

100% book - Year 7 Grammar

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



Term 1

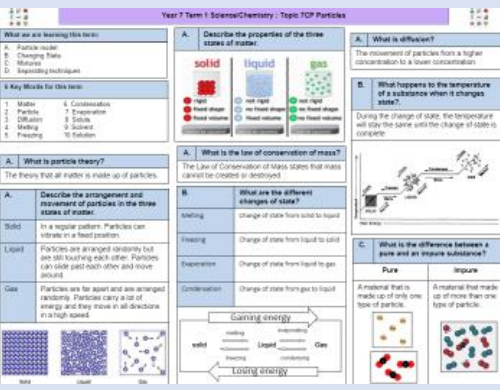
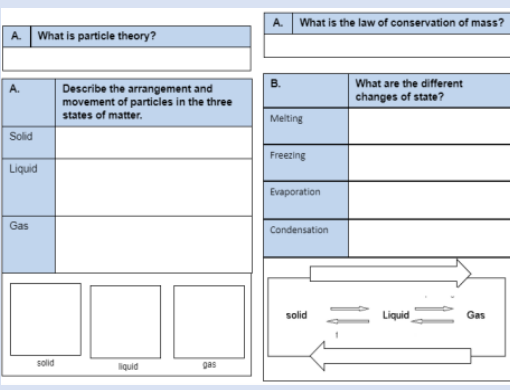
Swindon Academy 2022-23

Name:	
Tutor Group:	
Tutor & Room:	

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

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

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

Knowledge Organisers	Quizzable Knowledge Organisers
	
<p>Knowledge Organisers contain the essential knowledge that you MUST know in order to be successful this year and in all subsequent years.</p> <p>They will help you learn, revise and retain what you have learnt in lessons in order to move the knowledge from your short-term memory to long-term memory.</p>	<p>These are designed to help you quiz yourself on the essential Knowledge.</p> <p>Use them to test yourself or get someone else to test you, until you are confident you can recall the information from memory.</p>

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

Expectations for Prep and for using your Knowledge Organisers

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

How do I complete Knowledge Organiser Prep?

Step 1

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

The image shows a screenshot of the Epraise website. On the left is a 'Planner' for the week of 20th May to 26th May 2020, with a grid for different subjects. On the right is a 'Knowledge Organiser' for 'What is particle theory?'. It 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 diagrams for solid, liquid, and gas particle arrangements, and a phase change diagram.

Step 2

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

The image shows a printed page of the knowledge organiser with handwritten notes. The date '29th May 2020' is written at the top. The title 'Particle theory' is underlined. The page includes the same content as the screenshot in Step 1, but with the handwritten additions.

Step 3

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

The image shows handwritten notes on lined paper. The date '29th May 2020' is written at the top. The title 'Properties of the states of matter' is underlined. The notes define particle theory 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; Gas = Particles are far apart and are arranged randomly, particles carry a lot of energy.

Step 4

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

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

Step 5

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

The image shows a printed page of the quizzable knowledge organiser with handwritten answers. The date '29th May 2020' is written at the top. The title 'Particle theory' is underlined. The page includes the same content as the screenshot in Step 1, but with the handwritten answers to the quiz questions.

Step 6

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

The image shows handwritten notes on lined paper checking and correcting the definitions from Step 3. It lists 'Solid = regular pattern, particles vibrate in fixed position', 'Liquid = particles are arranged randomly but are still touching each other, particles can slide past each other and move around', and 'Gas = Particles are far apart and are arranged randomly, particles carry a lot of energy'. There are checkmarks and corrections.

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

What we are learning this term:
<ul style="list-style-type: none"> An introduction to life in Victorian London An introduction to the life of Charles Dickens An introduction to the workhouse and the Poor Law The story and moral of Oliver Twist Key characters and quotations How to write a simple analytical paragraph

Vocabulary: Key Words

<p>morality – a code of right and wrong. People who try to be good can be called moral and people who do bad things can be called immoral.</p>
<p>moral - a lesson that can be derived from a story or experience</p>
<p>vulnerable – in a situation in which you could be easily harmed. People living on the streets are vulnerable.</p>
<p>brutal – very violent or cruel.</p>
<p>barbaric – cruel and wild</p>
<p>exploit - Taking advantage of someone to benefit from them.</p>
<p>corrupt – a word used to describe a person who uses their power in a dishonest or illegal way in order to make life better for themselves.</p>
<p>villain – a bad person in a story who harms other people or breaks the law to get what they want.</p>
<p>malicious – meant to hurt or upset someone.</p>
<p>victim – someone who has been harmed, often by other people.</p>
<p>naïve – If someone is naïve if they don't have experience of how complicated life can be and therefore trust people too much.</p>
<p>society – the people who live in a certain area. This could be a country, town or small group.</p>
<p>workhouse – a place where people who couldn't support themselves were sent to live and work.</p>
<p>poverty - being extremely poor</p>

Plot Breakdown of Oliver Twist

<p>Oliver is born in the workhouse. When he is a bit older he is nominated to ask for more food because the boys are starving.</p>
<p>He is kicked out of the workhouse and sold to the Sowerberry family to be an undertaker's apprentice. He's bullied by Noah, they fight and he is locked up.</p>
<p>Oliver runs away to London, meets Dodger and is introduced to Fagin's gang.</p>
<p>Oliver is taken out with the gang and is horrified to see Dodger steal a gentleman's handkerchief. Oliver is wrongly arrested for the theft.</p>
<p>The gentleman, Mr. Brownlow, takes pity on Oliver and takes him in. The gang plot to get him back in case he reveals information about them.</p>
<p>Oliver is abducted by the gang whilst running an errand for Mr. Brownlow.</p>
<p>Oliver is used by Sikes in a burglary. They fail and Sikes runs away. Oliver is left behind but the people who live there feel sorry for him and look after him. They are called Fred and Rose Maylie.</p>
<p>When Bill and Fagin realise what has happened, they plot to catch Oliver again. Nancy overhears and visits Mr. Brownlow to warn him.</p>
<p>Fagin tells Bill about Nancy's betrayal and Bill murders her. Fagin is discovered and sent to prison and Bill dies trying to run away.</p>
<p>Oliver discovers who his parents were and joins Mr. Brownlow and the Maylies to live happily ever after.</p>

Historical Context: Charles Dickens in the Victorian era.

