

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

4 Key Words for this term:

1. Matter
2. Particles
3. Changing from 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 arrangement and movement of particles in the three states of matter.

Solid
In a regular pattern. Particles can vibrate in a fixed position.

Liquid
Particles are arranged randomly but are still touching each other. Particles can slide past each other and move around.

Gas
Particles are far apart and are arranged randomly. Particles carry a lot of energy and they move in all directions in a high speed.

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

B. What are the different changes of state?

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

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

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

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

Diagram: A cycle showing the states of matter: Solid, Liquid, Gas. Arrows indicate transitions: Solid to Liquid (melting), Liquid to Solid (freezing), Liquid to Gas (evaporation), Gas to Liquid (condensation). Energy is gained during melting and evaporation, and lost during freezing and condensation.

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

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

Quizzable Knowledge Organisers

A. What is particle theory?

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

Solid

Liquid

Gas

A. What is the law of conservation of mass?

B. What are the different changes of state?

Melting

Freezing

Evaporation

Condensation

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

Pure

Impure

Diagram: A cycle showing the states of matter: Solid, Liquid, Gas. Arrows indicate transitions: Solid to Liquid, Liquid to Solid, Liquid to Gas, Gas to Liquid.

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

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

Expectations for Prep and for using your Knowledge Organisers

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

Top Tip

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

How do I complete Knowledge Organiser Prep?

Step 1

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

The screenshot shows the epraise website interface. On the left is a 'Planner' with a calendar for 10th May to 16th May 2020, listing various subjects like English, Science, and Mathematics. 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 at the top. Below this, a table from the knowledge organiser is visible, with columns 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?'. The table contains definitions and diagrams 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 handwritten notes in blue ink. The date '29th May 2020' is written at the top. Below it, the title 'Properties of the states of matter' is written. The notes define particle theory as 'all matter is made of particles'. It then describes the three states: '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 definition 'Solid = regular pattern particles vibrate in fixed position' written in blue ink three times, demonstrating the repetition step.

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 a quizzable knowledge organiser. The student has written answers in blue ink: 'Self quizzing' for 'What are the different changes of state?', 'Arrangement/movement of matter' for 'Describe the arrangement and movement of particles in the three states of matter', 'Solid = regular pattern particles vibrate in fixed position' for 'Solid', 'Liquid = far apart' for 'Liquid', and 'Gas = arranged randomly. Particles carry a lot of energy' for 'Gas'.

Step 6

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

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

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

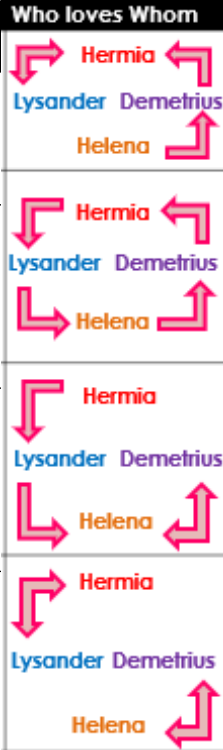
Plot Summary

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**.



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.

Background Information of AMND

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

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

When the play was written, Elizabeth 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.



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

The Big Ideas in AMND

Comedy - The play is an example of one of Shakespeare's comedies:

- The plot is ridiculous and designed to point fun at the way love can make people behave
- The play ends with marriage; a happy ending, but is it really a happy ending?

Power of Love - Struggle of young lovers against all. Shakespeare is emphasising the power that love holds over human beings – it can turn us against our friends and family, cause us to lie and hurt other people. Love can both control and humiliate us.

Gender Roles - Hermia defies gender roles when she defies her father and the King. Lysander and Demetrius act out violently, thus, conforming to gender roles. Titania is a strong woman, but Shakespeare chooses to make a mockery of her. Why?

Characters

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.

The Lovers
Hermia: the daughter of Egeus and good friend of Helena. She is in love with Lysander.
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.

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.

The workmen/theatre performers
Bottom: a weaver who believes he is a great actor.

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

Plot Summary

Who loves Whom

Act 1:	
Act 2:	
Act 3:	
Acts 4 and 5:	

Vocabulary: Key words

severe –
conflict –
unrequited love –
to mock –
chaos –
captivate -
infatuated -
patriarchy –
to resolve –
forsaken -

The Big Ideas in AMND

Comedy - The play is an example of one of Shakespeare's _____:

- The plot is _____ and designed to point fun at the way love can make people _____
- The play ends with _____; a _____ ending, but is it really a _____ ending?

Power of Love - _____ of young lovers against all.

Shakespeare is emphasising the _____ that love holds over human beings – it can turn us against our _____ and _____, cause us to _____ and hurt other people. Love can both _____ and _____ us.

Gender Roles - Hermia defies _____ roles when she defies her _____ and the King. Lysander and Demetrius act out _____, thus, conforming to gender roles. Titania is a _____ woman, but Shakespeare chooses to make a _____ of her. Why?

Characters in AMND

Athenians Theseus: _____ _____.
Hippolyta: _____ _____.
Egeus: _____
The Lovers Hermia: <i>the</i> _____ _____.
Helena: _____
Lysander: <i>an</i> _____ _____.
Demetrius: <i>an</i> _____ _____.
Fairies (Mythical characters) Titania: _____.
Oberon: _____.
Puck: _____.

The workmen/theatre performers

Bottom: _____.

Terminology: Key Words

soliloquy -
comedy –
play -
stage directions -
connotations –
epitomises –

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.

Background Information of AMND

Shakespeare went to a grammar school where he was taught _____.
The play is _____ in _____ and follows the rules of a _____ from Ancient Greece.
When the play was written, _____ was Queen. The play is written in the _____ era.
Both _____ and poorer _____ people went to the Globe to watch plays.
_____ is the ancient god of _____. He is usually presented as a _____ whose _____ make people fall in _____.





What we are learning this term:

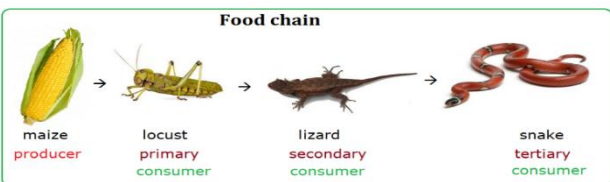
- A. Organisms in an ecosystem
- B. Organisms affected by the environment
- C. Variation by natural selection

3 Key Words for this term

- 1. Pesticide
- 2. Herbivore
- 3. Biomass

A. What are food chains and what is an example of one?

All food chains start with a green plant, producers. Arrows point to the eater and show the flow of energy in a food chain. Each stage is called a trophic level
mahogany tree → **caterpillar** → **song bird** → **hawk**
maize → **locust** → **lizard** → **snake**

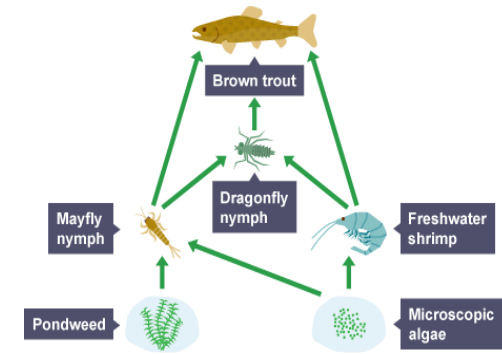
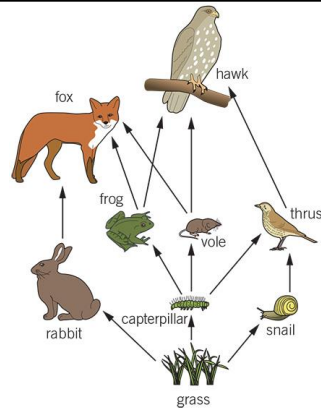


B. What is extinction?

When all the individuals of a species die.

