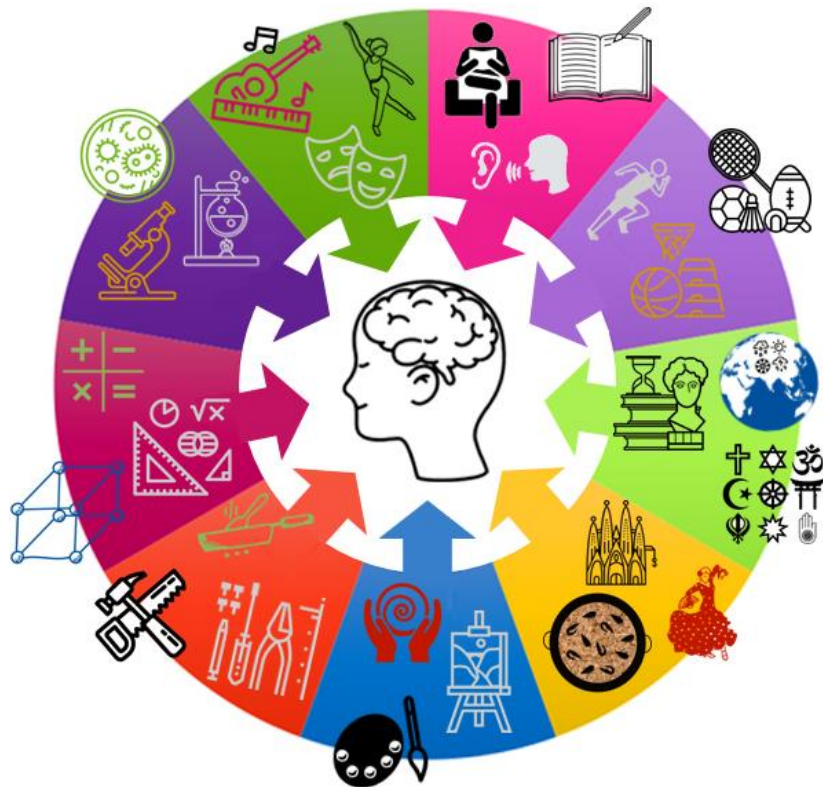


100% book - Year 7 Booster

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

Term 1

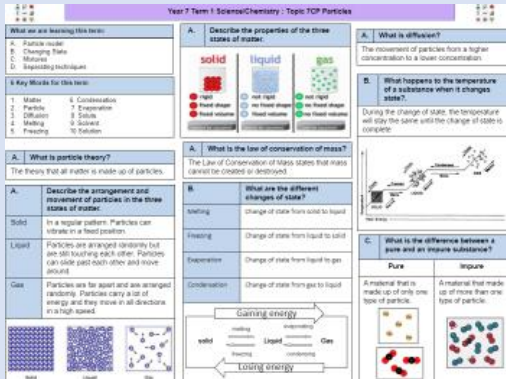
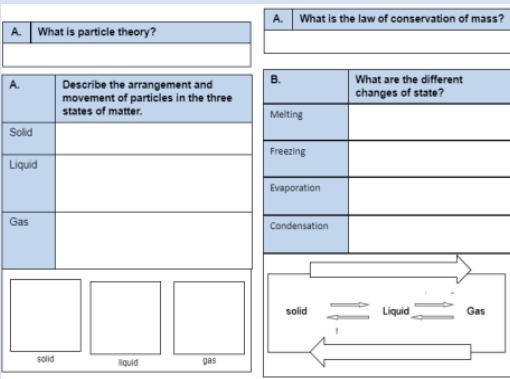


Swindon Academy 2023-24

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."*

How to use your 100% book of Knowledge Organisers and Quizzable Organisers

Knowledge Organisers	Quizzable Knowledge Organisers
	
<p>Knowledge Organisers contain the essential knowledge that you MUST know in order to be successful this year and in all subsequent years.</p> <p>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.</p>	<p>These are designed to help you quiz yourself on the essential Knowledge.</p> <p>Use them to test yourself or get someone else to test you, until you are confident you can recall the information from memory.</p>

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

Expectations for Prep and for using your Knowledge Organisers

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

How do I complete Knowledge Organiser Prep?

Step 1

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

The image shows a screenshot of the Epraise website. On the left is a 'Planner' for the week of 20th May to 26th May 2020, with a grid for different subjects. On the right is a 'Knowledge Organiser' for 'What is particle theory?'. It contains sections for 'What is particle theory?', 'Describe the arrangement and movement of particles in the three states of matter', and 'What are the different changes of state?'. It also includes diagrams of particle arrangements for solid, liquid, and gas, 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 knowledge organiser with handwritten notes. The date '29th May 2020' is written at the top. The title 'Particle theory' is underlined. The sections 'What is particle theory?' and 'What are the different changes of state?' are filled in. Below the diagrams, there is a section for 'Gaining energy' and 'Losing energy' with arrows indicating the direction of energy flow.

Step 3

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

The image shows handwritten notes on lined paper. The date '29th May 2020' is written at the top. The title 'Properties of the states of matter' is underlined. The notes define 'Particle theory = all matter is made of particles', 'Solid = regular pattern particles vibrate in fixed position', 'Liquid = particles are arranged randomly but are still touching each other Particles can slide past each other and move around.', and 'Gas = Particles are far apart and are arranged randomly. Particles carry a lot of energy'.

Step 4

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

The image shows handwritten notes on lined paper repeating the definitions from Step 3. It says 'Solid = regular pattern particles vibrate in fixed position' three times.

Step 5

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

The image shows a quizzable knowledge organiser with handwritten answers. The date '29th May 2020' is written at the top. The title 'Particle theory' is underlined. The sections 'What is particle theory?' and 'What are the different changes of state?' are filled in. The quizzable sections are filled with handwritten answers: 'Self quizzing', 'Arrangement/Movement of matter', 'Solid = regular pattern particles vibrate in fixed position', 'Liquid =', and 'Gas ='. Below the diagrams, there is a section for 'Gaining energy' and 'Losing energy' with arrows indicating the direction of energy flow.

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 handwritten notes on lined paper with corrections. The date '29th May 2020' is written at the top. The title 'Properties of the states of matter' is underlined. The notes define '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'. There are checkmarks and corrections throughout the text.

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

What we are learning this term:	Vocabulary: Key Words	Characters in Oliver Twist
<ul style="list-style-type: none"> An introduction to life in Victorian London An introduction to the life of Charles Dickens An introduction to the workhouse and the Poor Law The story and moral of Oliver Twist Key characters and quotations How to write a simple analytical paragraph 	<p>morality – a code of right and wrong. People who try to be good can be called moral and people who do bad things can be called immoral.</p>	<p>Oliver He is a 'pale, thin' orphan who is treated badly by almost everyone he meets. He tries his best to be a good person and experiences 'horror and alarm' whenever he sees crimes being committed.</p>
<p>Writing Analytically</p>	<p>vulnerable – in a situation in which you could be easily harmed. People living on the streets are vulnerable.</p>	<p>Mr. Bumble The man who runs the workhouse and gives Oliver his name. He is 'a fat man' who enjoys power and doesn't care about the people beneath him.</p>
<p>What three things must a topic sentence do? – be accurate, focus on one thing, answer the question</p>	<p>brutal – very violent or cruel.</p>	<p>Noah Claypole A 'malicious and ill-conditioned' boy who bullies Oliver at the undertakers. He eventually runs away to London and joins the same gang as Oliver.</p>
<p>What is a quotation? - a sentence or phrase copied exactly from what someone has said or written. To quote means to copy exactly what someone has said or written.</p>	<p>corrupt – a word used to describe a person who uses their power in a dishonest or illegal way in order to make life better for themselves.</p>	<p>Fagin An old man who runs the gang of pickpockets. He seems kind but his 'villainous-looking and repulsive face' reflects his selfish nature as he gets young boys to do his dirty work for him.</p>
<p>What do you do once you have written a topic sentence and matching quote? - explore how the quote proves the point in as much detail as you can.</p>	<p>villain – a 'baddie' who harms other people or breaks the law to get what they want.</p>	<p>Jack Dawkins (The Artful Dodger) A young boy who introduces Oliver to Fagin's gang who has 'all the airs and manners of a man'. He's confident and cunning.</p>
<p>Plot Breakdown of Oliver Twist</p>	<p>malicious – meant to hurt or upset someone.</p>	<p>Bill Sikes A 'rough man' who has been a criminal for many years. He beats his dog viciously and brutally kills his girlfriend, Nancy.</p>
<p>Oliver is born in the workhouse. When he is a bit older he is nominated to ask for more food because the boys are starving.</p>	<p>victim – someone who has been harmed, often by other people.</p>	<p>Nancy Bill's girlfriend who risks her life to help Oliver escape from the gang. She loves Bill even though he treats her abusively and she feels guilty about the life of crime she has led.</p>
<p>He is kicked out of the workhouse and sold to the Sowerberry family to be an undertaker's apprentice. He's bullied by Noah, they fight and he is locked up.</p>	<p>exploit – taking advantage of someone to benefit from them.</p>	<p>Mr. Brownlow A wealthy older gentleman who takes Oliver in and looks after him. He believes in Oliver's goodness even when it looks like Oliver has stolen from him and eventually finds out the truth about Oliver's parents.</p>
<p>Oliver runs away to London, meets Dodger and is introduced to Fagin's gang.</p>	<p>naïve – If someone is naïve if they don't have experience of how complicated life can be and therefore trust people too much.</p>	
<p>Oliver is taken out with the gang and is horrified to see Dodger steal a gentleman's handkerchief. Oliver is wrongly arrested for the theft.</p>	<p>society – the people who live in a certain area. This could be a country, town or small group.</p>	
<p>The gentleman, Mr. Brownlow, takes pity on Oliver and takes him in. The gang plot to get him back in case he reveals information about them.</p>	<p>workhouse – a place where people who couldn't support themselves were sent to live and work.</p>	
<p>Oliver is abducted by the gang whilst running an errand for Mr. Brownlow.</p>	<p>Background Information</p>	
<p>Oliver is used by Sikes in a burglary. They fail and Sikes runs away. Oliver is left behind but the people who live there feel sorry for him and look after him. They are called Fred and Rose Maylie.</p>	<p>'Oliver Twist' was written in 1837-39. This is the Victorian era.</p>	
<p>When Bill and Fagin realise what has happened, they plot to catch Oliver again. Nancy overhears and visits Mr. Brownlow to warn him.</p>	<p>It was written by Charles Dickens.</p>	
<p>Fagin tells Bill about Nancy's betrayal and Bill murders her. Fagin is discovered and sent to prison and Bill dies trying to run away.</p>	<p>In was published chapter by chapter in a periodical (magazine).</p>	
<p>Oliver discovers who his parents were and joins Mr. Brownlow and the Maylies to live happily ever after.</p>	<p>Charles Dickens had to work in harsh conditions as a child when his father was sent to prison.</p>	
	<p>Dickens wanted to criticise a new change to The Poor Law which happened in 1834 and created more workhouses and show how hard life was for poor people.</p>	



