water**
So, if sulphuric acid and sodium hydroxide reacted together (reactants) to form sodium sulphate and water (products), what would the word equation look like?
Sodium Hydroxide + Sulphuric Acid → **Sodium Sulphate + Water**

C. Examples of word equations

copper + oxygen → copper oxide
hydrochloric acid + magnesium → magnesium chloride + hydrogen acid
copper + sulphur → copper sulphide
zinc + oxygen → zinc oxide
sodium + hydrochloric acid → sodium chloride
iron + oxygen → iron oxide
nitric acid + iron oxide → iron nitrate + water
copper oxide + hydrochloric acid → copper chloride + water

D. What is the difference between bases and alkalis?

Bases are a family of chemicals which neutralise alkalis (more on neutralisation in part F.)
Alkalis are a type of base. Therefore all alkalis are bases. Alkalis dissolve in water and contain OH⁻ ions.

D. What are acids?

Acids are a family of chemicals. **Acids contain H⁺ ions**, when dissolved in water. This is hydrogen which has lost an electron.

D. What is an example of an acid?

Examples are lemon juice, vinegar and Coca Cola. Hydrochloric acid, sulphuric acid and nitric acid. There is also acid in our stomach!

D. What is the difference between a strong and weak acid? What are some examples of each?

Strong acids like hydrochloric acid are very corrosive this means they destroy skin cells and cause burns
Weak acids like vinegar are safe to eat but are still irritant to sensitive parts of the body.



Key Terms	Definitions
Acid	A substance which forms H ⁺ ions.
Alkali	A soluble base that contains OH ⁻ ions
Base	A substance that will neutralise an acid
The pH scale	A scale which measure how acidic a substance is
Indicator	A chemical which will change colour depending on the acidity of the substance

F. What is neutralisation?

- When an acid reacts with a base a **neutralisation reaction occurs, this means what you make has a pH of 7.**

F. What are the products of a neutralisation reaction?

- When a neutralisation reaction happens the **products are a salt and water.**

F. What is an example of a neutralisation reaction?

- A wasp sting is alkali so we add vinegar (an acid) to it to neutralise it.
- Farmers also spread alkalis onto fields to **neutralise the acid in the soil.**
- Another example is indigestion when there is too much acid in our stomach, we neutralise this with alkali tablets

E. How do you name the salt that is made in a neutralisation reaction?

- When a neutralisation reaction happens a **salt is made**
- To name a salt you need to use the alkali to form the first part of the name and the acid to form the second part of the name
- Hydrochloric acid makes **chlorides**
- Nitric acid make **nitrates**
- Sulphuric acid makes **sulphates**

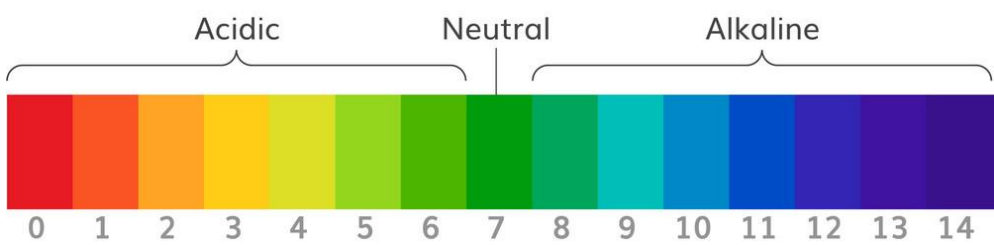
Alkali	Acid	Salt?
Calcium hydroxide	Hydrochloric acid	Calcium Chloride
Magnesium oxide	Nitric acid	Magnesium Nitrate
Calcium carbonate	Sulphuric acid	Calcium Sulphate
Aluminium hydroxide	Nitric acid	Aluminum Nitrate
Potassium hydroxide	Sulphuric acid	Potassium Sulphate

E. What is the pH scale?

- The pH scale measures how **strong an acid or alkali is**
- The pH scale runs from 0-14
- The pH scale measures the **concentration of H⁺ ions**, the lower the number the higher the concentration.

E. What do the numbers on the pH scale correspond to?

- Acids have a pH between 0 and 6, pH 1-3 are strong acids, 4-6 are weak acids
- Alkalis have a pH between 8 and 14, 8-10 weak alkalis, 11-14 strong alkalis
- Anything with a **pH of 7 is neutral**, for example water



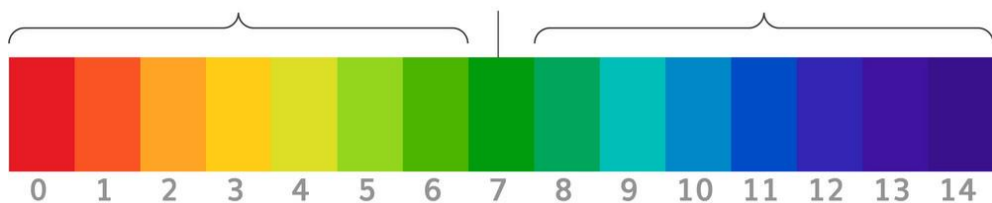
Reactants	General equation	Example
Acid and Alkali	Acid + Alkali → Salt + Water	Sodium Hydroxide + Sulphuric Acid → Sodium Sulphate + Water
Acid and Metal Carbonate	Acid + Metal Carbonate → Salt + Water + Carbon Dioxide	Hydrochloric acid + Magnesium Carbonate → Magnesium Chloride + Carbon Dioxide + Water
Acid and metal Oxide	Acid + Metal Oxide → Salt + Water	Sulphuric acid + Calcium Oxide → Calcium Sulphate + Water



Key Terms	Definitions
Acid	
Alkali	
Base	
The pH scale	
Indicator	

E What is the pH scale?

