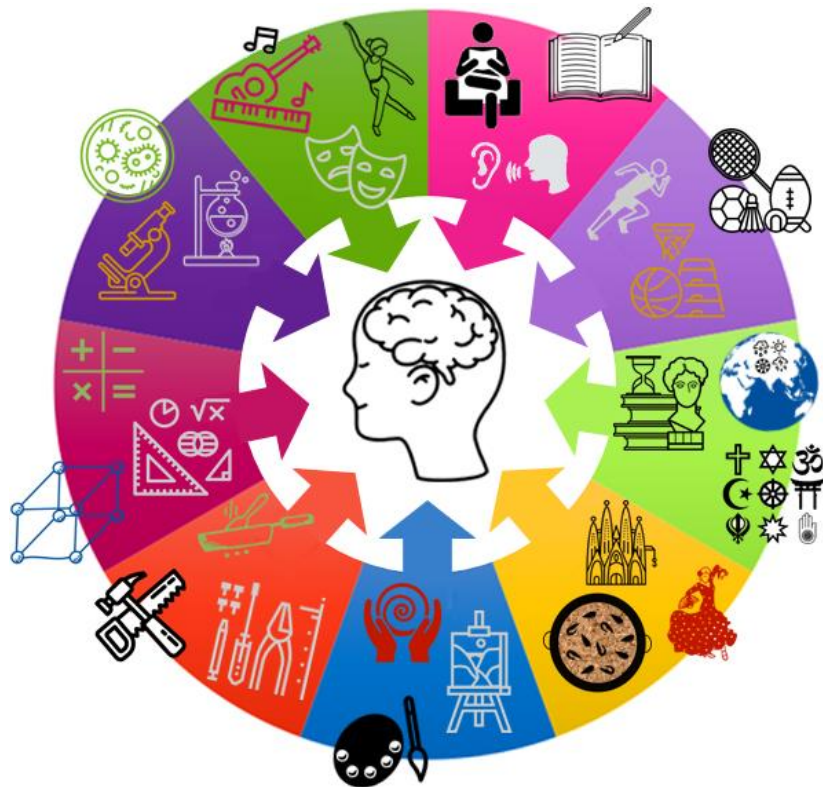


# 100% book - Year 7 Booster

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

## Term 3



### Swindon Academy 2023-24

Name:	
Tutor Group:	
Tutor & Room:	

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

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

# Using your Knowledge Organiser and Quizzable Knowledge Organiser

## Knowledge Organisers

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

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

**4 Key Words for this term:**  
 1. Matter  
 2. Particles  
 3. Gases  
 4. Freezing

**A. Describe the properties of the three states of matter.**  
 Solid: Particles are packed closely together in a regular pattern. They vibrate in fixed positions.  
 Liquid: Particles are arranged randomly but are still touching each other. They can slide past each other and move around.  
 Gas: Particles are far apart and are arranged randomly. They carry a lot of energy and they move in all directions in a high speed.

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

**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 energy labels (gaining/losing energy).

## 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 different subjects. On the right is a 'Knowledge Organiser' for 'What is particle theory?'. It includes sections for 'What is particle theory?', 'Describe the arrangement and movement of particles in the three states of matter', and 'What is the law of conservation of mass?'. There are also diagrams of particle arrangements for solid, liquid, and gas states.

## Step 2

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

The 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 the keywords/definitions/facts from the knowledge organiser written out in full. The text includes: '29th May 2020', 'Properties of the states of matter', 'Particle theory = all matter is made of particles', 'Solid = regular pattern particles vibrate in fixed position', 'Liquid = particles are arranged randomly but are still touching each other. Particles can slide past each other and move around.', and 'Gas = Particles are far apart and are arranged randomly. Particles carry a lot of energy.'

## Step 4

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

The screenshot shows a student's prep book with the keywords/definitions/facts from the knowledge organiser written out three times. The text includes: 'Solid = regular pattern particles vibrate in fixed position', 'Solid = regular pattern particles vibrate in fixed position', and 'Solid = regular pattern particles vibrate in fixed position.'

## Step 5

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

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

## Step 6

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

The screenshot shows a student's prep book with the keywords/definitions/facts from the knowledge organiser written out in full, with some corrections. The text includes: 'Particle theory = all matter is made of particles', 'Solid = regular pattern particles vibrate in fixed position', 'Liquid = particles are arranged randomly but are still touching each other. Particles can slide past each other and move around.', and 'Gas = Particles are far apart and are arranged randomly. Particles carry a lot of energy.'

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

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.	<p>Hermia Lysander Demetrius Helena</p>
<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> .	<p>Hermia Lysander Demetrius Helena</p>
<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.	<p>Hermia Lysander Demetrius Helena</p>
<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> .	<p>Hermia Lysander Demetrius Helena</p>

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.</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>
<p><b>Vocabulary: Key words</b></p> <p><b>severe</b> – very _____ or _____</p> <p><b>conflict</b> – a serious _____, _____ or _____.</p> <p><b>unrequited love</b> – If a person loves someone who doesn't _____</p> <p><b>to mock</b> – To _____ someone is to _____ of them</p> <p><b>chaos</b> – a situation where there is no o_____ and everyone is c_____d</p> <p><b>to resolve</b> – to solve a _____ or _____</p>

**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 \_\_\_\_\_. 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 \_\_\_\_\_.

**Terminology: Key Words**

**soliloquy** - a s\_\_\_\_\_ in a play that the character speaks to \_\_\_\_\_ or h\_\_\_\_\_ or to the audience, rather than to the other \_\_\_\_\_s

**comedy** – a type of play that \_\_\_\_\_ and ends with a \_\_\_\_\_y ending.

**play** - a play is a piece of \_\_\_\_\_ which is \_\_\_\_\_ in the theatre.

**stage directions** - \_\_\_\_\_ written into the script of a play

**'A Midsummer Night's Dream': F Knowledge Organiser**



**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



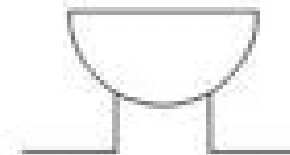
Switch



Wire



Buzzer





**What we are learning this term:**

- 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 |              |

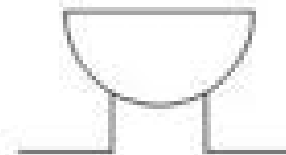
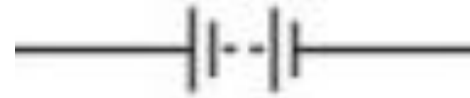
**B. Describe how to be safe around electricity.**

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.**



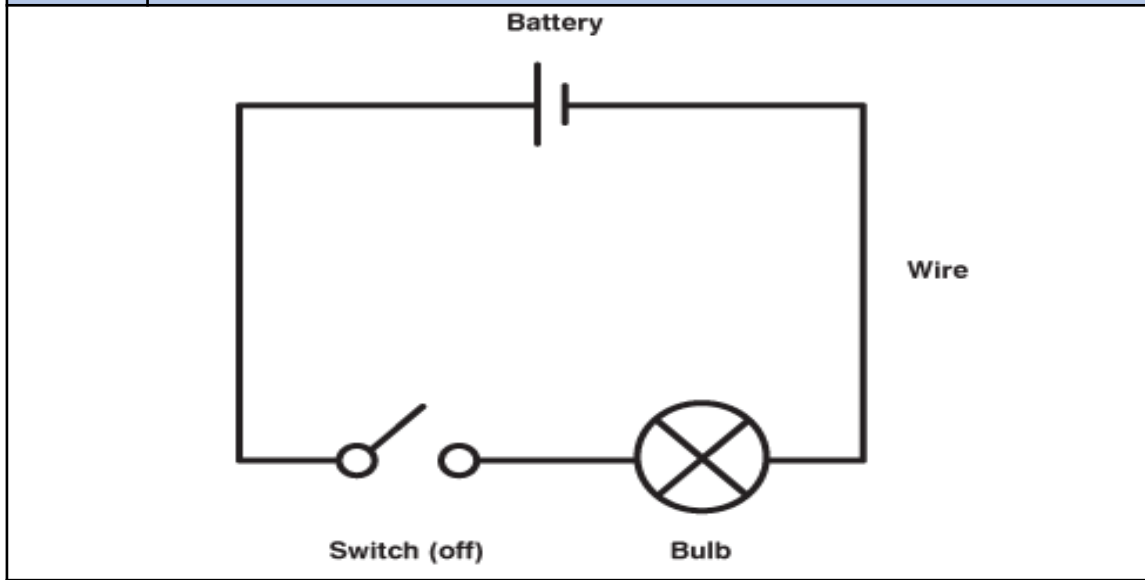
**What we are learning this term:**

- 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.**



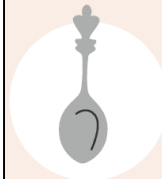
**C. Describe what a conductor is.**

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.

