

100% book - Year 7 mainstream

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



Term 3

Swindon Academy 2022-23

Name:	
Tutor Group:	
Tutor & Room:	

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

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

Using your Knowledge Organiser and Quizzable Knowledge Organiser

Knowledge Organisers

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

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

Quizzable Knowledge Organisers

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

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

Top Tip

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

Expectations for Prep and for using your Knowledge Organisers

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

How do I complete Knowledge Organiser Prep?

Step 1

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

The 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 blue ink. The background shows the same knowledge organiser content as in Step 1, including the 'What is particle theory?' section and the 'Law of Conservation of Mass' section.

Step 3

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

The screenshot shows a student's prep book with handwritten definitions and facts for particle theory. The text is written in blue ink on lined paper. It includes the date '29th May 2020', the title 'Properties of the states of matter', and definitions for solid, liquid, and gas states.

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 definition 'Solid = regular pattern particles vibrate in fixed position' written three times in blue ink on lined paper.

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 student's answers to a quizzable knowledge organiser. The questions are: 'What is the law of conservation of mass?', 'What are the different changes of state?', and 'Describe the arrangement and movement of particles in the three states of matter.' The student's answers are: 'Self quizzing', 'Arrangement/movement of matter', and 'Solid = regular pattern particles vibrate in fixed position'. 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 student's answers to a quizzable knowledge organiser. The questions are: 'What is the law of conservation of mass?', 'What are the different changes of state?', and 'Describe the arrangement and movement of particles in the three states of matter.' The student's answers are: 'Self quizzing', 'Arrangement/movement of matter', and 'Solid = regular pattern particles vibrate in fixed position'. There are also diagrams of particle arrangements for solid, liquid, and gas states.

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

Plot Summary

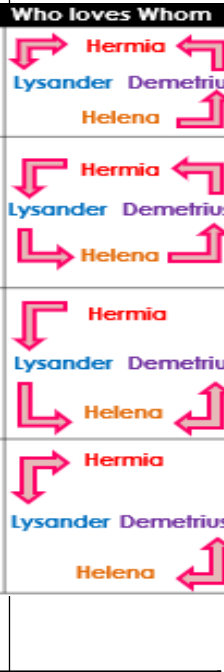
Act 1: **Hermia** and **Lysander** love each other but are not allowed to marry so decide to run away to the forest to get married in secret. **Demetrius** wants to marry **Hermia**. **Helena** loves **Demetrius**. They follow **Hermia** and **Lysander** into the forest.

Act 2: In the forest, Oberon and Titania are arguing. Oberon sees **Demetrius** and **Helena** arguing and commands Puck to use the potion on the Athenian man to make him fall in love with **Helena**. However, the first Athenian man Puck sees is **Lysander**, so he puts the love potion on him. **Lysander** falls madly in love with **Helena**.

Act 3: 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 **Demetrius** so that he falls in love with **Helena**. As a result, both men love **Helena** so there is chaos. Puck eventually drops a herb in **Lysander's** eyes to put him back to normal.

Acts 4 and 5: 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, **Lysander** and **Hermia** and **Demetrius** and **Helena**.

Who loves Whom



Year 7 English: Sets 2-5

Vocabulary: Key words

- severe** – very strict or harsh
- conflict** – a serious disagreement, battle or struggle between two sides or ideas.
- unrequited love** – If a person loves someone who doesn't love them back, the person's love is unrequited
- to mock** – To mock someone is to make fun of them
- chaos** – a situation where there is no order and everyone is confused
- captivate** - attract and hold the interest and attention of someone
- infatuated** - intense but short-lived passion for someone else
- patriarchy** – a society in which power lies with men
- to resolve** – to solve a problem or difficulty
- forsaken** - abandoned or deserted

Characters in AMND

Athenians

Theseus: The Duke of Athens and Hippolyta's fiancé (later husband).

Hippolyta: The Queen of the Amazons and Theseus's fiancé (later wife).

Egeus: Hermia's father.

Philostrate: Master of Revels for Theseus; in charge of arranging entertainments for the court.

The Lovers

Hermia: the daughter of Egeus and good friend of Helena.

Helena: in love with Demetrius and a good friend of Hermia.

Lysander: an Athenian nobleman who is in love with Hermia.

Demetrius: an Athenian nobleman who also loves Hermia but has wooed Helena in the past.