E. What do the numbers on the pH scale correspond to?



F. What is neutralisation?

F. What are the products of a neutralisation reaction?

F. What is an example of a neutralisation reaction?

E. How do you name the salt that is made in a neutralisation reaction?

Alkali	Acid	Salt?
Calcium hydroxide	Hydrochloric acid	
Magnesium oxide	Nitric acid	
Calcium carbonate	Sulphuric acid	
Aluminium hydroxide	Nitric acid	
Potassium hydroxide	Sulphuric acid	

Reactants	General equation	Example
Acid and Alkali	Acid + Alkali → +	Sodium Hydroxide + Sulphuric Acid → +
Acid and Metal Carbonate	Acid + Metal Carbonate → Salt + Water + Carbon Dioxide	Hydrochloric acid + Magnesium Carbonate → + +
Acid and metal Oxide	Acid + Metal Oxide → Salt + Water	Sulphuric acid + Calcium Oxide → +

What we are learning this term:

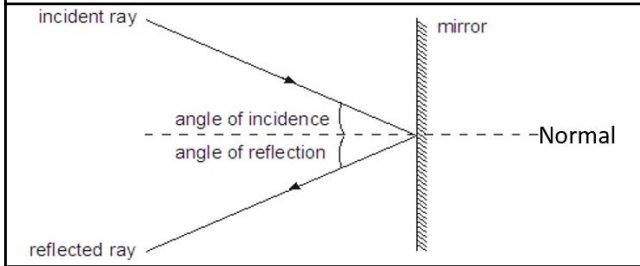
A. Light and materials
 B. Ray model
 C. Colour

5 Key Words for this term

1. Absorption 4. wavelength
 2. Reflection 5. Transmission
 3. Refraction

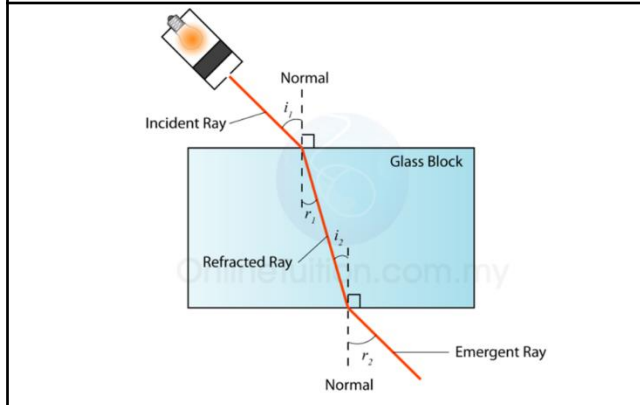
B. What is reflection?

When a ray of light (**incident ray**) reflects off a material and the reflected ray of light then goes into your eye, for you to see it.



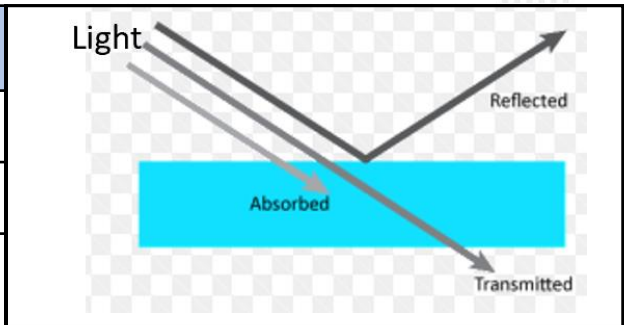
B. What is refraction?

When light **changes direction** as it enters or leaves a different medium (material).



A. What are the three different ways light interacts with material?

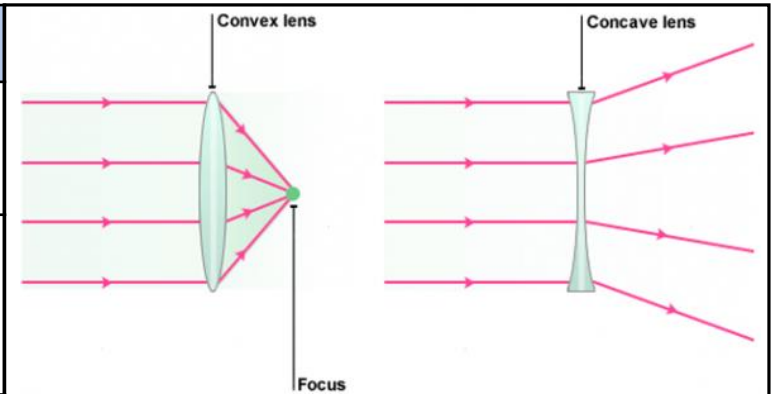
Light is transmitted	it passes straight through
Light is absorbed	it does not pass through
Light is reflected	light bounces off the surface of the material



B. What are the two types of lenses?

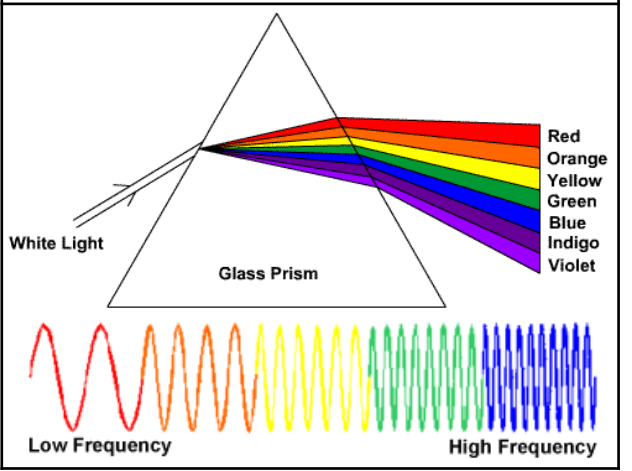
Convex lens – light rays are refracted then **converge** (meet up).

