

100% book - Year 7 Mainstream

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



Term 3

Swindon Academy 2023-24

Name:	
Tutor Group:	
Tutor & Room:	

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

Using your Knowledge Organiser and Quizzable Knowledge Organiser

Knowledge Organisers

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

What are we learning this term:

1. Matter
2. Particles
3. Changes of state
4. Diffusion
5. Solubility
6. Conservation of mass
7. Evaporation
8. Solids
9. Solvent
10. Solutions

4 Key Words for this term:

1. Matter
2. Particles
3. Changes of state
4. Diffusion

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.

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 states of matter: Solid (top left), Liquid (top right), Gas (bottom right). Arrows indicate transitions: Solid to Liquid (Melting), Liquid to Solid (Freezing), Liquid to Gas (Evaporation), Gas to Liquid (Condensation), Solid to Gas (Sublimation), Gas to Solid (Deposition). Energy flow is indicated: 'Gaining energy' for melting, evaporation, and sublimation; 'Losing energy' for freezing, condensation, and deposition.

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 states of matter: Solid (top left), Liquid (top right), Gas (bottom right). Arrows indicate transitions: Solid to Liquid, Liquid to Solid, Liquid to Gas, Gas to Liquid, Solid to Gas, Gas to Solid.

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' for the week of 10th May to 16th May 2020, with a grid for different subjects. On the right is a 'Knowledge Organiser' for 'What is particle theory?'. It includes sections for 'What is particle theory?', 'Describe the arrangement and movement of particles in the three states of matter', and 'What are the different changes of state?'. 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 is a copy of the 'Knowledge Organiser' content from Step 1, including the definition of particle theory, descriptions of the three states of matter, and a phase change diagram.

Step 3

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

The screenshot shows a student's prep book with the full handwritten notes from the Knowledge Organiser. The notes include the date '29th May 2020', the title 'Properties of the states of matter', and detailed definitions for solid, liquid, and gas states, along with their particle arrangements and energy levels.

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 of a solid written three times in blue ink: '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 'Self quizzing' section of the Knowledge Organiser. The student has written 'Self quizzing' and 'Arrangement/movement of matter' in the 'What are the different' section. The 'What is particle theory?' and 'What is the law of conservation of mass?' sections are also visible.

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 final handwritten notes. The notes are similar to Step 3 but include corrections and checkmarks. For example, 'Gas = Particles are far apart and are arranged randomly. Particles carry a lot of energy' has a checkmark. The 'Liquid' definition also has a checkmark.

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

Plot Summary

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

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

Act 3: Puck sees Bottom in the forest and transformed his head into a donkey's head. He puts the love potion on Titania, who falls in love with Bottom. Puck puts the love potion on **Demetrius** so that he falls in love with **Helena**. As a result, both men love **Helena** so there is chaos. Puck eventually drops a herb in **Lysander's** eyes to put him back to normal.

Acts 4 and 5: Oberon finds Titania and Bottom and decides that he has had enough fun. Puck drops a herb in her eyes, she wakes and leaves with Oberon. The lovers return to Athens where Bottom and the other actors perform their play at the wedding of the three happy couples: Theseus and Hippolyta, **Lysander** and **Hermia** and **Demetrius** and **Helena**.

Who loves Whom

Who loves Whom



Year 7 English: Sets 2-5

Vocabulary: Key words

severe – very strict or harsh

conflict – a serious disagreement, battle or struggle between two sides or ideas.

unrequited love – If a person loves someone who doesn't love them back, the person's love is unrequited

to mock – To mock someone is to make fun of them

chaos – a situation where there is no order and everyone is confused

captivate - attract and hold the interest and attention of someone

infatuated - intense but short-lived passion for someone else

patriarchy – a society in which power lies with men

to resolve – to solve a problem or difficulty

forsaken - abandoned or deserted

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

Characters in AMND

Athenians

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

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

Egeus: Hermia's father.

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

The Lovers

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

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

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

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

Fairies (Mythical characters)

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

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

Puck: Oberon's mischievous servant.

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

The workmen/theatre performers

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

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

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

Background Information of AMND

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

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

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

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

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

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

When the play was written, Elizabeth 1st was Queen. The play is written in the Elizabethan era.

Both wealthy and poorer Elizabethan people went to the Globe to watch plays.

Cupid is the ancient god of love. He is usually presented as a baby whose arrows make people fall in love.



The Love Potion

The love potion is made from a flower in the forest. The flower is magical because Cupid hit it with his arrow when he was aiming at a young girl. When the potion is put on characters' eyes, they fall in love with the first person they see. It is very powerful.