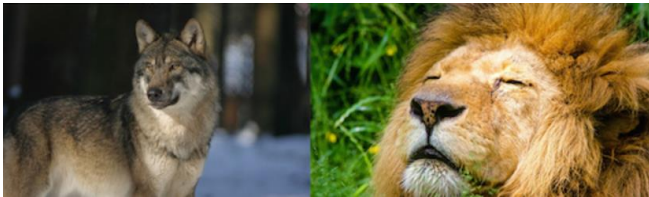
What we are learning this term:	Vocabulary: Key Words	Characters in Oliver Twist
<ul style="list-style-type: none"> An introduction to life in Victorian London An introduction to the life of Charles Dickens An introduction to the workhouse and the Poor Law The story and moral of Oliver Twist Key characters and quotations How to write a simple analytical paragraph 	<p>morality –</p>	<p>Oliver He is a 'pale, thin' _____ who is treated badly by almost everyone he meets. He tries his best to be a _____ person and experiences 'horror and alarm' whenever he sees _____ being committed.</p>
<p>Writing Analytically</p>	<p>vulnerable –</p>	<p>Mr. Bumble The man who _____ and gives Oliver his name. He is 'a fat man' who enjoys _____ and doesn't _____ about the people _____ him.</p>
<p>What three things must a topic sentence do? –</p>	<p>brutal –</p>	<p>Noah Claypole A 'malicious and ill-conditioned' boy who _____ Oliver at the undertakers.</p>
<p>What is a quotation? - a sentence or phrase copied exactly from what someone has said or _____. To quote means to _____ what someone has said or written.</p>	<p>corrupt –</p>	<p>Fagin An old man who runs the _____. He seems kind but his 'villainous-looking and repulsive face' reflects his _____ as he gets young _____ to do his _____ for him.</p>
<p>What do you do once you have written a topic sentence and matching quote? - explore how the quote proves _____</p>	<p>villain –</p>	<p>Jack Dawkins (The Artful Dodger) A young boy who introduces _____ to Fagin's _____ who has 'all the airs and manners of a man'. He's _____ and cunning.</p>
<p>Plot Breakdown of Oliver Twist</p>	<p>malicious –</p>	<p>Bill Sikes A 'rough man' who has been a _____ for many years. He _____ his _____ viciously and brutally _____ his girlfriend, _____.</p>
<p>Oliver is born in the workhouse. When he is a bit older he is nominated to _____</p>	<p>victim –</p>	<p>Nancy Bill's _____ who risks her _____ to help _____ escape from the _____. She loves _____ even though he treats her _____ and she feels _____ about the life of _____ she has led.</p>
<p>He is kicked out of the workhouse and sold to the Sowerberry family to be an undertaker's apprentice. He's bullied by _____ they fight and he is locked up.</p>	<p>exploit –</p>	<p>Mr. Brownlow A wealthy older _____ who takes _____ in and looks after him. He believes in Oliver's goodness even when it looks like Oliver has stolen from him and eventually finds out the truth about Oliver's parents.</p>
<p>Oliver runs away to London, meets Dodger and is introduced to _____.</p>	<p>naïve –</p>	
<p>Oliver is taken out with the gang and is horrified to see Dodger steal a gentleman's handkerchief. Oliver is wrongly arrested for the theft.</p>	<p>society –</p>	
<p>The gentleman, Mr. Brownlow, takes pity on Oliver and takes him in. The gang plot to get him back in case he reveals _____ about them.</p>	<p>workhouse –</p>	
<p>Oliver is abducted _____ whilst running an errand for Mr. Brownlow.</p>	<p>Background Information</p>	
<p>Oliver is used by Sikes in a burglary. _____</p>	<p>'Oliver Twist' was written in _____. This is the _____ era.</p>	
<p>When Bill and Fagin realise what has happened, they plot to catch Oliver again. _____</p>	<p>It was written by _____.</p>	
<p>Fagin tells Bill about Nancy's betrayal and _____ her. Fagin is discovered and sent to prison and Bill dies trying to run away.</p>	<p>In was published _____ by _____ in a _____ (magazine).</p>	
<p>Oliver _____.</p>	<p>Charles Dickens had to work in _____ conditions as a _____ when his father was sent to prison.</p>	
	<p>Dickens wanted to _____ a new change to The _____ which happened in _____ and created more _____ and show how hard life was for _____ people.</p>	

What we are learning this term:

- A. Classification
- B. Food Chains and Food Webs
- C. Plants

7 Key Words for this term

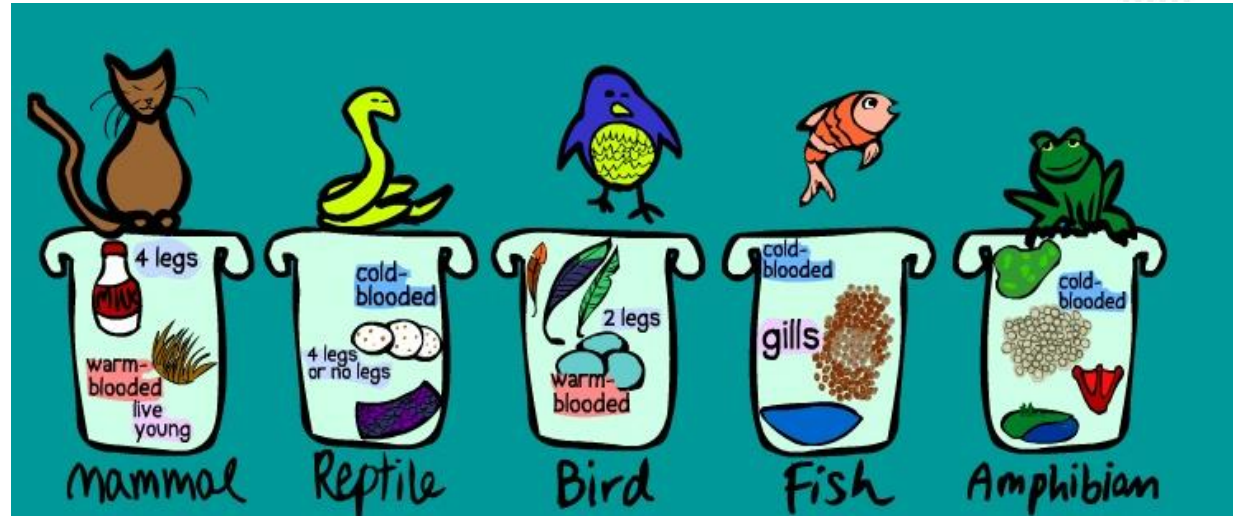
- 1. Mammal
- 2. Reptile
- 3. Bird
- 4. Amphibian
- 5. Fish
- 6. Germination
- 7. Dispersal



B. What does consumer mean?

A living thing that cannot produce its own food so eats other living things.

Animals are consumers.



B. What does producer mean?

A living thing that produces its own food.

Plants are producers.