A. What is a food web and what is an example of a food web?

Organisms eat more than 1 food so food chains link together to make **food webs**



A. How does the accumulation of toxic materials happen in food (using food webs/chains)?

Some poisonous materials stay in the environment and do not break down. These substances accumulate in the food chain and damage the organisms in it, particularly in the predators at the end of the chain. This is because accumulating compounds cannot be excreted.

A. How do insects help with plant reproduction?

Through **POLLINATION** (The process in which the pollens produced by anther, the male part of a flower is transferred to stigma, the female part of the flower).

B. What might happen to the individuals in a species if there is a big change in their environment?

Extinction.

B. How are organisms affected by their environment?

- climate change;
- natural disaster like an asteroid striking Earth;
- new diseases in the environment;
- a new predator in the environment;
- new competing species in the environment.

B. How do organisms affect their environment?

- By eating plants/other animals
- From their waste
- Pollination
- Competition for light & space

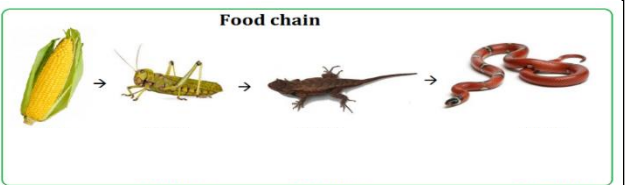


What we are learning this term:

- A. Organisms in an ecosystem
- B. Organisms affected by the environment
- C. Variation by natural selection

3 Key Words for this term

A. What are food chains and what is an example of one?



B. What is extinction?

A. What is a food web and what is an example of a food web?

A. How does the accumulation of toxic materials happen in food (using food webs/chains)?

A. How do insects help with plant reproduction?

B. What might happen to the individuals in a species if there is a big change in their environment?

B. How are organisms affected by their environment?

B. How do organisms affect their environment?

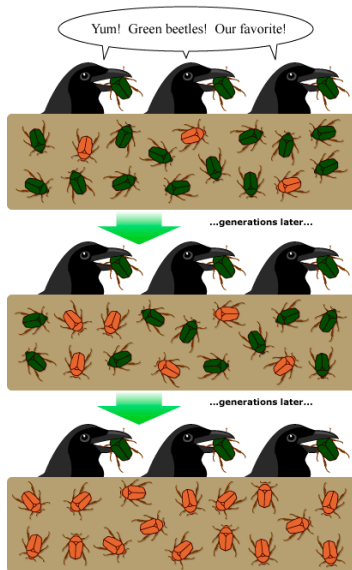


C.	What are adaptations?
When an organism or species becomes better suited to its environment.	
C.	What is an example of adaptations?
Kangaroo rats never have to drink water, they get all the water they need from seeds.	
C.	What is natural selection?
The process whereby organisms better adapted to their environment tend to survive and produce more offspring	

D.	What makes up DNA?
<ul style="list-style-type: none"> DNA has a double helix structure with two sugar-phosphate backbones wound around each other. Pairs of complementary bases connect the two backbones (strands) 	
What are the 4 bases and how are they paired?	
<ul style="list-style-type: none"> The bases are adenine, thymine, cytosine and guanine (A, T, C, and G) A has a complementary shape to T C has a complementary shape to G 	

What are Chromosomes?
DNA wound up tightly. There are 23 pairs in human cells (but a different number of pairs in other species)
What are Genes?
A short section of DNA which codes for characteristics

Natural selection, in a nutshell:



C.	How does this diagram show natural selection?
<ol style="list-style-type: none"> The red beetles are adapted to be less favourable to the birds. The red beetles survive and breed. The green ones do not. As this goes on for generations, there are more red than green beetles. 	

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

E.	How is biodiversity maintained?
<ol style="list-style-type: none"> Conserve the environment to protect ecosystems. Conserve the genetic material of organisms that might be endangered using a gene bank. 	

E.	How do populations of species change over time, using the ideas of adaptation, competition and reproduction?
1.	In a population of a species , the individuals vary: they have different adaptations .
2.	The individuals with adaptations that help them compete in their environment do survive. The individuals with adaptations that don't help them compete die.
3.	The individuals with adaptations that help them compete in their environment do survive. The individuals with adaptations that don't help them compete die.
4.	The surviving individuals have the chance to reproduce .
5.	When they have offspring, they pass on the useful adaptations in their genes.

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

E.	Why is it important to maintain biodiversity?
It keeps ecosystems going. Prevents extinction of many species. Humans use the plants as resources so need to be maintained.	

E.	What are the 4 different types of gene bank?
<ol style="list-style-type: none"> Frozen seeds of plants that could be used in the future Plant tissue bank – where small parts of plants are kept alive in containers of nutrients Frozen sperm cells and egg cells from animals, or pollen and ova from plants, that can be used to produce offspring in the future A field gene bank: land is used to grow many species of plants and keep them alive for the future. 	



C.	What are adaptations?
C.	What is an example of adaptations?
C.	What is natural selection?

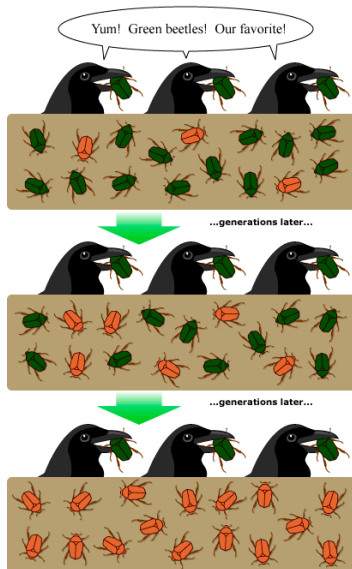
D.	What makes up DNA?
What are the 4 bases and how are they paired?	

What are Chromosomes?

What are Genes?

INSIDE THE CELL

Natural selection, in a nutshell:



C.	How does this diagram show natural selection?
1.	
2.	
3.	

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

E.	How is biodiversity maintained?

E.	How do populations of species change over time, using the ideas of adaptation, competition and reproduction?
1.	
2.	
3.	
4.	
5.	

E.	What is a gene bank?

E.	Why is it important to maintain biodiversity?

E.	What are the 4 different types of gene bank?
1.	
2.	
3.	
4.	



What we are learning this term:

- Chemical reactions
- Conservation of mass
- Word equations

3 Key Words for this term

- Reactant
- Product
- Compound

A. What are chemical reactions?



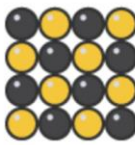
Chemical reactions are rearrangements of atoms. The substances that react together are called the reactants. The substances that are formed in the reaction are called the products.