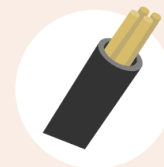
**5 Electrical Conductors**



silver



gold



copper



steel



sea water

**5 Electrical Insulators**



rubber



glass



oil



diamond



dry wood



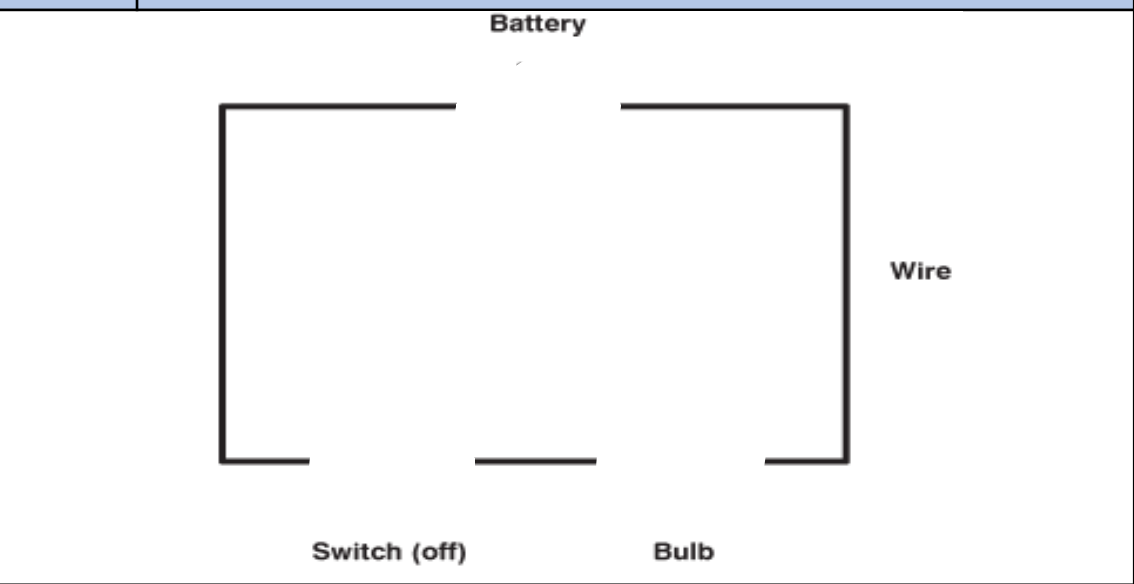
**What we are learning this term:**

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

**7 Key Words for this term**

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

**D. Complete the circuit diagram.**



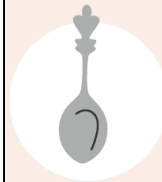
**C. Describe what a conductor is.**

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

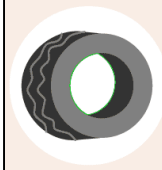


steel



sea water

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



rubber



glass



oil



diamond



dry wood



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

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



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

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



# Geography Knowledge Organiser: Year 7 Term 3 Development



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

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

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

C.	Factors influencing development	
Development	How rich or poor a country is compared with other areas.	
Factors which encourage development (4):		Factors which hinder development (4):
<ol style="list-style-type: none"> <li>1. A strong and stable government.</li> <li>2. A large coastline for trade.</li> <li>3. Availability of natural resources e.g. oil, coal, fertile soil etc.</li> <li>4. A pleasant climate, ideal for growing crops.</li> </ol>		<ol style="list-style-type: none"> <li>1. An unstable or corrupt government, meaning money is not invested properly in the country.</li> <li>2. The country is landlocked, making trade difficult.</li> <li>3. Few natural resources to power industry.</li> <li>4. A harsh climate, so can not grow crops reliably.</li> </ol>

D.	What is aid? (6)	E.	Aid - advantages/ disadvantages
Donor	A country that gives aid to another country.	Advantages (3)	<ol style="list-style-type: none"> <li>1. People learn new skills e.g. improved farming techniques; so become independent</li> <li>2. Can save lives after a natural disaster e.g. supplying clean water, food and medicines.</li> <li>3. Simple technology e.g. water pumps, are easy for the locals to maintain.</li> </ol>
Recipient	A country which receives aid.		
Bilateral	International aid given by one country to another.		
Multi-lateral	Aid given by NGOs (Non-Government Organisations) like the Red Cross or Oxfam.	Disadvantages (3)	<ol style="list-style-type: none"> <li>1. Countries can become dependent upon aid, causing problems if it is removed.</li> <li>2. Corrupt governments can sell the aid on, so it does not reach those in need.</li> <li>3. The recipient can end up in debt if loans or deals are made.</li> </ol>
Short term aid	Aid given to support a country following a crisis e.g. after an earthquake.		
Long term aid	Aid given over a prolonged period of time to support a country's development e.g. teaching farmers different farming techniques.		

F.	Fairtrade	
What it is:	Trade which involves giving producers in developing countries a fair price for their goods.	
Advantages (2)		Disadvantages (2)
<ol style="list-style-type: none"> <li>1. Farmers receive a fair and decent price.</li> <li>2. Ensures good working conditions for farmers.</li> </ol>		<ol style="list-style-type: none"> <li>1. Non-Fairtrade farmers may lose out.</li> <li>2. Sales can often be low as the price of Fairtrade goods can be high.</li> </ol>

G.	Case study: Goat aid by the charity OXFAM	
Where?	In countries in Africa e.g. Mali & Rwanda	
Features (2)		Success (2)
<ol style="list-style-type: none"> <li>1. Oxfam buy goats and donate them to poor villages in Africa.</li> <li>2. Goat milk has calcium, goat poo is used as fertiliser.</li> </ol>		<ol style="list-style-type: none"> <li>1. Can sell leftover milk and cheese for profit.</li> <li>2. Builds community spirit, you can eat the goat if it dies, goats breed making it sustainable (won't run out)</li> </ol>



# Geography Knowledge Organiser: Year 7 Term 3 Development



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

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

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

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

D.	What is aid? (6)	E.	Aid - advantages/ disadvantages
Donor		Advantages (3)	
Recipient			
Bilateral			
Multi-lateral		Disadvantages (3)	
Short term aid			
Long term aid			

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

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



## Year 7 History : Roman Catholic Church in the Middle Ages

<b>What we are learning this term:</b>
<p><b>What part did the Roman Catholic Church play in everyday life during the Middle Ages?</b></p> <p>A. Keywords</p> <p>B. Explain the importance of the Roman Catholic Church for daily life in the 16th century.</p> <p>C. What are the roles of monks in society in the Middle Ages ?</p> <p>D. What was the main reasons for people going on crusades ?</p> <p>E. What were the impacts of the crusades on Europe?</p>

