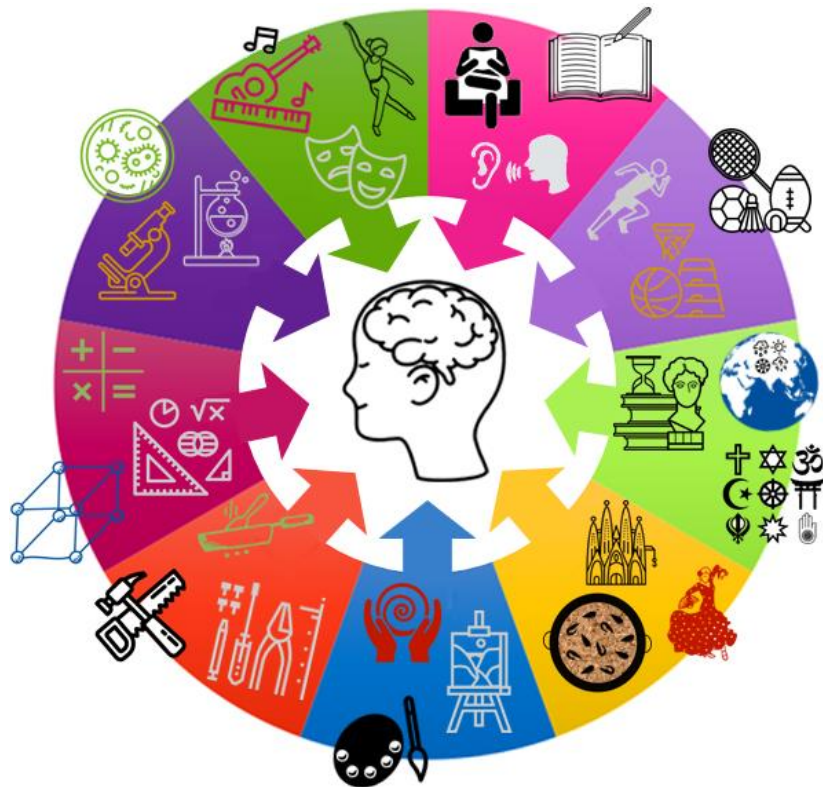


100% book - Year 7 Booster

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

Term 2



Swindon Academy 2022-23

Name:	
Tutor Group:	
Tutor & Room:	

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

Using your Knowledge Organiser and Quizzable Knowledge Organiser

Knowledge Organisers

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

What are we learning this term:

1. Particle model
2. Changing from Solids to Liquids
3. Changing from Liquids to Gases

Key Words for this term:

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

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

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

Solid	Liquid	Gas
<ul style="list-style-type: none"> • Particles are packed closely together in a regular pattern. • Particles vibrate in place. • Particles are held together by strong forces. 	<ul style="list-style-type: none"> • Particles are close together but can move past each other. • Particles are held together by weak forces. 	<ul style="list-style-type: none"> • Particles are far apart and move randomly. • Particles have a lot of energy and move in all directions in a high speed.

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

B. What are the different changes of state?

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

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

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

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

Quizzable Knowledge Organisers

A. What is particle theory?

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

Solid	
Liquid	
Gas	

A. What is the law of conservation of mass?

B. What are the different changes of state?

Melting	
Freezing	
Evaporation	
Condensation	

Diagram: A cycle showing solid, liquid, and gas states with arrows indicating transitions: solid to liquid (melting), liquid to solid (freezing), liquid to gas (evaporation), gas to liquid (condensation), and gas to solid (deposition).

Expectations for Prep and for using your Knowledge Organisers

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

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

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

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

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

Top Tip

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

How do I complete Knowledge Organiser Prep?

Step 1

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

The screenshot shows the epraise website interface. On the left is a 'Planner' for the week of 10th May to 16th May 2020, with a grid for different subjects. On the right is a 'New Year's Homework/Revision: Topic TSP Pack' for 'What is particle theory?'. It includes sections for 'What is particle theory?', 'Describe the arrangement and movement of particles in the three states of matter', and 'What is the law of conservation of mass?'. There are also diagrams of particle arrangements for solid, liquid, and gas states.

Step 2

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

The screenshot shows a student's prep book. The date '29th May 2020' and the title 'Particle theory' are written in the top right corner. The knowledge organiser template is partially filled out with the student's handwriting. The template includes sections for 'What is particle theory?', 'Describe the arrangement and movement of particles in the three states of matter', and 'What is the law of conservation of mass?'. There are also diagrams of particle arrangements for solid, liquid, and gas states.

Step 3

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

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

Step 4

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

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

Step 5

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

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

Step 6

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

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

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

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>	



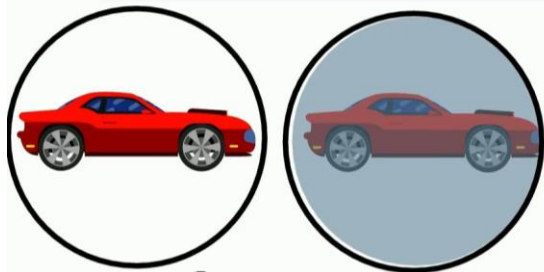
What we are learning this term:

- A. Light and Materials
- B. Reflection
- C. Colours

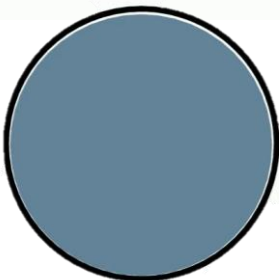
7 Key Words for this term

- 1. Opaque
- 2. Transparent
- 3. Translucent
- 4. Shadow
- 5. Reflection

Transparent Translucent



Opaque



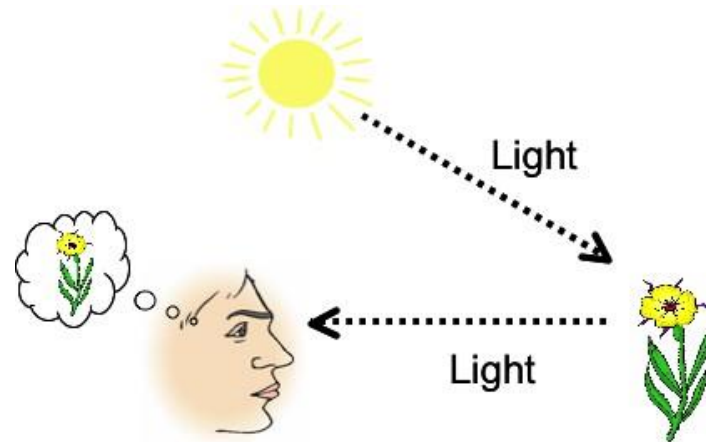
A. What do opaque, transparent and translucent mean?

Opaque	A material through which light cannot pass.
Transparent	A material that lets light through and is completely see-through.
Translucent	A material that lets light through but is not completely see-through.