<p>'Oliver Twist' was written in 1837-39. This is in the Victorian era by Charles Dickens.</p>
<p>It was published chapter by chapter in a periodical (magazine).</p>
<p>Charles Dickens had to work in harsh conditions as a child when his father was sent to prison. This mirrors the childhood of Oliver and the other boys in the workhouse.</p>
<p>Dickens wanted to criticise a new change to The Poor Law which happened in 1834 and created more workhouses and show how hard life was for poor people.</p>
<p>Oliver Twist was written in the Victorian era. This means that Queen Victoria was the reigning monarch at the time. Dickens lived and worked through this time period. The novel is a social commentary on the perceptions of society at the time.</p>

The Big Ideas in Dicken's Oliver Twist

<p>Corruption - Dickens presents corruption from the outset and throughout.</p> <ul style="list-style-type: none"> Powerful people are corrupt e.g., Bumbles Powerless people corrupt others e.g., Dodger, Fagin & Bill
<p>Villains' vs victims - Dickens juxtaposes the purest, most vulnerable and innocent of children against the most violent, brutal and selfish criminal. However, he presents the characters of a scale of villainy. Is it just a matter of time before Oliver, if left unchecked, would deteriorate into a man like Bill?</p>
<p>Crime - Dickens presents his reader with the realities of the criminal underworld of Victorian London. He shows the reader what the future often holds for destitute orphan children that are abandoned by society. All children may end up like Dodger or Nancy, then like Fagin or even Bill.</p>
<p>Poverty - Dickens wants to illustrate what life was really like for poor people in the Victorian era He believed that just because people were poor, that didn't mean they deserved to be treated like criminals. This directly links to Dickens' criticism of The Poor Law of 1834.</p>

Vocabulary: Subject Specific Terminology

<p>characterisation - the way a writer shows what a character is like</p>
<p>irony - figure of speech in which the intended meaning is the opposite of the literal meaning</p>
<p>novel – a novel is a long book that tells the story of imaginary people and events</p>
<p>protagonist - he main character</p>
<p>antagonist - a character in a story who is the chief enemy of the protagonist.</p>
<p>topic sentence – the first sentence of your analytical paragraph.</p>

Characters in Oliver Twist

<p>Oliver He is a 'pale, thin' orphan who is treated badly by almost everyone he meets. He tries his best to be a good person and experiences 'horror and alarm' whenever he sees crimes being committed.</p>
<p>Mr. Bumble The corrupt man who runs the workhouse and gives Oliver his name.</p>
<p>Noah Claypole A 'malicious' boy who bullies Oliver at the undertakers.</p>
<p>Fagin An old man who runs the gang of pickpockets. He seems kind but his selfish nature as he gets young boys to do his dirty work for him.</p>
<p>Jack Dawkins (The Artful Dodger) A young boy who introduces Oliver to Fagin's gang.</p>
<p>Bill Sikes A 'rough man' who has been a criminal for many years. He beats his dog viciously and brutally kills his girlfriend, Nancy.</p>
<p>Nancy Bill's girlfriend who risks her life to help Oliver escape from the gang. She loves Bill even though he treats her abusively and she feels guilty about the life of crime she has led.</p>
<p>Mr. Brownlow A wealthy older gentleman who takes Oliver in and looks after him.</p>

Writing Analytically

<p>What three things must a topic sentence do? – be accurate, focus on one thing, answer the question</p>
<p>What is a quotation? - a sentence or phrase copied exactly from what someone has said or written. To quote means to copy exactly what someone has said or written.</p>
<p>What do you do once you have written a topic sentence and matching quote? - explore how the quote proves the point in as much detail as you can.</p>



ENGLISH Knowledge organiser Year 7 'Oliver Twist': GS Knowledge Organiser

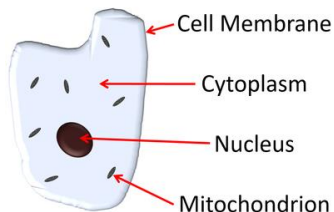
What we are learning this term:	Plot Breakdown of Oliver Twist	Vocabulary: Subject Specific Terminology
<ul style="list-style-type: none"> An introduction to life in Victorian London An introduction to the life of Charles Dickens An introduction to the workhouse and the Poor Law The story and moral of Oliver Twist Key characters and quotations How to write a simple analytical paragraph 		characterisation -
		irony -
		novel –
		protagonist -
		antagonist -
		topic sentence –
		Characters in Oliver Twist
		Oliver
		Mr. Bumble
		Noah Claypole
		Fagin
		Jack Dawkins (The Artful Dodger)
		Bill Sikes
		Nancy
		Mr. Brownlow
		Writing Analytically
	Historical Context: Charles Dickens in the Victorian era.	
	The Big Ideas in Dicken’s Oliver Twist	
morality –	Corruption -	
moral -		
vulnerable – i		
brutal –	Villains' vs victims -	
barbaric –		
exploit –		
corrupt –		
villain –	Crime -	
malicious –	Poverty -	
victim –		
naïve –		
society –		
workhouse –		
poverty –		

What we are learning in this module:
A. Cells B. Tissues C. Organs D. Organ systems

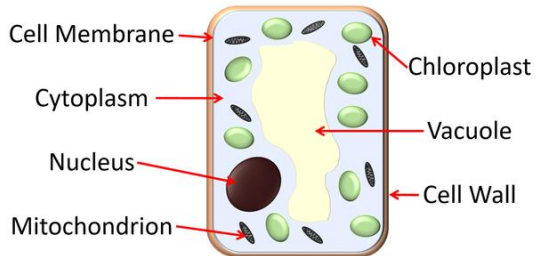
10 Key Words for this module:
1. Cell 2. Tissue 3. Organ 4. Nucleus 5. Cytoplasm 6. Cell membrane 7. Mitochondrion 8. Vacuole 9. Cell wall 10. Chloroplast