Terminology: Key Words

- soliloquy** - a speech in a play that the character speaks to himself or herself or to the audience, rather than to the other characters
- comedy** – a type of play that is comical and ends with a happy ending.
- play** - a play is a piece of writing which is performed in the theatre.
- stage directions** - Instructions written into the script of a play
- connotations** – linked idea, meaning or feeling
- epitomises** – a perfect example of

Fairies (Mythical characters)

Titania: The Queen of the Fairies and Oberon's wife.

Oberon: The King of the Fairies and Titania's husband.

Puck: Oberon's mischievous servant.

Peasebody/Cobweb/Mustard seed/Moth: Titania's fairies.

The workmen/theatre performers

Bottom: a weaver who believes he is a great actor.

Quince: a carpenter; writer and director of the play put on by his fellow workmen.

Snug/ Snout/Flute/Starveling: tradesmen and players in the theatre company performing the play 'Pyramus and Thisbe'.

Background Information of AMND

A *Midsummer Night's Dream* (AMND) was written by William Shakespeare in 1595.

Shakespeare wrote lots of light-hearted funny plays: Comedy's.

Shakespeare went to a grammar school where he was taught Ancient Greek.

Shakespeare was a poet and a play write. He wrote multiple plays that were performed in the Globe theatre in London.

His first theatre group was called Lord Chamberlain's Men, later changed to the King's Men (1603) under the patronage of King James I.

The play is set in Ancient Greece and follows the rules of a comedy from Ancient Greece.

When the play was written, Elizabeth 1st 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.







'A Midsummer Night's Dream': T Knowledge Organiser

Plot Summary	Who loves Whom	Vocabulary: Key words	Characters in AMND
<u>Act 1:</u>		severe –	<u>Athenians</u>
<u>Act 2:</u>		conflict –	Theseus: _____
<u>Act 3:</u>		unrequited love –	Hippolyta: _____
<u>Acts 4 and 5:</u>		to mock –	Egeus: _____
Background Information of AMND A <i>Midsummer Night's Dream</i> (AMND) was written by _____. Shakespeare wrote lots of light-hearted funny plays: _____. Shakespeare went to a grammar school where he was taught _____. Shakespeare was a poet and a play write. He wrote multiple plays that were performed in the _____ in London. His first theatre group was called _____ later changed to the _____ (1603) under the patronage of King James I. The play is _____ in _____ and follows the rules of a _____ from Ancient Greece. When the play was written, _____ was _____. The play is written in the _____ era. Both _____ and poorer _____ people went to the Globe to watch plays. _____ is the ancient god of love. He is usually presented as a _____ whose _____ make people fall in _____.	chaos –	Philostrate: <i>Master of</i> _____	
	to resolve –		
	forsaken -		
	Terminology: Key Words		
	soliloquy -		
	comedy –	The Lovers	
	play -	Hermia: <i>the</i> _____	
	stage directions -	Helena: _____	
	connotations –	Lysander: <i>an</i> _____	
	epitomis –	Demetrius: <i>an</i> _____	
The Love Potion			
The _____ is made from a _____ in the _____. The _____ is magical because _____ hit it with _____ when he was _____ at a young girl. When the potion is put on a _____'s _____, they _____ with the _____ person they _____. It is _____.			
			
	'A Midsummer Night's Dream': T Knowledge Organiser		





A. What is the law of conservation of energy?
 Energy can not be destroyed or created, only transferred.

A. What are the five pathways that transfer energy between stores?	
	Forces
	Heating
	Radiation
	Electric currents

B. What is the difference between a conductor and in insulator?
 A conductor allows energy transfer to occur through it whereas an insulator does not.

B. In which direction does heating transfer energy ?
 From the hot to cold.

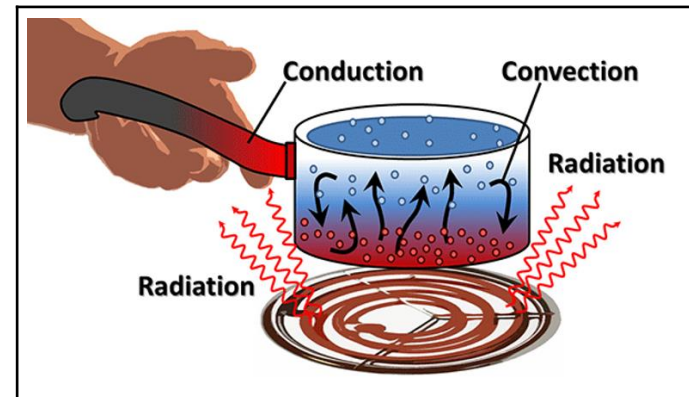
B. Describe the main steps in conduction.
 1. Particles gain energy and vibrate
 2. they pass vibrations (and therefore energy) to adjacent particles

B. Describe the main steps in convection.
 1. Particles in a fluid gain energy and move further apart.
 2. This makes the fluid less dense, causing it to rise.