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

Plot Summary	Who loves Whom	Vocabulary: Key words	Characters in AMND
<u>Act 1:</u>		severe –	<u>Athenians</u> Theseus: _____
<u>Act 2:</u>		conflict –	Hippolyta: _____
<u>Act 3:</u>		unrequited love –	Egeus: _____
<u>Acts 4 and 5:</u>		to mock –	Philostrate: <i>Master of</i> _____
Background Information of AMND		chaos –	
A <i>Midsummer Night's Dream</i> (AMND) was written by _____		captivate -	<u>The Lovers</u>
Shakespeare wrote lots of light-hearted funny plays: _____.		infatuated -	Hermia: <i>the</i> _____
Shakespeare went to a grammar school where he was taught _____.		patriarchy –	Helena: _____
Shakespeare was a poet and a play write. He wrote multiple plays that were performed in the _____ in London.		to resolve –	Lysander: <i>an</i> _____
His first theatre group was called _____ later changed to the _____ (1603) under the patronage of King James I.		forsaken -	Demetrius: <i>an</i> _____
The play is _____ in _____ and follows the rules of a _____ from Ancient Greece.		Terminology: Key Words	
When the play was written, _____ was _____.		soliloquy -	<u>Fairies (Mythical characters)</u>
The play is written in the _____ era.		comedy –	Titania: _____
Both _____ and poorer _____ people went to the Globe to watch plays.		play -	Oberon: _____
_____ is the ancient god of love. He is usually presented as a _____ whose _____ make people fall in _____.		stage directions -	Puck: _____
		stage directions -	Peasebody/Cobweb/Mustard seed/Moth: <i>Titania's fairies.</i>
		connotations –	<u>The workmen/theatre performers</u>
		epitomis –	Bottom: _____
		The Love Potion	
		The _____ is made from a _____ in the _____. The _____ is magical because _____ hit it with _____ when he was _____ at a young girl. When the potion is put on a _____'s _____, they _____ with the _____ person they _____. It is _____.	



What we are learning this term:

- Male & female reproductive system
- Menstruation, fertilisation, gestation and birth
- Plant reproductive systems
- Variation and types of variation

6 Key Words for this term

1. Gamete	4. Menstrual
2. Fertilisation	5. Pollination
3. Variation	6. Reproduction

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

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

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

Oviduct
Ovary
Uterus
Bladder
Cervix
Vagina
Urethra

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

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

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

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

Bladder
Glands
Penis
Sperm duct
Urethra
Testis
Foreskin
Scrotum

B. What is fertilisation?

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

What are the parts to the egg and sperm cell?

tail
membrane
cytoplasm
nucleus
head
nucleus
membrane
human sperm
human ovum

B. What is gestation?

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

B. What is the process of birth?

After pregnancy, the foetus is ready to be born.

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



What we are learning this term:

- A. Male & female reproductive system
- B. Menstruation, fertilisation, gestation and birth
- C. Plant reproductive systems
- D. Variation and types of variation

6 Key Words for this term

- | | |
|----|----|
| 1. | 4. |
| 2. | 5. |
| 3. | 6. |

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

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

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

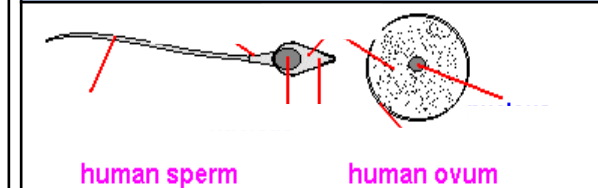
B. What is the menstrual cycle and what happens on each day?

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

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

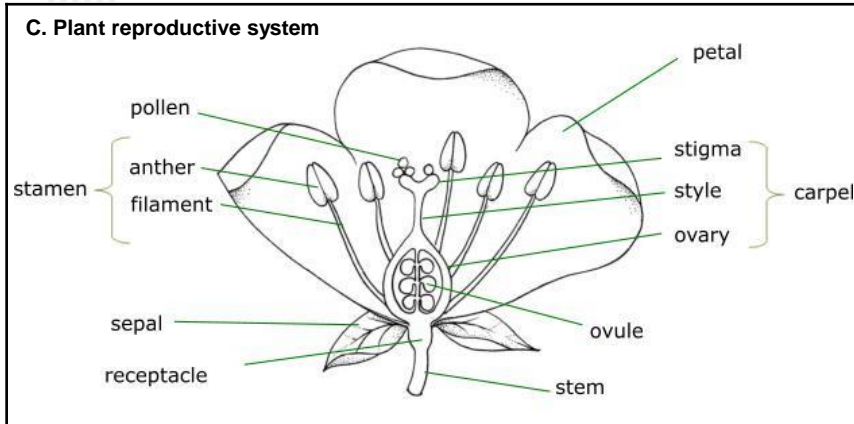
B. What is fertilisation?

What are the parts to the egg and sperm cell?