A. What are cells?
Cells are the building blocks of all living organisms

A. What are the main parts of an animal cell?	
Nucleus	Contains the genetic material and controls what happens inside the cell.
Cell membrane	Controls movement of substances into and out of the cell
Cytoplasm	Jelly-like substance, where chemical reactions happen
Mitochondrion	Where most respiration reactions happen



A. What are the main parts of a plant cell?	
Nucleus	Contains the genetic material and controls what happens inside the cell.
Cell membrane	Controls movement of substances into and out of the cell
Cytoplasm	Jelly-like substance, where chemical reactions happen
Mitochondrion	Where most respiration reactions happen
Cell wall	Made of cellulose, which supports the cell
Vacuole	Contains a liquid called cell sap, which keeps the cell firm
Chloroplasts	Where photosynthesis happens



A. How do we use to look at cells?
Microscopes

Parts of a microscope

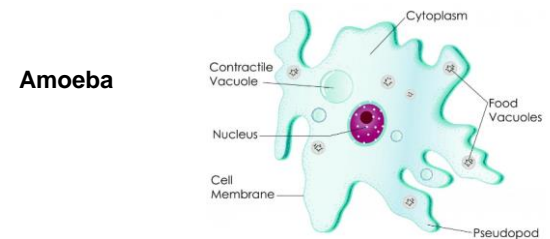
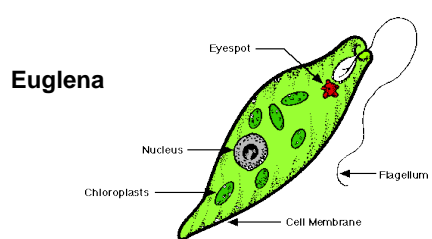
A detailed diagram of a light microscope. Labels include: Eyepiece lens (top), Body tube (the main viewing tube), Revolving nosepiece (the wheel that holds objective lenses), Objective lens (the lens closest to the specimen), Stage (the platform where the specimen is placed), Clamps (to hold the slide), Diaphragm (to move the objective lenses), Light source (at the bottom), Coarse focus (the large wheel for initial focusing), Fine focus (the smaller wheel for precise focusing), and Base (the bottom support).

A. How do you calculate magnification?

$$\text{magnification} = \frac{\text{image size}}{\text{actual size}}$$

A. What are unicellular organisms?

Unicellular organisms are made up of just one cell. Unicellular organisms often have structural adaptations to help them survive.





What we are learning in this module:

- A. Cells
- B. Tissues
- C. Organs
- D. Organ systems

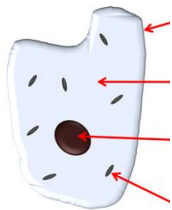
10 Key Words for this module:

1.	6.
2.	7.
3.	8.
4.	9.
5.	10.

A. What are cells?

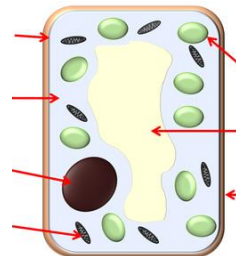
A. What are the main parts of an animal cell?

Nucleus	
Cell membrane	
Cytoplasm	
Mitochondrion	

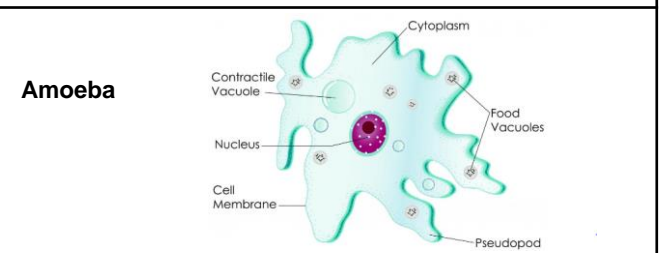
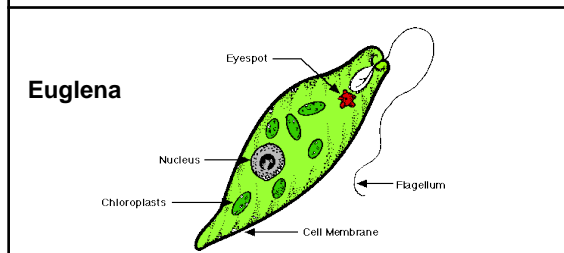


A. What are the main parts of a plant cell?

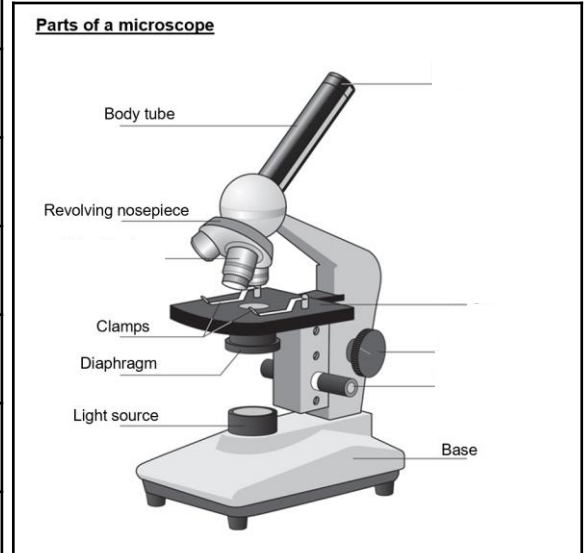
Nucleus	
Cell membrane	
Cytoplasm	
Mitochondrion	
Cell wall	
Vacuole	
Chloroplasts	