A.	Name the five groups of animals
Mammal	Dog, Horse, Human
Reptile	Snake, Lizard
Bird	Blackbird, Penguin, Eagle
Amphibian	Frog, Toad, Newt
Fish	Goldfish, Shark, Seahorse

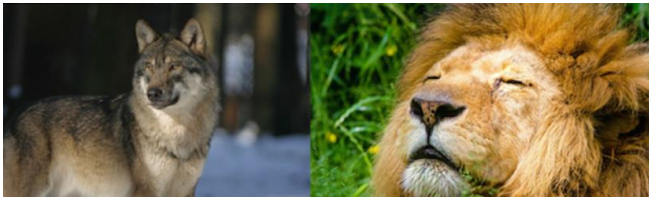


What we are learning this term:

- A. Classification
- B. Food Chains and Food Webs
- C. Plants

7 Key Words for this term

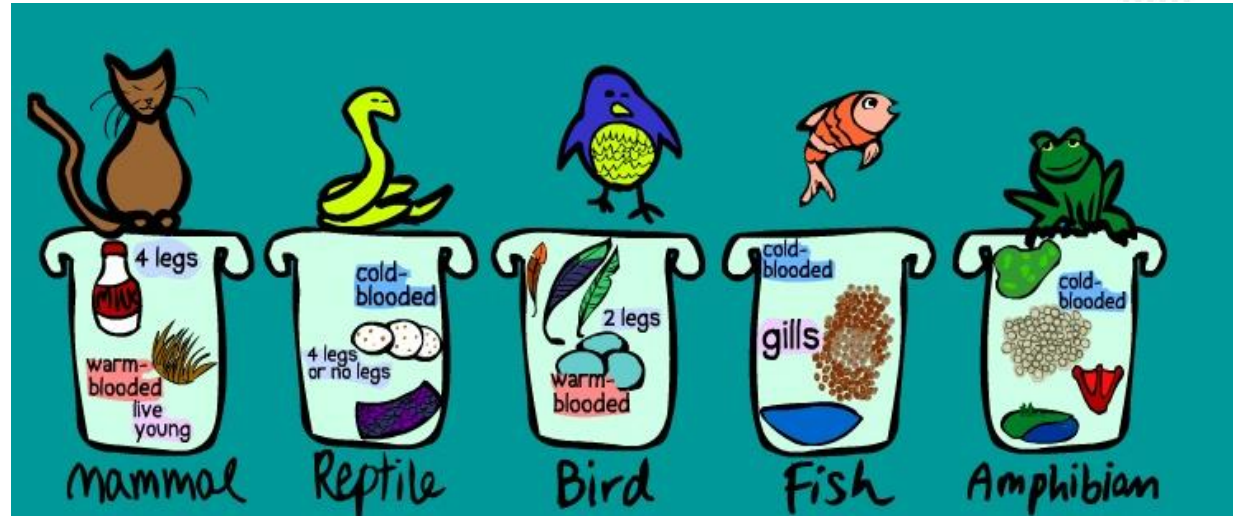
- 1. M_____
- 2. R_____
- 3. B_____
- 4. A_____
- 5. F_____
- 6. Germination
- 7. Dispersal



B. What does consumer mean?

A living thing that cannot p_____ its own food so e_____ other living things.

A_____ are consumers.



B. What does producer mean?

A living thing that p_____ its own food.

P_____ are producers.



A.	Name the five groups of animals
M_____	Dog, Horse, Human
R_____	Snake, Lizard
B_____	Blackbird, Penguin, Eagle
A_____	Frog, Toad, Newt
F_____	Goldfish, Shark, Seahorse

What we are learning this term:

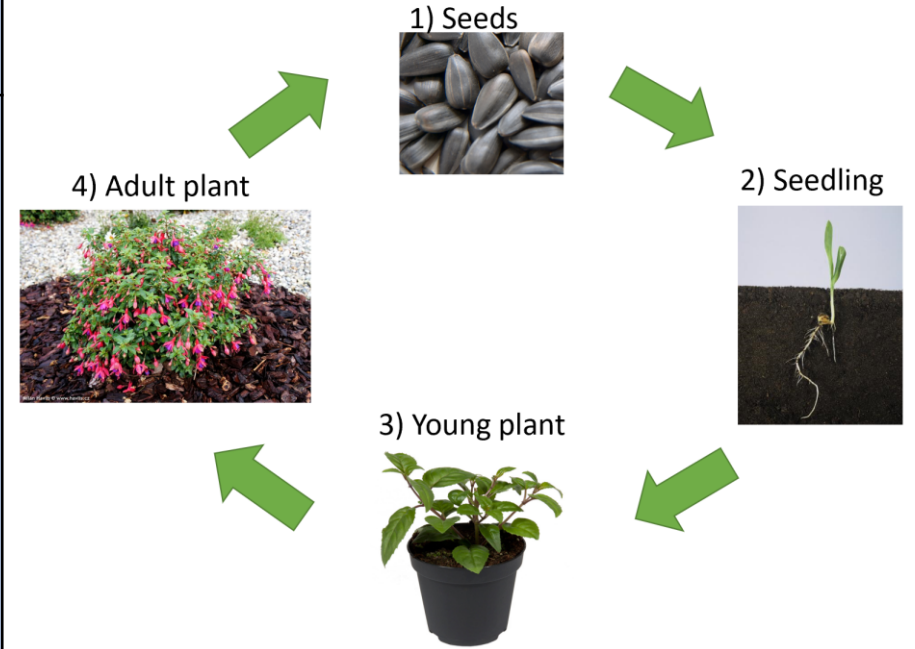
- A. Classification
- B. Food Chains and Food Webs
- C. Plants

7 Key Words for this term

- 1. Mammal
- 2. Reptile
- 3. Bird
- 4. Amphibian
- 5. Fish
- 6. Germination
- 7. Dispersal

D.

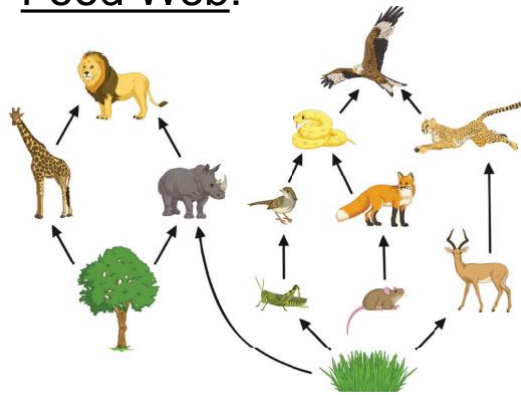
Name the stages of the plant life cycle



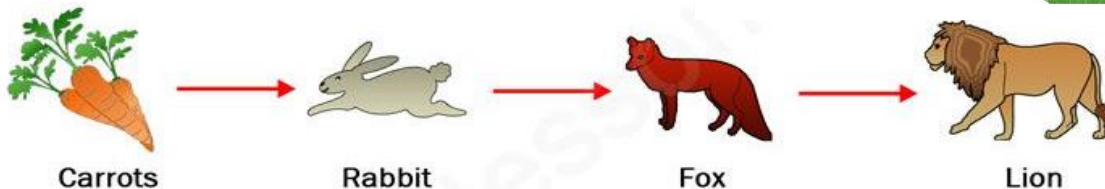
C. **Compare food chains and food webs**

Food webs have more feeding relationships than a food chain.

Food Web:



Food Chain:



C. **What do germination and dispersal mean?**

Germination is when a seed sprouts and the plant starts to grow.

Dispersal is the movement or transport of seeds away from the parent plant.

What we are learning this term:

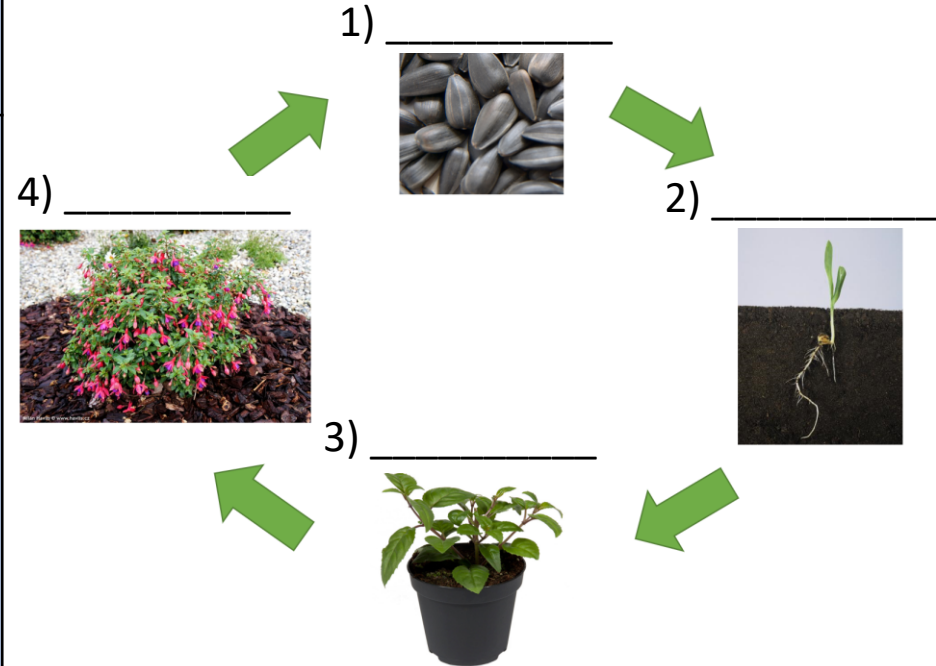
- A. Classification
- B. Food Chains and Food Webs
- C. Plants

7 Key Words for this term

- 1. Mammal
- 2. Reptile
- 3. Bird
- 4. Amphibian
- 5. Fish
- 6. G _____
- 7. D _____

D.