B. How do we see light?

In order to see, light will reflect off an object and travel into our eyes.

B. Draw the arrows to show the direction light is travelling in.





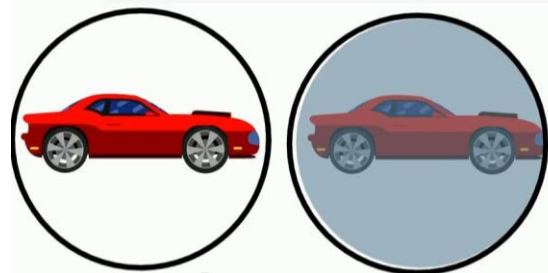
What we are learning this term:

- A. Light and Materials
- B. Reflection
- C. Colours

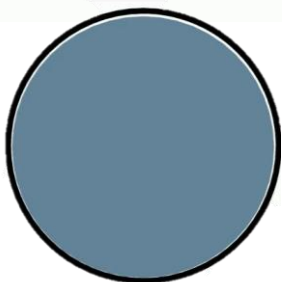
7 Key Words for this term

- 1. O _____
- 2. T _____
- 3. T _____
- 4. Shadow
- 5. R _____

Tranparent Translucent



Opaque



A. What do opaque, transparent and translucent mean?

A material through which light cannot pass.

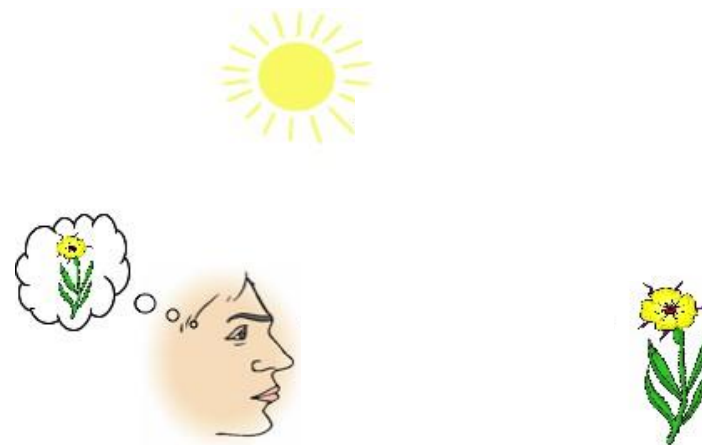
A material that lets light through and is completely see-through.

A material that lets light through but is not completely see-through.

B. How do we see light?

In order to see, light will r_____ off an object and travel into our e_____.

B. Draw the arrows to show the direction light is travelling in.





What we are learning this term:

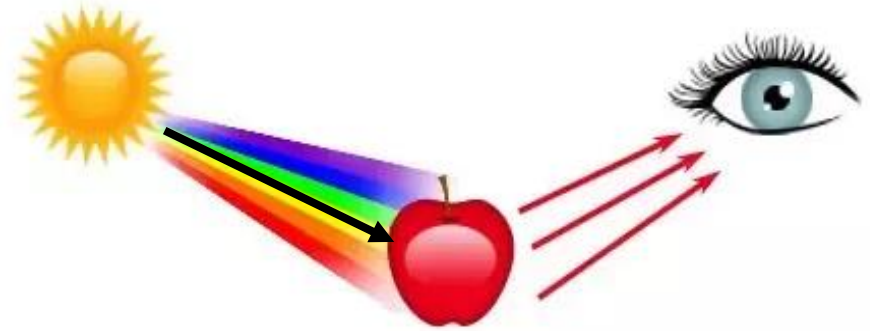
- A. Light and Materials
- B. Reflection
- C. Colours

7 Key Words for this term

- 1. Opaque 4. S_____
- 2. Transparent 5. R_____
- 3. Translucent

C.

Draw the arrows to show the direction light is travelling in.



A.

What are the two types of light sources?

Natural

Sun, Fire, Stars, Firefly

Artificial

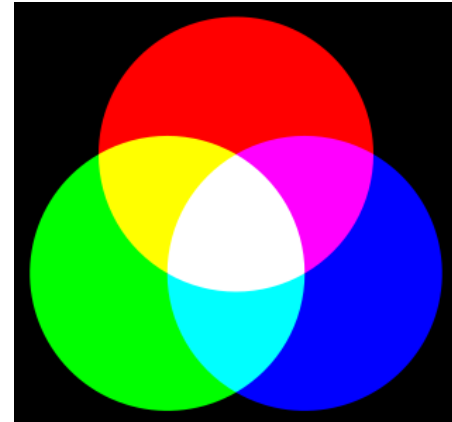
Lightbulb, Phone Screen, Television screen



C.

What is white light made up of?

White light is a mixture of all colours.





What we are learning this term:

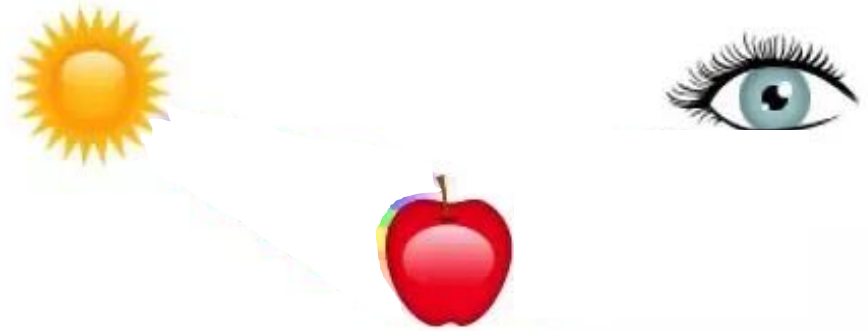
- A. Light and Materials
- B. Reflection
- C. Colours

7 Key Words for this term

- 1. Opaque 4. S_____
- 2. Transparent 5. R_____
- 3. Translucent

C.

Draw the arrows to show the direction light is travelling in.



A.

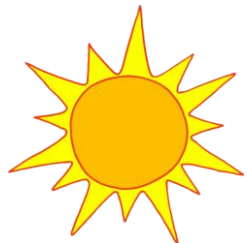
What are the two types of light sources?

N_____

Sun, Fire, Stars, Firefly

A_____

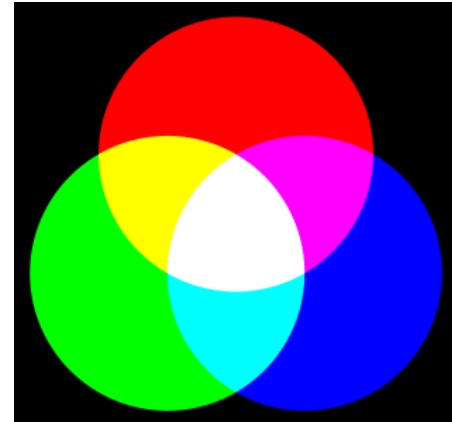
Lightbulb, Phone Screen, Television screen



C.

What is white light made up of?