B. What is conservation of mass?

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

B. What is an example of this?

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


Iron

Sulfur

Iron sulfide

C. What are word equations?

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

Reactants → Products

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

For example, in a neutralisation reaction: **acid + alkali → salt + water**

So, if sulphuric acid and sodium hydroxide reacted together (reactants) to form sodium sulphate and water (products), what would the word equation look like?

Sodium Hydroxide + Sulphuric Acid → Sodium Sulphate + Water

C. Examples of word equations

copper + oxygen → copper oxide

hydrochloric acid + magnesium → magnesium chloride + hydrogen acid

copper + sulphur → copper sulphide

zinc + oxygen → zinc oxide

sodium + hydrochloric acid → sodium chloride

iron + oxygen → iron oxide


nitric acid + iron oxide → iron nitrate + water

copper oxide + hydrochloric acid → copper chloride + water

D. What is the difference between bases and alkalis?

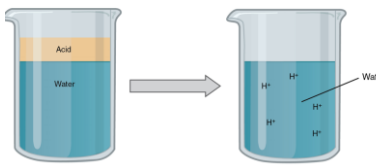
Bases are a family of chemicals which neutralise alkalis (more on neutralisation in part F.)

Alkalis are a type of base. Therefore all alkalis are bases. Alkalis dissolve in water and contain OH⁻ ions.




D. What are acids?

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



D. What is an example of an acid?

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



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


Strong acids like hydrochloric acid are very corrosive this means they destroy skin cells and cause burns

Weak acids like vinegar are safe to eat but are still irritant to sensitive parts of the body.



C.	What is the equation to calculate pressure?
	$P = \frac{F}{a}$ <p> <i>P = Pressure (Pa)</i> <i>F = Force (N)</i> <i>a = Area (m²)</i> </p>

C.	What does the size of the pressure depend upon?
	The size of the pressure depends on the force applied by the object and the surface area of the object.

C.	What is an example of an object which exerts high pressure?
	A pin or knife They have a low surface area (at the pointed end), so high pressure. 

C.	What is an example of an object which exerts high pressure?
	Snowshoes. Large surface area so low pressure so the person doesn't sink into the snow.

C.	What is the equations to calculate gravity force?
	$\text{Weight} = \text{mass} \times \text{gravitational field strength (g)}$ <p>On Earth g=10 N/kg.</p>

D.	What is the equations to calculate speed?
	$\text{speed} = \frac{\text{distance}}{\text{time}}$

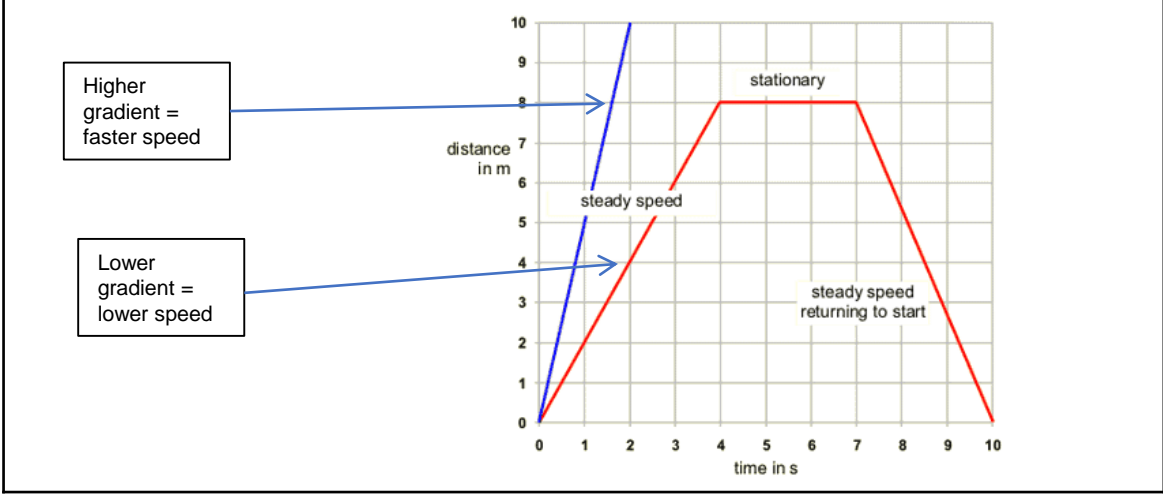
E.	What is relative motion and what is an example of this?
	<p>It is the motion of one thing compared to another.</p> <p>For example, if you have travelled in a car on the motorway, you may have noticed that other cars passing by appear to move slowly past you, even though you know the actual speeds of the two cars are very high. This is because of their relative motion to each other.</p> <p>Or maybe, when driving in the car a train doesn't appear to be moving very quickly when in fact it is.</p>

D.	What is on the horizontal and vertical axis on a distance time graph?
	A distance time graph shows the time on the horizontal axis and the distance on the vertical axis.

D.	What does the line look like on a distance time graph if an object is stationary?
	If an object is stationary (not moving) the line will be horizontal.

D.	What does the line look like on a distance time graph if an object is moving at a constant speed?
	If the line has a diagonal slope the object is moving at a constant speed.

D.	What does the steepness (gradient) of the line show?
	The steepness (gradient) of the line shows the speed.



E.	How do you calculate relative motion?	
	Situation	Relative speed
	Objects moving in the same direction towards, or away from, each other	Fastest speed – slowest speed
	Objects moving in opposite directions towards, or away from, each other	Add the two speeds together



C. What is the equation to calculate pressure?

C. What does the size of the pressure depend upon?

C. *What is an example of an object which exerts high pressure?*

C. *What is an example of an object which exerts high pressure?*

C. What is the equations to calculate gravity force?

D. What is the equations to calculate speed?

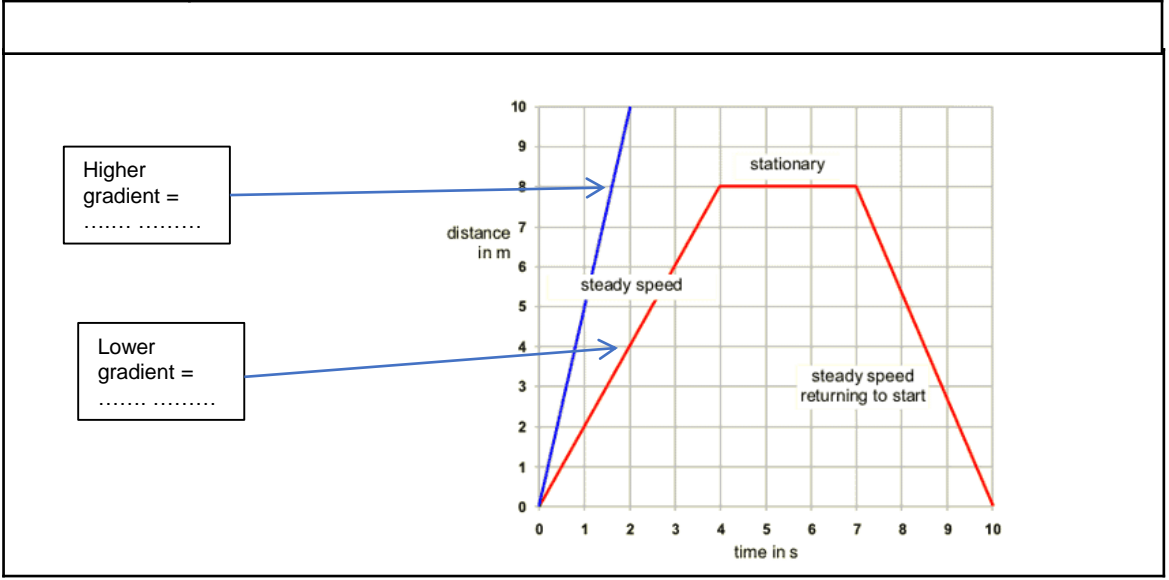
E. What is relative motion and what is an example of this?