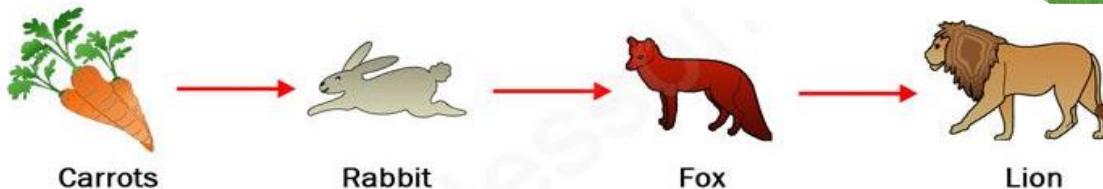
Name the stages of the plant life cycle



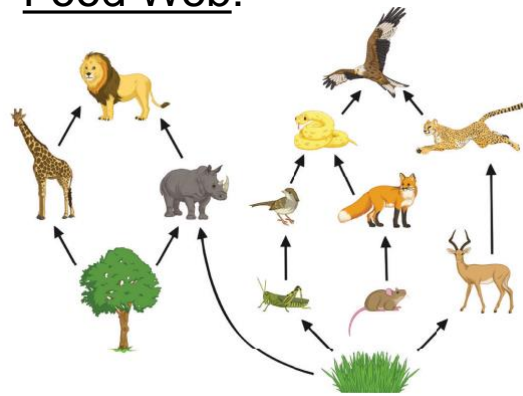
C. **Compare food chains and food webs**

Food webs have _____ feeding relationships than a food chain.

Food Chain:



Food Web:



C. **What do germination and dispersal mean?**

Germination is when a s_____ sprouts and the plant starts to g_____.

Dispersal is the movement or transport of seeds a_____ from the parent plant.



Geography Knowledge Organiser: Y7- T1 – Our World



- 7 continents & 5 oceans. Continents are then split up into different countries. (A, B, H)
- Within countries there are villages, towns and cities. (C)
- There are different types of houses (D)
- There are many different jobs available in villages, towns and cities. These can be categorised into 3 different categories; Primary, secondary and tertiary. (E)
- Features of towns and cities are shown on maps using symbols. (G)
- Towns and cities change for many different reasons. (F, I)

A. Continents and oceans of the world



B. Capital cities of the UK

England	London
Wales	Cardiff
Scotland	Edinburgh
Northern Ireland	Belfast

C. What are the different features of villages, towns and cities

Villages	A village has very few buildings and is smaller than a town.
Towns	A town has quite a few buildings but is smaller than a city. Swindon is a town.
Cities	A city must have a cathedral. Cities are large, bustling areas with lots of homes and businesses.

D. What are the different types of house?

Detached	Where there are no other houses attached to your house.
Semi-detached	Where there is one other house attached to your house. They are often found at the end of a street.
Terraced	Rows of houses that have neighbours either side.

E. What are the different types of job?

Primary	People who grow things
Secondary	People who make things
Tertiary	People who help

F. How has China changed?

Buildings	Old buildings have been turned into restaurants and businesses
Roads	Roads have been made bigger.
Transport	There are more cars and buses

G. How are features shown on a map?

	Deciduous forest		
	Pub		Lighthouse
	Camp site		Site of battle
	Church with spire		Church with tower
	Viewpoint		

H. Where in Swindon?

Swindon	Swindon is in England. It is between Bristol and London.
Swindon Academy	Swindon Academy is in North Swindon. It is in Pinehurst, which is an area of Swindon.

I. How has Swindon changed?

Buildings	The old railway buildings are now a shopping outlet.
Roads	Swindon used to be an area with lots of farmland, now there are many roads and roundabouts.
Transport	Swindon used to be the location of Isambard Kingdom Brunel's railway yard, now Swindon makes cars.



Geography Knowledge Organiser: Y7- T1 – Our World QUIZZABLE



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

C.	What are the different features of villages, towns and cities
Villages	
Towns	
Cities	

D.	What are the different types of house?
Detached	
Semi-detached	
Terraced	


E.	What are the different types of job?
Primary	
Secondary	
Tertiary	

F.	How has China changed?
Buildings	
Roads	
Transport	

G.	How are features shown on a map?		

H.	Where in Swindon?	
Swindon		
Swindon Academy		

I.	How has Swindon changed?	
Buildings		
Roads		
Transport		

A.	Continents and oceans of the world
	

B.	Capital cities of the UK
England	
Wales	
Scotland	
Northern Ireland	

A. Keywords:

- 1. Abbasid dynasty** - The line of rulers of the Islamic Empire from 750 to 1258.
- 2. Astrolabe** - A metal instrument that uses the stars to find direction and position.
- 3. Astrology** - Studying the movement of stars and planets and interpreting their influence on the world.
- 4. Astronomy** - The study of space, stars and planets.
- 5. Baghdad** - The capital of the Islamic Empire under the Abbasid dynasty.
- 6. Bishop** - The person in charge of the Church in a diocese (a group of parishes).
- 7. Byzantine Empire** - The Greek-speaking eastern Roman Empire.
- 8. Caliph** - The religious and political leader of an Islamic empire.
- 9. Christendom** - Christian people or countries as a whole.
- 10. Constantinople** - The capital of the eastern Roman Empire.
- 11. Empire** - A group of countries ruled by a single ruler (Emperor / Empress).

Unit 1 Worldviews c. 1000

B. Key people:

- 1. Al-Mansur** - The Abbasid caliph from 754-775.
- 2. Al-Masudi** - An Arab geographer (896-956).
- 3. Al-Razi** - A physician in Baghdad who wrote books on medicine (854-925).
- 4. Emperor Constantine** - Roman Emperor who converted the official religion of the Roman Empire to Christianity in 380 CE and created a new capital at Constantinople.
- 5. Empress Zoe** - Byzantine Empress, 1028-1050.
- 6. Euclid** - A Greek mathematician from the 3rd century BCE.
- 7. Galen** - A Greek doctor from the 2nd century CE.
- 8. Ptolemy** - A Greek astronomer from the 2nd century CE.

C. Keywords:

- 1. Geometry** - Mathematics that deals with points, lines, angles and shapes.
- 2. House of Wisdom** - A place in Baghdad where scholars met to learn and discuss knowledge.
- 3. Madrasa** - A Muslim school or college.
- 4. Monastery** - A community of monks living together.
- 5. Monk** - A man who commits his whole life to God, living in a monastery.
- 6. Mosque** - A Muslim place of worship.
- 7. Pope** - Head of the Roman Catholic Church.
- 8. Pilgrim** - Someone who travels to a holy place.
- 9. Priest** - The person in charge of the church in each parish.
- 10. Relic** - The remains of a saint's body or belongings.
- 11. Saint** - A person recognised as being holy.
- 12. Silk Roads** - The land route used for trade between China, the Middle East, Europe and North Africa.



BC = Before Christ (any year before the year 0)	AD = Anno Domini (the year of our lord) - used for any year after 0.	Timeline - a visual display of a list of events in chronological order	Chronology - putting events in time order	Decade - 10 years	Century - 100 years	Millenium - 1000 years	Interpretation - an informed opinion on something	Source - Documents, objects, or other items which are used to learn about the past
--	---	---	--	--------------------------	----------------------------	-------------------------------	--	---

A. Keywords:

- 1. Abbasid dynasty** - The line of r_____ of the l_____c Empire from 750 to 1258.
- 2. Astrolabe** - A metal in_____nt that uses the s_____s to find d_____n and p_____n.
- 3. Astrology** - Studying the m_____ of s_____ and planets and interpreting their influence on the world.
- 4. Astronomy** - The study of s_____, s_____ and p_____.
- 5. Baghdad** - The capital of the l_____ E_____ under the Abbasid dynasty.
- 6. Bishop** - The person in charge of the C_____ in a diocese (a g_____ of parishes).
- 7. Byzantine Empire** - The Greek-speaking eastern Roman Empire.
- 8. Caliph** - The religious and political l_____ of an Islamic empire.
- 9. Christendom** - C_____ people or c_____ as a whole.
- 10. Constantinople** - The c_____ of the eastern Roman Empire.
- 11. Empire** - A group of c_____ ruled by a single ruler (Emperor / Empress).

Unit 1 Worldviews c. 1000

B. Key people:

- 1. Al-Mansur** - The Abbasid caliph from 754-775.
- 2. Al-Masudi** - An Arab geographer (896-956).
- 3. Al-Razi** - A physician in Baghdad who wrote books on medicine (854-925).
- 4. Emperor Constantine** - Roman Emperor who converted the official religion of the Roman Empire to Christianity in 380 CE and created a new capital at Constantinople.
- 5. Empress Zoe** - Byzantine Empress, 1028-1050.
- 6. Euclid** - A Greek mathematician from the 3rd century BCE.
- 7. Galen** - A Greek doctor from the 2nd century CE.
- 8. Ptolemy** - A Greek astronomer from the 2nd century CE.