B. What is gestation?

B. What is the process of birth?

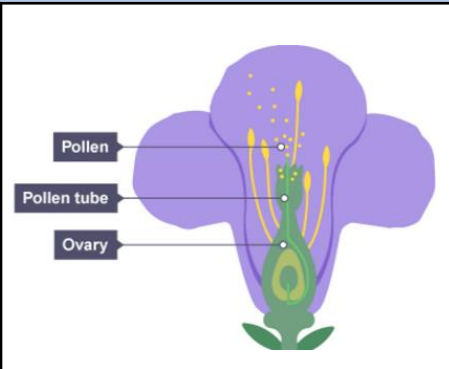


C.	What are the main parts of the plant reproductive system?
Pollen	The male gamete (sex cell)
Stigma	Structure that the pollen sticks to
Style	Connects the stigma to the ovary
Ovary	Produces and stores ovules
Ovule	The female gamete (sex cell)
Anther	Produces the pollen
Filament	Holds the anther to the edge of the flower
Pollen	The male gamete (sex cell)

C.	What is pollination & what are the 2 types?
<p>Pollination is the transfer of pollen from the anthers of one flower to the stigma of another</p> <ul style="list-style-type: none"> In wind pollination, the wind carries the pollen In insect pollination, insects carry the pollen. 	
C.	What is seed dispersal & what are 3 types of seed dispersal?
<p>Plants spread their seeds out so their offspring don't compete with them for light/soil nutrients.</p> <ul style="list-style-type: none"> By animals – they eat the fruit and release the seeds in their waste By wind – for example sycamore seeds By water – for example coconuts 	

C. How does fertilisation occur in plants?

The pollen makes a pollen tube down the style into the ovary. The nucleus of the pollen cell travels down the tube to get to the ovum and the cells join (fertilisation). The cell made when the pollen and ovum fuse will become a seed, which can become a new plant.



D. What are the two types of variation and what are examples of these?

Continuous variation		Discontinuous variation	
<ul style="list-style-type: none"> Variation which can have any value, within a range Due to a combination of environmental and inherited variation 		<ul style="list-style-type: none"> Variation with discrete (separate) categories Physical, it is usually inherited 	

Plant examples	Animal examples	Plant examples	Animal examples
Height Size of leaves	Height Skin/fur colour Size of horns	Flower colour e.g. pea plants have either white or red flowers	Eye colour Blood group Lobed/lobe-less ears

D. What is variation?

Differences between living things of the same species is called variation. It can be caused by environmental or genetic factors, or both.

	Plant examples	Animal examples
Inherited variation	Length of antlers	Eye colour
Environmental variation	Hydrangeas produce blue flowers in acidic soil and pink in alkaline soil	Muscle strength due to training
Variation caused by a combination of genes and environment	Height is the result of genes and nutrition	Skin colour is the result of genes and weather

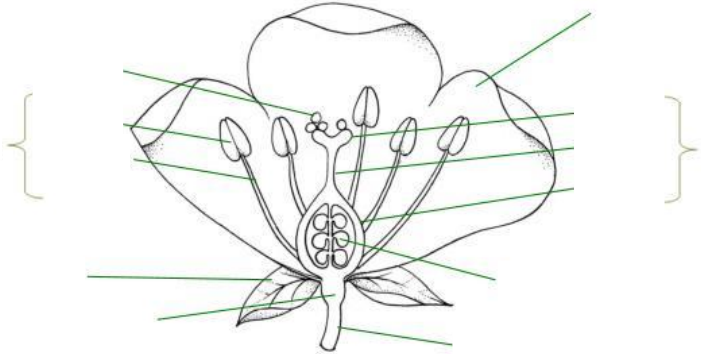
What types of graph would you draw for continuous and discontinuous variation?

Continuous variation: Line graphs
Because it falls on a continuous spectrum it is represented using line graphs.

Discontinuous variation: Bar graphs
Because of its categories, it is represented using bar graphs, such as this one for blood group

Blood group	Percent of population
A	40
B	10
AB	5
O	45

C. What are the parts to the plant reproductive system?



C. What are the main parts of the female reproductive system?

Pollen	
Stigma	
Style	
Ovary	
Ovule	
Anther	
Filament	
Pollen	

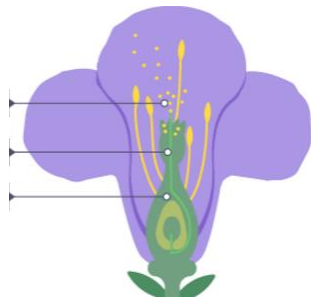
C. What is pollination & what are the 2 types?

Blank space for student answer.

C. What is seed dispersal & what are 3 types of seed dispersal?

Blank space for student answer.