A.	<i>Can you define these key words?</i>
Monasteries	Places where monks lived, worked and provided services for the population.
Secular	Not connected to the church.
Catholicism	Following a form of Christianity that whose head is the Pope in Rome. (this was the religion of Medieval western Europe)
Excommunication	A punishment for a crime, being banned from the church. This means your soul would be condemned to hell.
Cardinal	Important members of the Catholic church (more powerful than bishops) who have role in governing the Catholic church throughout the World.
Clergy	Priests and other people who perform religious duties for the church
Pope	The head of the Catholic church, he is based in Rome.
anti Semitism	Hostile actions or beliefs against Jews
Archbishop	The most important bishop in a country, in charge of religion within that country,
Pilgrimage	A journey to a holy site for the purpose of pleasing God.
Purgatory	A place in between heaven and hell where those whose fate is undecided go initially after death.
Illiterate	Unable to read or write.
Crusade	A religiously motivated, Christian military campaign. Normally to try and capture the Holy Land (Jerusalem)
Doom Painting	A painting showing people being sent to Heaven or Hell on the Day of Judgment
Purgatory	A stage before heaven, where the dead are removed of their remaining sins

B.	<b>Explain the importance of the Roman Catholic Church for daily life in the 16th century.</b>
Provide services for the people	Churches provide poor relief, taught poor children to read, were libraries, copies books, ran hospitals ,provided hospitality to travellers .
Teach people right from wrong	The church taught people right firms wrong so they could get in to heaven. Most people could not understand Latin which church services were held in so they learned from the doom paintings and talking to the priests .
Ensuring people do not commit sins	People were encouraged to not commit sins and be loyal to their king and barons in order to ensure to ensure they get in to heaven .

C.	What are the roles of monks in society in the Middle Ages ?		
Copying books	Hospitals	Look after travellers	Praying for people's souls
<p>. The only way to make books in the Middle Ages was for them to be copied out by hand. This took a very long time and so was very expensive to do. The job of copying was done by monks as most people could not read and write and the wealthy that could did not want to waste their lives copying things out. This gave the church allot of influence as monks would not copy out ideas that challenged the teachings of the church allowing them to censor hostile ideas.</p>	<p>Monks and nus would run hospitals to look after the ill. These would only visited by the poor in society as most people would try to get treated in their homes. The monks and nuns offered little physical medical treatment and concentrated on caring for the patients and prating to hope that God would take away the illness.</p>	<p>It was very dangerous to travel around England n the Middle Ages and people would need to find places to stay. Travellers who struggled to find or afford somewhere to stay would be looked after by monks in monasteries.</p>	<p>In the Middle Ages it was believed that you would go to heaven, hell or purgatory (a place in between heaven and hell where those whose fate was undecided would go in the meantime). Monks claimed that they could say special prayers to influence where people's souls went. The charged people large fees, called indulgences to say such prayers, but people would pay demonstrating the importance of religion and the afterlife in Medieval England</p>

D.	What was the main reasons for people going on crusades ?
Forgiveness of sins	People wanted to ensure that they got in to heaven. Pope Urban II promised that anyone who went on crusade would have their sins forgiven ensuring they got in to heaven.
Money	The Holy Land was a very rich place so a crusading army could steal allot of this to take home with them.
Power	knights would want to build their reputation by being a crusader. Additionally, those who went on crusades would be rewarded with more land, titles and influences in their kingdoms.

E.	What were the impacts of the crusades on Europe?
<i>Medicine</i>	Many books of Galen that had been lost in the West were rediscovered in the Muslim World. Also, Muslim doctors had developed the work of Galen, helping other discoveries in the future. New plants were discovered that were used to make medicines. New better surgical tools that had been invented by Muslims were brought back to Europe.
<i>Food</i>	The Crusades brought about trade in many unusual exotic foods. Sugar, spices, dates, coffee, rice and apricots,
<i>Household goods</i>	Houses were previously plain now they had much new furniture influenced by contact with Islamic world such as: mirrors, cotton cloth, carpets, mattresses and shawls, writing paper and wheelbarrows. The rich got new brightly coloured clothes in the Muslim style.
<i>ideas</i>	Chess, alchemy (early chemistry to try and make gold), and the math system we use today were introduced from the Muslim world.
<i>Power in Europe</i>	Many barons died or lost money in the crusades meaning they lost power. Kings had raised taxes to pay for crusades so had allot more money meaning that they were more powerful.
<i>Geography</i>	European maps were previously very basic. They got access to much more advance Arabic maps that helped with navigation.
<i>Science and technology</i>	Learning was not valued in Europe however it greatly was in the Muslim world. They had invented various inventions that were introduced in to Europe such as: magnifying glasses, magnetic compasses and astrolabes (that measured the stars to let you navigate accurately) .

## Year 7 History : Roman Catholic Church in the Middle Ages

<b>What we are learning this term:</b>
<p><b>What part did the Roman Catholic Church play in everyday life during the Middle Ages?</b></p> <p>A. Keywords</p> <p>B. Explain the importance of the Roman Catholic Church for daily life in the 16th century.</p> <p>C. What are the roles of monks in society in the Middle Ages ?</p> <p>D. What was the main reasons for people going on crusades ?</p> <p>E. What were the impacts of the crusades on Europe?</p>

C.	What are the roles of monks in society in the Middle Ages ?		
Copying books	Hospitals	Look after travellers	Praying for people's souls

A.	<i>Can you define these key words?</i>
monasteries	
secular	
Catholicism	
Excommunication	
Cardinal	
Clergy	
Hope	
anti Semitism	
Archbishop	
Pilgrimage	
Purgatory	
Illiterate	
Crusade	

D.	What was the main reasons for people going on crusades ?
Forgiveness of sins	
Money	
Power	

B.	Explain the importance of the Roman Catholic Church for daily life in the 16th century.
Provide services for the people	
Teach people right from wrong	
Ensuring people do not commit sins	

E.	What were the impacts of the crusades on Europe?
<i>Medicine</i>	
<i>Food</i>	
<i>Household goods</i>	
<i>ideas</i>	
<i>Power in Europe</i>	
<i>Geography</i>	
<i>Science and technology</i>	



A. Can you define these key words?		B. What do Jews believe and Jewish scripture- 6 main facts	
<b>Key word</b>	<b>Key definition</b>	1	Judaism is a unique religion is that you are born into it. You have to be a descendant of Abraham to be Jewish.
Synagogue	The Jewish place of worship	2	They get these rules from the Torah. The Torah contains 613 laws that set the standard for Jewish life.
Worship	Showing adoration and love to God	3	Jews believe that if they do not follow these rules and set an example, they will be punished
Atonement	the action of making amends for wrongdoing	4	The 3 main beliefs: 1. You must believe in one God 2. Jews are a family of people who have been chosen by God as descendants of Abraham 3. God made a covenant with Jews
Persecution	Ill-treatment, especially because of race or political or religious beliefs	5	The Torah scrolls are kept in an Ark in a synagogue.. The scrolls are not directly touched to avoid it getting damaged
Genocide	The deliberate killing of a large number of people from a particular group	6	Jews believe that Moses was given the "oral Torah" and this was written down later by Jewish teachers.
Shabbat	A Jewish day of rest.		
Torah	The law of God as revealed to Moses		
Aron Hakodesh	A large cupboard that holds the Torah	C. What is Orthodox Judaism- 5 facts	
Tanakh	The Jewish Scriptures	What is Reform Judaism- 5 facts	
Talmud	The body of Jewish civil and ceremonial law and legend.	1	Torah is literally given by God to Moses on Mount Sinai
Mitzvot	The 613 laws that set the standard for Jewish life	2	Jewish Law should be strictly followed as the Torah is the word of God.
		3	Orthodox men and women dress very modestly and keep most of their skin covered.
		4	Orthodox men are expected to wear a ritual fringe called a Tzitzit and a head-covering as well as grow beards
		5	Do not have any physical contact with those of the opposite sex unless they are married or immediate family members.