C. Keywords:

- 1. Geometry** - M_____ that deals with points, lines, angles and shapes.
- 2. House of Wisdom** - A place in B_____ where scholars met to learn and discuss knowledge.
- 3. Madrasa** - A M_____ school or college.
- 4. Monastery** - A community of m_____ living together.
- 5. Monk** - A man who commits his whole life to G_____.
- 6. Mosque** - A Muslim place of w_____.
- 7. Pope** - Head of the R_____ C_____ C_____.
- 8. Pilgrim** - Someone who travels to a h_____ place.
- 9. Priest** - The person in charge of the c_____ in each parish.
- 10. Relic** - The remains of a s_____’s body or belongings.
- 11. Saint** - A person recognised as being h_____.
- 12. Silk Roads** - The land route used for trade between C_____, the M_____, E_____ and N_____.



BC = Before Christ (any year before the year 0)	AD = Anno Domini (the year of our lord) - used for any year after 0.	Timeline - a visual display of a list of events in chronological order	Chronology - putting events in time order	Decade - 10 years	Century - 100 years	Millenium - 1000 years	Interpretation - an informed opinion on something	Source - Documents, objects, or other items which are used to learn about the past
--	---	---	--	--------------------------	----------------------------	-------------------------------	--	---



Keywords	
Sin	An act of disobedience against God
Exile	Being thrown out from one's country as a punishment
Covenant	An agreement or a promise made by God to humanity
Atonement	The action of making up for wrongdoing
Sacrifice	Slaughtering an animal or person as an offering to a God
Rebel	A person who stands up to authority
Slave	A person who is the legal property of another and is forced to obey them
Polytheism	The worship of more than one God

What we are learning in this unit	
A. Genesis and Noah B. Abraham and the covenant C. Abraham's sacrifice D. Exodus and Leviticus E. Jesus the Rebel F. Beginnings of Islam	

B.	Abraham and the covenant
Abraham	<ul style="list-style-type: none"> When Abraham was born people made statues called idols and worshipped them They sacrificed things to the idols and even sacrificed people Abraham realised there was only one God and smashed the idols that his father had made
Covenant	<ul style="list-style-type: none"> God made a covenant with Abraham because he proved that he believed in one God He promised that his descendants could have the promised land forever He promised that Abraham would have many children Promised that Abraham would have a son

A.	Genesis and Noah
Genesis	Sets out a theme that humans need to be reunited with God
What did Adam and Eve do?	<ul style="list-style-type: none"> Adam and Eve broke Gods' rules in the Garden of Eden when they ate fruit from the tree of knowledge of good and evil when they were not supposed to This is because Eve was tempted by a serpent God exiled them from the Garden of Eden as punishment
Noah's ark	<ul style="list-style-type: none"> God saw that humans were becoming more and more evil. This made him regret creating humans God sent a flood for 40 days to wipe out humans from the Earth God told Noah to build an ark and take 2 of every animal Afterwards, God made a covenant with Noah that it would never happen again. This shows God does not like sin and that God is forgiving

E.	Jesus the Rebel
Jesus the Rebel	<ul style="list-style-type: none"> Some Jews didn't like the messages that Jesus was spreading Jesus opposed the religious leaders for leading people away from God Jesus spent time with outcasts which goes against rules in Leviticus Jesus overturned tables in the temple because he did not agree with people trading and scamming people in the Temple

C.	Abraham's sacrifice & Abraham in Arabia
Sacrifice	<ul style="list-style-type: none"> God told Abraham to sacrifice his son When Abraham went to sacrifice his son, angels came down and told him to stop It was a test to see if he would obey God
What does it show	<ul style="list-style-type: none"> Abraham believed in one God and was obedient It teaches if you follow God's commands you will be rewarded
Importance	<ul style="list-style-type: none"> Abraham is important because he established Makkah as a holy place He built the first Mosque

D.	Exodus and Leviticus
Exodus	<ul style="list-style-type: none"> Jewish people were slaves in Egypt, God sent 10 plagues to Egypt so the Pharaoh would free them After they fled Egypt, God gave Jewish people the 10 commandments Shows God is there in times of difficulty, God brings Justice and God is all powerful
Leviticus	<ul style="list-style-type: none"> Gives people rules and instructions of how to become pure Still used by Jews today

F.	Beginnings of Islam
Prophet Muhammad	<ul style="list-style-type: none"> Muhammad was trustworthy and honest He felt troubled by the corruption and cruelty in Mecca and disagreed with idol worship He spent time praying in a cave and an angel appeared to him Angel Jibril revealed the Qur'an to Muhammad
Why is Muhammad important	<ul style="list-style-type: none"> Last prophet Role model because of the moral way he lived his life Perfect example of how to live Taught people the word of Allah He carried on even though he faced hatred and violence



Keywords	
Sin	
Exile	
Covenant	
Atonement	
Sacrifice	
Rebel	
Slave	
Polytheism	

What we are learning in this unit	
<ul style="list-style-type: none"> A. Genesis and Noah B. Abraham and the covenant C. Abraham's sacrifice D. Exodus and Leviticus E. Jesus the Rebel F. Beginnings of Islam 	

B.	Abraham and the covenant
Abraham	<ul style="list-style-type: none"> When Abraham was born people made statues called _____ and worshipped them They _____ things to the idols and even sacrificed _____ Abraham realised there was only _____ God and _____
Covenant	<ul style="list-style-type: none"> God made a _____ with Abraham because he proved that he believed in one God He promised that his _____ could have the promised land forever He promised that Abraham would have many _____ Promised that Abraham would have a _____

C.	Abraham's sacrifice & Abraham in Arabia
Sacrifice	<ul style="list-style-type: none"> God told Abraham to _____ When Abraham went to sacrifice his son, _____ came down and told him to stop It was a _____ to see if he would _____
What does it show	<ul style="list-style-type: none"> Abraham believed in _____ and was _____ It teaches if you follow God's commands you will be _____
Importance	<ul style="list-style-type: none"> Abraham is important because he established _____ as a holy place He built the first Mosque

D.	Exodus and Leviticus
Exodus	<ul style="list-style-type: none"> Jewish people were _____ in _____, God sent 10 _____ to Egypt so the Pharaoh would free them After they fled Egypt, God gave Jewish people the _____ Shows God is there in times of difficulty, God brings Justice and God is all _____
Leviticus	<ul style="list-style-type: none"> Gives people _____ and instructions of how to become _____ Still used by _____ today

A.	Genesis and Noah
Genesis	Sets out a theme that humans need to be reunited with God
What did Adam and Eve do?	<ul style="list-style-type: none"> Adam and Eve broke Gods' _____ in the Garden of Eden when they This is because Eve was tempted by a serpent God exiled them from the Garden of Eden as _____
Noah's ark	<ul style="list-style-type: none"> God saw that humans were becoming more and more _____. This made him regret creating humans God sent a _____ for 40 days to wipe out humans from the Earth God told _____ to build an ark and take 2 of every _____ Afterwards, God made a _____ with Noah that it would never happen again. This shows God does not like _____ and that God is forgiving

E.	Jesus the Rebel
Jesus the Rebel	<ul style="list-style-type: none"> Some Jews didn't like _____ Jesus opposed the religious leaders for leading people away from _____ Jesus spent time with outcasts which goes against rules in _____ Jesus overturned tables in the _____ because he did not agree with people trading and scamming people in the Temple

F.	Beginnings of Islam
Prophet Muhammad	<ul style="list-style-type: none"> Muhammad was _____ and honest He felt troubled by the _____ and cruelty in Mecca and disagreed with idol worship He spent time praying in a cave and an _____ appeared to him Angel _____ revealed the _____ to Muhammad
Why is Muhammad important	<ul style="list-style-type: none"> Last prophet Role model because of the moral way he lived his life Perfect example of how to live Taught people the word of Allah He carried on even though he faced hatred and violence



Year 7 SPANISH Knowledge organiser.
Topic Me my family and friends



What we are learning this term:	
<p>A. Talking about your family B. Describing your family and friends C. Explaining family relationships D. Describing relationships E. Describing future plans F. Translation practice</p>	
6 Key Words for this term	
1. Me llevo bien	4. El año próximo
2. No soporto	5. Por otro lado
3. discuto	6. Voy a...