A. What are unicellular organisms?


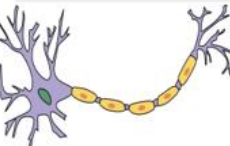





A. How do we use to look at cells?

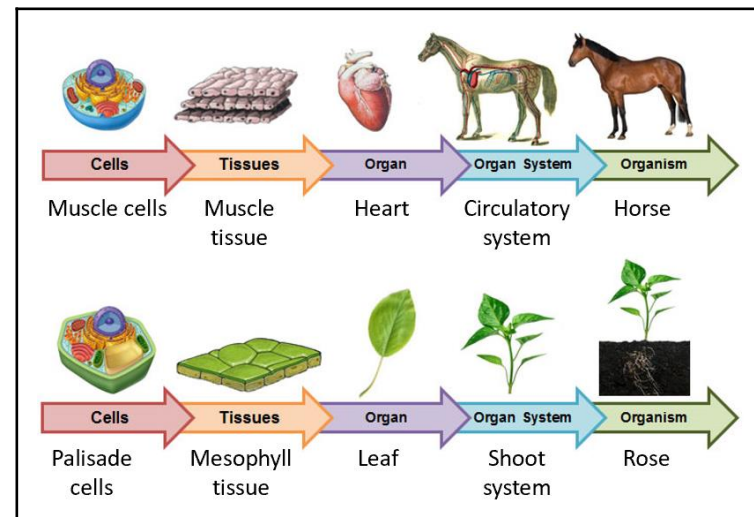


A. How do you calculate magnification?



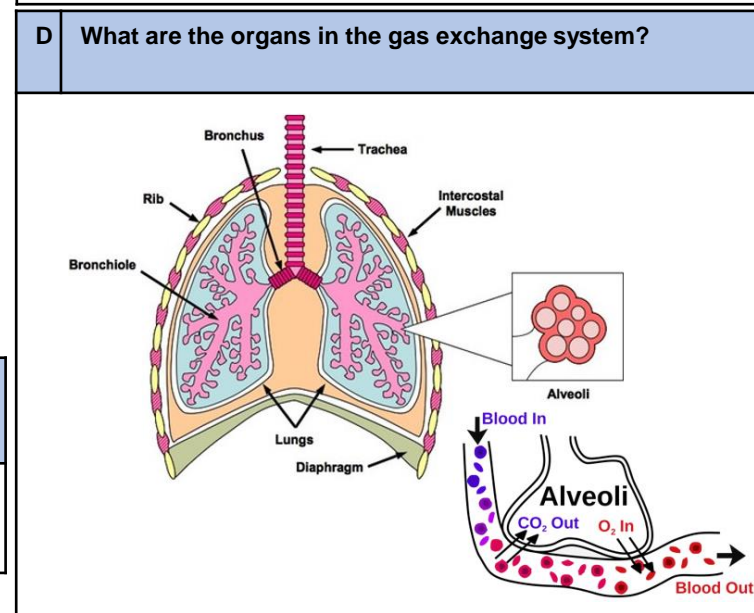
B. What are specialised cells?			
Specialised cells are found in multicellular organisms.			
Each specialised cell has a particular function within the organism			
Type of cell	Function	Special features	
Animal cells	 <p>Red blood cells</p>	To carry oxygen	<ul style="list-style-type: none"> • Large surface area, for oxygen to pass through • Contains haemoglobin, which joins with oxygen • Contains no nucleus
	 <p>Nerve cells</p>	To carry nerve impulses to different parts of the body	<ul style="list-style-type: none"> • Long • Connections at each end • Can carry electrical signals
	 <p>Male reproductive cell (sperm cell)</p>	To reach female cell, and join with it	<ul style="list-style-type: none"> • Long tail for swimming • Head for getting into the female cell
Plant cells	 <p>Root hair cell</p>	To absorb water and minerals	<ul style="list-style-type: none"> • Large surface area
	 <p>Leaf cell</p>	To absorb sunlight for photosynthesis	<ul style="list-style-type: none"> • Large surface area • Lots of chloroplasts

B What are the 2 main types of organism?	
Unicellular	Consisting of just one cell
Multicellular	Consisting of many cells



B.	What is a tissue?
A group of cells working together to perform a particular function	
C.	What is an organ?
A group of tissues working together to perform a particular function	
D.	What is an organ system?
A group of organs working together to perform a particular function	


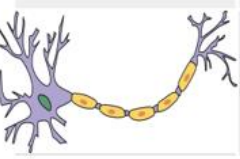



B.	How do substances move into and out of cells?
By diffusion.	





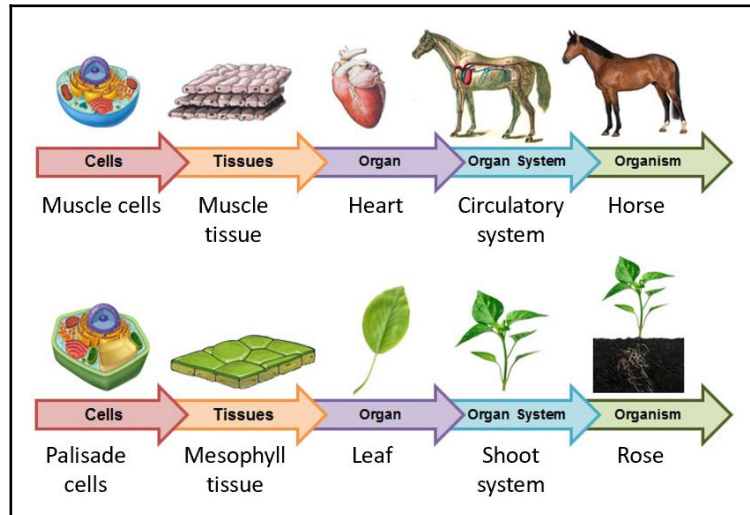
B. What are specialised cells?