C. What is the equation for power?

$$\text{power}(W) = \frac{\text{energy transferred (J)}}{\text{time (s)}}$$

C. What is power?
 The rate at which energy is transferred.



C. What are the units of power?
 Watt (W) Joule per second (J/s)

C. What does the power rating of an appliance tell you?
 The amount of energy the appliance transfers every second.

B. Describe the three methods of energy transfer through heating.

Method	Medium	Description
Conduction	Solids	Heat energy is transferred via particle vibrations.
Convection	Liquids and gases.	Heat energy is transferred by a convection current.
Radiation	Does not need a medium	Heat is transferred via infrared waves.





C. How many Watts are in a kilowatt?
 1000

C. Define a kilowatt hour.
 The amount of energy transferred by a 1kW appliance in an hour.



A. What is the law of conservation of energy?

A. What are the five pathways that transfer energy between stores?

	
	Heating
	Radiation
	Electric currents

B. What is the difference between a conductor and in insulator?

B In which direction does heating transfer energy ?

B. Describe the main steps in conduction.

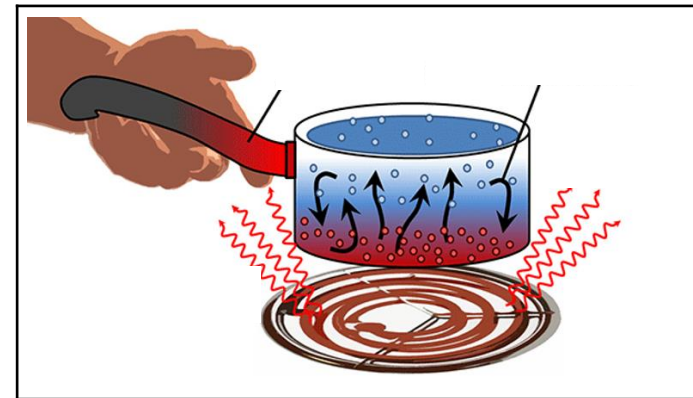
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B. Describe the main steps in convection.

-

C. What is the equation for power?

C. What is power?



C. What are the units of power?

C. What does the power rating of an appliance tell you?

B. Describe the three methods of energy transfer through heating.

Method	Medium	Description
Conduction		
Convection		
Radiation		

C. How many Watts are in a kilowatt?

1000

C. Define a kilowatt hour.

What we are learning this term:

A. Male & female reproductive system
 B. Menstruation, fertilisation, gestation and birth

4 Key Words for this term

1. Reproduction
2. Gamete
3. Fertilisation
4. Menstrual

A.	What are the parts of the female reproductive system?
Ovary	The organ where eggs are produced and where they mature ready for release each month
Oviduct	The small tube leading from each ovary to the uterus – the egg travels along here and fertilisation happens here
Uterus	The organ where an embryo grows into a foetus and eventually a baby
Uterus lining	The wall of the uterus
Cervix	A ring of tissue between the uterus and vagina; this helps keep a foetus in place during pregnancy
Vagina	The organ that is entered by the penis during sexual intercourse and also part of the birth canal

A.	What are the parts of the male reproductive system?
Testes	The organ where sperm cells are made
Scrotum	The skin that holds the testes
Sperm ducts	The tubes that carry sperm from the testes to the urethra
Glands	These add liquids, including nutrients for the sperm, to the sperm cells from the testes to make semen
Urethra	The tube that carries either urine or semen out of the body through the penis
Penis	The organ that enters the vagina during sexual intercourse
Foreskin	The skin that protects the end of the penis

A. What are the parts to the female reproductive system?

Oviduct
 Ovary
 Uterus
 Bladder
 Cervix
 Vagina
 Urethra

B. What is the menstrual cycle and what happens on each day?

The menstrual cycle prepares the female body for pregnancy by causing eggs to mature and be released. It lasts for 28 days.

- Days 1-5: 'period' happens (menstruation), where uterus lining breaks down.
- Days 6-13: Uterus lining builds up (thickens) to prepare for pregnancy. The egg (ovum) matures in the ovary.
- Day 14: Egg (ovum) released from the ovary and travels down the oviduct.
- Days 15-28: Uterus lining stays thick, in case the egg is fertilised.