D. What is on the horizontal and vertical axis on a distance time graph?

D. What does the line look like on a distance time graph if an object is stationary?

D. What does the line look like on a distance time graph if an object is moving at a constant speed?

D. What does the steepness (gradient) of the line show?



E. How do you calculate relative motion?	
Situation	Relative speed



Geography Knowledge Organiser: Year 7 Term 4 Geology



A. How are the three rock types distributed around the UK?		F. Impacts of quarrying		B. What are the characteristics of the main rock types?	
Sedimentary	Sedimentary rocks are mainly found in the low lying areas in the south east of the UK below London.	Positives	Negatives	Sedimentary	Built up by layers of rock being compacted on top of each other. They may contain fossils. Have different stone types mixed in to their layers and are easier to break or erode.
Metamorphic	Metamorphic rocks are mainly found in the north of the UK in Scotland. They make up the Grampian mountain range.	<ul style="list-style-type: none"> Money goes into local economy and created jobs/taxes for council Helps diversify the economy (makes it more stable) Potential for investment in local infrastructure Rocks available for consumers 	<ul style="list-style-type: none"> Its an eyesore Dust created from mining, blasting and transporting Thousands of trees are cut down Noise created from blasting is disruptive The resources will eventually run out leaving unemployment and a scar on the landscape 	Metamorphic	Created when sedimentary rocks are put under extreme heat and pressure but not melted. You are able to see the layers but they are much closer together. They will not contain crystals or fossils and they are much stronger than sedimentary rocks.
Igneous	Igneous rocks are scattered widely across the UK. There is a concentration around the Grampian mountain range, lake district and Snowdonia national park in Wales.			Igneous	Created when melted rock (magma) is cooled. They will often have tiny crystals in them (intrusive) or have burnt appearance. They do not contain fossils and are extremely strong.
C. What are the key steps in the rock cycle?					
Weathering and erosion	Rocks are weathered, eroded and transported to the sea by rivers.				
Sedimentary	They form layer on the sea bed. Over time, the layers get compacted and harden to form sedimentary rocks.				
Metamorphic	The rocks are pushed further down towards the mantle. They are put under extreme heat and pressure but not melted. This forms metamorphic rocks.				
Igneous (intrusive)	Finally, the rocks melt to form magma (molten rock) . This rises to the towards the surface of the earth and cools to form intrusive igneous rocks in a process called crystallisation.				
Igneous (extrusive)	Some of the magma explodes out the surface of the Earth as a volcanic eruption and cools to form extrusive igneous rocks.				
E. What is weathering?		D. What is the difference between an era and a period?			
Freeze—thaw weathering (mechanical)	Water falls into cracks in a rock, freezes and expands. Repeated freezing and thawing (melting) forces the rock apart.				
Onion skin weathering (mechanical)	Rock is repeatedly heated and cooled. The outer layers of the rock begin to flake off like an onion.				
Biological weathering	This is caused by living organisms (plants/animals). Seeds of plants fall into cracks where they grow and force the rock apart. Burrowing animals can also break soft rocks like clay.				
Chemical weathering	Rainwater is slightly acidic. It reacts with the chemicals in some rocks gradually dissolving them away. Limestone is very vulnerable to this.				
Era	Time divided into significant events in the Earth's history.				
Period	Basic unit of geological time in which a single type of rock is formed.				



Geography Knowledge Organiser: Year 7 Term 4 Geology



A. How are the three rock types distributed around the UK?		F. Impacts of quarrying		B. What are the characteristics of the main rock types?	
Sedimentary		Positives	Negatives	Sedimentary	
Metamorphic				Metamorphic	
Igneous				Igneous	

C. <i>What are the key steps in the rock cycle?</i>		D. What is the difference between an era and a period?	
Weathering and erosion		Era	
Sedimentary		Period	
Metamorphic			
Igneous (intrusive)			
Igneous (extrusive)			

E. What is weathering?	
Freeze—thaw weathering (mechanical)	
Onion skin weathering (mechanical)	
Biological weathering	
Chemical weathering	

Year 7 History : Mansa Musa and Medieval Mali: Term 4

What we are learning this term:		C. What happened on Mansa Musa's pilgrimage to Mecca ?	
To what extent did England change as a result of the Norman Conquest? A. Keywords B. How did Sundiata Keita seize control of Mali? C. What happened on Mansa Musa's pilgrimage to Mecca ? D. Why was the capture of Timbuktu important to the Malian Empire? E. What was Mansa Musa's legacy?		Why did Mansa Musa go on Hajj?	<ul style="list-style-type: none"> Mansa Musa was a devoted Muslim who need to complete the Hajj pilgrimage. One of the 5 pillars of Islam that all Muslims must do . Mansa Musa wanted to show how powerful and wealthy he and his kingdom was. He wanted scholars to learn new things about the world.
A. Can you define these key words?		How did he prepare?	He gathered 60 000 followers, including staff, nobles and scholars. He brought 12 000 slaves each carrying gold . He brought a huge amount of gold to give out to the poor.
Mansa	An African word for king	What did he do on the road?	He gave large amounts of gold dust to anyone he passed. This would have changed their lives and would be worth more money than they would have had their whole lives. Every Friday he built a new mosque so he could pray in it.
Pilgrimage	A special journey to a holy site for religious reasons	What happened when he met the Sultan?	<ul style="list-style-type: none"> Mansa Musa refused to bow before the Sultan saying he only bowed before Allah. Mansa Musa showed he was wise, magnificent and had a good knowledge of Islam.
Hajj	A pilgrimage to the city of Mecca that all Muslims must make once in their lives	What impact did his trip have on Cairo?	Mansa Musa gave out so much money to the people of Cairo it caused the value of money to drop and caused a financial crisis.
Scholar	An educated person who research and learns things	D. Why was the capture of Timbuktu important to the Malian Empire?	
Sultan	An Islamic king of Egypt	Trade	<ul style="list-style-type: none"> Timbuktu was a key trading city and it controlled all goods passing through Salt was traded here that was essential for crossing the desert Gold from gold mines was traded here Ivory, copper, and slaves were also traded here.
Astrology	The discovery and recording of space, stars and planets	Learning	<ul style="list-style-type: none"> Scholars were interested in learning new things and many of them came to Timbuktu Scholars of law, history and theology turned the Sankore mosque into a great madrasa (school). Scholars who had been on the Hajj returned with new ideas. These were about things such as Science, Maths and Islam
Mosque	An Islamic religious building of worship	Religion	Many new mosques were built spreading Islam over the Malian Empire
B. How did Sundiata Keita seize control of Mali?		E. What was Mansa Musa's legacy?	
1. Sundiata Keita was born as a son of the king of the small Mandinka kingdom that was once part of a great country of Ghana. 2. He fled to the nearby kingdom of Kangaba after his father died (due to being targeted by his brothers), where he became an important advisor to the king. 3. Soumaoro Kanté took control of the Mandinka kingdom after killing Sundiatas brother and was a very cruel ruler. 4. Sundiata Keita returned to the Mandinka kingdom and defeated Soumaoro Kanté in the Battle of Kirina and became the new Mansa of all of Mali. 5. Sundiata Keita was a strong leader who ruled with the help of representatives of his kingdom		Spreading Islam	<ul style="list-style-type: none"> Mansa Musa's was a deeply devoted Muslim and encouraged of scholars to study Islam Mansa Musa Spent money building mosques across the empire. Mansa Musa was responsible for the spread of Islam throughout West Africa. He believed that an empire was not just formed by military conquest but need to unite people in a religion bigger than themselves. However, it was mainly the wealthy and educated that practiced Islam Many of Musa's subjects were angry about the idea of being converted to Islam and stuck to their traditional religions (despite them being illegal).
		Trade	<ul style="list-style-type: none"> Mansa Musa made Mali famous. In 1357 he was depicted in the Catalan Atlas, one of the most famous world maps from Medieval Europe. Mansa Musa made Mali at the centre of the Trans-Saharan trade route he had established across his empire. Camel caravans traded a huge amount of goods such as:—gold, copper, iron, horses, salt, textiles, leather goods, ivory, and slaves.
		Timbuktu	<ul style="list-style-type: none"> Mansa Musa transformed the already powerful trade city of Timbuktu, making it the centre of his kingdom. It had one of the largest collections of books in Africa, unseen since the destruction of the ancient Library of Alexandria in Egypt. It was also a centre of learning and architectural innovation. A Sudanese proverb states: 'salt comes from the north, gold from the south, and silver from the country of the white men, but the word of God and the treasures of wisdom are only to be found in Timbuktu.'