White light is a mixture of _____.





Geography Knowledge Organiser: Year 7 Term 2 Rivers



Background:	
1.	Rivers affect the landscape and the lives of people who live near them.
2.	Rivers are found within their own drainage basin and have their own distinct features. (A)
3.	As a river moves from its source in the upper course, to its mouth in the lower course, its profile changes. (B)
4.	There are many different river processes which can impact the landscape. (C, D)
5.	Processes of erosion and deposition can lead to the formation of different river landforms. (E, F, G)
6.	Flooding is a key feature of rivers, and drainage basin processes play a significant role in this. By altering the drainage basin of a river, we can interfere with these processes. (H)
7.	There are many famous examples of floods. Today many strategies have been put in place in an attempt to manage the flood risk. (I)

A. Drainage basin features (6)	
Drainage basin	An area of land drained by a river and its tributaries.
Source	The start of a river.
Mouth	Where the river enters the sea or lake.
Tributary	A small river that joins a larger river.
Confluence	The point at which two or more rivers meet.
Watershed	The dividing line between two drainage basins.

B. River profile (3)	
Upper course	The narrow, steep, upper part of a river, contains waterfalls.
Middle course	The wider, deeper channel, contains meanders and ox-bow lakes.
Lower course	The widest, flattest part of the river, near the mouth, contains the floodplain.

C. Types of erosion (4)	
Hydraulic action	The sheer force of the river causing the bed and banks to erode.
Abrasion	Material carried by the river erodes by scraping along the bed and banks.
Attrition	Eroded material carried by the river, hits into each other breaking down into smaller pieces.
Solution	The acids in the water causing erosion.

E. Waterfall – upper course (2)	
Plunge pool	A pool which forms at the bottom of a waterfall, undercutting the hard rock above.
Gorge	A steep sided valley left behind when a waterfall retreats up stream.

F. Meander – middle course (2)	
Slip off slope	The sloping bed of a meander, from the inside (shallow) to the outside (deep).
River cliff	The undercut bank on the outside bend of a meander.

G. Floodplain – lower course (2)	
Silt	The fertile, eroded material transported by a river.
Levees	Banks found at the side of a river in the lower course.

D. Other river processes (5)	
River load	The material which the river is transporting.
Transportation	The movement of material by the river.
Deposition	When a river loses energy so drops its load.
Lateral erosion	When erosion moves across the land, causing the bends of meanders to widen.
Vertical erosion	Erosion which takes place downwards into the land.

H. Drainage basin processes (6)	
Precipitation	Liquid that falls from the sky e.g. rain, snow, hail.
Interception	When the leaves of trees stop precipitation reaching the ground.
Surface run-off	The movement of water overland back into a river.
Surface storage	Water stored on the surface in lakes or puddles.
Infiltration	The movement of water from the surface into the soil.
Through flow	The movement of water through the soil back into the river.

I. Case study example: Boscastle			
Where/ when?		Cornwall in the south west of the UK, happened in August 2004. A tourist destination.	
Cause (3)		Effect (4)	Response (3)
1. Very heavy rainfall, 89mm in just 1 hour.		1. 25 businesses ruined, costing £25 million in lost trade.	1. Immediate - seven helicopters sent in to rescue people from the roofs of buildings.
2. Steep slopes of Bodmin Moor caused surface run-off.		2. Four bridges destroyed.	2. Long term – river widened and deepened.
3. hard ground meant rain could not soak in.		3. Homes damaged costing £500 million to repair.	3. Long term - bridges made wider.
		4. 75 cars washed away.	



Geography Knowledge Organiser: Year 7 Term 2 Rivers



Background:	
1.	Rivers affect the landscape and the lives of people who live near them.
2.	Rivers are found within their own drainage basin and have their own distinct features. (A)
3.	As a river moves from its source in the upper course, to its mouth in the lower course, its profile changes. (B)
4.	There are many different river processes which can impact the landscape. (C, D)
5.	Processes of erosion and deposition can lead to the formation of different river landforms. (E, F, G)
6.	Flooding is a key feature of rivers, and drainage basin processes play a significant role in this. By altering the drainage basin of a river, we can interfere with these processes. (H)
7.	There are many famous examples of floods. Today many strategies have been put in place in an attempt to manage the flood risk. (I)

A. Drainage basin features (6)	
Drainage basin	An _____ of land _____ by a _____ and its tributaries.
Source	The _____ of a river.
Mouth	Where the river _____ or lake.
Tributary	A _____ than joins a larger river.
Confluence	The point at which _____ rivers meet.
Watershed	The _____ between two drainage basins.

B. River profile (3)	
_____ course	The narrow, _____, upper part of a river, contains waterfalls.
_____ course	The wider, _____ channel, contains meanders and ox-bow lakes.
_____ course	The _____, _____ part of the river, near the mouth, contains the floodplain.

C. Types of erosion (4)	
Hydraulic action	The _____ of the river causing the bed and banks to _____
Abrasion	Material carried by the river _____ by _____ along the bed and banks.
Attrition	Eroded material carried by the river, _____ into each other _____ into smaller pieces.
Solution	The _____ in the water causing e_____n.

E. Waterfall – upper course (2)	
Plunge pool	A _____ which forms at the _____ of a _____, undercutting the hard rock above.
_____	A steep sided valley left behind when a waterfall retreats up stream.

F. Meander – middle course (2)	
Slip off slope	The sloping bed of a meander, from the inside (_____) to the outside (_____).
River cliff	The undercut bank on the _____ bend of a meander.

G. Floodplain – lower course (2)	
_____	The fertile, eroded material transported by a river.
_____	Banks found at the side of a river in the lower course.

D. Other river processes (5)	
_____	The material which the river is transporting.
_____	The movement of material by the river.
_____	When a river loses energy so drops its load.
_____	When erosion moves across the land, causing the bends of meanders to widen.
_____	Erosion which takes place downwards into the land.

H. Drainage basin processes (6)	
_____	Liquid that falls from the sky e.g. rain, snow, hail.
_____	When the leaves of trees stop precipitation reaching the ground.
_____	The movement of water overland back into a river.
_____	Water stored on the surface in lakes or puddles.
_____	The movement of water from the surface into the soil.
_____	The movement of water through the soil back into the river.

I. Case study example: Boscastle			
Where/ when?		Cornwall in the south west of the UK, happened in August 2004. A tourist destination.	
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1. Very _____, 89mm in just 1 _____.		1. 25 _____ruined, costing £25 million in lost trade.	1. Immediate - _____ helicopters sent in to rescue people from the roofs of buildings.
2. Steep slopes of B_____ M_____ caused surface run-off.		2. Four _____ destroyed.	2. Long term – river _____ and _____d.
3. _____ ground meant rain could not _____.		3. Homes damaged costing £500 million to repair.	3. Long term – bridges made_____.
		4. 75_____washed away.	