Concave lens – light rays are refracted then **move apart**.



C. What is light dispersion?

The **separation of white light** into colours according to frequency.



- **Black** – all colors absorbed, nothing reflected
- **White** – all colors reflected, nothing absorbed



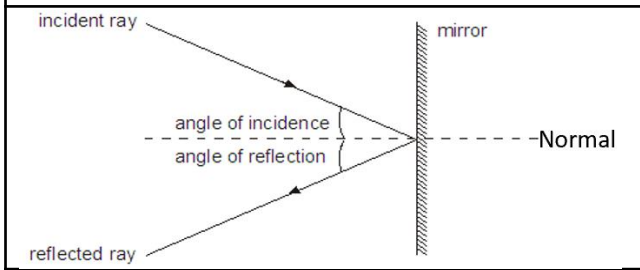
What we are learning this term:

A. Light and materials
 B. Ray model
 C. Colour

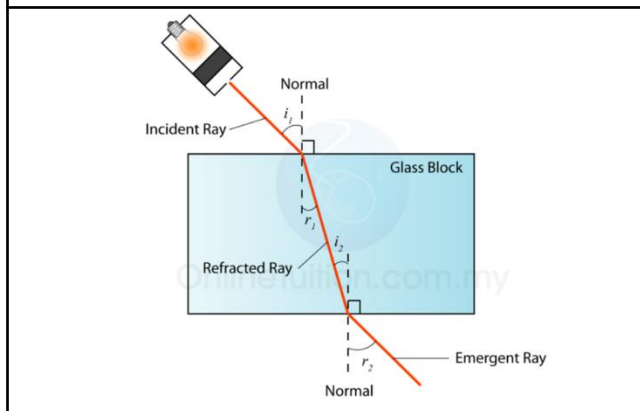
6 Key Words for this term

1. _____ 4. _____
 2. _____ 5. _____
 3. _____

B. What is reflection?

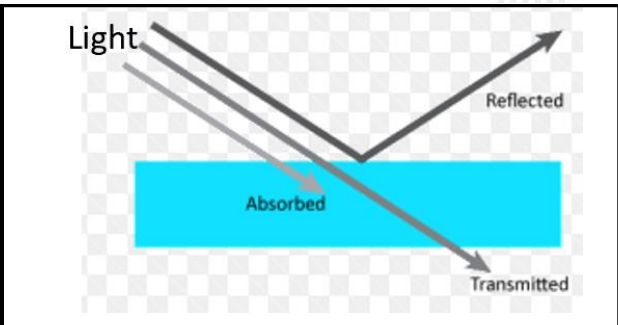


B. What is refraction?

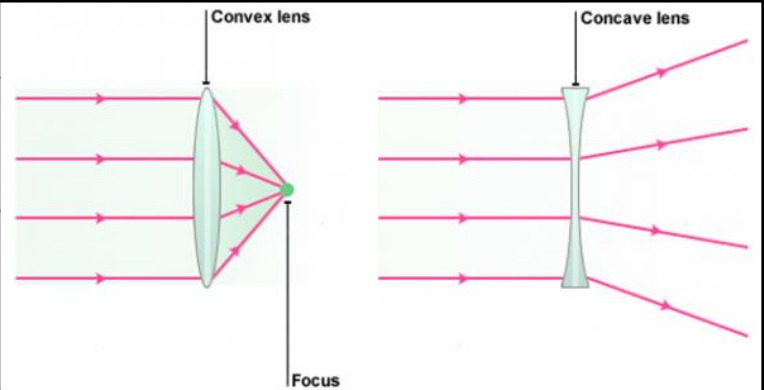


A. What are the three different ways light interacts with material?

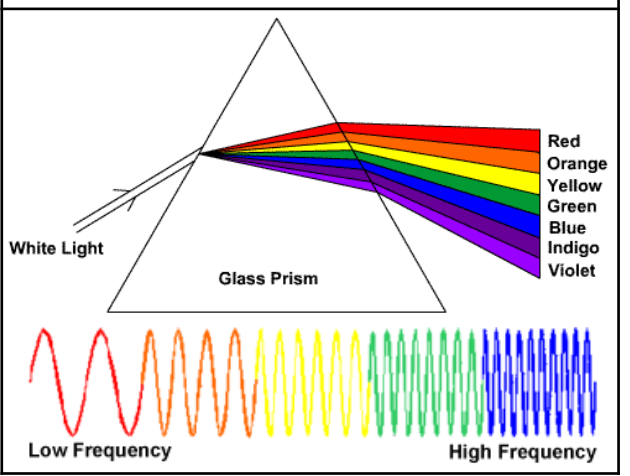
Light is _____	it passes straight through
Light is _____	it does not pass through
Light is _____	light bounces off the surface of the material



B. What are the two types of lenses?



C. What is light dispersion?



- Black – all colors absorbed, nothing reflected
- White – all colors reflected, nothing absorbed



Geography Knowledge Organiser: Year 7 Term 5 World of work



Background:	
1.	The world of work can be classified into four different employment sectors. (B)
2.	Many factors influence the type of employment sector which will be found within a particular country. (C)
3.	Furthermore, industrial location is influenced by some key factors, which are more important for some industries in comparison to others. (D)
4.	Employment structure within countries varies based upon the level of development. (E)
5.	However, employment structures are not fixed, just like in the UK they can change overtime. (F)
6.	Tourism is a rapidly growing tertiary industry world-wide. (G)
7.	Tourism can bring both positive and negative impacts for the host country. (H)

C.	Influences on employment structure (5)	
Imports		Goods brought into a country.
Exports		Sending goods to another country for sale.
Industrialisation		When a country begins to move from primary employment to secondary employment, with a rise in manufacturing.
Mechanisation		When machinery begins to do the jobs which once required humans.
Disposable income		The money a person has left to spend after they have paid all of their bills.