1.1F Hablando de los amigos	
a menudo	often
alegrarse de	to be happy about
comprensivo/a	understanding
conocer	to know a person
el consejo	advice
la cosa	thing
cuidar	to look after
la discusión	argument
divertido/a	good fun
egoísta	selfish
el equipo	team
escribir	to write
fastidiar	to annoy, to bother
fuerte	strong
hablador/a	talkative
honrado/a	honest
maduro/a	mature
mismo/a	same
peligroso/a	dangerous
reírse	to laugh
seguro/a	certain, sure
el sentido del humor	sense of humour
travieso/a	naughty
triste	sad
el verano	summer
la vida	life

1.1H Relaciones con la familia	
abierto/a	open
aconsejar	to advise
actualmente	nowadays
aguantar	to bear, to put up with
arreglar	to tidy
la barrera generacional	generation gap
el cariño	affection
celoso/a	jealous
la culpa	blame, fault
los demás	others
harto/a	fed up
el hogar	home
hoy en día	nowadays
incluso	even
injustamente	unfairly
juntos	together
la libertad	freedom
manera	way
molestar	to bother
oír hablar de	to hear about
olvidar	to forget
orgullosa/o	proud

1.1G ¿Cómo es tu familia?	
1.1G ¿Cómo es tu familia?	
El/la abuelo/a	grandfather/grandmother
los abuelos	grandparents
alegre	happy
alto/a	tall
amable	kind
anciano/a	old
la barba	beard
calvo/a	bald
cariñoso/a	affectionate, tender
casi nearly,	almost
castaño/a	brown hair colour
corto/a	short
delgado/a	thin
las gafas	glasses
gracioso/a	funny
guapo/a	good looking, handsome
El/la hermano/a	brother/sister
El/la hijo/a	son/daughter
joven	young
largo/a	long
liso/a	straight
la madrastra	stepmother
los ojos	eyes
el padrastro	stepfather
las pecas	freckles
pelirrojo/a	red-haired
el pelo	hair
rizado/a	curly
la tía	aunt
el tío	uncle
viejo/a	old
sensible	sensitive

Key Verbs				
Llevarse to get on	Ir To go	Soportar To stand	Hacer – to do/make	Discutir to argue
Me llevo I get on	Voy I go	Soporto I can stand	Hago I do	Discuto I argue
Te llevas You (s) get on	Vas You go	Soportas You can stand	Haces You do	Discutes You argue
Se lleva He/se gets on	Va s/he goes	Soporta He/she can stand	Hace s/he does	Discute He/she argues
Nos llevamos They get on	Vamos They go	Soportamos W can stand	Hacemos We do	Discutimos We argue
Se llevan They get on	Van They go	Soportan They can stand	Hacen They do	Discuten They argue

1.1H Relaciones con la familia	
parecido/a	similar
la pelea	fight
perezoso/a	lazy
provocar	to cause
el sobrino / la sobrina	nephew, niece
tender a	to tend to
todavía	still
tratar	to treat
triste	sad

1.2F Planes para el futuro	
así que	so, therefore
la boda	wedding
buscar	to look for
cambiar	to change
el casamiento	wedding
casarse	to get married
el compañero/a	colleague, friend
decepcionado/a	disappointed
encontrar	to find
la felicidad	happiness
la fiesta	party, festival
por eso	therefore
próximo/a	next
el sitio	place
solo/a	alone, only
soltero/a	single
tener suerte	to be lucky
las vacaciones	holidays
ya no	no longer

1.2G Hablando de parejas	
el beso	kiss
cada vez más	more and more
cocinar	to cook
comprar	to buy
echar de menos	to miss someone
enamorado/a	in love
los familiares	relatives
feliz	happy
la gente	people
el invitado/a	guest
maleducado/a	rude
el marido	husband
el matrimonio	marriage
la mujer	wife, woman
la novia	girlfriend, fiancée
el novio	boyfriend, fiancé
parecer	to seem
la pareja	partner
los parientes	relatives
pelear(se)	to fight
el piso	flat, apartment
serio/a	serious, responsible
sonreír	to smile

1.2H Las relaciones de hoy en día	
ahora	now
alguien	someone
cara a cara	face to face
distinto/a	different
en contra	against
en primer lugar	in the first place,
la edad	age
estar de acuerdo	to agree
el/la jubilado/a	retired person,
pagar	to pay
la pareja	partner
la piel	skin
por otro lado	on the other hand



Translation Practice. G – blue F – orange H - Green	
Mi a _____ es	My grandfather is
a _____ y _____	Happy and Kind
Tiene los ___ verdes	He has green eyes
Y tiene el pelo _____	He has Curly hair
la _____ de mis sueños	The wife of my dreams
Quiero un _____ guapo	I want a pretty boyfriend
Mis padres me dan buenos _____	My parents give me good advice
Es importante _____ a otros	It's important to look after others
Se debe _____ a los niños	It's necessary to advise kids
Mi hermano es _____	My brother is understanding
Es bueno _____ a otra gente	It's good to know other people
Tener una _____ me importa	Having a partner is important
_____ me interesa	Getting married interests me
Mis padres me dan mucho _____	My parents give me lots of affection
No soy nunca _____	I'm never jealous
Estoy _____/a de los deberes	I'm fed up of homework
encontrar _____	To find a partner
Fue una buena _____	It was a good party
No quiero ser _____	I don't want to be single

Key Questions: Answer the following in your own words. Use these model answers	
¿Puedes describir te? ¿Cómo es tu aspecto físico, tu personalidad?	Soy bastante alto y delgado. Tengo los ojos azules y el pelo marrón y liso. Mis padres me describen como una persona cariñosa, comprensiva, sensible, honesta y un poco vaga.
¿Cómo sería un novio perfecto/una novia perfecta? ¿Por qué?	Mi novia perfecta sería muy guapa y honesta y tendría el pelo rubio, corto y rizado. Todos los días sería sensible y no sería nunca perezosa o torpe.
¿Quiénes son los miembros de tu familia?	Somos cinco en mi familia. Vivo con mis padres que se llaman Tengo un hermano menor que se llama .. y tengo una hermana mayor que tiene _____ años
¿Te llevas bien con tu familia? ¿Por qué?	Me llevo bien con mi hermano porque es cariñoso y siempre comprensivo. No me llevo bien con mi hermana porque nos peleamos mucho y mi hermana se enfada conmigo.
¿Hay discusiones en tu familia? ¿De qué se discute?	Sí, hay discusiones en mi familia. Hay tensión en la casa de vez en cuando. No estoy de acuerdo con los consejos de mis padres. También hay discusiones porque mi hermana pone su música demasiado fuerte
¿Quieres casarte y tener niños en el futuro? ¿Por qué?	Sí, en el futuro me gustaría casarme con un hombre/mujer (man/woman) honesto y sensible. Quiero casarme porque el matrimonio es muy importante para mí y quiero una boda perfecta en una iglesia. Quiero tener dos niños, una chica y un chico. Voy a tener niños después de haber ido a la universidad
¿Qué has hecho recientemente con tu familia?	Recientemente, fui al centro de la ciudad con mi familia. Fuimos juntos en coche y fuimos para comprar unos regalos para el cumpleaños de mi abuelo. Después comimos en un restaurante, yo comí un bocadillo de pollo, mi hermana comió una ensalada. Me gustó mucho porque fue muy divertido y la comida fue muy deliciosa.
¿Crees que el matrimonio es importante para ti? ¿Por qué?	Quiero casarme porque el matrimonio es muy importante para mí y quiero una boda perfecta en una iglesia. Aunque las bodas son muy caras, tener una boda es mi ambición.

Key Grammar	
Forming the preterite (past tense). Always remove the –AR, –ER, –IR endings first	Remember the preterite (past) tense endings for –AR, –ER, –IR verbs. They are: -AR: -é, -aste,-ó, -amos, -astéis, -aron -ER: -í, -íste, -ió, -imos, -istéis, -ieron -IR : -í, -iste, -ió, -imos, -istéis, -ieron
Forming the conditional ('would' tense). Always remove the –AR, –ER, –IR endings first	Remember the conditional ('would') tense endings for –AR, –ER, –IR verbs. They are: -AR, –ER, –IR: -ía, -ías, -ía, -íamos, -íais, -ían
Using the immediate future tense IR + A + INFINITIVE	Voy a casarme = I'm going to get married Va a discutir con su padre = He / She is going to argue with his/her father

What we are learning this term:	
A. Talking about your family B. Describing your family and friends C. Explaining family relationships D. Describing relationships E. Describing future plans F. Translation practice	
6 Key Words for this term	
1. Me llevo bien	4. El año próximo
2. No soporto	5. Por otro lado
3. discuto	6. Voy a...

1.1F Hablando de los amigos	
a _____	often
_____ de	to be happy about
_____ /a	understanding
_____	to know a person
el _____	advice
la _____	thing
_____	to look after
la _____	argument
_____ /a	good fun
egoísta	_____
el equipo	_____
escribir	to _____
fastidiar	to _____
fuerte	_____
hablador/a	_____
honrado/a	_____
maduro/a	_____
mismo/a	_____
_____ /a	dangerous
_____	to laugh
_____ /a	certain, sure
el ___ del ___	sense of humour
_____ /a	naughty
_____	sad
el _____	summer
la _____	life

1.1G ¿Cómo es tu familia?	
1.1G ¿Cómo es tu familia?	
El/la abuelo/a	_____
los abuelos	_____
alegre	_____
alto/a	_____
amable	_____
anciano/a	_____
la barba	_____
calvo/a	_____
_____ /a	affectionate, tender
_____	nearly, almost
_____ /a	brown hair colour
_____ /a	short
_____ /a	thin
_____	glasses
_____ /a	funny
_____ /a	good looking, handsome
El/la _____ /a	brother/sister
El/la _____ /a	son/daughter
_____	young
_____ /a	long
_____ /a	straight
la _____	stepmother
los _____	eyes
el _____	stepfather
las _____	freckles
_____ /a	red-haired
el _____	hair
_____ /a	curly
la _____	aunt
el tío	_____
viejo/a	_____
sensible	_____

1.1H Relaciones con la familia	
abierto/a	_____
aconsejar	to _____
actualmente	_____
aguantar	to _____
arreglar	to _____
la barrera generacional	_____
el cariño	_____
celoso/a	_____
la culpa	_____
los _____	others
_____ /a	fed up
el _____	home
_____	nowadays
_____	even
_____	unfairly
_____	together
la _____	freedom
_____	way
_____	to bother
oír _____ de	to hear about
_____	to forget
_____ /a	proud