Year 7-6 Term 2 History Knowledge organiser: Topic - Norman Conquest

What we are learning this term:		B.	What were the consequences of Edward the Confessors death		
<p>A. Anglo-Saxon society in England</p> <p>B. The consequences of Edward the Confessors death</p> <p>C. William, Duke of Normandy winning the Battle of Hastings</p> <p>D. The importance of the Feudal System for Norman control</p>		<p>1 – Edward the Confessor - was the Anglo-Saxon king of England from 1042. He was known as the 'Confessor' as he was very religious and ignored his duties as king. He was married but did not have any children. Edward died in January 1066, leaving no obvious heir to the throne. This meant that three men thought that they should be king</p> <p>2 – Harold Godwinson – Harold was an Anglo-Saxon noble who thought he should be king because his sister had been married to Edward the Confessor and he said that Edward had promised him the throne on his death bed</p> <p>3 – Harald Hardrada – Harald was a Viking king who thought that he should be king because the Vikings had been rulers of England before and he believed that they should still be in charge</p> <p>4 – William, Duke of Normandy – William was a Norman duke who thought that he should be king because he was a distant cousin of Edward the Confessor and he said that Edward had promised him the throne in 1051. Also, Harold Godwinson had promised that he would help William take the throne in 1064, but Harold said this was a lie, because he had been William's prisoner</p> <p>Because there were three men that wanted the throne, this meant that they had to fight to take it. Harold Godwinson became king in January 1066, but he did not stay king for long.</p>			
6 Key Words for this term		C.			
<p>1. Conquest – Something that has been taken by force, in particular another country</p> <p>2. Norman – A group of people who came from Northern France and took over England in 1066</p> <p>3. Anglo-Saxon – A group of people who came from German and took over England from 400 AD</p> <p>4. Heir – The person who is next in line to become king or queen of a country</p> <p>5. Hierarchy – This is a way of ranking people and groups based on how powerful or important they are</p> <p>6. Invasion – When an army invades another country, trying to take power</p>		Why did William win the Battle of Hastings?			
		Luck		Leadership	Preparation
		<ul style="list-style-type: none"> Whilst Harold was in the north fighting the Vikings, the winds changed for William and he was able to sail across and invade England Harold Godwinson's best men had been killed in the previous battle Harold's soldiers who were left were exhausted and not ready for battle At a key moment in the battle, Harold was shot in the eye with an arrow 		<ul style="list-style-type: none"> William was very brave and at a difficult time in the battle, he led his men back up Senlac hill to attack the English William encouraged his men to use a clever trick of retreating to make the English come down from the hill. Then the Normans could surround and kill them 	<ul style="list-style-type: none"> William had a great army and lots of weapons ready for the battle William had also built many ships to carry his men across the sea to England He skilfully arranged his army in rows ready for the attack William had a large number of knights on horses who gave the Normans lots of attacking power
A.	Describe features of Anglo-Saxon society				
Key word	Key definition				
1 – Tribes	A tribe is a group of families who have the same beliefs. The Anglo-Saxons were a mix of tribes from Northern Germany, Denmark and the Netherlands.				
2 – Bretwalda	This is an Anglo-Saxon word which means 'ruler of Britain. The Bretwalda was a king who had conquered other kingdoms in Britain and therefore had the most power				
3 – Thanes	These were the king's advisers who helped him to run his kingdom. They travelled around with the king and made sure that people stuck to his rules				
4 - Cyning	This is the Anglo-Saxon word for king. There was not just one king in Anglo-Saxon England. There were many tribes who had its own cyning and each one ruled over a kingdom				
5 – Kingdom	A country whose ruler is a king or queen. In Anglo-Saxon England there were 5 main kingdoms called: Mercia, Northumbria, Wessex, Kent and East Anglia				
		D.	How important was the Feudal System for Norman control of England?		
		Feudal System	Under the control of William and his Norman knights, a rigid social structure was introduced called the Feudal System. The king was at the top of this system and he had the ultimate power, owning all the land and being the richest person in England. The higher up on the system you were the more freedom, wealth and power you had.		
		Barons	These men were the highest rank of medieval society, who ruled land directly on behalf of the king. The King made sure that the barons he gave land to were loyal to him and that they paid him money in return for the land they were given.		
		Knights	In order to fight for the king, barons needed their own armies. So they divided their land into smaller areas and gave this land to their knights. In return for the land, the knights had to promise they would be loyal to the baron and would fight for the king when needed.		
		Peasants	The peasants were at the bottom of the system. Many of them had to work for their lord until the day that they died, and they had little freedom. They were also not paid for the work that they did. Most of the peasants were Anglo-Saxons.		
		Vassal	This is anyone who is below you in medieval society – so a peasant was a vassal to the knights		
		Domesday book	This was another way William kept control. The Domesday Book was a survey that detailed everything that a village or town owned in England. This meant he knew how wealthy places were and how much money he could take from them as a tax.		

Year 7-6 Term 2 History Knowledge organiser: Topic - Norman Conquest

What we are learning this term:		B.	What were the consequences of Edward the Confessors death		
A. Anglo-Saxon society in England B. The consequences of Edward the Confessors death C. William, Duke of Normandy winning the Battle of Hastings D. The importance of the Feudal System for Norman control		1 – Edward the Confessor - 2 – Harold Godwinson – 3 – Harald Hardrada – 4 – William, Duke of Normandy –			
6 Key Words for this term					
1. Conquest – 2. Norman – 3. Anglo-Saxon – 4. Heir – 5. Hierarchy – 6. Invasion –					
		C.	Why did William win the Battle of Hastings?		
		<u>Luck</u>	<u>Leadership</u>	<u>Preparation</u>	
A.	Describe features of Anglo-Saxon society				
Key word	Key definition				
1 – Tribes					
2 – Bretwalda					
3 – Thanes					
		D.	How important was the Feudal System for Norman control of England?		
		Feudal System			
		Barons			
		Knights			
		Peasants			
		Vassal			
		Domesday book			



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

F How and why are Jews persecuted?	
1	- They are a _____ religion- They have _____ religious practices and _____ that are _____ to the rest of _____
2	- _____ - People accuse them of being _____ because they see _____ as God's _____ people
3	- _____ - _____ 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. Countries and Nationalities B. Members of the family C. Colours D. Describing appearance E. Key words across topics F. Translation practice	
6 Key Words for this term	
1. hablar	4. el pelo
2. ¿dónde vives?	5. los ojos
3. Me llamo	6. las mascotas

C. ¿Qué color es? What colour is it?	
Los colores amarillo/a atigrado/a azul blanco/a dorado/a gris marrón negro/a rojo/a verde dorados/as marrones negros/as	Colours Yellow Tabby Blue White Gold Grey Brown Black Red Green Gold Brown black

Key Verbs				
Ser To be	Tener To have	Hablar To speak	Comer To eat	Vivir To live
Soy I am	Tengo I have	Hablo I speak	Como I eat	Vivo I live
Eres You are	Tienes You have	Hablas You speak	Comes You eat	Vives You live
Es s/he is	Tiene s/he has	Habla s/he speaks	Come s/he eats	Vive s/he lives
Somos We are	Tenemo 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?