Year 7 History : Mansa Musa and Medieval Mali: Term 4

What we are learning this term:		C. What happened on Mansa Musa's pilgrimage to Mecca ?	
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		How did he prepare?	
		What did he do on the road?	
		What happened when he met the Sultan?	
		What impact did his trip have on Alexandria	
A.	Can you define these key words?	D . Why was the capture of Timbuktu important to the Malian Empire?	
Mansa			
Pilgrimage			
Hajj			
Scholar			
Sultan			
Astrology			
Mosque			
B.	How did Sundiata Keita seize control of Mali?	E. What was Mansa Musa's legacy?	
		Trade	Spreading Islam
		Learning	Trade
		Religion	Timbuktu

A. Can you define these key words?	
Key word	Key definition
Messiah	A messiah is a saviour or liberator of a group of people, Christians believe Jesus is the Messiah
Immaculate Conception	the teaching that God preserved the Virgin Mary from the taint of original sin
Ministry	The work of a religious person
Beatitudes	The blessings listed by Jesus in the Sermon on the Mount
Resurrection	The Christian belief that Jesus rose from the dead
Creed	A statement of Christian beliefs
Original Sin	the evil within all human beings, inherited from Adam and Eve
Reformation	A 16th century movement for the reform of abuses in the Roman Church ending in the establishment of the Reformed and Protestant Churches
Protestant	A branch of Christianity whose main source of authority is the Bible
Evangelism	Churches that stress the preaching of the Gospel of Jesus Christ, personal conversion experiences and scripture as the sole basis for faith

B. What do Christians believe about the nativity of Jesus – 5 facts	
1	Jesus was born to the Virgin Mary through immaculate conception which proves to Christians that Jesus was God incarnate (God in human form)
2	Christians believe Jesus to be a Messiah, they believe God sent Jesus to Earth as a Saviour of mankind, which is why Christians celebrate Christmas – to celebrate the birth of their saviour
3	Some Christians choose to look at the birth of Jesus to the Virgin Mary as a metaphor (they don't believe it really happened) to suggest that Jesus is not an ordinary human being. This helps them to understand his powers as the Son of God
4	At Christmas Christians sing Carols about the birth of Jesus from the Gospels to help remind Christians of the story of Jesus' birth and to remind them of the importance of Christmas
5	Christians believe Jesus has a divine nature which is represented in the Gospels. This is shown through his immaculate conception, how his visitors were guided by a star, which is one of the reasons they celebrate Christmas

C. Jesus' Ministry- 4 facts		The Sermon on the Mount - 4 facts
1	During his Ministry Jesus taught Christians the importance of acting lovingly towards others even if his actions went against the law – his key teaching being "love thy neighbour"	This is the longest of the recorded Sermons of Jesus in the New Testament. It focused on Jesus explaining what it means to follow him.
2	Jesus regularly challenged prejudice ideas by helping those who were 'cast outs' in his society. Like in the Good Samaritan	Jesus focused on teaching people what it means to be a member of God's kingdom and the major ideals of Christian life
3	Jesus was believed to be a Messiah during his Ministry and this is still believed by Christians today	Jesus taught his followers in this Sermon the importance of following religious law and how to follow the religious law
4	Jesus' Ministry has taught Christians to act in a loving way towards all.	Jesus taught his followers should live differently to others with a high level of selflessness and love.

D The Death and Resurrection of Jesus	
The last supper was the last meal Jesus had with his disciples. During the meal Jesus predicted one of his disciples would betray him.	Jesus' death is seen as an act of atonement for individuals sins – Jesus' death helped them reconcile with God
Jesus broke bread during the last supper stating 'do this in remembrance of me' which is something that his influenced Christians today as the breaking of bread is practiced during Mass	Jesus was believed to revile his resurrected self to Mary Magdalen after rising from death the day after his crucifixion

E The Council of Nicaea	F St Augustine
1 This particular group of Bishops decided to introduce the teaching of the Trinity – God as father, son and holy spirit	1 He sought to define each aspect of the Trinity to ensure they all had an equal appreciation of greatness
2 The Roman Emperor Constantine himself converted to Christianity and had a huge impact on religion in the Empire	2 Augustine used the idea and notion of love to explain the Trinity and its three parts - he that loves, and that which is loved, and love

G Christianity today	
1	Within Christianity today there are a number of different denominations (branches)
2	More traditional branched of Christianity are in decline when compared with more modern branches of Christianity
3	There is still a large debate surrounding the teachings of Christianity and whether they should be more modernised to fit in with today's society and stop the decline in followers

Year 7 Religious Education: Christianity beliefs and teachings

A. Can you define these key words?	
Key word	Key definition
Messiah	
Immaculate Conception	
Ministry	
Beatitudes	
Resurrection	
Creed	
Original Sin	
Reformation	
Protestant	
Evangelism	