Key Verbs				
Llevarse to get on	Ir To go	Soportar To stand	Hacer – to do/make	Discutir to argue
Me _____ I get on	_____ /a I go	_____ /a I can stand	_____ /a I do	_____ /a I argue
Te _____ You (s) get on	_____ /a You go	_____ /a You can stand	_____ /a You do	_____ /a You argue
Se _____ He/se gets on	_____ /a s/he goes	_____ /a He/she can stand	_____ /a s/he does	_____ /a He/she argues
Nos _____ They get on	_____ /a They go	_____ /a W can stand	_____ /a We do	_____ /a We argue
Se _____ They get on	_____ /a They go	_____ /a They can stand	_____ /a They do	_____ /a They argue

1.1H Relaciones con la familia	
_____ /a	similar
la _____	fight
perezoso/a	lazy
_____	to cause
el sobrino / la sobrina	_____
tender a	to _____ to
todavía	_____
tratar	to _____
triste	_____

1.2F Planes para el futuro	
_____	so, therefore
la _____	wedding
_____	to look for
_____	to change
el _____	wedding
_____	to get married
el _____ /a	colleague, friend
_____ /a	disappointed
encontrar	to _____
la felicidad	_____
la fiesta	party, _____
por eso	_____
_____ /a	next
el _____	place
solo/a	_____ / _____
_____ /a	single
tener _____	to be lucky
las _____	holidays
ya no	_____

1.2G Hablando de parejas	
el beso	_____
cada vez más	_____
cocinar	to _____
comprar	to _____
echar de menos	to _____
enamorado/a	in _____
los familiares	_____
_____	happy
la _____	people
el _____ /a	guest
_____ /a	rude
el _____	husband
el _____	marriage
la _____	wife, woman
la novia	_____
el novio	_____
_____	to seem
la _____	partner
los _____	relatives
pelear(se)	to _____
el piso	_____
serio/a	_____
sonreír	to _____

1.2H Las relaciones de hoy en día	
_____	now
_____	someone
cara a cara	_____
distinto/a	_____
en contra	_____
_____	in the first place,
la _____	age
estar de _____	to agree
el/la _____ /a	retired person,
_____	to pay
la _____	partner
la _____	skin
por _____	on the other hand

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

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	

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

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

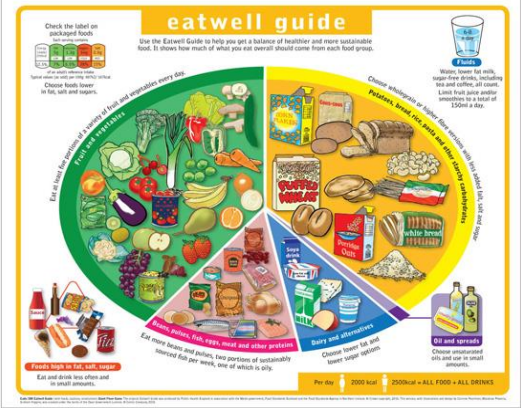


A.	What nutritional foods are in the top picture? Can you list 5 of the food that you can see?
<p>In this photo you can see a number of protein foods. Protein helps our muscles and cells to grow and repair. Some examples in this photo include:</p> <ol style="list-style-type: none"> 1. Chicken 2. Eggs 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 	



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

C.	Can you list 5 health, safety and hygiene rules and explain the importance of them?
<p><u>Rule</u></p> <ul style="list-style-type: none"> • 1 Wash your hands in hot soapy water • 2 tie back your hair • 3 wear an apron • 4 use oven gloves when handling hot food • 5 wash your hands after handling meat 	<p><u>Why it is important</u></p> <ul style="list-style-type: none"> • 1 to kills germs and bacteria • 2 to stop hair getting into the food • 3 to protect yourself and your food from contamination • 4 to avoid burning yourself • 5 to avoid giving yourself or others food poisoning



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

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

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

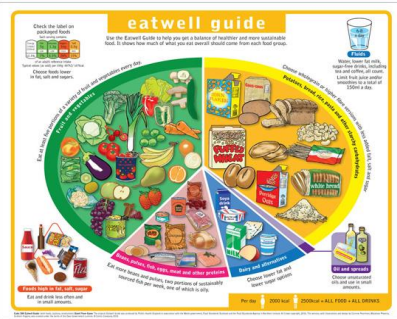
A.	What are the three main nutrients required in the diet?

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



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

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





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




A	What we are learning about this term...
1	Pulse
2	Rhythm
3	Compose
4	Duration
5	Note Values (Semibreve, Minim, Crotchet, Quaver)
6	Rest

C - Useful links: practice at home!

These QR codes will take you to YouTube to be able to practice clapping some rhythms we are learning in this term!

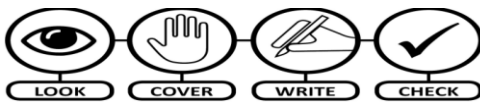
Level 1 ----->  

Level 2 ----> 

Try out this rhythm game.



The rhythm grid below shows basic rhythm values in 4/4 time. You should know the note values and be able to play them. Try using the "Remember it" name and clapping it. This actually helps you understand the beat value.



B	Keywords
Pulse	Continuous, regular and steady beats: 'The main beat'
Rhythm	How sounds are grouped together e.g. duration/accents
Duration	The lengths of different sounds (long or short)
Accent >	Gives emphasis to a certain musical beat which is performed more noticeably (louder) than the others
Composing	Writing your own music / rhythms
Rests	No sound / silence in the music
Percussion	Instruments you hit, scrape or shake

D Time Signatures and Counting Beats

A **TIME SIGNATURE** tells us how many beats (and what type of beats) there are in each **BAR** of music and is made up of two numbers at the beginning of a piece of music.

Top Number = **HOW MANY BEATS**
Bottom Number = **TYPE OF BEAT**

2/4 = TWO CROTCHET beats per BAR
e.g. o MARCH

3/4 = THREE CROTCHET beats per BAR
e.g. o WALTZ












4/4 = FOUR CROTCHET beats per BAR
Bottom Numbers: 2 = Minim 4 = Crotchet 8 = Quaver

BARS AND BARLINES

BARLINE Double BAR LINE (used to show the end of a piece)

one BAR

E Basic Rhythm Values in 4/4 time

	Beat 1	Beat 2	Beat 3	Beat 4
Technical name SEMI BREVE (4 beats)				
Remember it... Hold for 4 beats				
Technical name Minim (2 beats)				
Remember it... L - ong				
Technical name Crotchet (1 beat)				
Remember it... tea				
Technical name Quavers (1/2 beat)				
Remember it... Cof - fee				

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



What we are learning this term:
A. 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

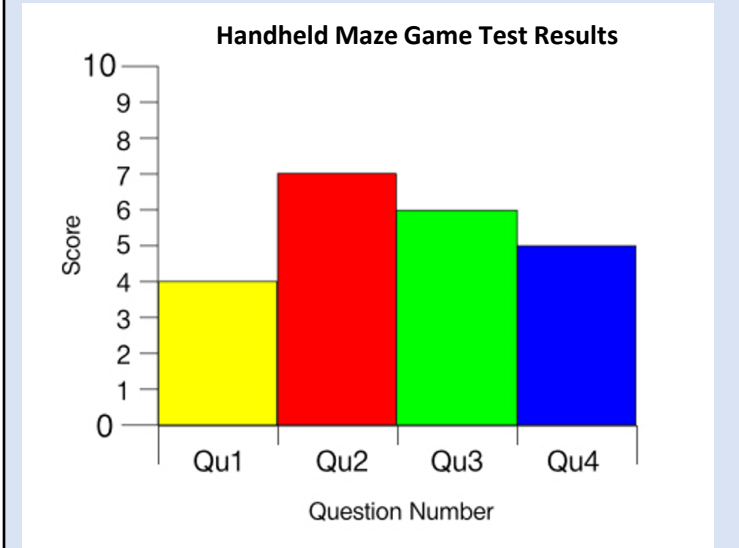
D. Data analysis

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.

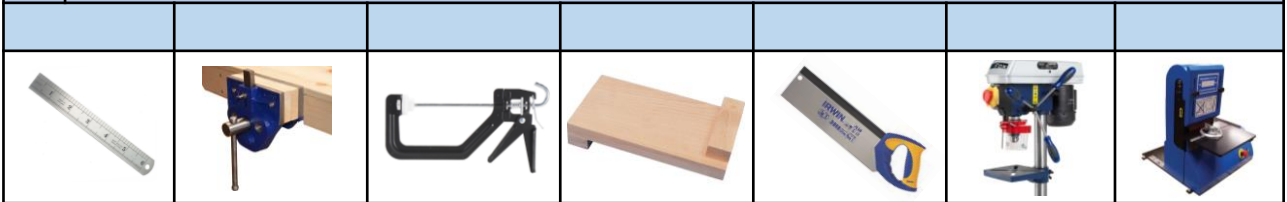
For example:
 My maze looks really fun and challenging to play. However, when tested the game was too difficult to complete so one improvement I could make it by taking away some of the traps or moving some of the walls around.