Vivo en ... Los países	I live in ... Countries
Escocia	Scotland
España	Spain
Estados Unidos	United States
Gales	England
Irlanda	Ireland
¿De dónde eres?	Where are you from?
Soy (de) ...	I'm (from) ...
¿Dónde vives?	Where do you live?
La nacionalidad	Nationality
¿Cuál es tu nacionalidad?	What nationality are you?
escocés/escocesa	Scottish
español/a	Spanish
Irlandés/a	Irish
inglés	English
galés	Welsh

D. Describe – describe yourself

Los ojos y el pelo	Eyes and hair
¿De qué color es tu pelo?	What colour is your hair?
Tengo ...	I've got ...
Tiene ...	He's/She's got
el pelo castaño	brown hair
el pelo negro	black hair
el pelo pelirrojo	red hair
el pelo rubio	fair hair
el pelo corto	short hair
el pelo largo	long hair
el pelo liso	straight hair
el pelo ondulado	wavy hair
el pelo rizado	curly hair
¿De qué color son tus ojos?	What colour are your eyes?
los ojos verdes	green eyes
alto/a	Tall
bajo/a	Short
de talla mediana	medium
pelirrojo/a	height/size
	red-headed
	Fair/blonde
rubio/a	

E. Las Mascotas y sus Personalidades – Pets and their Personalities

un caballo	A horse
un pájaro	a bird
un perro	a dog
un conejo	a rabbit
un cobayo	a guinea pig
un gato	a cat
un pez	a fish
un ratón	a mouse
una tortuga	a tortoise
tranquilo/a	quiet
mono/a	cute
divertido/a	funny
atrevido/a	daring
de mal humor	bad tempered
cariñoso/a	affectionate
serio/a	serious
independiente	independent
inteligente	intelligent
tonto/a	silly
ruidoso/a	loud
irritante	irritating
sometido/a	subdued
amoroso/a	loving
aburrido/a	boring
hiperactivo/a	hyperactive
perezoso/a	lazy
tímido/a	shy
valiente	brave
leal	loyal

F. Key Words across Topics?

to have = tener	Me gusta – I like
to be = ser	Me encanta – I love
to go = ir	Odio – I hate
to do = hacer	Porque – because
to play = jugar	Divertido – fun
to see = ver	Aburrido – boring
to listen=escuchar	Util – useful
to buy =comprar	Inutil – useless
to live =vivir	Comodo – comfy
to speak= hablar	Interstante-
to have to = deber	interesting
to want to=querer	Entretenido –
to visit = visitar	entertaining
to eat - =comer	Emocionante –
to drink = beber	exciting
to go out = salir	Guay – cool
to read = leer	Genial – great
to work = trabajar	Soso – dull
to think = pensar	Asqueroso –
to write =escribir	disgusting
	Malo- bad
	Bueno - good

B. ¿Describe tu familia? Describe your family

¿Tienes hermanos?	Do you have brothers and sisters?
un hermano/una hermana.	I've got a brother/a sister.
Soy hijo único/a	I'm an only child
Somos gemelos/as	We are twins
¿Cómo se llama tu madre/padre?	What's the name of your mum/father?
Mi madre/padre se llama	My mother/father's name is
abuelos	grandparents
tios	aunties/uncles
primos	cousins

G. Translation Practice	
I am tall	S a
My brother is English	M h e l
My sister is Scottish	M h e e
My mum is tall and blonde	M m e a y r
My dad is short and fat	M p e b y g
My brother is tall and thin	M h e a y d
I have the eyes blue and the hair brown and curly	T l o a y e p m y r
She has the hair wavy and ginger	T e p o y p
They have green eyes	T l o v
I am an only child	S h u
My mum is funny	M m e d
My sister is irritating	M h e i
I have green eyes	T l o v
I don't have blue eyes	N t l o a
My dog is black	M p e n
My cat is white	M g e b
I have 3 dogs	T t p
I don't have any pets	N t m

H. Key Questions: Answer the following in your own words. Use these model answers	
¿Cómo eres? Describe your appearance	Soy bastante alto y delgado. Tengo los ojos azules y el pelo negro.
¿Cómo es tu familia? What's your family like	Vivo con mis padres. Mi padre se llama Bill y mi madre se llama Emily. Mi padre es alto y gordo pero mi madre es alta y delgada. Mi madre tiene el pelo pelirrojo pero mi padre tiene el pelo marrón y ondulado.
¿Tienes animales? Do you have any pets?	Si, tengo un perro que se llama Fido. Mi perro es negro y es muy leal y cariñoso.
¿Cómo es tu madre?	Mi madre tiene el pelo rubio y los ojos azules. No es muy alta y es muy divertida como yo.

I. Key Questions: Translate these model answers using the KO	
¿Cómo eres? Describe your appearance	I am quite short and a little fat. I have green eyes and black hair
¿Cómo es tu familia? What's your family like	I live with my parents and my grandparents. My dad is called Bob and my mum is called Emily. My dad is short and fat and my mum is short and slim. My mum has brown hair and my dad has short blonde hair. I have short curly black hair and green eyes.
¿Tienes animales? Do you have any pets?	Yes, I have a white cat. My cat is very serious and is bad tempered. My sister has a black guinea pig called Coco. Coco is very funny.
¿Cómo es tu madre?	My mum is very short with long black hair. She has green eyes and is very serious.

J. Key Grammar	
Words for THE and A	The = el or la or los or las – depending on if it's masculine/feminine/plural A = un or una – if it's masculine or feminine
Using the verbs "to be" and "to have" correctly	Tengo = I have (you just need one word in Spanish not 2 like in English) but remember each person needs a different word eg he has = tiene, we have = tenemos
Adjective placement Adjective agreement	Remember adjectives go after the noun Remember adjectives have to agree with the noun in number and gender Eg ojos azules –eyes blue, pelo negro - black hair
Use porque to describe your opinions Use singular and plurals correctly	Quiero a mi madre porque es muy divertida = I love my mum because she's very funny Mis gatos son blancos – My cats are white Mis tortugas son rojas – My tortoises are red



What we are learning this term:
A. Countries and Nationalities
B. Members of the family
C. Colours
D. Describing appearance
E. Key words across topics
F. Translation practice

6 Key Words for this term	
1. hablar	4. el pelo
2. ¿dónde vives?	5. los ojos
3. Me llamo	6. las mascotas

C. ¿Qué color es? What colour is it?	
<u>Los colores</u>	<u>Colours</u>
_____	Yellow
_____	Tabby
_____	Blue
_____	White
_____	Gold
_____	Grey
_____	Brown
_____	Black
_____	Red
_____	Green
_____	Gold
_____	Brown
_____	black