Each specialised cell has a particular function within the organism

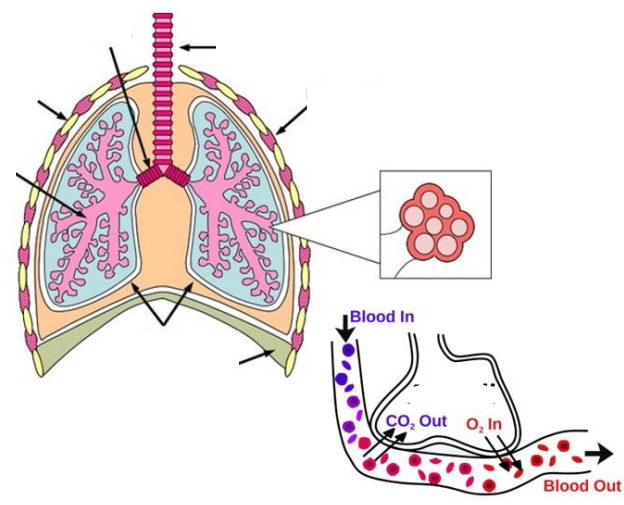
	Type of cell	Function	Special features
Animal cells			
			
			
Plant cells			
			

B What are the 2 main types of organism?

Unicellular	
Multicellular	



D What are the organs in the gas exchange system?



B. What is a tissue?

C. What is an organ?

D. What is an organ system?

B. How do substances move into and out of cells?



What we are learning this term:

A. Particle model
B. Changing State

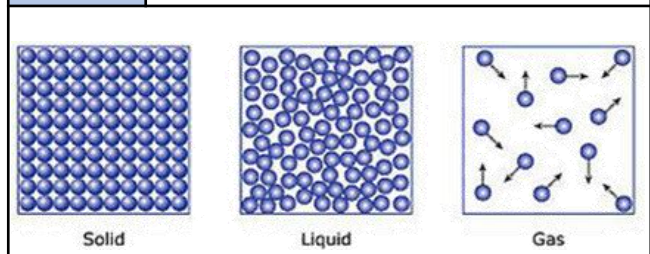
5 Key Words for this term

- Matter
- Particle
- Diffusion
- Melting
- Freezing

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.



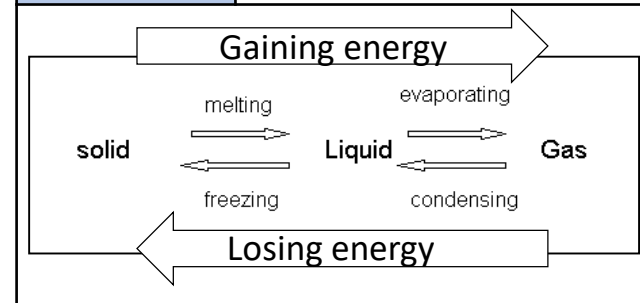
A. Describe the properties of the three states of matter.

solid	liquid	gas
● rigid	● not rigid	● not rigid
● fixed shape	● no fixed shape	● no fixed shape
● fixed volume	● fixed volume	● no fixed volume
cannot be squashed	cannot be squashed	can be squashed

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

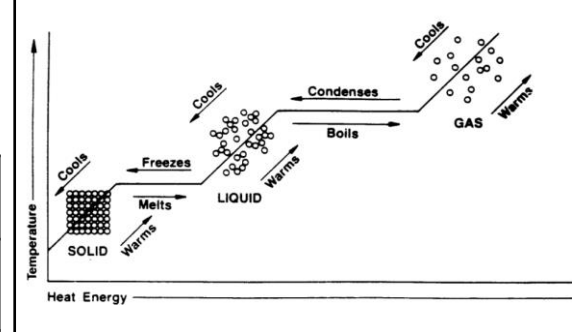


A. What is diffusion?

The movement of particles from a higher concentration to a lower concentration.

B. What happens to the temperature of a substance when it changes state?

During the change of state, the temperature will stay the same until the change of state is complete



C.	What is the difference between a pure and an impure substance?
Pure	Impure
A material that is made up of only one type of particle.	A material that made up of more than one type of particle.



What we are learning this term:

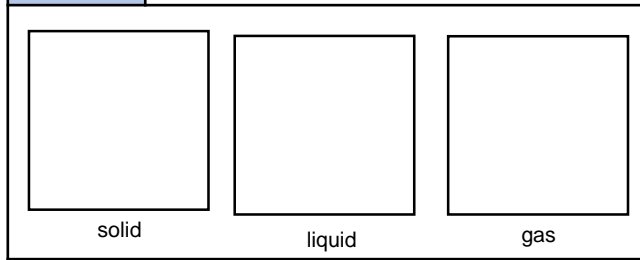
- A. Particle model
- B. Changing State
- C. Mixtures
- D. Separating techniques

6 Key Words for this term

1	6
2	7
3	8
4	9
5	10

A. What is particle theory?

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



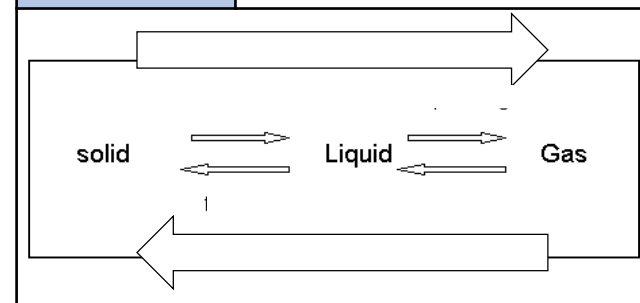
A. Describe the properties of the three states of matter.

Solid	Liquid	Gas

A. What is the law of conservation of mass?

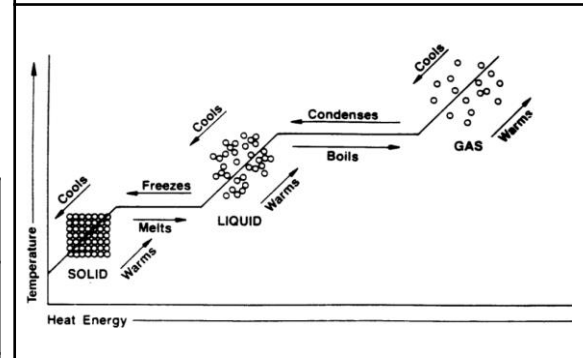
B. What are the different changes of state?