C. How does fertilisation occur in plants?



D. What are the two types of variation and what are examples of these?

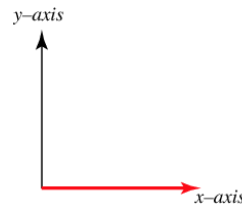
Plant examples	Animal examples	Plant examples	Animal examples

D. What is variation?

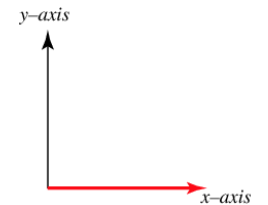
	Plant examples	Animal examples
Inherited variation		
Environmental variation		
Variation caused by a combination of genes and environment		

What types of graph would you draw for continuous and discontinuous variation?

Continuous variation:



Discontinuous variation





Geography Knowledge Organiser: Year 7 Term 3 Development



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

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

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

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

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

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

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



Geography Knowledge Organiser: Year 7 Term 3 Development



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

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

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

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

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

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

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

Year 7 History : Roman Catholic Church in the Middle Ages

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

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

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

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

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

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

Year 7 History : Roman Catholic Church in the Middle Ages

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

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

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

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

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

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

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

C. ¿Cómo es tu casa? What's your house like?	
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				
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 He/she has	Habla s/he speaks	Come s/he eats	Vive s/he lives
Somos We are	Tenemos We have	Hablamos We speak	Comemos We eat	Vivimos We live
son They are	Tienen They have	Hablan They speak	Comen They eat	viven They live

A. ¿Dónde vives? – Where do you live?

Vivo en una casa un chalet una granja un piso un apartamento un bloque antiguo un bloque moderno está en las afueras en el campo en el centro en una ciudad en la costa en la montaña el este el norte el oeste el sur	I live in... a house a detached house a farm a flat an apartment an old block of flats a new block of flats It is (location) on the outskirts in the countryside in the centre in a city on the coast in the mountains east north west south
--	--

D. ¿Cuántas plantas tiene? How many floors has it got?

abajo arriba el ascensor el ático la planta baja la primera planta el primer piso el sótano las habitaciones tiene cinco habitaciones hay el aseo el baño la cocina el comedor el despacho el dormitorio la ducha la escalera el garaje el jardín el salón	below above the lift the attic the below floor the first floor the first floor the basement the rooms It has 5 bedrooms there is/ there are the toilet the bathroom the kitchen the dining room the office the bedroom the shower the stairs the garage the garden the living room
--	---

B. Key verbs across topics

tener ser ir hacer jugar ver escuchar comprar vivir hablar deber querer visitar comer	to have to be to go to do / to make to play to see to listen to buy to live to speak to have to to want / to love to visit to eat
--	--

E. ¿Dónde? – Where?

a la derecha de a la izquierda de al lado de debajo de delante de detrás de encima de enfrente de	to the right of to the left of next to underneath in front of behind on top of opposite
--	--

E. ¿Qué hay en tu dormitorio? – What's in your bedroom?

la alfombra el armario la cama las cortinas el equipo de música las estanterías la lámpara el lavabo la librería la mesa el ordenador la pared los pósters la puerta la silla la televisión la ventana Qué es? el portátil el escritorio los juegos los libros la ropa los zapatos los cuadros las cosas personales osito de peluche la joyería el maquillaje el espejo	the rug the wardrobe the bed the curtains the music stereo the shelves the lamp the sink the bookcase the table the computer the wall posters the door the chair the TV the window What is it? the laptop the desk games books clothes shoes pictures personal things teddy bear jewellery make up the mirror
---	--

F. More Key Opinions/ Verbs across topics

beber salir leer trabajar pensar escribir Me gusta Me encanta Odio porque divertido/a aburrido/a útil inútil cómodo/a interesante entretenido/a emocionante guay genial soso asqueroso/a malo bueno	to drink to go out to read to work to think to write I like I love I hate because fun boring useful pointless comfortable interesting entertaining exciting cool amazing dull disgusting bad good
--	--