Key Verbs				
Ser To be	Tener To have	Hablar To speak	Comer To eat	Vivir To live
I am	I have	I speak	eat	I live
You are	You have	You speak	You eat	You live
s/he is	s/he has	s/he speaks	s/he eats	s/he lives
We are	We have	We speak	We eat	We live
They are	They have	They speak	They eat	They live

A. ¿Donde vives? Where do you live?

Vivo en ... Los países	I live in ... Countries
_____	Scotland
_____	Spain
_____	United States
_____	England
_____	Ireland
Soy (de) ...	Where are you from?
_____	Where do you live?
_____	Nationality
_____	What nationality are you?
_____	Scottish
_____	Spanish
_____	Irish
_____	English
_____	Welsh

D. Describe te – describe yourself

<u>Los ojos y el pelo</u>	<u>Eyes and hair</u>
¿De qué color es tu pelo?	_____
_____	I've got ...
_____	He's/She's got
_____	brown hair
_____	black hair
_____	red hair
_____	fair hair
_____	short hair
_____	long hair
_____	straight hair
_____	wavy hair
_____	curly hair
¿De qué color son tus ojos?	_____
_____	green eyes
_____	Tall
_____	Short
_____	medium
_____	height/size
_____	red-headed
rubio/a	_____

E. Las Mascotas y sus Personalidades – Pets and their Personalities

_____	A horse
_____	a bird
_____	a dog
_____	a rabbit
_____	a guinea pig
_____	a cat
_____	a fish
_____	a mouse
_____	a tortoise
_____	quiet
_____	cute
_____	funny
_____	daring
de mal humor	_____
cariñoso/a	_____
serio/a	_____
independiente	_____
inteligente	_____
tonto/a	_____
ruidoso/a	_____
irritante	_____
sometido/a	_____
amoroso/a	_____
aburrido/a	_____
hiperactivo/a	_____
perezoso/a	_____
tímido/a	_____
valiente	_____
leal	_____

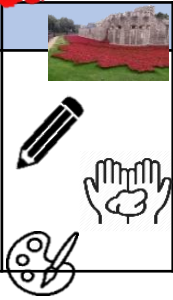
F. Key Words across Topics?

to have = _____	_____ – I like
to be = _____	_____ – I love
to go = _____	O_____ - I hate
to do = _____	P_____e – because
to play = _____	_____o – fun
to see = _____	A_____o – boring
to listen=_____r	_____ – useful
to buy = _____	I_____ – useless
to live = _____	C_____do – comfy
to speak=_____	In_____ante- interesting
to have to = _____	E_____do – entertaining
to want to=_____r	E_____nte – exciting
to visit = _____	G_____y – cool
to eat - = _____	Genial – great
to drink = _____r	_____o – dull
to go out = _____	A_____o – disgusting
to read = _____	M_____o- bad
to work = _____	B_____no - good
to think = _____	
to write = _____	

B. ¿Describe tu familia? Describe your family

¿Tienes hermanos?	Do you have brothers and sisters?
_____	I've got a brother/a sister.
_____	I'm an only child
_____	We are twins
_____	What's the name of your mum/father?
_____	My mother/father's name is
_____	grandparents
_____	aunties/uncles
_____	cousins

What we are learning this term:
A. About Paul Cummins installation 'Blood Swept Lands and Seas of Red'
B. How to use the Grid method for accurate drawing
C. Using clay to create a ceramic poppy – slab method for accurate drawing
D. Using poster paint to decorate your sculpture



6 Key Words for this term
1. Remembrance
2. Sculpture
3. Installation
4. Decoration
5. Line
6. Ceramic



A. About Paul Cummins and his installation 'Blood Swept Lands and Seas of Red'	
What?	He installed 888000 clay poppies at the Tower of London in 2014 covering 16 acres
Why?	Each one represented a service/man woman who died during WW1 (1914-18)
How?	Each one was made by hand using clay, fired in the kiln and painted before going on display



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



C. Using clay to create a ceramic poppy using the slab method

Clay is a **material** used by artists. It is made from minerals. It is found underground. There are many different types of clay.

Steps for making your poppy:

1. Roll out the clay using a rolling pin, wooden board and slats
2. Use a template or a cutter to cut the poppy shapes
3. Join piece using **score and slip**
4. Decorate the clay using **additive** and **subtractive** techniques
5. Fire the **sculpture** in the **kiln**
6. **Decorate** the ceramic sculpture using poster paint

What each tool is used for:

Rolling pin	Rolling the clay out into a slab
Wooden board	Stops the clay sticking and minimises dust
slats	Stops the clay being rolled too thin

States of working with clay

Plastic	Very flexible, high moisture content, easy to shape
Leather-hard	Partially dried out, can still be carved but no longer shaped
Bone dry	No moisture. Can't be altered
Bisque fired ceramic	After first firing (lower temperature), waterproof
	After second firing (higher temperature). Delicate

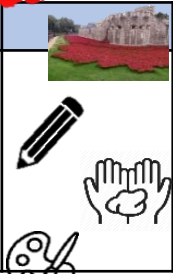


G. Key words and definitions	
Remembrance	the action of remembering the dead.
Sculpture	A 3dimensional artwork
Installation	Placing a particular artwork in a specific place
Decorate	To make something more appealing or visually attractive
Line	A continuous mark with width, length and direction
Ceramic	made of clay and permanently hardened by heat.
Detail	The small parts of something
Accuracy	How similar a drawing is to the source
Source	What you are drawing or working from
Construct	To build
Score and slip	Method for joining clay
Kiln	The oven used to fire the clay
composition	How the elements of an artwork are arranged
outline	the outer edge or line



What we are learning this term:

- About Paul Cummins installation 'Blood Swept Lands and Seas of Red'
- How to use the Grid method for accurate drawing
- Using clay to create a ceramic poppy – slab method for accurate drawing
- Using poster paint to decorate your sculpture



A.	About Paul Cummins and his installation 'Blood Swept Lands and Seas of Red'
What?	He installed 888000 clay poppies at the Tower of London in 2014 covering 16 acres
Why?	Each one represented a service/man woman who died during WW1 (1914-18)
How?	Each one was made by hand using clay, fired in the kiln and painted before going on display

B.	What are the stages of drawing using the grid method?
-----------	--



6 Key Words for this term

- Remembrance
- Sculpture
- Installation
- Decoration
- Line
- Ceramic



C. Using clay to create a ceramic poppy using the slab method

Clay is a **material** used by artists. It is made from minerals. It is found underground. There are many different types of clay.