Melting	
Freezing	
Evaporation	
Condensation	

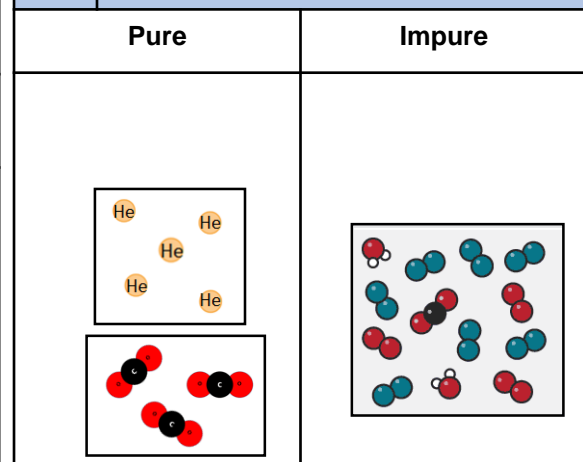


A. What is diffusion?

B. What happens to the temperature of a substance when it changes state?.



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





What we are learning this term:
A. Energy B. Heating and cooling

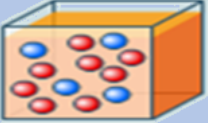


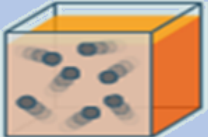


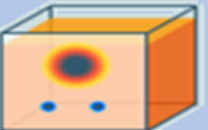

4 Key Words for this term
1 Renewable 2 Non-renewable 3 Fuel 4. Power

A. What is the unit of energy?
Joule J







A. What is a fuel
A store of chemical potential energy

A. How can we classify energy resources?	
Renewable	Renewable resources are replenished (replaced) as they are used.
Non-renewable	Non-renewable resources, like fossil fuels, are NOT replenished (replaced) as they are used.

A. What should be considered when choosing an energy resource?
Reliability
Usefulness
How long it lasts for.
Environmental impact

A. What are the 8 energy stores?	
	Chemical store
	Gravitational store
	Kinetic store
	Thermal store
	Elastic store
	Vibration store
	Nuclear store
	Electric/magnetic store

A. What are the three fossil fuels?		
Coal	Oil	Gas

A. What are the advantages and disadvantages of the main renewable energy resources?		
	Solar	
	Advantage	Disadvantage
	Does not produce carbon dioxide pollution.	Does not work in low light levels.
	Wind	
	Advantage	Disadvantage
	Does not produce carbon dioxide pollution.	Unreliable
	Geothermal	
	Advantage	Disadvantage
	Reliable	Can only be used in certain areas.
	Hydroelectric	
	Advantage	Disadvantage
	Reliable	Can damage the river environment
	Tidal	
	Advantage	Disadvantage
	Reliable	Can damage the coastal environment
	Wave	
	Advantage	Disadvantage
	Does not produce carbon dioxide pollution.	Can damages the marine environment



What we are learning this term:
A. Energy B. Heating and cooling C. Power

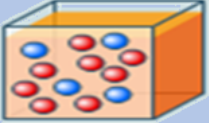





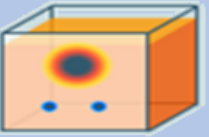

4 Key Words for this term
1 2 3 4.







A. What is the unit of energy?

A. What is a fuel

A. How can we classify energy resources?	
Renewable	
Non-renewable	





A. What should be considered when choosing an energy resource?

A. What are the 8 energy stores?	
	
	
	
	
	
	
	
	

A. What are the three fossil fuels?		
A. What are the advantages and disadvantages of the main renewable energy resources?		
	Advantage	Disadvantage
	Advantage	Disadvantage
	Advantage	Disadvantage
	Advantage	Disadvantage
	Advantage	Disadvantage
	Advantage	Disadvantage



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

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

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

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

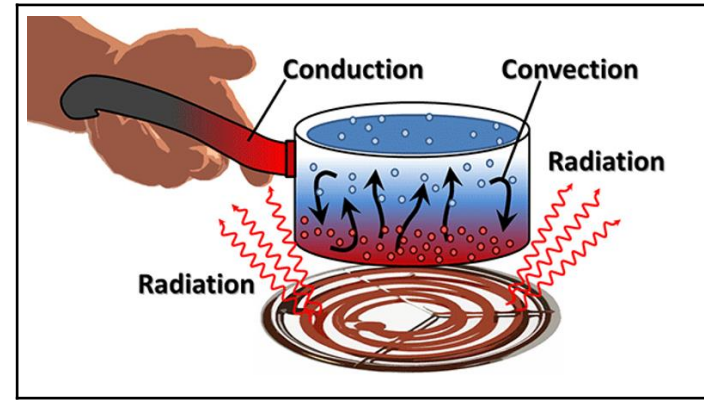
B. Describe the main steps in conduction.
 1. Particles gain energy and vibrate
 2. they pass vibrations (and therefore energy) to adjacent particles

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

C. What is the equation for power?

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

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



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

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

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

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





C. How many Watts are in a kilowatt?
 1000

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



A. What is the law of conservation of energy?

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

	
	Heating
	Radiation
	Electric currents

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

B In which direction does heating transfer energy ?