D Features of the synagogue	
<b>Aron hakodesh-</b> symbolises the Ark of the covenant which held the tablets of stone on which had the 10 commandments carved on	<b>Ner Tamid-</b> A light above the aron hakodesh that never goes out
<b>Sefer Torah-</b> a scroll kept inside the aron hakodesh.	<b>Bimah-</b> A raised platform with a reading desk in the centre where the Sefer Torah is read..

E What is celebrated during Pesach and Yom Kippur?	
1	Pesach Commemorates Hebrews being saved from the 10th plague and their exodus from Egypt.
2	Yom Kippur- a day to atone for their sins.

F How and why are Jews persecuted?	
1	<b>-They are a minority religion-</b> They have distinct religious practices and customs that are different to the rest of society.
2	<b>-Superiority-</b> People accuse them of being superior because they see themselves as God's chosen people
3	<b>-Christ-killer myth-</b> Some people believe that Jewish people are responsible for god killing (deicide) and the crucifixion of Jesus Christ.



A. Can you define these key words?		B. What do Jews believe and Jewish scripture- 6 main facts	
<b>Key word</b>	<b>Key definition</b>	1	_____ is a _____ religion that you are _____ into. You have to be a _____ of _____ to be Jewish.
Synagogue	The _____ place of _____	2	They get these _____ from the _____. The _____ contains _____ laws that set the _____ for Jewish life.
Worship	Showing _____ and love to _____	3	Jews _____ that if they do not _____ these _____ and set an example, they will be _____
Atonement	the _____ of making _____ for wrongdoing	4	The 3 main _____s: 1. You must _____ in _____ God 2. Jews are a _____ of people who have been _____ by God as _____ of _____ 3. _____ made a _____ with _____
Persecution	_____, especially because of _____ or political or _____	5	The _____ scrolls are kept in an _____ in a _____.. The _____ are not _____ touched to avoid it getting _____
Genocide	The _____ killing of a large number of _____ from a _____	6	Jews believe that _____ was given the " _____ " and this was _____ down later by _____.
Shabbat	A _____ day of _____		
Torah	The _____ of _____ as revealed to _____		
Aron Hakodesh	A large _____ that holds the _____		
Tanakh	The _____		
Talmud	The body of _____ and _____ law and legend.		
Mitzvot	The _____ laws that set the _____ for _____		

C. What is Orthodox Judaism- 5 facts		What is Reform Judaism- 5 facts	
1	_____ is literally given by _____ to _____ on Mount _____		It believes that the _____ is always _____ and _____ that they should not just _____ follow the _____
2	Jewish _____ should be _____ followed as the _____ is the word of _____.		It was the _____ to adopt _____.
3	_____ men and women dress very _____ and keep most of their _____.		open to _____ as the _____ given in the _____ are mainly about _____ others with _____
4	_____ men are expected to wear a _____ fringe called a Tzitzit and a _____ as well as _____		They _____ the _____ in the _____ don't really _____ into the _____ today.
5	Do not have any _____ contact with those of the _____ sex unless they are _____ family members.		They believe anyone should be allowed to join the faith

D Features of the synagogue	
_____ - symbolises the Ark of the covenant which held the tablets of stone on which had the 10 commandments carved on	<b>Ner Tamid-</b> A _____ above the _____ that never _____
<b>Sefer Torah-</b> a _____ kept inside the _____	_____ - A raised platform with a reading desk in the centre where the Sefer Torah is read..

E Pesach and Yom Kippur	
1	_____ Commemorates Hebrews being _____ from the 10th plague and their _____ from Egypt.
2	_____ - a day to _____ for their _____

F How and why are Jews persecuted?	
1	- <b>They are a _____ religion-</b> They have _____ religious practices and _____ that are _____ to the rest of _____
2	- _____ - People accuse them of being _____ because they see _____ as God's _____ people
3	- _____ - _____ <b>myth-</b> Some people believe that _____ people are _____ for god killing (decide) and the _____ of Jesus Christ. The _____ were actually responsible as _____ did not have the power to _____ people.

<b>What we are learning this term:</b> A. Saying where we live B. Describing our house C. Naming rooms in our house D. Describing our bedroom E. Talking about daily routine F. Describing a town G. Translation practice		<b>C. ¿Cómo es tu casa? What's your house like?</b> Mi casa es... acogedor(a) adosado/a antiguo/a bonito/a cómodo/a grande moderno/a nuevo/a pequeño/a reformado/a muy bastante		My house is... cosy semi – detached old pretty comfortable big modern new small renovated very quite		<b>Key Verbs</b>								
<b>6 Key Words for this term</b>		1. vivir 2. la ciudad 3. el pueblo		4. el hogar 5. una casa 6. un piso		Ser To be	Tener To have	Hablar To speak	Comer To eat	Vivir To live				
<b>A. ¿Dónde vives? – Where do you live?</b>		Vivo en una casa un chalet una granja un piso un apartamento un bloque antiguo un bloque moderno está en las afueras en el campo en el centro en una ciudad en la costa en la montaña el este el norte el oeste el sur		I live in... a house a detached house a farm a flat an apartment an old block of flats a new block of flats It is (location) on the outskirts in the countryside in the centre in a city on the coast in the mountains east north west south		<b>D. ¿Cuántas plantas tiene? How many floors has it got?</b>								
<b>B. Key verbs across topics</b>		tener ser ir hacer jugar ver escuchar comprar vivir hablar deber querer visitar comer		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		abajo arriba el ascensor el ático la planta baja la primera planta el primer piso el sótano las habitaciones tiene cinco habitaciones hay el aseo el baño la cocina el comedor el despacho el dormitorio la ducha la escalera el garaje el jardín el salón		below above the lift the attic the below floor the first floor the first floor the basement the rooms It has 5 bedrooms there is/ there are the toilet the bathroom the kitchen the dining room the office the bedroom the shower the stairs the garage the garden the living room		<b>E. ¿Qué hay en tu dormitorio? – What's in your bedroom?</b>				
la alfombra el armario la cama las cortinas el equipo de música las estanterías la lámpara el lavabo la librería la mesa el ordenador la pared los pósters la puerta la silla la televisión la ventana Qué es? el portátil el escritorio los juegos los libros la ropa los zapatos los cuadros las cosas personales osito de peluche la joyería el maquillaje el espejo		the rug the wardrobe the bed the curtains the music stereo the shelves the lamp the sink the bookcase the table the computer the wall posters the door the chair the TV the window What is it? the laptop the desk games books clothes shoes pictures personal things teddy bear jewellery make up the mirror		<b>F. More Key Opinions/ Verbs across topics</b>										
beber salir leer trabajar pensar escribir 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		to drink to go out to read to work to think to write I like I love I hate because fun boring useful pointless comfortable interesting entertaining exciting cool amazing dull disgusting bad good		<b>G. ¿Dónde? – Where?</b>										
a la derecha de a la izquierda de al lado de debajo de delante de detrás de encima de enfrente de		to the right of to the left of next to underneath in front of behind on top of opposite												



G. Translation Practice	
I live in a big house	V e u c g
My mum lives in a new block of flats	M m v e u b d p m
My house is in the suburbs	M c e e l a
My dad lives by the coast	M p v e l c
I live in a city	V e u c
I like my house because it's cosy	M g m c p e a
My house is modern and cosy	M c e m y a
I don't like my house because it's semi detached	N m g m c p e a
My bedroom is on the first floor	M d e e l p p
We have an attic upstairs	T u a a
My bed is to the left of the wardrobe	M c e a l i d a
My bed is next to the window	M c e a l d l v
I have a big living room	T u s g
We have a renovated kitchen	T u c r
My apartment is very big	M a e m g
My house is very old	M c e m a
I love my home because it's cosy	M g m h p e a
Where do you live?	¿D v?