A. What are the parts to the male reproductive system?

Bladder
 Glands
 Penis
 Sperm duct
 Urethra
 Testis
 Foreskin
 Scrotum

B. What is fertilisation?

Fertilisation is when a sperm cell and an ovum (egg) fuse. Sperm cells are released into the female reproductive system during sexual intercourse (ejaculation). One sperm cell breaks through the cell membrane and enters the ovum. The nuclei fuse together.

What are the parts to the egg and sperm cell?

tail
 membrane
 cytoplasm
 nucleus
 head
 nucleus
 membrane

human sperm
 human ovum

B. What is gestation?

The time when the embryo/foetus develops inside the womb between conception and birth.

B. What is the process of birth?

After pregnancy, the foetus is ready to be born.

- The muscles in the wall of the uterus contract, contractions get stronger and faster – 'labour'
- The amniotic sac breaks, which releases some liquid
- Contractions push the baby headfirst through the cervix and out through the vagina

What we are learning this term:
 A. Male & female reproductive system
 B. Menstruation, fertilisation, gestation and birth

4 Key Words for this term
 1
 2
 3
 4

A.	What are the main parts of the female reproductive system?
Ovary	
Oviduct	
Uterus	
Uterus lining	
Cervix	
Vagina	

A.	What are the main parts of the male reproductive system?
Testes	
Scrotum	
Sperm ducts	
Glands	
Urethra	
Penis	
Foreskin	

A. What are the parts to the female reproductive system?

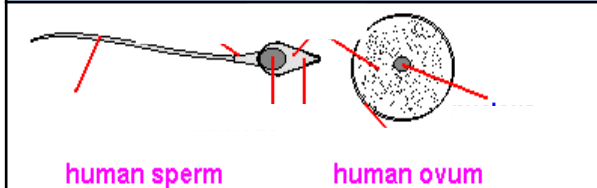
B. What is the menstrual cycle and what happens on each day?

Days 1-5	
Days 6-13	
Day 14	
Days 15-28	

A. What are the parts to the male reproductive system?

B. What is fertilisation?

What are the parts to the egg and sperm cell?



B. What is gestation?

B. What is the process of birth?



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. (A)
3.	How developed a country is can be measured in different ways. (B)
4.	Development is not haphazard and there are many reasons why some countries are more developed than others. (C)
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. (D, E, F)
6.	Aid strategies can have much success. (G)

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):
1. A strong and stable government. 2. A large coastline for trade. 3. Availability of natural resources e.g. oil, coal, fertile soil etc. 4. A pleasant climate, ideal for growing crops.		1. An unstable or corrupt government, meaning money is not invested properly in the country. 2. The country is landlocked, making trade difficult. 3. Few natural resources to power industry. 4. A harsh climate, so can not grow crops reliably.

D.	What is aid? (6)	E.	Aid - advantages/ disadvantages
Donor	A country that gives aid to another country.	Advantages (3)	1. People learn new skills e.g. improved farming techniques; so become independent 2. Can save lives after a natural disaster e.g. supplying clean water, food and medicines. 3. Simple technology e.g. water pumps, are easy for the locals to maintain.
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)	1. Countries can become dependent upon aid, causing problems if it is removed. 2. Corrupt governments can sell the aid on, so it does not reach those in need. 3. The recipient can end up in debt if loans or deals are made.
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)
1. Farmers receive a fair and decent price. 2. Ensures good working conditions for farmers.		1. Non-Fairtrade farmers may lose out. 2. Sales can often be low as the price of Fairtrade goods can be high.

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



Geography Knowledge Organiser: Year 7 Term 3 Development QUIZZABLE



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. (A)
3.	How developed a country is can be measured in different ways. (B)
4.	Development is not haphazard and there are many reasons why some countries are more developed than others. (C)
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. (D, E, F)
6.	Aid strategies can have much success. (G)

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

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

A.	Can you define these key words?
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.	Explain the importance of the Roman Catholic Church for daily life in the 16th century.
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
. 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.	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.	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.	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

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

What we are learning this term:

What part did the Roman Catholic Church play in everyday life during the Middle Ages?

A. Keywords
 B. Explain the importance of the Roman Catholic Church for daily life in the 16th century.
 C. What are the roles of monks in society in the Middle Ages ?
 D. What was the main reasons for people going on crusades ?
 E. What were the impacts of the crusades on Europe?