B. What do Christians believe about the nativity of Jesus – 5 facts	
1	
2	
3	
4	
5	

C. Jesus' Ministry- 4 facts		The Sermon on the Mount - 4 facts
1		
2		
3		
4		

D The Death and Resurrection of Jesus	

E The Council of Nicaea	F St Augustine
1	1
2	2

G Christianity today	
1	
2	
3	

What we are learning this term: A. Name places in town B. Describe a town / city C. Say where you are going D. Give and understand directions E. Saying where things are F. Talking about distance 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. Voy	4. la ciudad			Soy I am	Tengo I have	Hablo I speak	Como I eat	Vivo I live
2. ir	5. ¿Dónde está?			Eres You are	Tienes You have	Hablas You speak	Comes You eat	Vives You live
3. el pueblo	6. está			Es s/he is	Tiene He/she has	Habla s/he speaks	Come s/he eats	Vive s/he lives
A. La Ciudad – The City		D. Las Direcciones – Directions		Somos We are	Tenemos We have	Hablamos We speak	Comemos We eat	Vivimos We live
el aeropuerto	the airport	A la derecha A la izquierda Sigue todo recto Por dónde se va al/a la...? Dónde está...? toma... la primera a la derecha la primera a la izquierda la segunda la tercera baja cruza dobla sube por tuerce una Avenida un castillo un edificio una fábrica un puerto		son They are	Tienen They have	Hablan They speak	Comen They eat	viven They live
e café de internet	the internet café	To the right To the left Go straight ahead How do you get to...? Where is...? Take... the 1 st on the right the 1 st on the left the 2 nd the 3 rd go down cross turn go up turn the avenue the castle the building the factory the port		E. Mi Ciudad – My city		F. Key Opinions/ Verbs across topics		
la calle	the Street			Cómo es tu barrio? Es... antiguo/a bonito/a grande histórico/a importante industrial pequeño/a tranquilo/a Me gusta mucho Porque ¿Te gustaría visitar? Me gustaría visitar ¿Qué hay en tu barrio?	What's your neighbourhood like? It's... old pretty big historic important industrial small quiet I really like because Wld you like to visit? I wld like to visit What's in your neighbourhood?	tener ser ir hacer jugar ver escuchar comprar beber salir leer trabajar pensar escribir Me gusta Me encanta Odio porque divertido/a aburrido/a útil inútil cómodo/a interesante entretenido/a emocionate guay genial soso asqueroso/a malo bueno	to have to be to go to do/ to make to play to see to listen to buy 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	
la capital	the capital			el pueblo la ciudad Hay... tiene... un monumento un palacio un parque nacional un quiosco ruidoso/a animado/a limpio/a sucio/a pintoresco/a	the town the city There is / there are It has a monument a palace a national park a kiosk noisy lively clean dirty picturesque			
la catedral	the cathedral	E. ¿Adónde vas? – Where are you going?		Voy	I go			
el centro comercial	the shopping centre			Va	He/she goes			
el cine	the cinema			Van	They go			
la estación de autobuses	the bus station			Vamos	We go			
la estación de servicio	the petrol station			Voy al centro	I'm going to the shopping centre			
la estación de trenes	the train station			commercial	See you later!			
el estadio	the stadium			¡Hasta luego!				
el hospital	the hospital							
el instituto	the school							
el mercado	the market							
la oficina de turismo	the tourist office							
el parque	the park							
la piscina	the pool							
la playa	the beach							
B. Más lugares – More places								
la plaza	the square							
la plaza de toros	the bull ring							
la plaza mayor	the main square							
el polideportivo	the sports centre							
el puente	the bridge							
el río	the river							
las tiendas	the shops							
la tienda de regalos	the gift shop							
la bolera	the bowling alley							
el cine	the cinema							
la universidad	the university							
la iglesia	the church							
el museo	the musuem							
la galería de arte	the art gallery							

What we are learning this term:
A. Talking about places in town / city B. Saying what there is to do in town / city C. Talking about sports and hobbies D. Saying what you like to do in free time E. Talking about household chores F. Talking about plans for the weekend G. Opinions H. Extending your writing I. Translation skills J. Working on questioning

Ser	To be	Tener	To have	Infinitive	Present	Past	Future
soy	I am	tengo	I have	hablar to speak	Habl_ I speak	Habl_ I spoke	_____ I am going to speak
eres	You are	tienes	You have	comer to eat	Com_ I eat	Com_ I ate	_____ I am going to eat
es	s/he is	tiene	s/he has	ir to go	_____ I go	_____/_____ I am/it was	_____ I am going to go
somos	We are	tenemos	We have	ser to be	soy I ____	_____ I was	_____ I am going to be
son	They are	tienen	They have	tener to have	T_____ I have	T_____ I had	_____ I am going to have

A. La Ciudad – The City

_____	the airport
e café de internet	_____
_____	the Street
la capital	_____
_____	the cathedral
el centro comercial	_____
_____	the cinema
_____	_____
la estación de autobuses	the petrol station
_____	_____
la estación de trenes	the stadium
_____	_____
el hospital	the school
_____	the tourist office
el mercado	_____
_____	the pool
el parque	_____
_____	_____
la playa	_____

B. Más lugares – More places

_____	the square
la plaza de toros	_____
_____	the main square
_____	the sports centre
el puente	_____
el río	_____
las tiendas	_____
_____	the gift shop
_____	the bowling alley
el cine	_____
la universidad	_____
la iglesia	_____
_____	the musuem
la galería de arte	_____

C. ¿Cómo es tu casa? What's your house like?

Mi casa es...	_____
_____	_____
_____	cosy
_____	semi – detached
antiguo/a	_____
bonito/a	_____
cómodo/a	_____
_____	big
nuevo/a	modern
pequeno/a	_____
reformado/a	_____
_____	very
_____	quite

D. Las Dirrecciones – Directions

_____	To the right
A la izquierda	_____
Por dónde se va al/a la...?	Go straight ahead
_____	_____
_____	Where is...?
_____	Take...
_____	the 1 st on the right
la primera a la izquierda	_____
la segunda	_____
la tercera	_____
baja	_____
crucza	_____
dobra	_____
_____	go up
_____	turn
_____	the avenue
_____	the castle
_____	the building
_____	the factory
un puerto	_____

What we are learning this term:

- About the illustrator Ernst Haeckel and his work
- How to use the grid method for accuracy
- Drawing from observation of primary sources
- How to work using oil pastels
- How to make a simple clay pinch pot
- How to decorate clay using glazes and oxides
- What is texture
- How to produce a mixed media outcome







A. Who is Ernst Haeckel and what are the characteristics of his work?

Who? philosopher, physician, professor, marine biologist, and artist who discovered, described and named thousands of new species,

What? Beautifully detailed natural history illustrations depicting mostly marine life

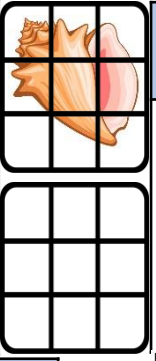
Why? To document and record newly discovered species of animals and plants



Key word	Key definition
illustration 	a drawing, painting or printed work of art which visually represents or explains something
observation 	the action of closely looking at something
source 	Where something originates from
texture 	the feel or appearance of a surface
tone 	Lightness and darkness within an artwork
outcome 	The final piece produced as a result of an art project

B. How to use the Grid Method for accurate drawing

- Use a ruler to draw an equally spaced grid onto your image
- Draw an identical grid **LIGHTLY** onto paper
- 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
- Add main details before erasing the grid on the paper
- Add fine **details** and build in **tone**