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

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

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

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



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

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

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

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

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

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

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

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

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



A. Can you define these key words?		B. What do Jews believe and Jewish scripture- 6 main facts	
Key word	Key definition	1	Judaism a unique religion is that you are born into it. in order to be God’s representative on earth, you need to be a descendant of Abraham. This means that you are born a Jews, you cannot convert to Judaism.
Synagogue	The building where a Jewish congregation meets for religious worship and instruction	2	They get these rules from the Torah. The Torah contains 613 laws that set the standard for Jewish life. This is called the Mitzvot and the most important rules are known as the Ten Commandments.
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- “You alone have I intimately known of all the families on the earth; therefore I will punish you for all your inequities”
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 to represent God on Earth 3. God made a covenant with Jews that they must obey and follow the rules in the Torah.
Persecution	Hostility and ill-treatment, especially because of race or political or religious beliefs	5	The Torah scrolls are kept in an Ark in a synagogue. The Torah is sung to a special tune rather than spoken. The scrolls are not directly touched, a pointer is used instead so the Torah does not get damaged or smudged.
Genocide	The deliberate killing of a large number of people from a particular group with the aim of destroying that group	6	Jews believe that Moses was given the “oral Torah” and this was written down later by Jewish teachers. This Talmud helps to give clarification on rules and forms the basis for lots of traditions
Shabbat	A Jewish day of rest.	C. What is Orthodox Judaism- 5 facts	
Torah	The law of God as revealed to Moses and recorded in the first five books of the Hebrew scriptures	What is Reform Judaism- 5 facts	
Aron Hakodesh	A large cupboard that olds the Torah	1	Torah is literally given by God to Moses on Mount Sinai and has been passed on from one generation to another.
Tanakh	The Jewish Scriptures comprising the books of law, the prophets, and collected writings.	2	Jewish Law should be strictly followed as the Torah is the word of God, it is unchanging and should not be changed over time.
Talmud	The body of Jewish civil and ceremonial law and legend.	3	Orthodox men and women dress very modestly and keep most of their skin covered.
Mitzvot	The 613 laws that set the standard for Jewish life	4	Orthodox men are expected to wear a ritual fringe called a Tzitzit and a head-covering as well as grow beards
D Features of the synagogue		5	Do not have any physical contact with those of the opposite sex unless they are married or immediate family members.
Aron hakodesh -It 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-commanded by God.	E What is celebrated during Pesach and Yom Kippur?	
Sefer Torah - a scroll kept inside the aron hakodesh. Handwritten by a scribe, it is covered with a mantle or cloth that is ornately decorated.	Bimah - A raised platform with a reading desk in the centre where the Sefer Torah is read..	1	Pesach Commemorates Hebrews being saved from the angel of death (10th plague) and their exodus from Egypt.
		2	Yom Kippur- a day to atone for the sins of themselves and their community. Happens on the 10 th day after the new year (Rosh Hashanah).
		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 and there are fewer Jewish people than other religions
		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. This means that a lot of Christians have hatred towards Jewish people. The Romans were actually responsible as Jews did not have the power to crucify people. Jesus himself was actually Jewish

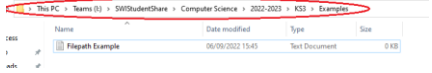



A.		B.			
Can you define these key words?		What do Jews believe and Jewish scripture- 6 main facts			
Key word	Key definition	1			
Synagogue		2			
Worship		3			
Atonement		4			
Persecution		5			
Genocide		6			
Shabbat		C. What is Orthodox Judaism- 5 facts			
Torah		What is Reform Judaism- 5 facts			
Aron Hakodesh		1			
Tanakh		2			
Talmud		3			
Mitzvot		4			
		5			
D. Features of the synagogue		E. What is celebrated during Pesach and Yom Kippur?		F. How and why are Jews persecuted?	
Aron hakodesh-	Ner Tamid-	1	Pesach	1	-They are a minority religion-
Sefer Torah-	Bimah-	2	Yom Kippur-	2	-Superiority-
				3	-Christ-killer myth-



<table border="1"> <tr> <td data-bbox="20 107 64 215">A</td> <td data-bbox="64 107 658 215">Folder Handling</td> </tr> </table>	A	Folder Handling	What we are learning this term:			
A	Folder Handling					
A. Folder Handling B. Cyberattack Motivations C. Online Dangers D. File Handling						
Folders						
Ctrl + Shift + N						
File Path		B. Cyberattack Motivations		C. Online Dangers		
Locating Folders		Committing a cyberattack in order to...		Virtual Treasure Chests containing undisclosed items, designed to be addictive. This is effectively a game of chance and therefore gambling, if purchased for real money.		
Renaming a file		Cybercrime		Misinformation		
		Cyberespionage		A form of abuse that involves manipulating someone until they're isolated, dependent, and more vulnerable to exploitation.		
		Raise awareness of a political or social problem.		Cyberbullying		
		Cyberwarfare		D. File Handling		
		Keyboard shortcuts				
		Select All				
		Paste				
		Cut				
		Save				



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

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

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

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

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

What we are learning this term:

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

A. About the work of artist Christopher Marley

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



Keywords for this project (term 2&3)

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

Shape a flat area, enclosed by other elements

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

Geometric shapes made of points and lines

Pattern Repetition of something over and over

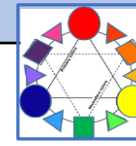
Technique a way of carrying out a particular task, i.e. a piece of artwork