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

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	

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

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

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	
Key word	Key definition	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	
Aron hakodesh- symbolises the Ark of the covenant which held the tablets of stone on which had the 10 commandments carved on	Ner Tamid- A light above the aron hakodesh that never goes out
Sefer Torah- a scroll kept inside the aron hakodesh.	Bimah- 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	-They are a minority religion- They have distinct religious practices and customs that are different to the rest of society.
2	-Superiority- People accuse them of being superior because they see themselves as God's chosen people
3	-Christ-killer myth- 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	
Key word	Key definition	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	Ner Tamid- A _____ above the _____ that never _____
Sefer Torah- a _____ kept inside the _____	_____ - A raised platform with a reading desk in the centre where the Sefer Torah is read..

E Reason and Talm Rippa:		F How and why are Jews persecuted?	
1	_____ Commemorates Hebrews being _____ from the 10th plague and their _____ from Egypt.	1	-They are a _____ religion- They have _____ religious practices and _____ that are _____ to the rest of _____
2	_____ - a day to _____ for their _____	2	- _____ - People accuse them of being _____ because they see _____ as God's _____ people
		3	- _____ - _____ myth- 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.

What we are learning this term: 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		C. ¿Cómo es tu casa? What's your house like? Mi casa es... acogedor(a) adosado/a antiguo/a bonito/a cómodo/a grande moderno/a nuevo/a pequeño/a reformado/a muy bastante My house is... cosy semi – detached old pretty comfortable big modern new small renovated very quite		Key Verbs				
6 Key Words for this term				Ser To be	Tener To have	Hablar To speak	Comer To eat	Vivir To live
1. vivir	4. el hogar			Soy I am	Tengo I have	Hablo I speak	Como I eat	Vivo I live
2. la ciudad	5. una casa			Eres You are	Tienes You have	Hablas You speak	Comes You eat	Vives You live
3. el pueblo	6. un piso			Es s/he is	Tiene He/she has	Habla s/he speaks	Come s/he eats	Vive s/he lives
				Somos We are	Tenemos We have	Hablamos We speak	Comemos We eat	Vivimos We live
				son They are	Tienen They have	Hablan They speak	Comen They eat	viven They live
A. ¿Dónde vives? – Where do you live?		D. ¿Cuántas plantas tiene? How many floors has it got?		E. ¿Qué hay en tu dormitorio? – What's in your bedroom?			F. More Key Opinions/ Verbs across topics	
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	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	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	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. Key verbs across topics		E. ¿Dónde? – Where?						
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	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 ESTAR 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:	
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	
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
emocionante	_____
_____	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	_____

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

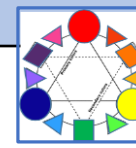
Technique  a way of carrying out a particular task, i.e. a piece of artwork

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




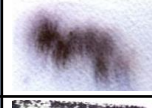

- 1 the primary colours are red, yellow and blue. You can't mix these from other colours
- 2 the secondary colours are orange, purple and green. These are mixed from primary colours
- 3 the tertiary colours are made from primary + secondary i.e. red-orange

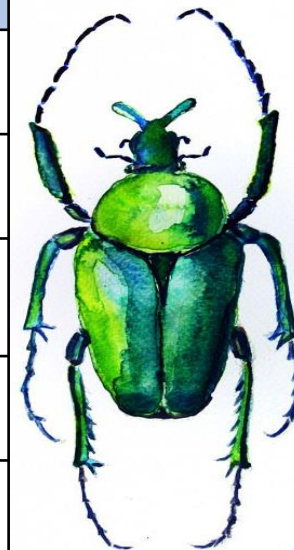


D. Advanced colour theory – colour schemes

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	

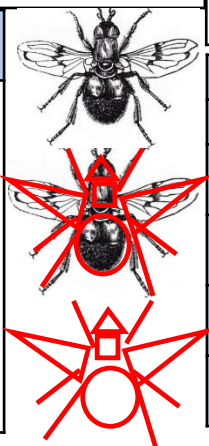
F. Watercolour techniques

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 nd 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

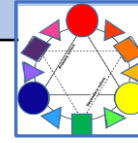
Pattern

Technique

Materials

composition

C. Basic colour theory – the colour wheel

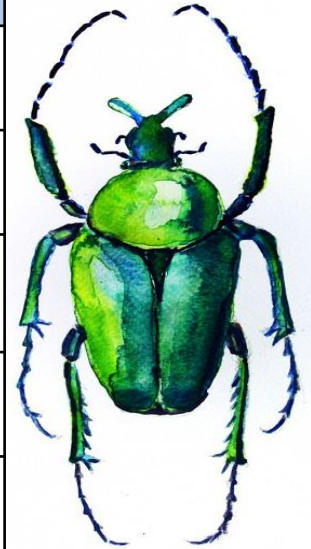


- 1 the primary colours are You can't mix these from other colours
- 2 the secondary colours are These are mixed from
- 3 the tertiary colours are made from i.e. red-orange