B. Describe the main steps in conduction.

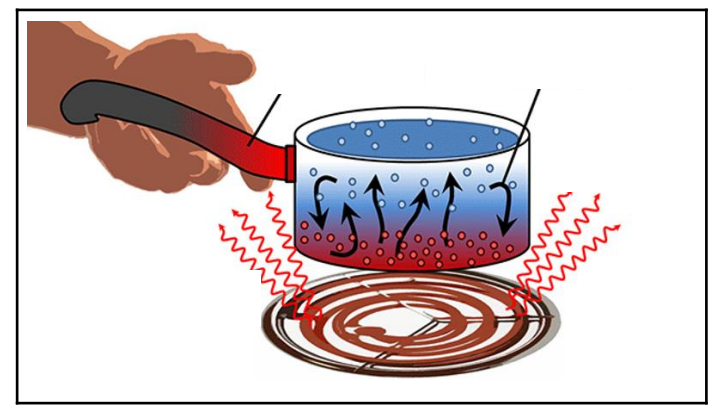
-
-

B. Describe the main steps in convection.

-

C. What is the equation for power?

C. What is power?



C. What are the units of power?

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

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

Method	Medium	Description
Conduction		
Convection		
Radiation		

C. How many Watts are in a kilowatt?

1000

C. Define a kilowatt hour.



Background

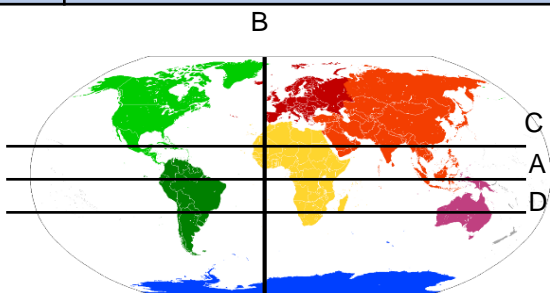
1. Geography is the study of the Earth's natural features. It is also about people and places and how they affect one another. **(C)**
2. In geography maps are important. World maps show the location of the continents and oceans. **(A, B, D)**
3. The UK is made up of 4 countries. **(E)**
4. Maps are made up of different parts, OS maps are the most widely used in the UK, and can show the height of the land. **(F, G, H)**

A. Continents (7)



1	North America.	5	Asia.
2	South America.	6	Oceania.
3	Europe.	7	Antarctica.
4	Africa.		

B. Lines of a global maps (4)

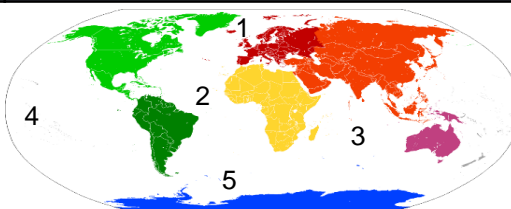


A	Equator.	C	Tropic of Cancer.
B	Prime Meridian.	D	Tropic of Capricorn.

C. Types of Geography (2)

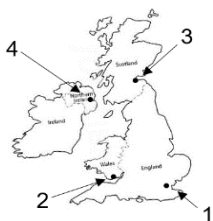
Human	Studying what people do to the Earth.
Physical	Studying what is naturally occurring on Earth.

D. Oceans (5)



1	Arctic Ocean.	4	Pacific Ocean.
2	Atlantic Ocean.	5	Southern Ocean.
3	Indian Ocean.		

E. Geography of the UK (4)



1	London, England.
2	Cardiff, Wales.
3	Edinburgh, Scotland.
4	Belfast, Northern Ireland.

F. Parts of a map (6)

Latitude	How far north or south a place is from the Equator.
Longitude	How far east or west a place is from the Prime Meridian.
Scale	A length on the map, in real life.
Altitude	Height above sea level.
Compass	Used to show direction on maps.
Distance	How far two places are from one another.

G. OS maps (13)

Ordnance survey	The organisation that produces the maps that are most widely used in the UK.	
	Bus station.	
	Railway (train) station.	
	Place of worship.	
	Information point (for help).	
	Deciduous Trees.	
	Coniferous Trees.	
	Youth Hostel.	
	Museum.	
	School.	
	Post Office.	
	View point (good view from here).	
	Campsite.	

H. Contour Lines (3)

a. What are they?	Lines that show the height and shape of land.	
b. How do they show steep hills?	Lots of contour lines close together.	
c. How do they show sloping hills?	Contour lines far apart.	



Background

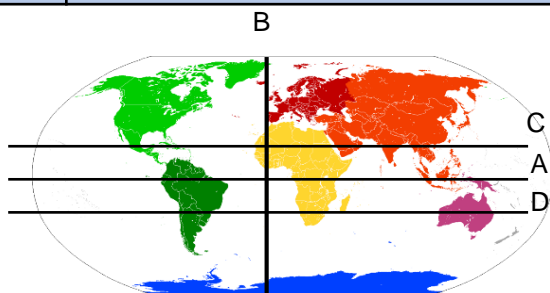
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A. Continents (7)



1		5	
2		6	
3		7	
4			

B. Lines of a global maps (4)

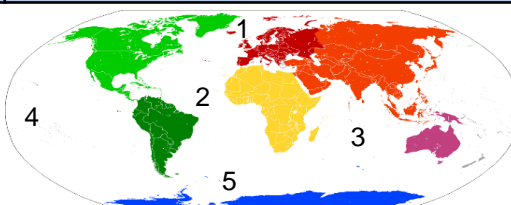


A		C	
B		D	

C. Types of Geography (2)

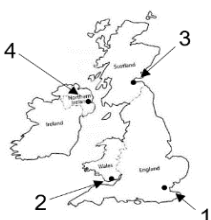
Human	
Physical	

D. Oceans (5)



1		4	
2		5	
3			

E. Geography of the UK (4)



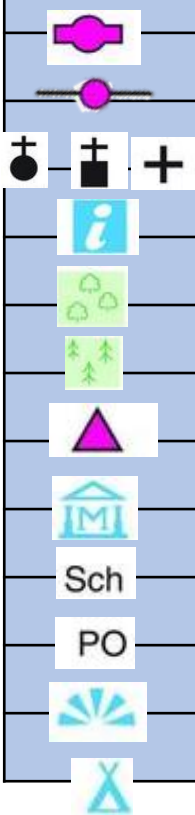
1	
2	
3	
4	

F. Parts of a map (6)

	How far north or south a place is from the Equator.
	How far east or west a place is from the Prime Meridian.
	A length on the map, in real life.
	Height above sea level.
	Used to show direction on maps.
	How far two places are from one another.