C. Drawing primary sources from observation

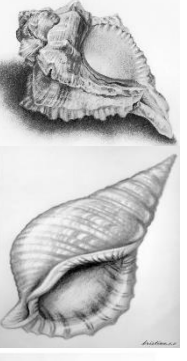
Drawing from a primary source means drawing something from real life

Observe the objects closely

Lay out the basic shape(s) you can see

Refine and add detail

Add tone to show how light is hitting the object(s)



F. How to use glazes and oxides

oxide

Powder made from minerals

Mixed with water and applied to the bisque fired clay

Highlights the texture in the clay surface

Can be applied thickly or thinly to get different effects

glaze

Coloured liquid applied to bisque fired clay

Can be applied with or over oxides

Gives the clay a shiny finished once fired a second time

Usually applied in layers



H. How to produce a mixed media outcome

A mixed media artwork uses multiple different materials rather than just one

We used collage, ink and pen to create ours

Step 1	Lay out your drawing using pencil lightly
Step 2	Add newspaper collage
Step 3	Apply an ink wash using varied colours
Step 4	Add tissue paper collage over the wash in places
Step 5	Use black ink or pen to go over your drawing, adding detail and texture using mark making



D. How to work using oil pastels

Oil pastels are bright, oil-based crayon that is used as a painting and drawing medium

Oil pastels can be applied thickly, overlapping to blend colours.

White can also be used to blend.

Clean the end of the pastel to avoid colour contamination



E. What is a pinch pot and how to make one

A pinch pot is A small vessel created inserting the thumb into a ball of clay then through 'pinching' the clay into the desired shape.

A successful pinch pot has even thickness walls, and a smooth finish.

The wet clay can be decorated by additive or subtractive methods



G. What is texture?

Texture is the surface quality of a particular surface – how it feels to the touch

Actual texture is what it actually feels like

Visual or implied texture is when a surface appears to have texture but in reality it doesn't



What we are learning this term:

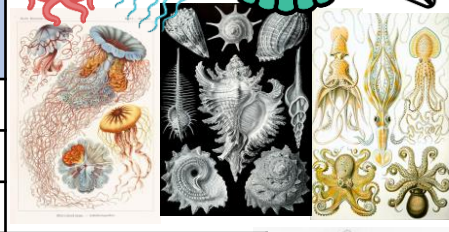
- A. About the illustrator Ernst Haeckel and his work
- B. How to use the grid method for accuracy
- C. Drawing from observation of primary sources
- D. How to work using oil pastels
- E. How to make a simple clay pinch pot
- F. How to decorate clay using glazes and oxides
- G. What is texture
- H. How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

A. Who is Ernst Haeckel and what are the characteristics of his work?

Who? _____

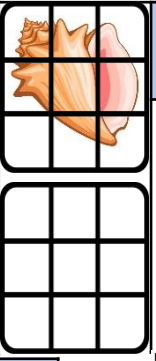
What? _____

Why? _____



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- 4) Add main details before the grid on the paper
- 5) Add fine and build in



C. Drawing primary sources from observation

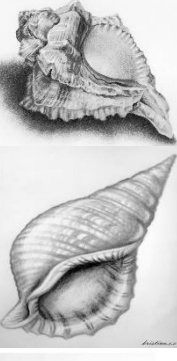
Drawing from a primary source means.....







Observe the objects

Lay out the basicyou can see

.....and add


Add to show how light is hitting the object(s)



Key word	Key definition
illustration 	
observation 	
source 	
texture 	
tone 	
outcome 	

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Mixed withand applied to the bisque fired clay

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Step 1	
Step 2	
Step 3	
Step 4	
Step 5	

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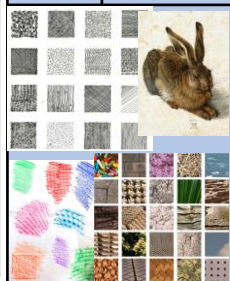


A pinch pot is

A successful pinch pot has

The wet clay can be decorated by

G. What is texture?



Texture is

Actual texture is

Visual or implied texture is





What we are learning this term:
A. 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.

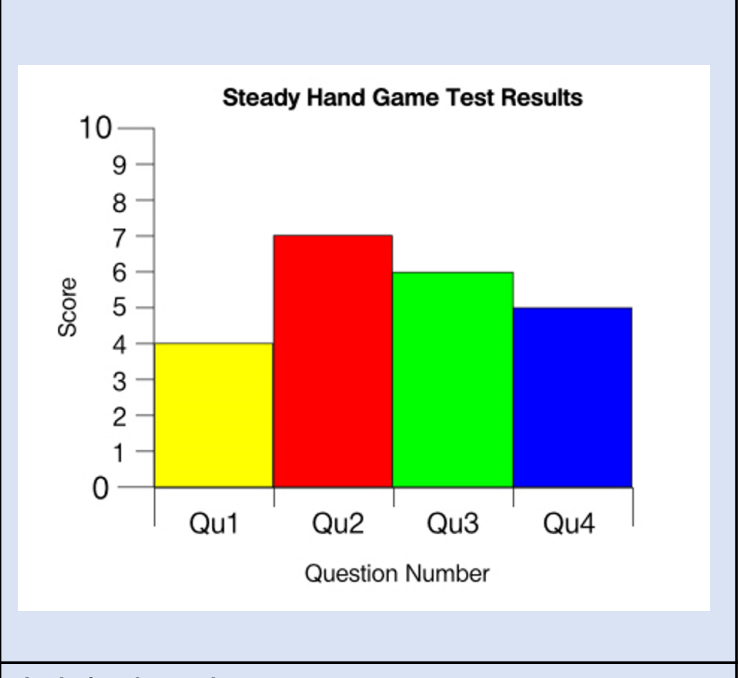
G. Data analysis

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

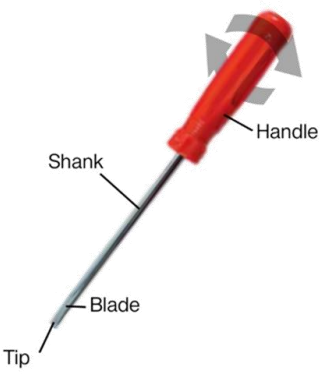
B. Define specification

C. Workshop Tools

Screwdriver

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

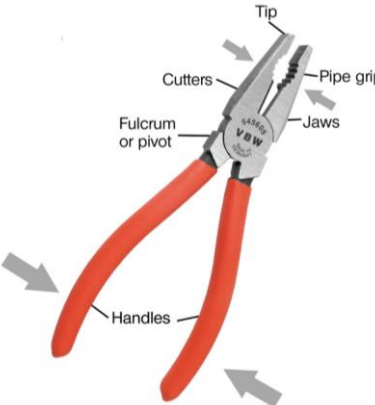
Screwdrivers can have different types of _____ and _____ for use with different types of _____.