H . Key Questions: Answer the following in your own words. Use these model answers	
¿Dónde está tu casa?	Mi casa está en Swindon, en el sur de Inglaterra.
¿Cómo es tu casa?	Mi casa es muy moderna y acogedora. Me gusta mi casa porque es moderna y divertida y me encanta mi familia. Mi casa tiene dos plantas. Arriba hay un cuarto de baño pequeño y mi dormitorio y el dormitorio de mis padres.
¿Qué hay en tu dormitorio?	En mi dormitorio tengo una cama y mi televisión. Me encanta mi dormitorio porque es cómodo.
¿Dónde está tu cama?	Mi cama está al lado de mi ventana. Tengo un ordenador. Mi ordenador está a la derecha del armario y mi armario está a la derecha de la puerta.

I. Key Questions: Translate these model answers using the KO	
¿Dónde está tu casa?	My house is in Portsmouth on the coast. Portsmouth is in the south of England.
¿Cómo es tu casa?	My house is semi detached and is very small. It is cosy and very pretty. I like my house because my family live with me. My house has 2 floors. Downstairs there is a living room and a really big kitchen. Upstairs there are 3 small bedrooms.
¿Qué hay en tu dormitorio?	In my bedroom I have all of my games and books. I have my bed which is next to my desk. I have red curtains and white walls. I have a computer in my bedroom too. My computer is to the left of the window. I have a big wardrobe.
¿Dónde está tu cama?	My bed is to the right of my window but my computer is on top of my desk which is next to my bed.

J. Key Grammar	
Use the verb <b>ESTAR</b> to talk about location	Mi casa está en Swindon = My house is in Swindon
Make sure adjectives agree e.g. blanco/blanca/blancos/blancas	Mi casa es blanca = My house is white Mi perro es blanco = My dog is white Mis zapatos son blancos = My shoes are white Las mesas son blancas = The tables are white
Justify opinions with because	Me gusta mi casa porque es blanca = I like my house because it's white



What we are learning this term:	
<p>A. Saying where we live                  B. Describing our house                  C. Naming rooms in our house                  D. Describing our bedroom                  E. Talking about daily routine                  F. Describing a town                  G. Translation practice</p>	
6 Key Words for this term	
1. vivir	4. el hogar
2. la ciudad	5. una casa
3. el pueblo	6. un piso

C. ¿Cómo es tu casa? What's your house like?	
_____	My house is... cosy
_____	_____
adogado/a	_____
antiguo/a	_____
bonito/a	_____
_____	comfortable
_____	big
_____	modern
nuevo/a	_____
_____	small
_____	renovated
muy bastante	_____
_____	_____

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

A. ¿Dónde vives? – Where do you live?	
_____	I live in... a house
_____	a detached house
_____	a farm
_____	_____
un piso	_____
un apartamento	_____
un bloque antiguo	_____
un bloque moderno	_____
_____	It is (location) on the outskirts
_____	in the countryside
_____	in the centre
_____	in a city
_____	_____
en la costa	_____
en la montaña	_____
el este	_____
_____	north
_____	west
el sur	_____

D. ¿Cuántas plantas tiene? How many floors has it got?	
_____	below
_____	above
_____	the lift
_____	the attic
la planta baja	_____
_____	the first floor
el primer piso	_____
_____	the basement
_____	the rooms
_____	It has 5 bedrooms
_____	_____
_____	there is/ there are
_____	_____
el aseo	_____
el baño	_____
la cocina	_____
el comedor	_____
el despacho	_____
el dormitorio	_____
_____	the shower
_____	the stairs
_____	the garage
_____	_____
el jardín	_____
el salón	_____

E. ¿Qué hay en tu dormitorio? – What's in your bedroom?	
_____	the rug
_____	the wardrobe
_____	the bed
_____	the curtains
_____	_____
el equipo de música	_____
las estanterías	_____
la lámpara	_____
el lavabo	_____
_____	the bookcase
_____	the table
_____	the computer
_____	_____
la pared	_____
los pósters	_____
la puerta	_____
_____	the chair
_____	the TV
_____	the window
_____	What is it?
_____	_____
el portátil	_____
el escritorio	_____
los juegos	_____
los libros	_____
_____	clothes
_____	shoes
_____	pictures
_____	_____
las cosas personales	_____
osito de peluche	_____
la joyería	_____
el maquillaje	_____
el espejo	_____

F. More Key Opinions/ Verbs across topics	
_____	to drink
_____	to go out
leer	_____
trabajar	_____
pensar	_____
_____	to write
_____	I like
_____	I love
Odio	_____
porque	_____
_____	fun
aburrido/a	_____
útil	_____
_____	pointless
_____	comfortable
interesante	_____
_____	entertaining
emocionate	_____
_____	cool
genial	_____
_____	dull
asqueroso/a	_____
_____	bad
bueno	_____

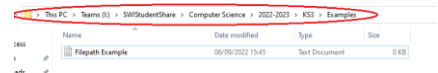

B. Key verbs across topics	
_____	to have
_____	to be
_____	to go
_____	to do / to make
jugar	_____
ver	_____
escuchar	_____
comprar	_____
_____	to live
_____	to speak
_____	to have to
_____	to want / to love
visitar	_____
comer	_____

E. ¿Dónde? – Where?	
_____	to the right of
_____	to the left of
_____	next to
_____	underneath
delante de	_____
detrás de	_____
encima de	_____
enfrente de	_____



<b>A Folder Handling</b>		<b>What we are learning this term:</b>			
		A. Folder Handling    B. Cyberattack Motivations    C. Online Dangers    D. File Handling			
<b>Folders</b>					
<b>Ctrl + Shift + N</b>					
<b>File Path</b>		<b>B. Cyberattack Motivations</b>		<b>C. Online Dangers</b>	
		Committing a cyberattack in order to...		Virtual Treasure Chests containing undisclosed items, designed to be addictive. This is effectively a game of chance and therefore gambling, if purchased for real money.	
		Cybercrime		<b>Misinformation</b>	
					A form of abuse that involves manipulating someone until they're isolated, dependent, and more vulnerable to exploitation.
<b>Locating Folders</b>		Cyberespionage		<b>Cyberbullying</b>	
			Raise awareness of a political or social problem.	<b>D. File Handling</b>	
				Keyboard shortcuts	
<b>Renaming a file</b>		Cyberwarfare		Select All	
				Paste	
				Cut	
				Save	



<b>A Folder Handling</b>	
<b>Folders</b>	<b>Folders are areas on our computer which can hold items/ files.</b>
<b>Ctrl + Shift + N</b>	<b>Shortcut to make a new folder</b>
<b>File Path</b>	<p><b>The route taken to get to a specific folder:</b></p> 
<b>Locating Folders</b>	<p><b>Click on the search bar in the folder window and type in the name of the folder:</b></p> 
<b>Renaming a file</b>	<b>F2</b>

<b>What we are learning this term:</b>			
A. Folder Handling	B. Cyberattack Motivations	C. Online Dangers	D. File Handling

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

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

<b>D. File Handling</b>	
Keyboard shortcuts	
Select All	<b>Ctrl+A</b>
Paste	<b>Ctrl+V</b>
Cut	<b>Ctrl+X</b>
Save	<b>Ctrl+S</b>

# Year 7 Term 2&3 Topic = Bugs and Beetles

## What we are learning this term:

- A. About the work of artist Christopher Marley
- B. How to use shape to structure a drawing
- C. Basic colour theory – colour wheel
- D. Advanced colour theory - colour schemes
- E. Polyprinting techniques
- F. Watercolour techniques

## A. About the work of artist Christopher Marley

WHAT?	Mosaic like artworks, carefully arranged, bright shiny colours, often showing radial symmetry
HOW?	He uses hundreds of dead bugs and beetles found in rainforests, and arranges them by hand
WHY?	To support local farmers and pay them a fair wage, to support the ecosystem of the rainforest, to use the beauty of nature in art. He became obsessed with beetles after getting over his phobia (fear) of them