E.	Employment structure differences (3)	
Developing countries		Large primary sector, growing secondary sector and a moderate tertiary sector.
Emerging countries		They have a large secondary sector, rapidly falling primary sector and growing tertiary sector.
Developed countries		A large tertiary sector, a growing quaternary sector, both secondary and primary employment is low.

D.	Factors which influence the location of industry (5)	
Raw materials		Natural resources that are used to make things.
Transport links		The links which allow goods and workers to be transported in and out of industries.
Labour		Workers, employed people.
Market		A place where raw materials or goods are sold.
Footloose		Industries which are not tied to a location due to natural resources or transport links.

F.	Employment structure change in developed countries	
Falling primary and secondary sector (3)		1. Cheaper to import. 2. Mechanisation has taken jobs. 3. Raw materials have been exhausted in certain areas.
Growing tertiary sector (2)		1. Disposable income has increased, so a greater demand for services. 2. A large public sector e.g. health and education, due to a high tax revenue.

A.	Classifications of employment (2)	
Employment		When people are in work, receiving a wage and paying tax.
Unemployment		When people are not in work, therefore do not receive a wage and do not pay tax.

G.	Features of tourism (3)	
Tourist		A person who is visiting a place for pleasure.
Positive multiplier effect		The introduction of a new industry in an area also encourages growth in other industrial sectors, leading to further growth.
Butler model		Shows how tourist resorts go through six stages, from discovery, growth, success, stagnation to rejuvenation or decline.

B.	Different employment sectors (4)	
Primary sector		Industries which collect raw materials such as; farming, logging, oil rigging, mining, quarrying etc.
Secondary sector		Industries which manufacture goods into products such as; car manufacturers, food processing plants, toy assembly plants, builders etc.
Tertiary sector		Industries which provide a service such as; teaching, accounting, health care, sales assistants etc.
Quaternary sector		Defined as hi-tech, research and design. They include hardware and software engineers and pharmaceutical companies.

H.	Tourism in Kenya	
Where?		The Maasai Mara National Reserve, in southern Kenya.
	Positive (3):	Negative (4):
	1. Tourism provides 11% of Kenya's GDP. 2. The National Reserve is protected, saving many animals e.g. cheetahs. 3. Large infrastructure projects have been funded by overseas companies e.g. new road networks.	1. Mini-buses are driving across the Savanah. 2. Shadows from hot air balloons are scaring the wildlife. 3. Only 2% of the profit stays with the local people, much is lost to tour companies. 4. Animals are being fed by tourists, which is stopping them from hunting, impacting the food chain.



Geography Knowledge Organiser: Year 7 Term 5 World of work



Background:

- The world of work can be classified into four different employment sectors. **(B)**
- Many factors influence the type of employment sector which will be found within a particular country. **(C)**
- Furthermore, industrial location is influenced by some key factors, which are more important for some industries in comparison to others. **(D)**
- Employment structure within countries varies based upon the level of development. **(E)**
- However, employment structures are not fixed, just like in the UK they can change overtime. **(F)**
- Tourism is a rapidly growing tertiary industry world-wide. **(G)**
- Tourism can bring both positive and negative impacts for the host country. **(H)**

C. Influences on employment structure (5)	
Imports	
Exports	
Industrialisation	
Mechanisation	
Disposable income	

E. Employment structure differences (3)	
Developing countries	
Emerging countries	
Developed countries	

D. Factors which influence the location of industry (5)	
Raw materials	
Transport links	
Labour	
Market	
Footloose	

F. Employment structure change in developed countries	
Falling primary and secondary sector (3)	
Growing tertiary sector (2)	

A. Classifications of employment (2)	
Employment	
Unemployment	

G. Features of tourism (3)	
Tourist	
Positive multiplier effect	
Butler model	

B. Different employment sectors (4)	
Primary sector	
Secondary sector	
Tertiary sector	
Quaternary sector	

H. Tourism in Kenya	
Where?	The Maasai Mara National Reserve, in southern Kenya.
Positive (3):	Negative (4):
1	1
2	2
3	3
	4

Year 7 History : Challenges to medieval kings

C.	King John, the Barons and Magna Carta – a political challenge
What mistakes did King John make that led to the barons rebelling.	John had lost many wars with France which made him look weak (he had the nicknames lackland and soft sword). These defeats meant that the barons lost land they owned in France. John kept asking for a number of taxes to pay for his wars which he carried on losing. John was seen a cruel man – he made blind monks homeless and may have murdered his nephew. John fell out with the pope over who got to promote bishops. This led to England being placed under interdict meaning all church was cancelled. The barons feared for their souls and was angry with John. John started fining the barons for many different things and made them pay large taxes when they inherited land.
What were the key points of Magna Carta?	<p><u>Short term</u></p> <ul style="list-style-type: none"> • a £100 limit on the tax barons had to pay to inherit their lands • the king could not sell or deny justice to anyone • the royal forests were to be reduced in size • an heir could not be made to marry someone of a lower social class • foreign knights had to be deported • no-one could be arrested on the accusation of a woman <p><u>Long term</u></p> <p>Eventually it gave everyone freedoms such as stopping people being arrested for no reason</p>
Why is it still relevant today?	Still forms parts of English law. Additionally most see it as the basis of rights and freedoms so countries such as Australia and the USA include parts of it in their constitutions.