Explain the steps for making your poppy including materials and techniques

- 1
- 2
- 3
- 4
- 5
- 6

Explain what each tool is used for:

Rolling pin	
Wooden board	
slats	

What are each of the States of working with clay

Plastic	
Leather-hard	
Bone dry	
Bisque fired	
ceramic	



G.	Add definitions for the key words
Remembrance	
Sculpture	
Installation	
Decorate	
Line	
Ceramic	
Detail	
Accuracy	
Source	
Construct	
Score and slip	
Kiln	
composition	
outline	





Year 7 PRODUCT DESIGN Term 2 Knowledge Organiser



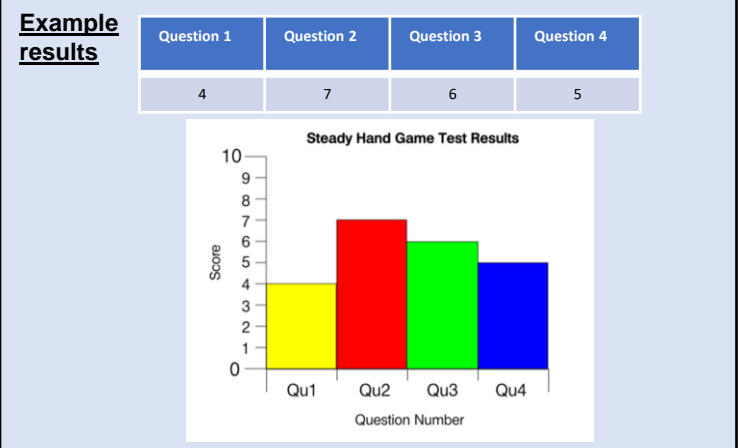
What we are learning this term:			
A. Design Brief	C. Tools	E. Type of lever	G. Evaluation & Data analysis
B. Specification	D. Forces	F. Fulcrum	H. Modelling

A.	Design brief	B.	Specification
Design Brief	<ul style="list-style-type: none"> The instructions the client gives the designer of what they want the product to be like. 	Specification	<ul style="list-style-type: none"> A design specification is a list of specific things your product needs to be or do.

C. Tools		
Screwdriver	Combination Pliers	Wire Strippers
<p>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.</p>	<p>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.</p>	<p>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</p>

D.	Different screws	E.	Forces	F.	Types of lever
Slot Phillips Pozidriv Hex		Compression	When a squeezing force applied	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.
		Torsion	When a twisting force applied		

G.	Data analysis
Data analysis	You will need to record the data from the tests and use it to produce results that can be turned in to graphs. See example bar graph below.



H.	Modelling
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To make a 3D representation of your proposed final product to see if it works, what works well and how it could be improved.

 Mock-up	<ul style="list-style-type: none"> Cost effective Quick to make Simple materials; cardboard, paper, foam Made to see how a design idea might look
 Prototype	<ul style="list-style-type: none"> Can be expensive to make Will take longer to make than a mock-up Can be made from the same materials as the final product, also; clay, 3D printer.
 CAD (computer aided design)	<ul style="list-style-type: none"> Higher quality designs Reuse / easily change designs Increased productivity However, you can't physically touch it
Advantages to modelling a design	Designers will model a design idea before making the real thing to test the aesthetics and function. The product can be tested and improved based on the results.



Year 7 PRODUCT DESIGN Term 2 Knowledge Organiser



What we are learning this term:			
A. Design Brief	C. Tools	E. Type of lever	G. Evaluation & Data analysis
B. Specification	D. Forces	F. Fulcrum	H. Modelling

A.	Design brief	B.	Specification
Design Brief	<ul style="list-style-type: none"> The instructions the client gives the designer of what they want the product to be like. 	Specification	<ul style="list-style-type: none"> A design specification is a list of specific things your product needs to be or do.

C. Tools		
Screwdriver	Combination Pliers	Wire Strippers
<p>A _____ is a type of tool that is, quite literally, used to _____ screws into the surface of materials such as _____</p> <p>Screwdrivers can have different types of _____ and _____ for use with different types of _____.</p>	<p>_____ are a tool used for _____, _____ and _____ (squeeze). They are a type of _____ lever.</p> <p>There are different types of pliers that are used for different jobs such as _____, side _____ and _____ pliers.</p>	<p>_____ 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</p>

D.	Different screws	E.	Forces
		Compression	
		Torsion	
		F.	Types of lever
		First class lever	

G.	Data analysis
Data analysis	Add the new example results to the bar graph

Example results

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

Steady Hand Game Test Results

Question Number	Score
Qu1	3
Qu2	5
Qu3	2
Qu4	7

H.	Modelling
-----------	------------------

To make a 3D representation of your proposed final product to see if it works, what works well and how it could be improved.

		<ul style="list-style-type: none"> Cost effective Quick to make Simple materials; cardboard, paper, foam Made to see how a design idea might look
	Prototype	
	(computer aided design)	<ul style="list-style-type: none"> Higher quality designs Reuse / _____ Increased productivity However, you can't physically touch it

Advantages to modelling a design	
---	--

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

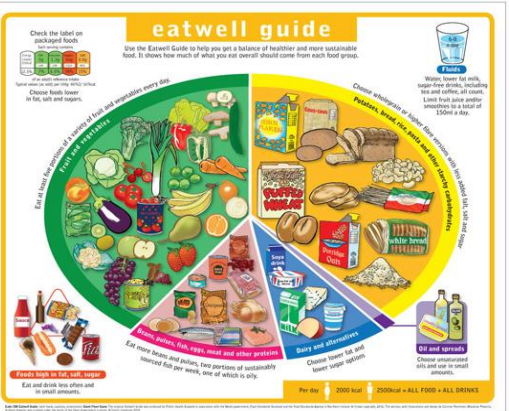
6 Key Words for this term	
1 Hygiene	4 Cuisine
2 Health	5 Sensory Analysis
3 Food Poisoning	6 Preparation

B.	What are the 5 different sections of the Eatwell plate?
	<ol style="list-style-type: none"> 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?
	<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?	
<u>Rule</u>		<u>Why it is important</u>
<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 		<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

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

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

What we are learning this term:

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

6 Key Words for this term

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

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

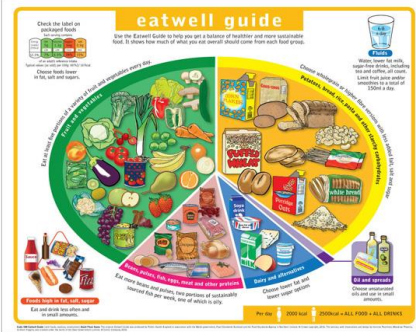
B. What are the 5 different sections of the Eatwell plate?

1	
2	
3	
4	
5	



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

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



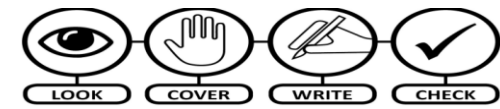
C. Can you list 5 health, safety and hygiene rules and explain the importance of them?

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

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



A	What we are learning about this term...
1	Elements of Music
2	Singing Technique
3	Using Graphic scores as notation
4	Singing with confidence
5	Major/ Minor tonality



C - Useful links: practice at home!

These QR codes will take you to YouTube to be able to sing along!

Disney Song Sing Along! ----->

SCAN ME

Check out this vocal warm up!