## Keywords for this project (term 2&3)

**Colour** the appearance something as a result of the way in which it reflects light.

**Shape** a flat area, enclosed by other elements

**Organic** irregular or asymmetrical in appearance and tend to have a curvy flow to them.

**Geometric** shapes made of points and lines

**Pattern** Repetition of something over and over

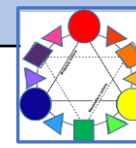
**Technique** a way of carrying out a particular task, i.e. a piece of artwork

**Materials** the substance from which something is or can be made.

**composition** How the elements have been arranged in an artwork

## C. Basic colour theory – the colour wheel

- 1 the primary colours are red, yellow and blue. You can't mix these from other colours
- 2 the secondary colours are orange, purple and green. These are mixed from primary colours
- 3 the tertiary colours are made from primary + secondary i.e. red-orange

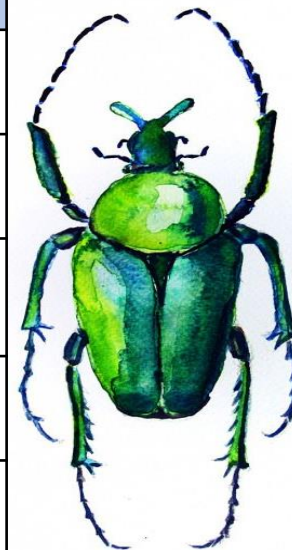


## D. Advanced colour theory – colour schemes

Complementary	Opposite on the Colour wheel	
Analogous	Next to each other on colour wheel	
Polychromatic	Use of many colours	
Monochromatic	Use of one colour, different shades	
Warm	Reds, yellows, oranges -like fire	
Cool	Blue, green, purples – like earth, water	
achromatic	No colour – black And white	

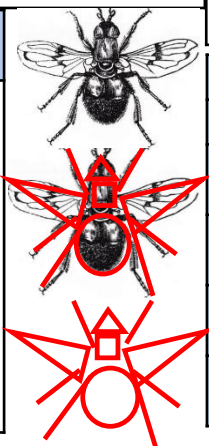
## F. Watercolour techniques

WASH	
GRADUATED WASH	
LAYERS	
WET ON WET	
DRY BRUSH	



## B. Shapes and lines can be used to help lay out a drawing:

1. Draw basic geometric shapes onto your image to map out the **construction lines**.
2. **Construct**: lay out basic shapes. Make sure they are in **proportion** with each other (the sizes are correct compared to each other)
3. **Refine**: make minor changes to alter shapes so they are more realistic
4. Add the **Detail**: all the small elements of the drawing that make it what it is



## E. Polyprinting techniques

Step 1	Trace or draw your image
Step 2	Transfer your image onto your polytile
Step 3	Roll ink in your tray and onto your polytile
Step 4	Print and repeat to create a pattern
Step t	Add more detail to your design and do a 2 <sup>nd</sup> layer



## Tool/ material

## What it is/ how it is used

Polytile	This is the printing plate used to create the prints. Roll ink on and press onto a surface or paper
Tracing paper	Used to transfer image onto polytile. Trace over the image then flip it, place on the polytile and go over the lines
Ink tray	Used to contain the ink. Apply the ink by rolling in the tray using a roller
Ink	Material used to create the prints. Apply a thin, even layer to surface of polytile and repeat.
Brayer (roller)	Used to roll out ink onto the polytile and then to transfer onto the paper.



**What we are learning this term:**

- A. About the work of artist Christopher Marley
- B. How to use shape to structure a drawing
- C. Basic colour theory – colour wheel
- D. Advanced colour theory - colour schemes
- E. Polyprinting techniques
- F. Watercolour techniques

**A. About the work of artist Christopher Marley**

WHAT?

HOW?

WHY?



**Keywords for this project (term 2&3)**

Colour

Shape

Organic

Geometric

Pattern

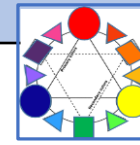
Technique

Materials

composition

**C. Basic colour theory – the colour wheel**

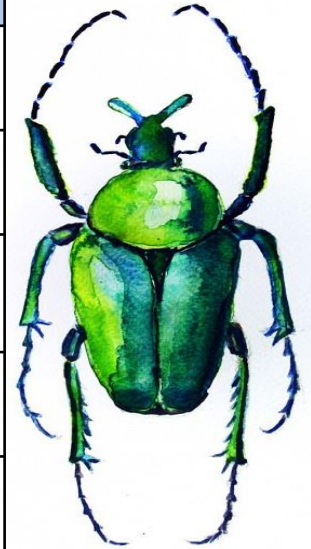
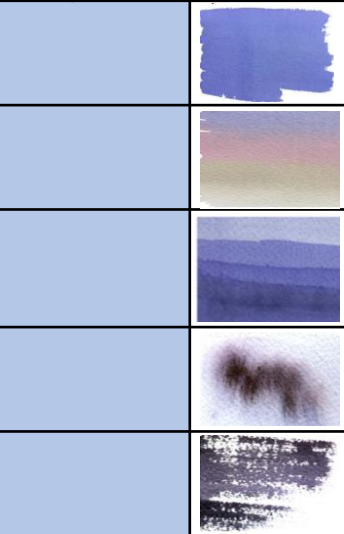
- 1 the primary colours are ..... You can't mix these from other colours
- 2 the secondary colours are ..... These are mixed from .....
- 3 the tertiary colours are made from ..... i.e. red-orange



**D. Advanced colour theory – colour schemes**

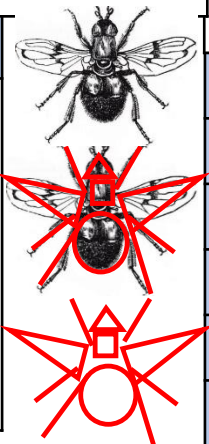
Complementary	
Analogous	
Polychromatic	
Monochromatic	
Warm	
Cool	
achromatic	

**F. Watercolour techniques**



**B. Shapes and lines can be used to help lay out a drawing:**

1. Draw basic geometric shapes onto your image to map out the .....
2. .... lay out basic shapes. Make sure they are in ..... with each other (the sizes are correct compared to each other)
3. .... make minor changes to alter shapes so they are more realistic
4. Add the ..... all the small elements of the drawing that make it what it is



**E. Polyprinting techniques**

Step 1	
Step 2	
Step 3	
Step 4	
Step t	



**Tool/material**      **What it is/ how it is used**

Polytile	
Tracing paper	
Ink tray	
Ink	
Brayer (roller)	