E.	Comparing the reigns of King John, Henry II and Richard II	
	Similarities	Differences
Religious	King John and Henry II both had issues with the church. John wanted to abolish church courts and Henry wanted to choose his bishops	<p>However these were for different reasons:</p> <ul style="list-style-type: none"> • Henry II wanted control of the church courts and had conflict with Becket the Archbishop of Canterbury. This led to the bishops who had crowned Henry's son Richard got excommunicated as a punishment from the church. • John fought with the Pope over who to appoint Archbishop of Canterbury. This led to the Pope excommunicating him and putting England under interdict
Political	In all 3 cases there are conflicts/ violence brought about because people are challenging the absolute (complete) power of the kings. This has come from 3 different sources: the barons, the people and the church.	<ul style="list-style-type: none"> • King John and the Barons – King John is the only medieval king who had a direct political conflict. This was with the Barons who demanded that they be treated better and made attempts to limit the power of the king through Magna Carta.
Social	King John, King Henry and Richard II all lost social support but for a variety of different reasons	<ul style="list-style-type: none"> • King John – lost social support due to losing land and wars in France and also due to the supposed 'murder' of his nephew. This meant that backing was behind the Barons. • Henry II – lost support after public death of Becket (was whipped at Becket's tomb as punishment) • Richard – Poll Tax, Labour Service and limiting wages after the Black Death all contributed to the Peasants' Revolt.

What we are learning this term:	
How similar were the challenges to medieval kings and how well did the monarchs deal with them?	
A. Keywords /	
B. <i>Disagreements between Becket and King Henry II – a religious challenge</i>	
C. King John, the Barons and Magna Carta – a political challenge	
D. Comparing the reigns of King John, Henry II and Richard II	
E. King Richard II and causes of the Peasants Revolt	
A.	Can you define these key words?
Epidemic	a widespread outbreak of an infectious disease
Leniency	Being merciful or tolerant towards someone
Pardons	Letters from a king forgiving a person for a crime.
Statute	a law
Martyr	Somebody who is willing to die for their beliefs.
Political	referring to politics (eg. Who is in charge, who has power, the king, parliament, barons ect.)
Social	Referring to people's lives (living conditions, wages, access to food and housing ect.)
Religious	Referring to religion (different religions, priests, popes, bishops, catholic, protestant ect.)
Interdict	The Pope banning all religious services in a country as a punishment for supposed sinful activity committed in that country or by its ruler
Labour Service	Free labour peasants were expected to do for knights and barons
Coronation	To crown someone to be the new king. In medieval England this could be done before the previous king had died.
Benefits of the clergy	The right for priests to be tried in church courts, avoiding the harsh penalties in normal courts

B.	<i>Disagreements between Becket and King Henry II – a religious challenge</i>
Banning of Church Courts	Henry II wanted to get rid of the church courts and appointed his friend Thomas Becket as Archbishop of Canterbury to do so in 1162. However once Thomas became Archbishop, he became very religious and refused to get rid of them.
Coronation of the king's son	After the argument over church courts Becket fled to France in 1164, as he feared for his life. King Henry II wanted to have his son Richard I crowned to be the next king. However he needed the archbishop of Canterbury to do it. With Becket out of the country Henry II got other bishops to do the job instead.
Excommunication of the bishops	In 1170 Becket and Henry made up and Becket returned to England. However once he returned, he excommunicated the other bishops. This made Henry II very angry and he shouted, "will no one rid me of this troublesome priest". This led to four knights going to Canterbury and murdering Thomas Becket.

D.	King Richard II and causes of the Peasants Revolt
<i>Labour Services</i>	Ever since 1066 most peasants (known as villains) had to do free labour services their local lords (knights and barons). Some peasants, known as freeman, did not want to do this work. Peasants wanted everyone to become freeman ending the free labour they had to do for their lords.
<i>The impact of the Black Death on wages</i>	The Black Death had killed around 40% of the population of England in 1348. This meant that there was a severe labour shortage. Now the peasants were in demand they could demand more money for their work. The barons were upset by this and got King Richard II to pass a law limiting how much a peasant could earn and banned them from declining to do work for this low amount of pay. This made the peasants angry as they now had their earnings greatly reduced.
<i>Poll taxes</i>	Between the years 1377 and 1381 the king demanded a number of Poll Taxes to fund his losing war with the French. These meant everyone over 15 had to pay a tax and impacted the poorest in society most of all. The tax of 1381 was partially bad demanding 4 pence per person over 15.

What we are learning this term:
How similar were the challenges to medieval kings and how well did the monarchs deal with them?
A. Keywords
B. <i>Disagreements between Becket and King Henry II – a religious challenge</i>
C. King John, the Barons and Magna Carta – a political challenge
D. Comparing the reigns of King John, Henry II and Richard II
E. King Richard II and causes of the Peasants Revolt

Year 7 History : Challenges to medieval kings

D.	Comparing the reigns of King John, Henry II and Richard II	
	Similarities	Differences
Religious		
Political		
Social		

C.	King John, the Barons and Magna Carta – a political challenge
What mistakes did King John make that led to the barons rebelling.	
What were the key points of Magna Carta?	
Why is it still relevant today?	