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

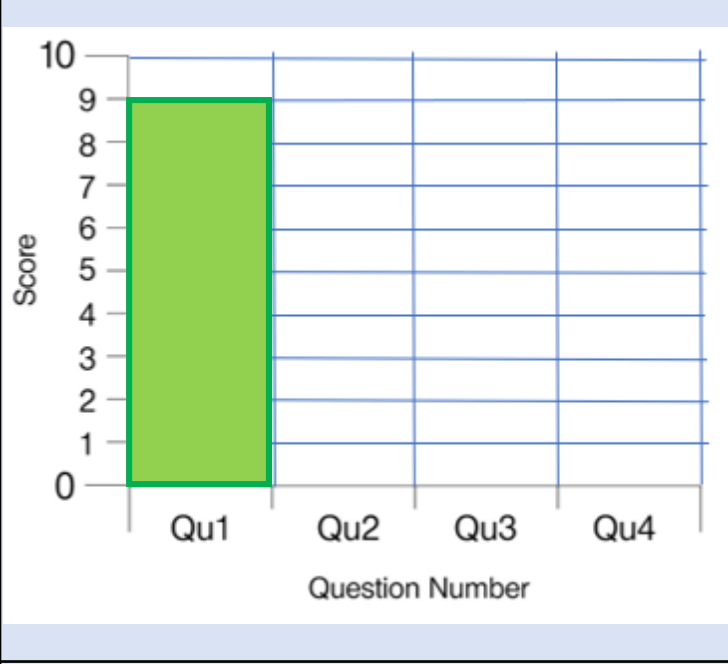
First class lever

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.

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

B.	<i>What are the 5 different sections of the Eatwell plate?</i>
1 Fruit and Vegetables 2 Carbohydrates 3 Protein 4 Dairy 5 Fats and Oils	



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



C.	<i>Can you list 5 health, safety and hygiene rules and explain the importance of them?</i>	
<u>Rule</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 	<u>Why it is important</u> <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

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

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

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



Year 7 Term 4 : 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?

<u>Rule</u>	<u>Why it is important</u>
• 1	• 1
• 2	• 2
• 3	• 3
• 4	• 4
• 5	• 5

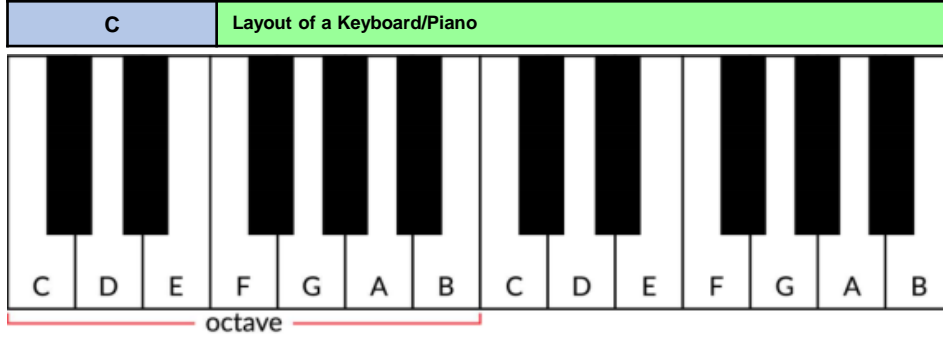
<u>Rule</u>	<u>Why it is important</u>
• 1	• 1
• 2	• 2
• 3	• 3
• 4	• 4
• 5	• 5



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

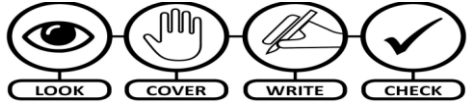


A	What we are learning about this term...
1	Treble Clef Notation
2	Hand Positions on the Keyboard
3	Sharps, Flats and Natural Notes
4	Chords on the Keyboard



A piano or keyboard is laid out with **WHITE KEYS** and **BLACK KEYS** (as above). **C** is to the left of the two **BLACK KEYS** and the notes continue to **G** when they go back to **A** again. Notes with the same letter name/pitch are said to be an **OCTAVE** apart. **MIDDLE C** is normally in the centre of a piano keyboard.

E	Black Keys and Sharps and Flats
<p>There are five different black notes or keys on a piano or keyboard. They occur in groups of two and three right up the keyboard in different pitches. Each one can be a 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
Stave	Name given to 5 lines and 4 spaces where musical notes are written.
Treble Clef	Symbol used to show high pitched notes.
Sharp	When a note is raised by a semitone e.g. C to C sharp.
Flat	When a note is lowered by a semitone e.d. B to B flat.
Chord	3 notes played at the same time.
Middle C	Note in the middle of a keyboard – Played with your thumb of your right hand.

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

F	Treble Clef & Treble Clef Notation
<p>A 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.

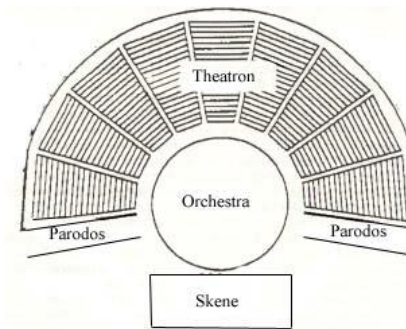
Reasons why a chorus is important:

- 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?



F. Why is Greek theatre important?

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

What was the festival of Dionysus?

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

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



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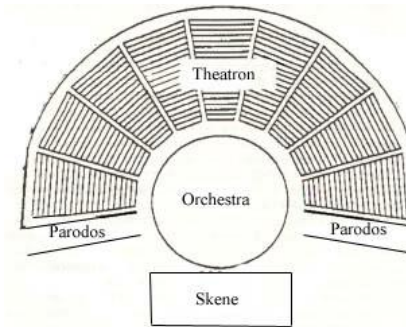
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B.	How many Greek Myths do you already know?
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	

Key Words	
1	
2	
3	
4	
5	



Parts of a Greek Theater

Thinking questions.

1. How am I showing my character?
2. What is my body language?
3. How is it different to my normal?
4. What is my character feeling?
5. Do my facial expressions match this?
6. What is my posture like?
7. How do I walk?
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9. How do I react to the other characters?
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SWINDON ACADEMY READING CANON

Year 7



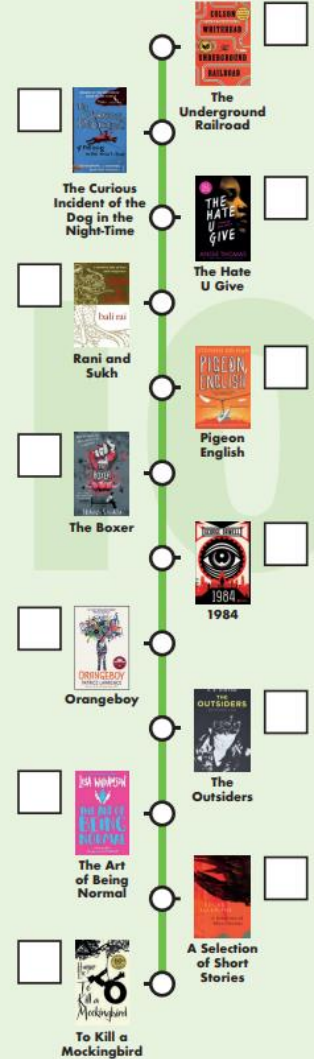
Year 8



Year 9



Year 10



#ReadingisPower