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 _____ and _____

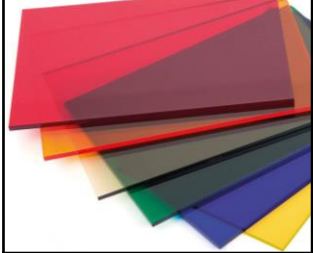
Manufactured Boards come from _____



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

Manufactured Boards come in _____

Polymers come from _____



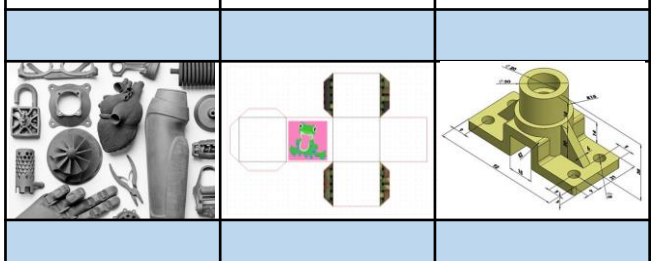
Acrylic – which you used as your lid for your maze – is a **polymer**

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.

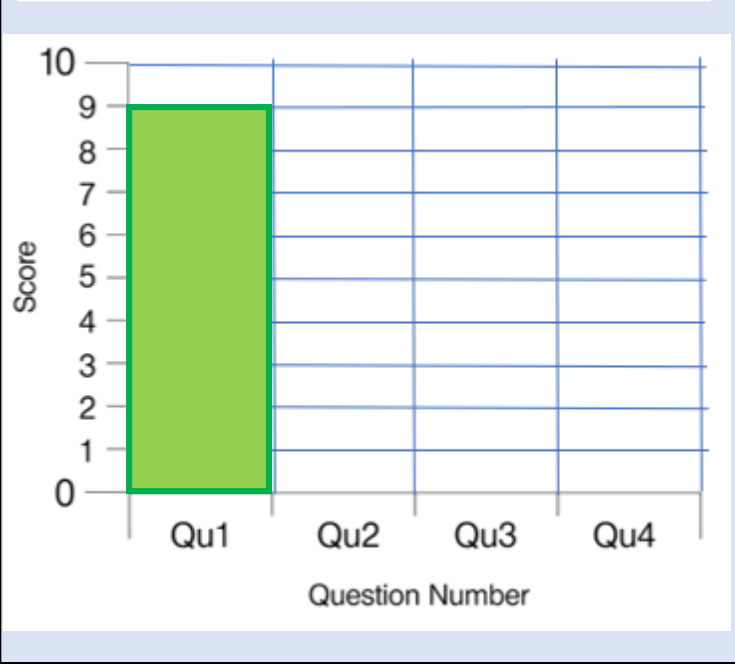
Advantages	Disadvantages

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.



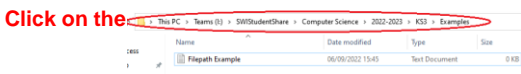

Year 7 Digital Literacy - Answers



A. Creating Strong Passwords	
A strong password should:	
A	Use a mixture of 10-15 characters.
B	Use symbols and numbers.
C	Use upper and lower case letters.
D	Avoid sequences.
E	Not contain personal information
A weak password	
A	Is short (less than 10 characters long)
B	Uses popular terms.
C	Uses common phrases.
D	Uses sequences of letters or numbers.
E	Uses personal information (individual's name, date of birth).

What we are learning this term:
A. Creating strong passwords B. File Handling C. Folder Handling D. Typing

B. File Handling	
Keyboard shortcuts	
Select All	Ctrl+A
Paste	Ctrl+V
Cut	Ctrl+X
Save	Ctrl+S
File Types	
Image Files	.png .bmp .jpg .jpeg .gif
Word Document Files	.doc .docx .rtf
Video Files	.mp4 .avi .mov .wmv
Spreadsheet	.xlsx

C. Folder Handling	
Folders	Folders are areas on our computer which can hold items/ files.
Ctrl + Shift + N	Shortcut to make a new folder
File Path	The route taken to get to a specific folder:
Locating Folders	Click on the  in the name of the folder:
Renaming a file	F2 

D. Typing	
What website do you use to practice typing?	Typing Club
What is the 'Home Row' position?	ASDF JKL; Index fingers on F and J
What is touch typing?	Using the keyboard without looking at the keys you are pressing.



Year 7 Digital Literacy



A. Creating Strong Passwords

A strong password should:

A

B

C

D

E

A weak password

A

B

C

D

E

What we are learning this term:

A. Creating strong passwords B. File Handling C. Folder Handling D. Typing

B. File Handling

Keyboard shortcuts

Select All

Paste

Cut

Save

File Types

Image Files

Word Document Files

Video Files

Spreadsheet

C. Folder Handling

Folders

Ctrl + Shift + N

File Path

Locating Folders

Renaming a file

D. Typing

What website do you use to practice typing?

What is the 'Home Row' position?

What is touch typing?



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.

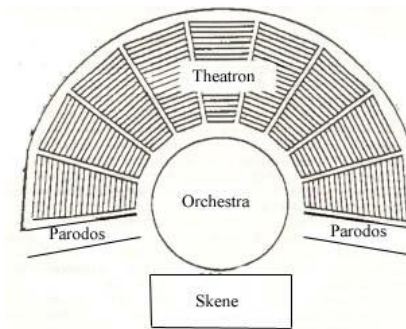
Reasons why a chorus is important:

- 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?



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 Dionysus?

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 Lenaia, 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.

	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



What we are learning this term:

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

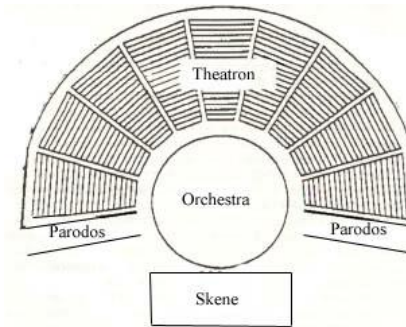
Reasons why a chorus is important:

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

1. How am I showing my character?
2. What is my body language?
3. How is it different to my normal?
4. What is my character feeling?
5. Do my facial expressions match this?
6. What is my posture like?
7. How do I walk?
8. What is my gait like?
9. How do I react to the other characters?
10. How close do I stand to others?



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.



#AIMHIGH CHALLENGE TASKS Y7

Hard Work ... Kindness... Responsibility



Subject	Reading	Watching	Other Opportunities
English	Read: https://www.bl.uk/romantics-and-victorians/articles/oliver-twist-and-the-workhouse	Watch: https://www.youtube.com/watch?v=6NS9t6NO0Q0	https://dickensmuseum.com/
Maths	Read: : How to use maths in the real world	Website: The Scale of the Universe. How do all things compare in size? www.scaleofuniverse.com	Research: Alan Turing and Algebra. How did he use this to break the Nazi Enigma Machine and their codes?
Science	Read 100 Things to Know about Science	Watch Lots of demonstrations of how particles behave https://www.youtube.com/watch?v=OOI5yVVxMQE	Get someone to spray perfume/deodorant at one side of the room and see how long it takes for the particles to diffuse across the room. What happens if you stand nearer to them? Or they spray more?
Geography	Read What's Where on Earth: Our World As You've Never Seen It Before 	Watch: BBC iPlayer - The Blue Planet	Visit: Count how much litter you see in your local area. Make a note of this and bring in to compare the levels of litter in different areas of Swindon #weargloves
History	Read - The Map of Knowledge – Chapter entitled Baghdad	Watch: Medieval Islamic civilisations - Medieval Islamic civilisations - KS3 History - homework help for year 7, 8 and 9. - BBC Bitesize	Visit: The Richard Jefferies Museum of rural life at Coate Water. SN3 6AA
Spanish	Read: Find out about every Spanish speaking country in the world: https://baselang.com/blog/travel/spanish-speaking-countries/	Watch: this video about Spanish speaking countries: https://www.youtube.com/watch?v=HH7QNkYyVbc	Check out how many Spanish destinations EasyJet Fly to. Find out a little bit about each destination: https://www.easyjet.com/en
Art	Read: How to use texture in art https://www.bbc.co.uk/bitesize/guides/zx77h39/revision/1	Watch: Surface texture techniques https://www.youtube.com/watch?v=2Y3wFUKqLXQ	Try visiting an art gallery to see how an artist has created artwork in real life. The Tate website is an amazing tool to find 100's of established artists https://www.tate.org.uk/art

SWINDON ACADEMY READING CANON

Year 7



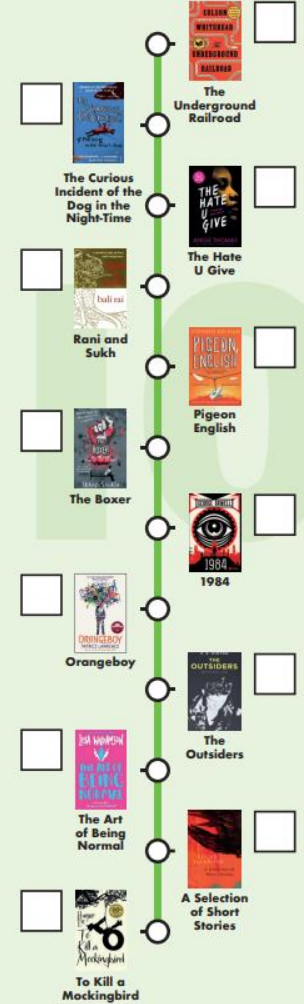
Year 8



Year 9



Year 10



#ReadingisPower