A.	Can you define these key words?
Epidemic	
Leniency	
Pardons	
Statute	
Martyr	
Political	
Social	
Religious	
Interdict	
Labour Service	
Coronation	
Benefits of the clergy	

B.	<i>Disagreements between Becket and King Henry II – a religious challenge</i>
Banning of Church Courts	
Coronation of the king's son	
Excommunication of the bishops	

E.	King Richard II and causes of the Peasants Revolt
<i>Labour Services</i>	
<i>The impact of the Black Death on wages</i>	
<i>Poll taxes</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 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
3	Jesus was believed to be a Messiah during his Ministry and this is still believed by Christians today	Jesus taught his followers in this Sermon the importance of following religious law and how to follow the religious law
4	Jesus' Ministry has taught Christians to act in a loving way towards all.	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	More traditional branched of Christianity are in decline when compared with more modern branches of Christianity
3	There is still a large debate surrounding the teachings of Christianity and whether they should be more modernised to fit in with 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	F St Augustine
1	1
2	2

G Christianity today	
1	
2	
3	



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

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

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

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

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

A. Los Deportes – Sports	
¿Qué deportes practicas? _____ el _____ el _____ la _____ el _____ la _____ la _____ el _____ la _____ el hockey _____ _____ al bádminton al _____ 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	
_____	to ride a horse
_____	to surf the net
_____	to go out with frnds
_____	to play the guitar
_____	the piano
_____	to watch TV
_____	I love
_____	I don't like
_____	I hate
_____	I prefer
_____	What do you do?
_____	I tidy my bedroom
_____	I go to a football match
_____	I sweep the patio
_____	I do the shopping
_____	I Hoover
_____	I take out rubbish
_____	I lay the table
_____	I clean up the table
_____	I wash up
_____	I wash the car
_____	I iron my uniform

E. Key Verbs across Topics		F. Key Opinions across topics and Weather	
_____	to have	_____	I like
_____	to be	_____	I love
_____	to go	_____	I hate
_____	to do / to make	_____	because
_____	to play	_____	fun
_____	to see	_____	boring
_____	to listen	_____	useful
_____	to buy	_____	pointless
_____	to live	_____	comfortable
_____	to speak	_____	interesting
_____	to have to	_____	entertaining
_____	to want / to love	_____	exciting
_____	to visit	_____	cool
_____	to eat	_____	amazing
_____	to drink	_____	dull
_____	to go out	_____	disgusting
_____	to read	_____	bad
_____	to work	_____	good
_____	to think	_____	It's sunny
_____	to write	_____	It's cool
_____	to practise	_____	It's hot
_____	to put	_____	It's windy
_____	to think	_____	It's cold
_____	to wash	_____	It's bad weather
_____	to take out	_____	It's good weather
_____	to tidy	_____	It's raining
		_____	It snows
		_____	It's foggy
		_____	It's stormy

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

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

What we are learning this term:

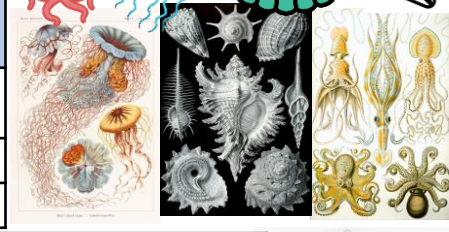
- A. About the illustrator Ernst Haeckel and his work
- B. How to use the grid method for accuracy
- C. Drawing from observation of primary sources
- D. How to work using oil pastels
- E. How to make a simple clay pinch pot
- F. How to decorate clay using glazes and oxides
- G. What is texture
- H. How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

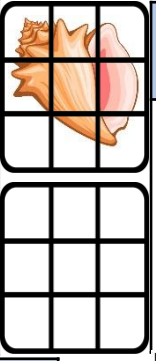
Why? To document and record newly discovered species of animals and plants



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

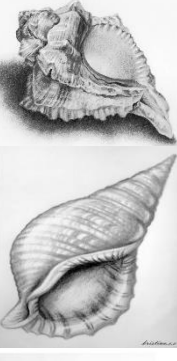
Drawing from a primary source means drawing something from real life

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

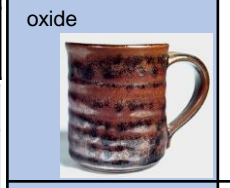
glaze

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



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

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



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? _____

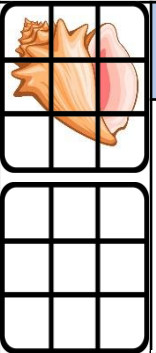
What? _____

Why? _____



B. How to use the Grid Method for accurate drawing

- 1) Use a to draw an equally spaced grid onto your image
- 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



C. Drawing primary sources from observation

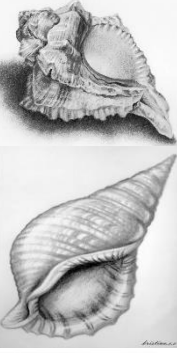
Drawing from a primary source means.....







Observe the objects

Lay out the basicyou 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 withand applied to the bisque fired clay

Highlights the in the clay surface

Can be appliedor 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	
Step 2	
Step 3	
Step 4	
Step 5	

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

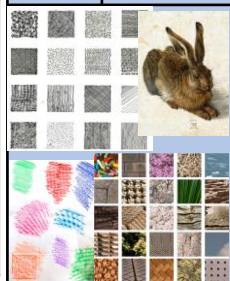


A pinch pot is

A successful pinch pot has

The wet clay can be decorated by

G. What is texture?



Texture is

Actual texture is

Visual or implied texture is





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

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

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

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

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

Modelling is used to test a product before manufacture, to see what works and what doesn't.	
Advantages	Disadvantages
Allows a designer to physically handle or view from all sides	Can be time-consuming and complicated
Changes can be made quickly and easily	Testing can be unreliable as they don't use the same materials as the end product

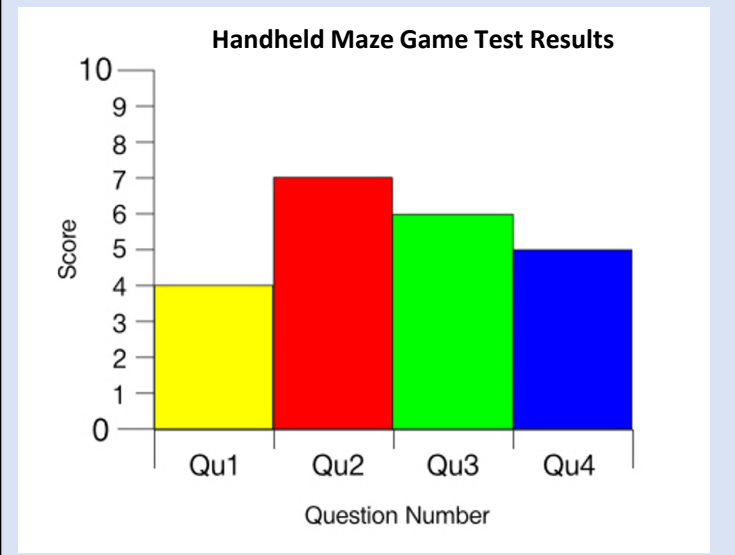
D. Data analysis

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

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

Exemplar Bar Graph:

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



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

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

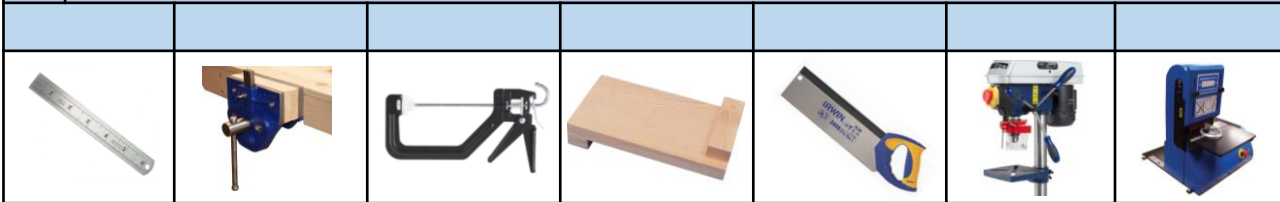
For example:
 My maze looks really fun and challenging to play. However, when tested the game was too difficult to complete so one improvement I could make it by taking away some of the traps or moving some of the walls around.



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 _____



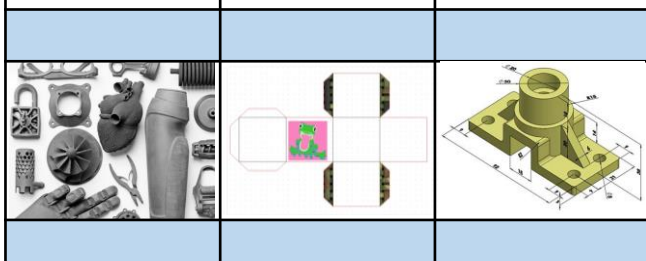
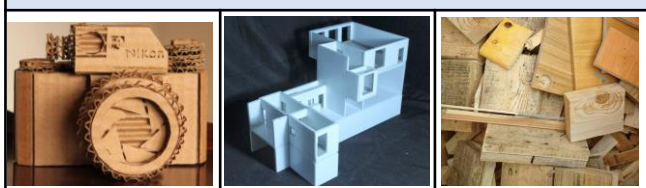
Acrylic – which you used as your lid for your maze – is a **polymer**

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.

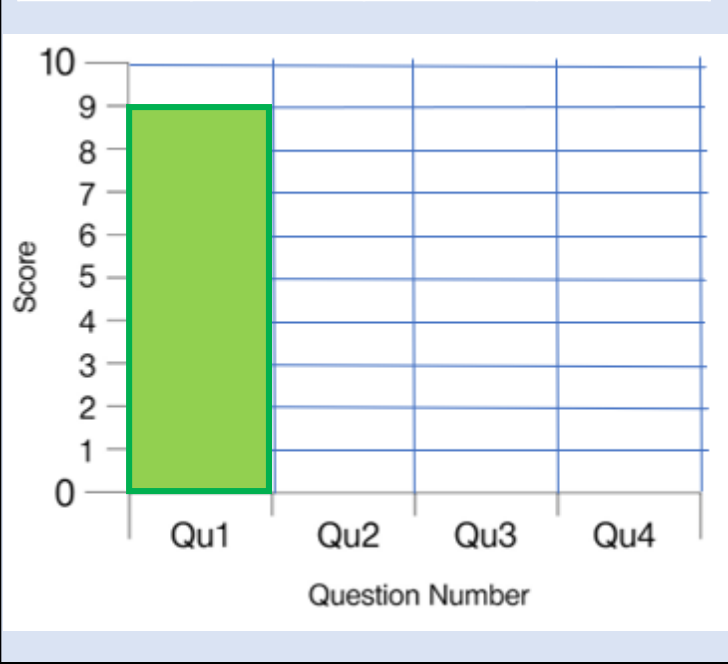
Advantages	Disadvantages

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

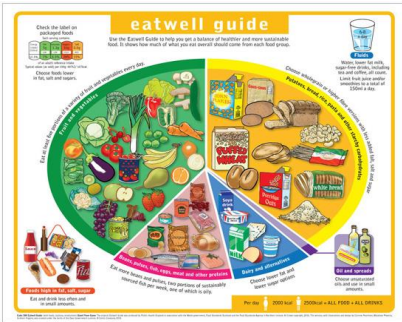


Think back to your completed handheld maze hand game. Evaluate one positive aspect of it and an improvement you would like to have made if you had time.