D. Advanced colour theory – colour schemes

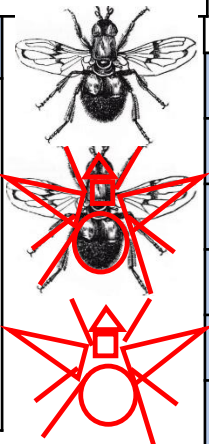
F. Watercolour techniques

Complementary	
Analogous	
Polychromatic	
Monochromatic	
Warm	
Cool	
achromatic	



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. Design Brief B. Specification C. Workshop Tools D. Different Screws
E. Forces F. Types of Lever G. Data Analysis & Evaluation

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

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

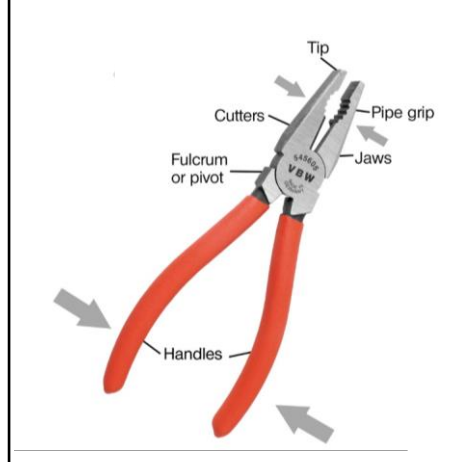
C. Workshop Tools

Screwdriver

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

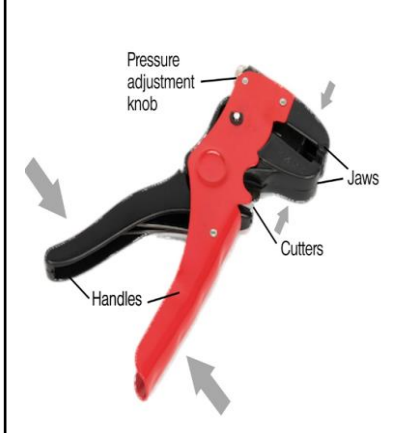
Combination Pliers


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







Wire Strippers 


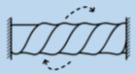
Wire strippers are a type of tool used to remove the plastic insulation from electrical wires. They cut through the insulation but not through the wire. This is so that the wire can be soldered or put into a connector to allow electricity to flow through it




D. Different Screws 

Slot	
Phillips	
Pozidriv	
Hex	

E. Forces 

Compression 	When a squeezing force applied
Torsion 	When a twisting force applied

F. Types of Lever 

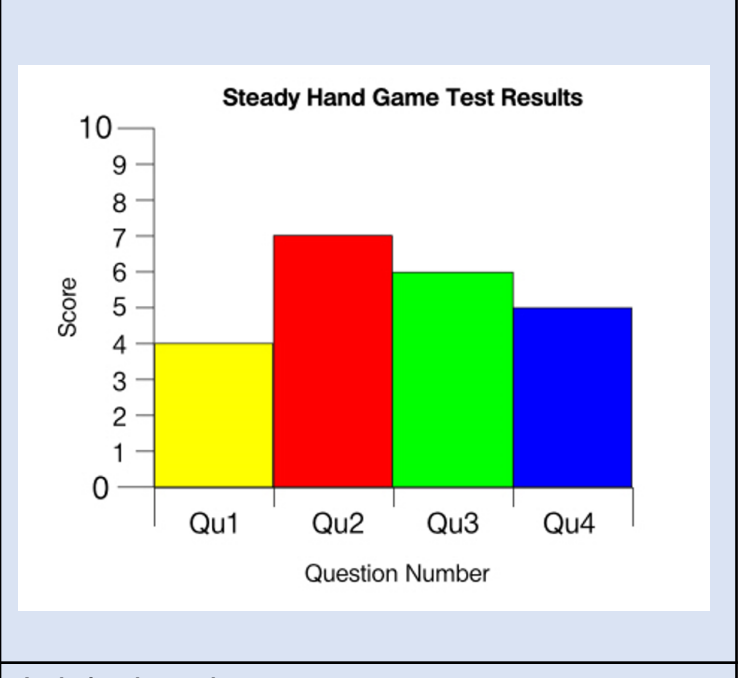
First class lever
 With a Class 1 Lever the fulcrum or pivot is in the middle, like on pliers. The effort is on one side and the load is on the other.