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

composition How the elements have been arranged in an artwork

C. Basic colour theory – the colour wheel

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

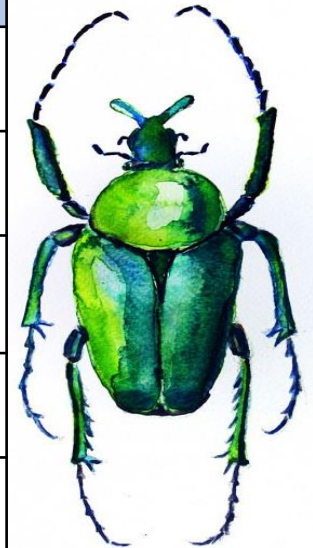


D. Advanced colour theory – colour schemes

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

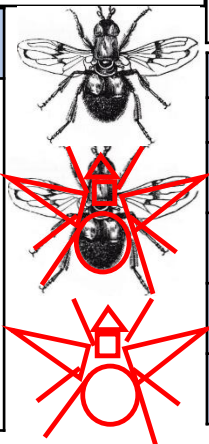
F. Watercolour techniques

WASH	
GRADUATED WASH	
LAYERS	
WET ON WET	
DRY BRUSH	



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

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



E. Polyprinting techniques

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



Tool/material

What it is/ how it is used

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

What we are learning this term:

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

A. About the work of artist Christopher Marley

WHAT?

HOW?

WHY?



Keywords for this project (term 2&3)

Colour

Shape

Organic

Geometric

Pattern

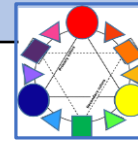
Technique

Materials

composition

C. Basic colour theory – the colour wheel

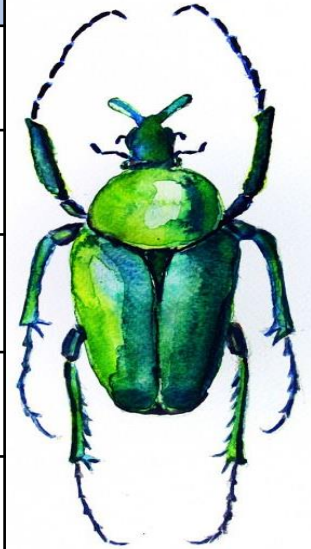
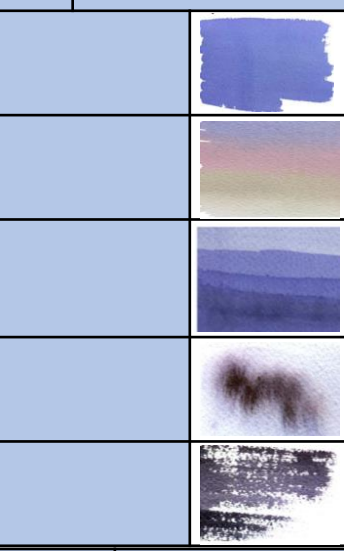
- 1 the primary colours are You can't mix these from other colours
- 2 the secondary colours are These are mixed from
- 3 the tertiary colours are made from i.e. red-orange



D. Advanced colour theory – colour schemes

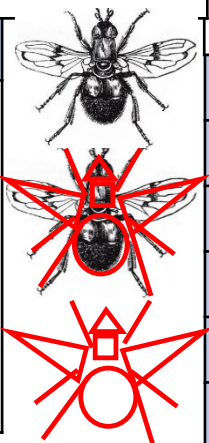
Complementary	
Analogous	
Polychromatic	
Monochromatic	
Warm	
Cool	
achromatic	

F. Watercolour techniques



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

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



E. Polyprinting techniques

Step 1	
Step 2	
Step 3	
Step 4	
Step t	



Tool/ material	What it is/ how it is used
Polytile	
Tracing paper	
Ink tray	
Ink	
Brayer (roller)	



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

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

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

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

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

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

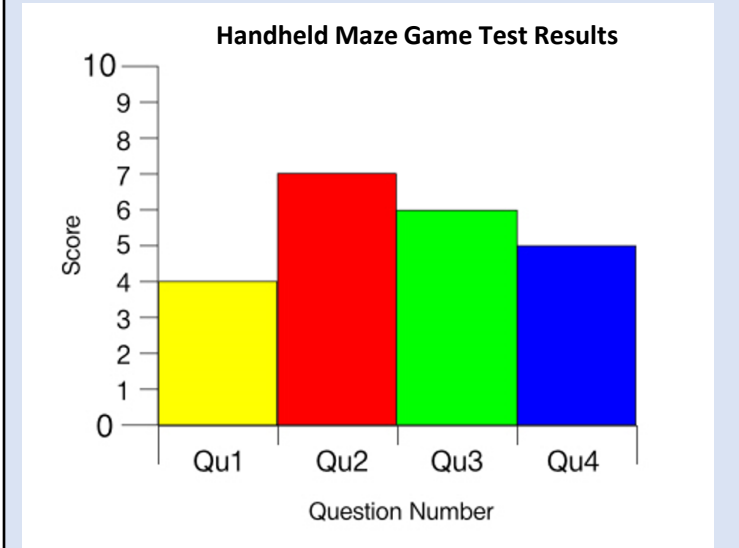
D. Data analysis

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

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

Exemplar Bar Graph:

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



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

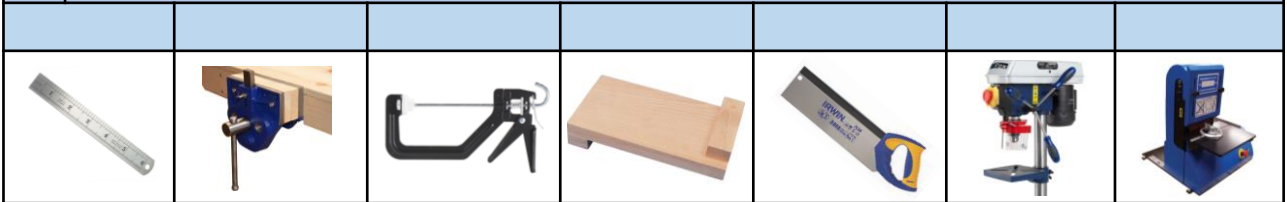
When writing the positives remember to make a point and then explain it. For improvements, point out what hasn't worked and how you could fix it.

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




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


A. Workshop Tools




B. Materials

Timbers come from _____
 **Scots pine** – which you used for your maze frame – is a **softwood**
Softwoods come in _____ and _____

Manufactured Boards come from _____

 **Plywood** – which you used as your base, insert and maze walls – is a **manufactured board**
Manufactured Boards come in _____

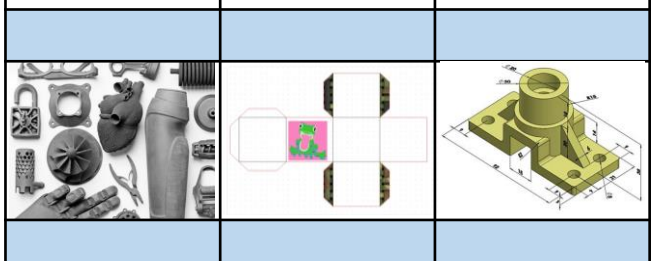
Polymers come from _____

 **Acrylic** – which you used as your lid for your maze – is a **polymer**
Polymers come in _____, _____ and _____

C. Modelling

Creating a _____ **before you manufacture it.**

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



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

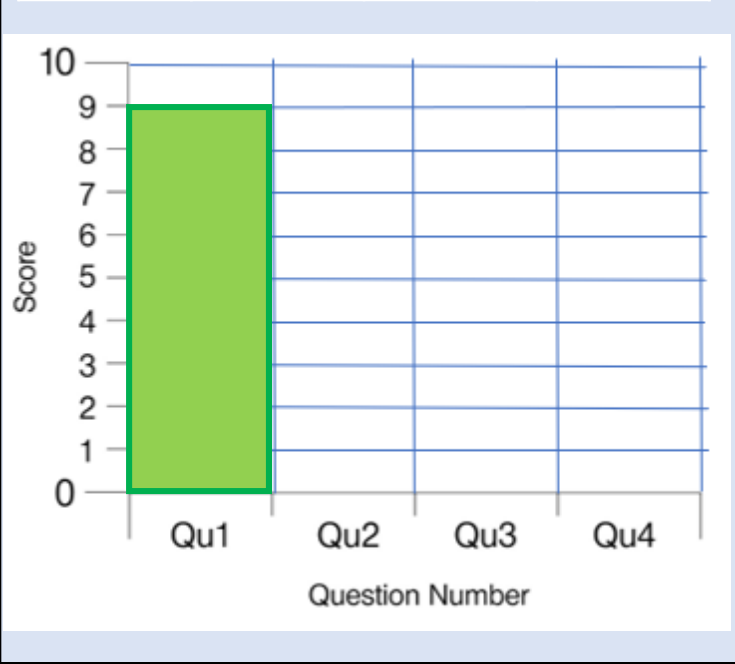
Advantages	Disadvantages

D. Define data analysis

Draw out the results provided into the graph below:

The first one has been done for you.

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



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

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?
----	---

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

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

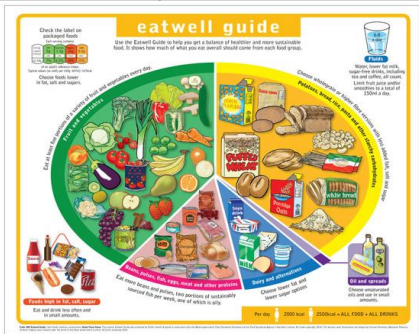


B.	What nutritional foods are in the top picture? Can you list 5 of the food that you can see?
----	---

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

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

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



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

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



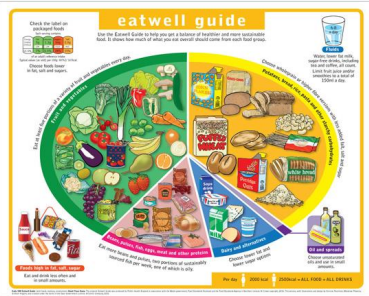
A.	What nutritional foods are in the top picture? Can you list 5 of the food that you can see?