**What we are learning this term:**

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

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

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

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

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

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

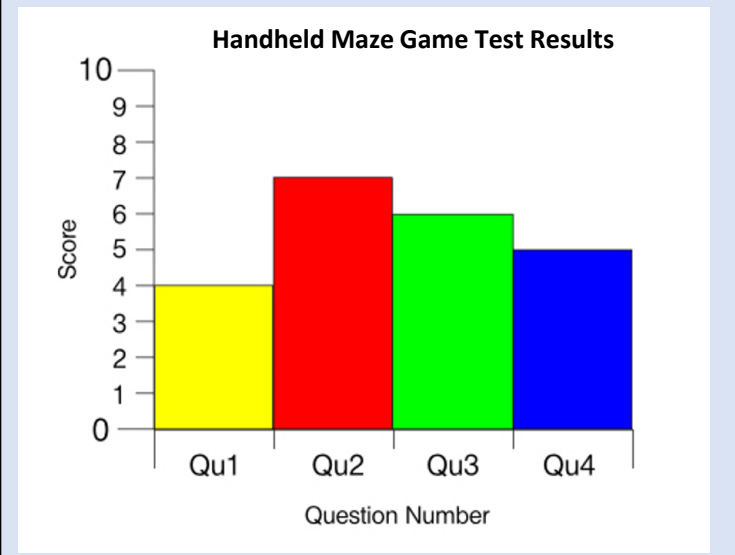
**D. Data analysis**

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

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

**Exemplar Bar Graph:**

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



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

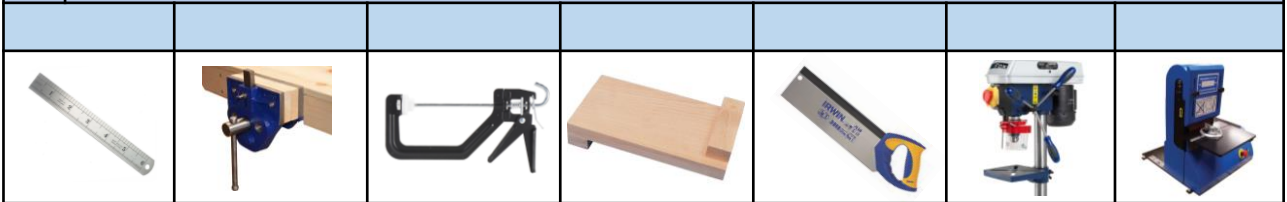
When writing the positives remember to make a point and then explain it. For improvements, point out what hasn't worked and how you could fix it.

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



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

**A. Workshop Tools**



**B. Materials**

**Timbers** come from \_\_\_\_\_

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

**Softwoods** come in \_\_\_\_\_ and \_\_\_\_\_

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

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

**Manufactured Boards** come in \_\_\_\_\_

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

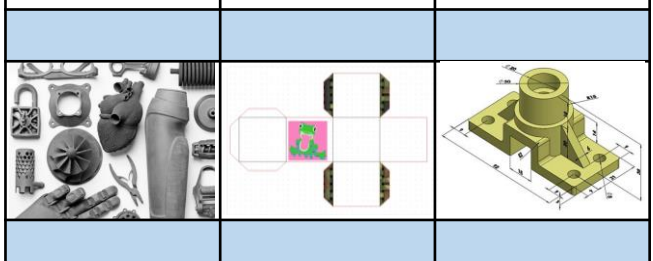
**Acrylic** – which you used as your lid for your maze – is a **polymer**

**Polymers** come in \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_

**C. Modelling**

**Creating a** \_\_\_\_\_ **before you manufacture it.**

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



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

Advantages	Disadvantages

**D. Define data analysis**

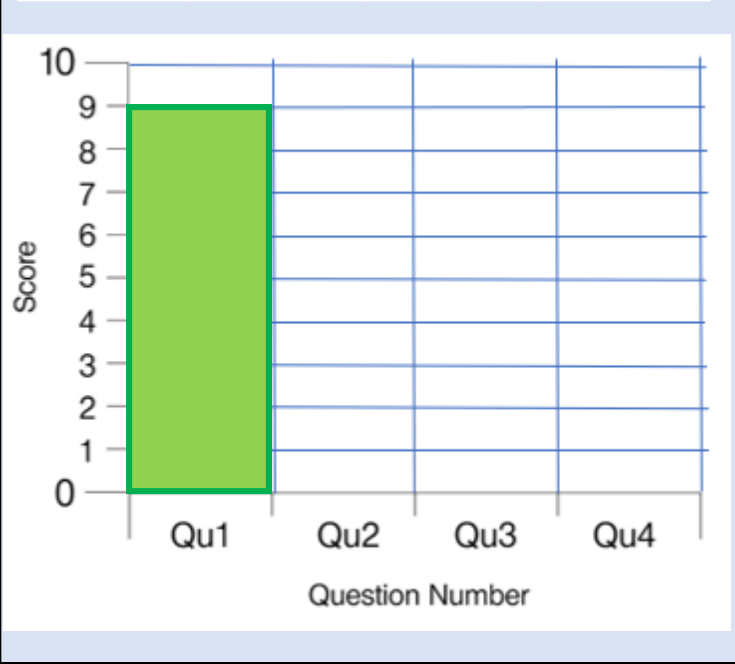
\_\_\_\_\_

\_\_\_\_\_

**Draw out the results provided into the graph below:**

**The first one has been done for you.**

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



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

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



**What we are learning this term:**

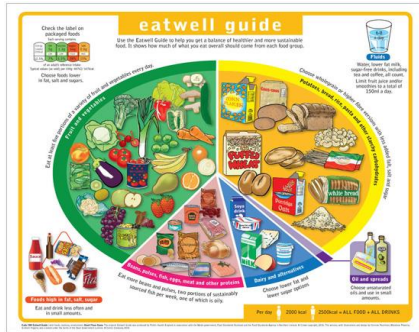
- A. Health, safety and hygiene in the kitchen
- B. The Eatwell guide and nutrients
- C. Design Ideas
- D. Weighing
- E. Practical skills
- F. Evaluation Work

**6 Key Words for this term**

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

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

Carbohydrates	Foods that are eaten to give the body energy
Protein	Food that are eaten to build and repair muscles and cells
Fats	Food that are eaten to protect your vital organs and insulate your body.



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

- 1 Fruit and Vegetables
- 2 Carbohydrates
- 3 Protein
- 4 Dairy
- 5 Fats and Oils



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

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

1. Chicken
2. Eggs
3. Nuts
4. Cheese
5. Salmon



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

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

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

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

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

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

Year 7 Term 1 : Topic = Healthy Eating and High Skills

**What we are learning this term:**

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

**6 Key Words for this term**

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

**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?**



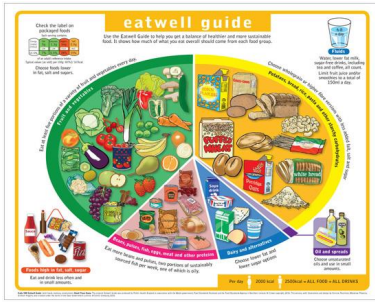
**B. What nutritional foods are in the top picture? Can you list 5 of the food that you can see?**

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

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

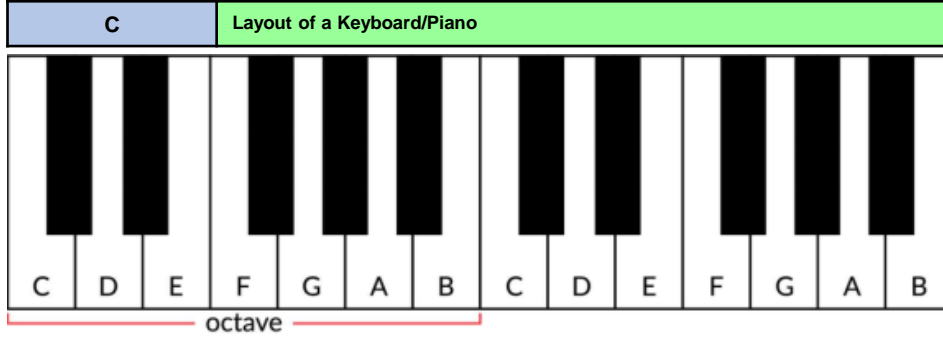
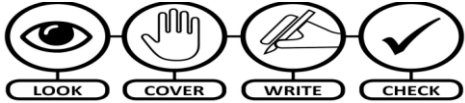
Rule	Why it is important
• 1	• 1
• 2	• 2
• 3	• 3
• 4	• 4
• 5	• 5

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





A	What we are learning about this term...
1	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.