G. Data analysis 

Designers test their products or models and record data to see what works and what doesn't.
 One way to record the data from the tests is by turning it into a graph. See example bar graph below.

Exemplar Bar Graph:

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



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

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

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



What we are learning this term:

A. Design Brief B. Specification C. Workshop Tools D. Different Screws
E. Forces F. Types of Lever G. Data Analysis & Evaluation

A. Define design brief

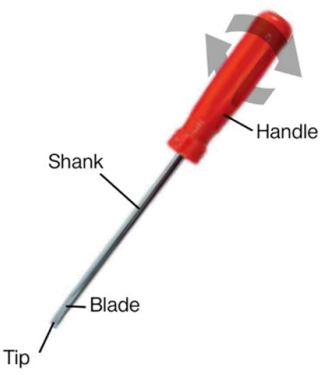
B. Define specification

C. Workshop Tools

Screwdriver

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

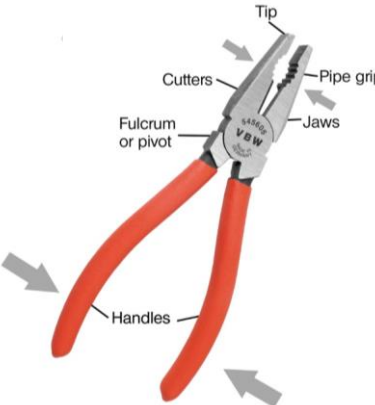
Screwdrivers can have different types of _____ and _____ for use with different types of _____.



Combination Pliers


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

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




Wire Strippers

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




D. Different Screws




E. Forces

Compression



Torsion



F. Types of Lever

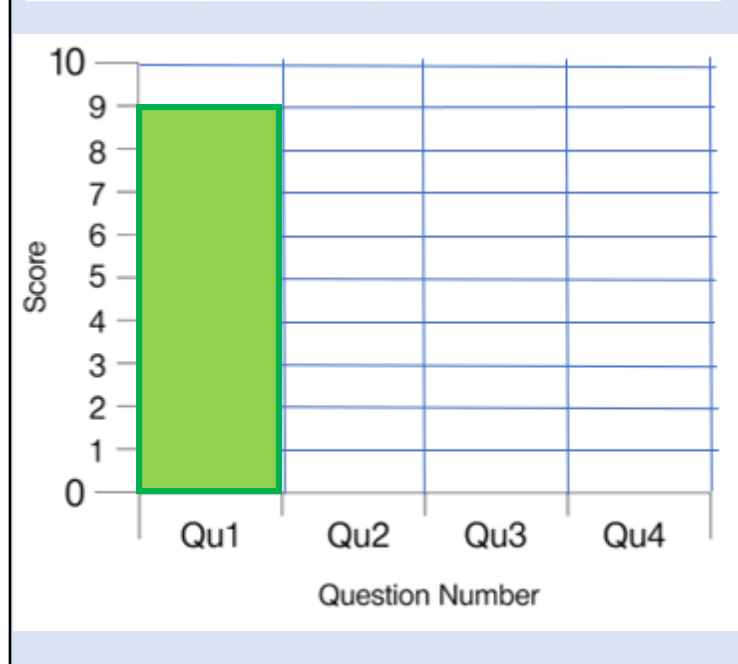
First class lever

G. Define data analysis

Draw out the results provided into the graph below:

The first one has been done for you.

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



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

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 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