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?
<p>1 Fruit and Vegetables 2 Carbohydrates 3 Protein 4 Dairy 5 Fats and Oils</p>	



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

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

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

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

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

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	F
Protein	
Fats	



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

In this photo you can see a number of **protein** foods. Protein helps our muscles and cells to grow and repair. Some examples in this photo include:

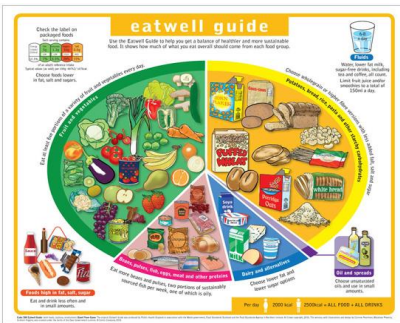


B. What nutritional foods are in the top picture? Can you list 5 of the food that you can see?

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

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

Rule	Why it is important



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



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

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

A Instrument families

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

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

E	What are the music symbols?																								
	<table border="1"> <thead> <tr> <th>Notes</th> <th>Name</th> <th>Rest</th> <th>Name</th> </tr> </thead> <tbody> <tr> <td></td> <td>Semibreve/whole note</td> <td></td> <td>Semibreve/whole note rest</td> </tr> <tr> <td></td> <td>Minim/half note</td> <td></td> <td>Minim/half note rest</td> </tr> <tr> <td></td> <td>Crotchet/quarter note</td> <td></td> <td>Crotchet/quarter note rest</td> </tr> <tr> <td></td> <td>Quaver/eighth note</td> <td></td> <td>Quaver/eighth note rest</td> </tr> <tr> <td></td> <td>Semiquaver/sixteenth note</td> <td></td> <td>Semiquaver/sixteenth note rest</td> </tr> </tbody> </table>	Notes	Name	Rest	Name		Semibreve/whole note		Semibreve/whole note rest		Minim/half note		Minim/half note rest		Crotchet/quarter note		Crotchet/quarter note rest		Quaver/eighth note		Quaver/eighth note rest		Semiquaver/sixteenth note		Semiquaver/sixteenth note rest
Notes	Name	Rest	Name																						
	Semibreve/whole note		Semibreve/whole note rest																						
	Minim/half note		Minim/half note rest																						
	Crotchet/quarter note		Crotchet/quarter note rest																						
	Quaver/eighth note		Quaver/eighth note rest																						
	Semiquaver/sixteenth note		Semiquaver/sixteenth note rest																						

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

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

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



What we are learning this term:

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

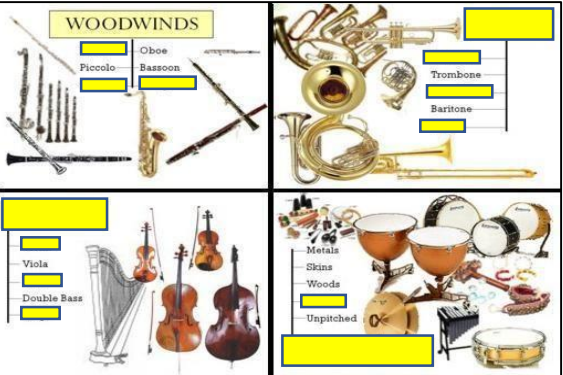
7 Key Words for this term

1 4 Sequence 7 T

2 Rhythm 5

3 6

A Instrument families



C Playing the Keyboard

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

D What are the musical elements?

Sound quality
High or l_____ sounds
How many sounds
F_____ or slow
D_____
Structure
D_____
Silence
A____/D____
-

E What are the music symbols?

Notes	Name	Rest	Name
<input type="text"/>	Semibre/whole note	<input type="text"/>	Semibre/whole rest
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	Crotchet/quarter note	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

B How to write a perfect Evaluation?

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

F Keywords

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

G How to read music – treble clef and Bass Clef

TREBLE LINES:

TREBLE SPACES:

BASS LINES:

BASS SPACES:



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.

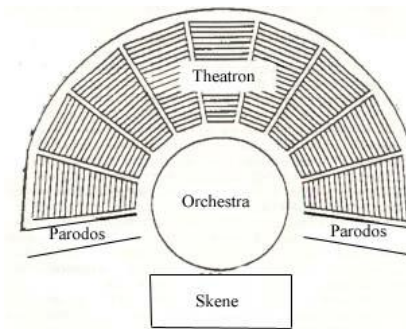
Reasons why a chorus is important:

- 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:

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

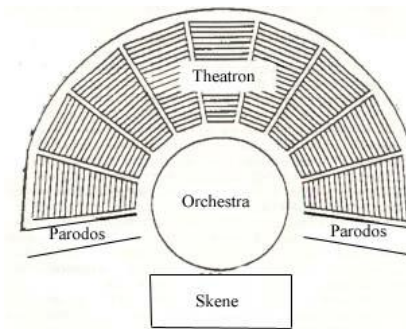
Reasons why a chorus is important:

- To maintain ceremony and
- To connect with the and with questions and responses.
- To establish a mood with and chanting.
- Re-enforces the keyof 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.

- 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:
	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

F. Why is Greek theatre important?

Greek theatre has influencedin 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



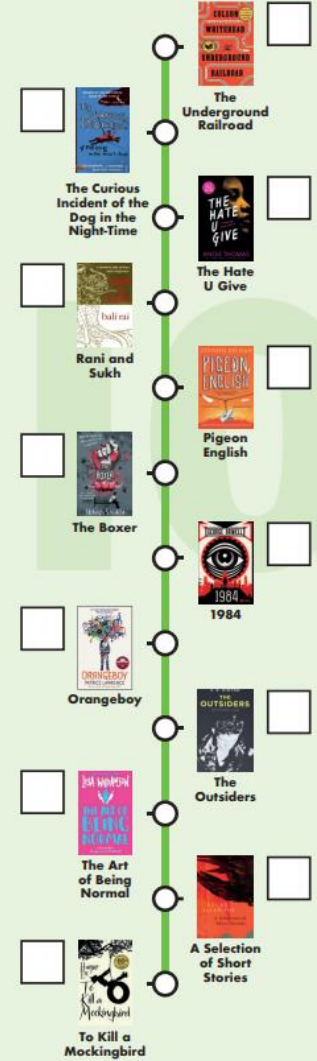
Year 8



Year 9



Year 10



#ReadingisPower