E	Black Keys and Sharps and Flats
<p>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 <b>SHARP</b> or a <b>FLAT</b>. The # symbol means a <b>SHARP</b> which raises the pitch by a semitone (e.g. C# is higher in pitch(to the right) than C). The <i>b</i> symbol means a <b>FLAT</b> 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:</p> <ul style="list-style-type: none"> <li>- C# is the same as Db</li> <li>- there's just two different ways of looking at it!</li> </ul> <p>Remember, black notes or keys that are to the <b>RIGHT</b> of a white note are called <b>SHARPS</b> and black notes to the <b>LEFT</b> of a white note are called <b>FLATS</b>.</p>	

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

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

F	Treble Clef & Treble Clef Notation
<p>A <b>STAVE</b> or <b>STAFF</b> is the name given to the five lines where musical notes are written. The position of notes on the staff shows their <b>PITCH</b> (how high or low a note is). The <b>TREBLE CLEF</b> is a symbol used to show high-pitched notes on the staff and is usually used for the right hand on a piano or keyboard to play the <b>MELODY</b> and used by high pitched instruments such as the flute and violin. The staff or staff is made up of 5 <b>LINE</b>s and 4 <b>SPACE</b>s.</p>	
<p>Every Green Bus Drives Fast. Notes in the <b>SPACES</b> spell "FACE"</p>	
<p>Notes from <b>MIDDLE C</b> going up in pitch (all of the white notes) are called a <b>SCALE</b>.</p>	

G	Describing music – MAD T SHIRT							
M	A	D	T	S	H	I	R	T
Melody	Articulation	Dynamics	Texture	Structure	Harmony/Tonality	Instruments	Rhythm	Tempo
The tune	How notes are played	Loud/quiet and any other volume changes	Layers of sound / how they fit together	The sections and organising	Chords used / the mood	Types of instruments heard	Pattern of notes	The speed





# FAMILY ENTERTAINMENT PERFORMED AROUND CHRISTMAS.

## HISTORY

THE ROMANS STARTED IT ALL

**BRITISH MUSIC HALL**  
VICTORIAN ENTERTAINMENT FROM AROUND 1850.  
SONGS, COMEDY, SPECIALITY ACTS.

16th Century Italy

**Comedia Dell'Arte**

A form of very visual theatre made up of improvised performances using comic situations.

HA HA!  
APPARENTLY SNOW WHITE HASTAKEN UP A NEW CAREER AS A JUDGE. AFTER ALL, SHE'S THE FAIREST OF THEM ALL!  
HA HA!

**POPULAR PANTOS:**  
CINDERELLA  
ALADDIN  
DICK WHITTINGTON  
SNOW WHITE  
JACK & THE BEANSTALK  
BABES IN THE WOOD  
SLEEPING BEAUTY

**SLAPSTICK**  
A PERFORMANCE WITH LARGER THAN LIFE PHYSICAL MOVEMENT AND LOTS OF ACCIDENTS AND MISHAPS.

Two wooden slats forming a club like object. Produces a loud smacking noise with very little contact with the person being struck.

EARLY 18TH CENTURY FIRST USE OF THE WORD PANTOMIME IS HEARD

1717  
**BALLET PANTOMIME 'THE LOVE OF MARS AND VENUS'**

JOHN RICH - CREDITED WITH INVENTING THE PANTOMIME GENRE.

Comedia Dell'Arte reproduced in England as mimes known as Harlequinades.

"HARLEQUIN SORCERER", PRODUCED BY JOHN RICH, WHO UNDER HIS STAGE NAME "LUN" PLAYED HARLEQUIN.

1800  
**MOST FAMOUS PANTO CLOWN 'JOSEPH GRIMALDI' MAKES HIS FIRST APPEARANCE.**

Oh yes he is!

APPEARANCE OF THE FIRST EVER FEMALE 'PRINCIPAL BOY', ELIZA POVEY, IN THE ROLE OF JACK. 1819

1819  
**THEATRE ROYAL, DRURY LANE. FIRST PANTO WITH DIRECT LINKS TO MODERN PANTO. 'JACK & THE BEANSTALK'**

JOSEPH WAS RESPONSIBLE FOR DEVELOPING ANOTHER MODERN ELEMENT OF PANTO CROSS DRESSING.

He's Behind You!

LARGE FACIAL EXPRESSIONS

FIRST PANTO DAME 1806

# PANTOMIME

OH NO HE ISN'T!

PLOT

PANTO MEANT 'ALL' AND MIMOS ALLUDED TO A DANCER WHO WOULD PLAY ALL THE ROLES OF A STORY.

... SHORTENED TO PANTO!

WHAT MAKES A PANTO?

BASED ON A FAIRY TALE / FOLK STORY  
MAINLY AIMED AT CHILDREN  
GOOD BATTLING EVIL  
VILLAIN IS DEFEATED  
TRUE LOVE CONQUERS ALL  
EVERYONE LIVES HAPPILY EVER AFTER.

UNFORTUNATELY CINDERELLA DIDN'T MAKE IT AS A FOOTBALLER. SHE KEPT RUNNING AWAY FROM THE BALL.

JOKES

SONGS

HA HA!

SLAPSTICK COMEDY

"I'm really passionate about pantomime because it is often the first introduction for a child to theatre, and if that child has a great experience at a pantomime they will continue to come year after year."  
JOHN BARROWMAN

HA HA!

DANCING

AUDIENCE PARTICIPATION

"PANTO HAS EVERYTHING THEATRICAL - SONG, DANCE, VERSE, SLAPSTICK, SOLILOQUY, AUDIENCE PARTICIPATION, SPECTACLE, CROSS-DRESSING AND A GOOD PLOT. STRONG ON MORALITY AND ROMANCE. WHAT MORE COULD YOU WANT FOR A FAMILY OUTING?" SIR IAN MCKELLEN

VILLAIN

Captain Hook  
Wicked Queen

CHARACTERS

HERO / PRINCIPAL BOY

Often a girl playing a boy.  
Jack  
Dick Whittington

**DAME**  
Traditionally a male playing a female character. Usually the hero's mum.

Widow Twankey  
NAMED AFTER TWANKEY TEA  
Dame Troll

**UGLY SISTERS**  
Comic Villains.

**GOOD FAIRY**  
Tinker Bell  
The Blue Fairy

**COMIC**  
Wishee Washee  
Bullions - FIRST APPEARED IN 1860 AT THE STRAND THEATRE, LONDON.

The real Dick Whittington was the son of a knight. He became rich selling fabrics to kings & nobles. The wealthiest merchant of his day, he served 3 terms as Lord Mayor of London in the late 1300s and early 1400s.

HISS!!

BOOO!!

The good side (SR) and the dark side (SL) of the stage were developed in medieval times when these were always used as the entrances to heaven and hell.

- STAGE RIGHT - The good fairy would be the 2nd character to enter stage from stage right.

- STAGE LEFT - The dark side. The panto villain traditionally enters first from this side.

SK

SL



# SWINDON ACADEMY READING CANON

## Year 7



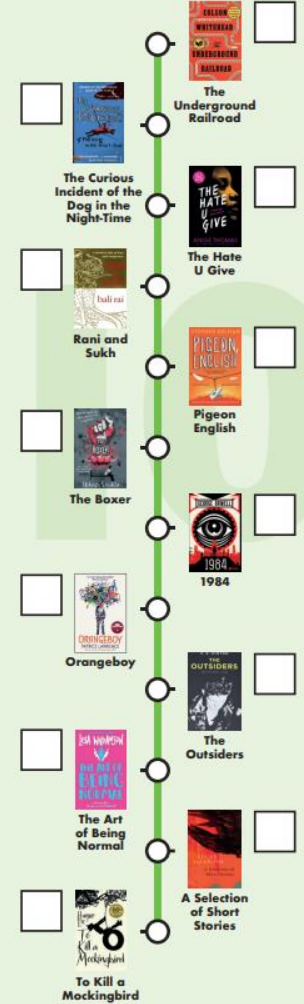
## Year 8



## Year 9



## Year 10



#ReadingisPower