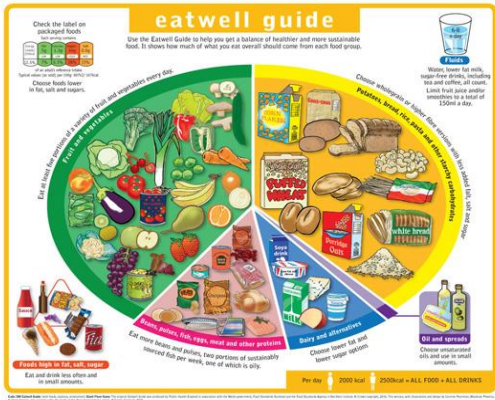


A. What are the three main nutrients required in the diet?

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

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



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

Rule

- 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

Why it is important

- 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

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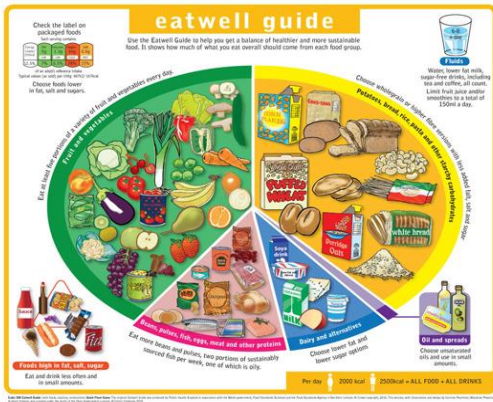
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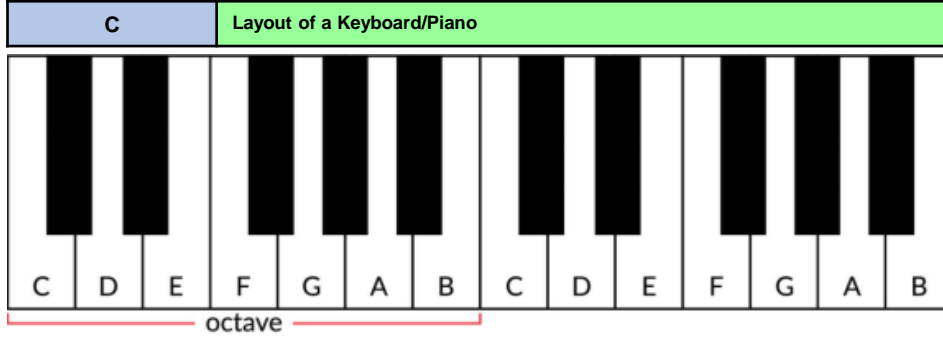
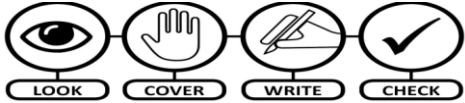
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A	What we are learning about this term...
1	Treble Clef Notation
2	Hand Positions on the Keyboard
3	Sharps, Flats and Natural Notes
4	Chords on the Keyboard



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

B	Keywords
Staff	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>C Major</p>	
<p>G Major</p>	
<p>F Major</p>	
<p>A Minor</p>	
<p>Play one – Miss one – play one – miss one – play one</p>	

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



What we are learning this term:

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

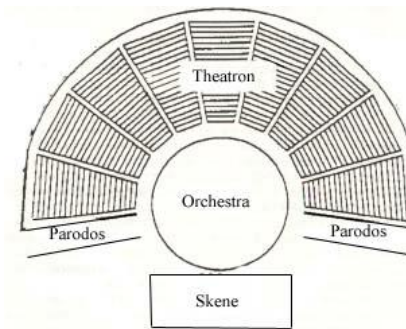
Reasons why a chorus is important:

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



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

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



Parts of a Greek Theater

D. Thinking questions.

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



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

F. Why is Greek theatre important?

Greek theatre has influenced modern entertainment in many areas. Actors with costumes, special effects, the use of satire, and even the shape of the theatre itself are all lasting influences.

What was the festival of Dyonysis?

A festival in ancient Greece in honor of Dionysus (also called Bacchus), the son of Zeus and god of wine, fertility, and drama. There were a series of Dionysian festivals: the Oschophoria, the rural or COUNTRY DIONYSIA, the Lenaea, the ANTHESTERIA, the urban Dionysia, and the most famous—the City or Great Dionysia. The Great Dionysias were held in the spring (March or April) in Athens for five or six days, and their centerpieces were the performances of new tragedies, comedies, and satyric dramas. These took place in the Theater of Dionysus on the side of the Acropolis and were attended by people from throughout the country. The earliest tragedy that survives is *Persai* by Aeschylus, from the year 472 B.C.E. The dramatists, actors, and singers were considered to be performing an act of worship of the god, and Dionysus was thought to be present at the productions.



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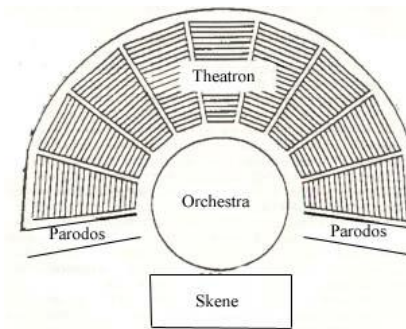
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8	
9	
10	

Key Words	
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3	
4	
5	



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