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

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

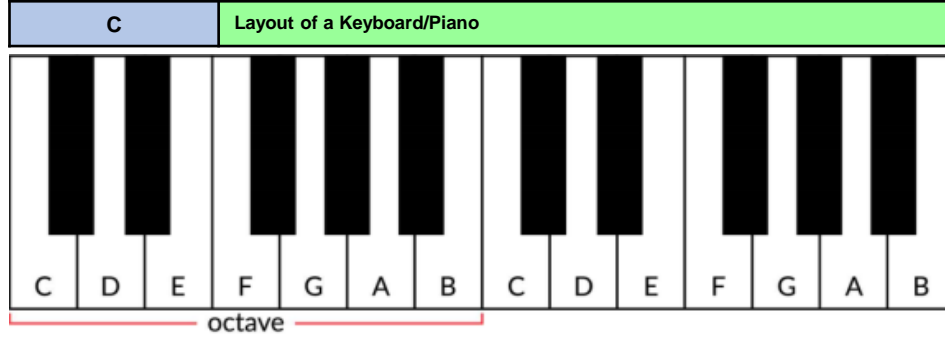
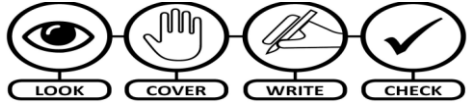
C.	Can you list 5 health, safety and hygiene rules and explain the importance of them?	
	Rule	Why it is important
	• 1	• 1
	• 2	• 2
	• 3	• 3
	• 4	• 4
	• 5	• 5



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



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



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

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

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

D	Keyboard chords - Left hand – Right hand
<p>C Major</p>	
<p>G Major</p>	
<p>F Major</p>	
<p>A Minor</p>	
<p>Play one – Miss one – play one – miss one – play one</p>	

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

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

FAMILY ENTERTAINMENT PERFORMED AROUND CHRISTMAS.

HISTORY

THE ROMANS STARTED IT ALL

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

16th Century Italy

Comedia Dell'Arte

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

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

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

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

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

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

1717
BALLET PANTOMIME 'THE LOVE OF MARS AND VENUS'

JOHN RICH - CREDITED WITH INVENTING THE PANTOMIME GENRE.

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

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

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

Oh yes he is!

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

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

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

He's Behind You!

LARGE FACIAL EXPRESSIONS

FIRST PANTO DAME 1806

PANTOMIME

OH NO HE ISN'T!

PLOT

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

... SHORTENED TO PANTO!

WHAT MAKES A PANTO?

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

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

JOKES

SONGS

HA HA!

SLAPSTICK COMEDY

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

HA HA!

DANCING

AUDIENCE PARTICIPATION

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

VILLAIN

Captain Hook
Wicked Queen

CHARACTERS

HERO / PRINCIPAL BOY

Often a girl playing a boy.
Jack
Dick Whittington

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

Widow Twankey
NAMED AFTER TWANKEY TEA
Dame Troll

UGLY SISTERS
Comic Villains.

GOOD FAIRY
Tinker Bell
The Blue Fairy

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

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

HISS!!

BOOO!!

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

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

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

SK

SL

SWINDON ACADEMY READING CANON

Year 7



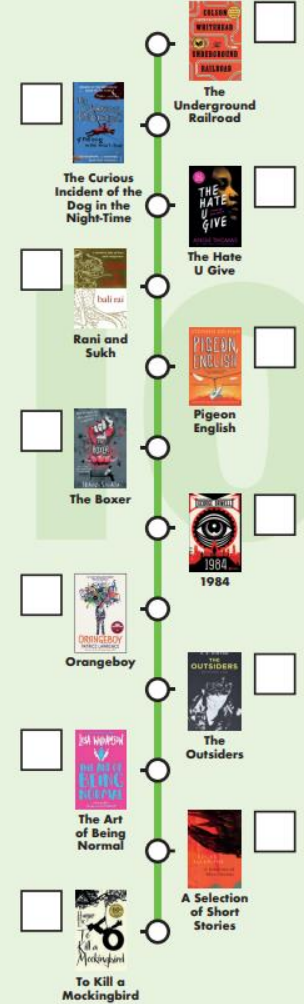
Year 8



Year 9



Year 10



#ReadingisPower