E – Major and Minor Tonality

Major and Minor mean **happy and sad sounding music** – or mood!
 Check out the links below by scanning the QR codes to learn more and complete a major or minor quiz!



Major/ Minor Movie Quiz!

Game 1

B	Keywords
Thin Texture	Not many sounds/layers
Thick Texture	Many sounds/ layers
Round	singing/playing the same thing, starting at different times
Graphic Score	Where pictures and symbols are used instead of notes on the stave
Warm up	An important exercise for singers to prepare their voice for singing
Pulse	The steady beat in music
Rhythm	Combination of long and short notes to create interesting patterns
Octave	Distance of 8 notes (e.g. C to C)

D Treble Clef Notes and Octave

Every Good Boy Deserves Football

...in the space!

1 Octave

C D E F G A B C

F 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



C - Useful links: practice at home!

These QR codes will take you to YouTube to be able to sing along!

Disney Song Sing Along! ----->



Check out this vocal warm up!

E - Major and Minor Tonality

What does Major and Minor Mean?

Major is _____

Minor is _____



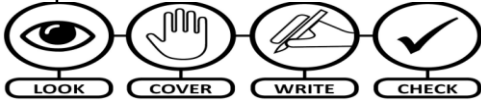
Game 1



Major/ Minor Movie Quiz!

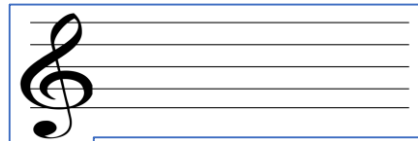
A What we are learning about this term...

- 1 Elements of Music
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- 3 Using Graphic scores as notation
- 4 Singing with confidence
- 5 Major/ Minor tonality



B Keywords

D Treble Clef Notes and Octave

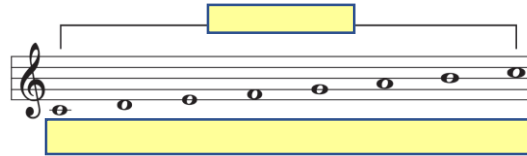


... Draw EGBDF on the lines!



... Draw FACE in the space!

Complete The gaps!



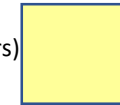
F

Practice your note drawing skills!

1. Draw the note TEA (crotchet)



2. Coffee (pair of quavers)



3. Now draw this rhythm in note values (TEA TEA COFFEE COFFEE)



4. COFFEE COFFEE COCACOLA TEA



F Describing Music - MAD T SHIRT

M	A	D	T	S	H	I	R	T
M _____	A _____	D _____	T _____	S _____	H _____/T _____	I _____	R _____	T _____

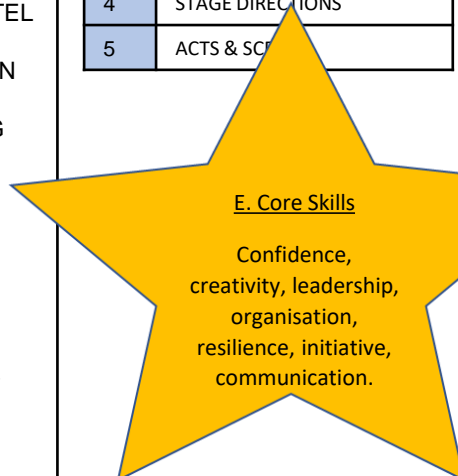


What we are learning this term:	
A.	The foundation, storytelling skills and techniques, used throughout drama.
B.	The 5 elements of drama and how they relate to a performance.
C.	How to apply the storytelling skills and techniques as well as the 5 drama elements to a tretreau performance.
6 Key Words for this term	
1.	Genre – a style or category of a story
2.	Storytelling – the act of telling stories.
3.	Improvisation- create a scene without prior planning or a script.
4.	Characterisation – presentation of a fictional character using gesture, posture and stance.
5.	Tretreau – a 4ft by 6ft stage where 4-7 actors perform.
6.	Physical and visual theatre – communicating a story using objects and bodies.
7.	Mime: using gesture, movement and eye focus to suggest action.

A.	What are the storytelling skills and techniques?
	Key word
1	NARRATION
2	MIME
3	SOUND EFFECTS
4	PHYSICAL AND VISUAL THEATRE
5	CHARACTERISATION
6	

B.	Make a list of different stories.
1	CINDERELLA
2	ROBIN HOOD
3	PETER PAN
4	HANSEL AND GRETEL
5	RUMPELSTILTSKIN
6	LITTLE RED RIDING HOOD
7	THE PIED PIPER
8	SNOW WHITE
9	THE THREE LITTLE PIGS
10	SLEEPING BEAUTY

C.	What are the 5 Drama Elements?
	Key word
1	DIALOGUE
2	SETTING
3	CAST/CHARACTERS
4	STAGE DIRECTIONS
5	ACTS & SCENES



D. 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?

F.	Why is improvisation important in drama?
	It improves an actor's ability to think on their feet, to be creative and use their imaginations.

G. What do these words mean?	Definitions
1. Facial Expression	used to express feelings or tell a story
2. Body Language	a form of non-verbal communication
3. Levels	the space between a performer and the floor
4. Cannon	a move or words that are the same but done one after another
5. Unison	moves or words said at the same time as others
6. Transitions	movement passage from one place or move to another



What we are learning this term:

- The foundation, storytelling skills and techniques, used throughout drama.
- The 5 elements of drama and how they relate to a performance.
- How to apply the storytelling skills and techniques as well as the 5 drama elements to a tretreau performance.

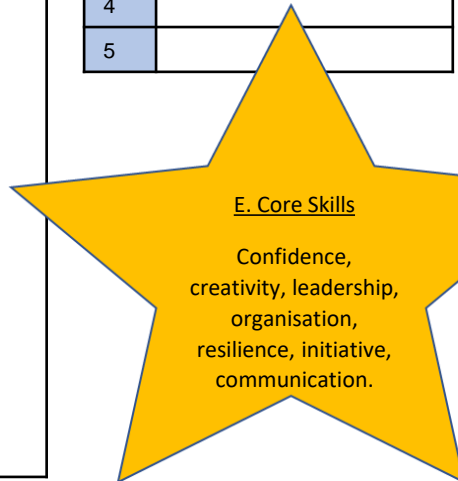
6 Key Words for this term

- G : a style or category of a story
- S : the act of telling stories.
- I : create a scene without prior planning or a script.
- C : presentation of a fictional character using gesture, posture and stance.
- T : a 4ft by 6ft stage where 4-7 actors perform.
- P and visual : communicating a story using objects and bodies.
- M : using gesture, movement and eye focus to suggest action.

A.	What are the storytelling skills and techniques?
	Key words
1	
2	
3	
4	
5	
6	

B.	Make a list of different stories.
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	

C.	What are the 5 Drama Elements?
	Key word
1	
2	
3	
4	
5	



D. Thinking questions.
1. How am I showing my character?
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