G. OS maps (13)

Ordnance survey



H. Contour Lines (3)

a. What are they?	
b. How do they show steep hills?	
c. How do they show sloping hills?	



A. Keywords:

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

B. Key people:

1. **Al-Ma'mun** - The Abbasid caliph from 813-833.
2. **Al-Mansur** - The Abbasid caliph from 754-775.
3. **Al-Masudi** - An Arab geographer (896-956).
4. **Al-Razi** - A physician in Baghdad who wrote books on medicine (854-925).
5. **Arinisdus** - A monk who stole Saint Foy's body in the 9th century to take to the monastery at Conques.
6. **Bernard of Angers** - A monk who wrote The Miracles of Saint Foy in the 11th C.
7. **Emperor Constantine** - Roman Empire who converted to Christianity and created a new capital at Constantinople.
8. **Empress Zoe** - Byzantine Empress, 1028-1050.
9. **Euclid** - A Greek mathematician from the 3rd century BCE.
10. **Foy** - A girl from Agen, France, who was killed for refusing to give up her Christian beliefs and became a saint.
11. **GALEN** - A Greek doctor from the 2nd century CE.
12. **Guibert** - A servant who miraculously had his eyes restored by Saint Foy in 983.
13. **Ptolemy** - A Greek astronomer from the 2nd century CE.

C. Keywords:

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

D. Timeline



<p>324 Emperor Constantine made Constantinople the new capital of the Roman Empire.</p>	<p>380 Christianity was made the official religion of the Roman Empire.</p>	<p>5th century The western Roman Empire collapsed.</p>	<p>537 The Hagia Sophia was built in Constantinople.</p>	<p>632 The Prophet Muhammad died but his Muslim followers continued to spread Islam.</p>	<p>762 Caliph Al-Mansur ordered the city of Baghdad to be built as the capital of the Islamic Empire.</p>	<p>801 Dado the Hermit founded a monastery at Conques, in France.</p>	<p>9th century A monk, Arinisdus, stole the body of Saint Foy from Agen to take to the monastery at Conques. Saint Foy Abbey (pictured).</p>	<p>983 Guibert had his eyes miraculously restored by Saint Foy (interpretation of Saint Foy pictured).</p>	<p>1042 Empress Zoe's nephew tried to seize her throne.</p>	<p>1043 Russian ships attacked the city of Constantinople.</p>
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A. Keywords:

1. Abbasid dynasty - =
2. Astrolabe - =.
3. Astrology - =
4. Astronomy - =
5. Baghdad - =
6. Bishop - =
7. Byzantine Empire - =
8. Caliph - =
9. Christendom - =
10. Constantinople - =
11. Empire - =
12. Eucharist =

B. Key people:

1. Al-Ma'mun - =
2. Al-Mansur - =
3. Al-Masudi - =
4. Al-Razi - =
5. Arinisdus - =
6. Bernard of Angers =
7. Emperor Constantine - =
8. Empress Zoe - =
9. Euclid - =.
10. Foy - =.
11. GALEN=.
12. Guibert - =
13. Ptolemy - =.

C. Keywords:

1. Geometry - =
2. House of Wisdom - =
3. Madrasa - =
4. Monastery - =.
5. Monk - =
6. Mosque - =
7. Pope - =
8. Pilgrim - =
9. Priest =
10. Relic - =.
11. Saint - =.
12. Silk Roads - =

D. Timeline



<p>324 Emperor Constantin e made the new capital</p>	<p>380 Christianit y was made</p>	<p>5th century The western Roman Empire</p>	<p>537 The Hagia Sophia was</p>	<p>632 The Prophet Muhammad</p>	<p>762 Caliph Al- Mansur ordered the</p>	<p>801 Dado the</p>	<p>9th century A monk, Arinisdus.....</p>	<p>983 Guibert had his</p>	<p>1042 Empress Zoe's</p>	<p>1043</p>
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Keywords	
Sin	An act of disobedience against the will of God
Exile	Being barred from one's country as a punishment
Covenant	An agreement or a promise made by God to humanity
Atonement	The action of making amends for wrongdoing
Sacrifice	Slaughtering an animal or person as an offering to a deity (God)
Rebel	A person who rises in opposition to an established institution
Slave	A person who is the legal property of another and is forced to obey them
Polytheism	The belief in or worship of more than one God

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

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

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

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

C.	Abraham's sacrifice & Abraham in Arabia
Sacrifice	<ul style="list-style-type: none"> God told Abraham to sacrifice his son as a burnt offering on a mountain When Abraham went to sacrifice his son, angels came down and told him to stop It was a test to see if he would obey God
What does it show	<ul style="list-style-type: none"> Abraham believed in one God and was obedient God was showing human sacrifice should no longer happen If you follow God's commands you will be rewarded God tests everyone in life
Importance	<ul style="list-style-type: none"> Abraham is important because he established Makkah as a holy place He built the first Mosque

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

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



Keywords	
Sin	
Exile	
Covenant	
Atonement	
Sacrifice	
Rebel	
Slave	
Polytheism	

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

B.	<i>Abraham and the covenant</i>
Abraham	<ul style="list-style-type: none"> • 1 • 2 • 3
Covenant	<ul style="list-style-type: none"> • 1 • 2 • 3 • 4

A.	<i>Genesis and Noah</i>
Genesis	Sets out a theme that humans need to be reunited with God
What did Adam and Eve do?	<ul style="list-style-type: none"> • 1 • 2 • 3
Noah's ark	<ul style="list-style-type: none"> • 1 • 2 • 3 • 4 • 5

C.	<i>Abraham's sacrifice & Abraham in Arabia</i>
Sacrifice	<ul style="list-style-type: none"> • 1 • 2 • 3
What does it show	<ul style="list-style-type: none"> • 1 • 2 • 3 • 4
Importance	<ul style="list-style-type: none"> • 1 • 2 • 3

D.	<i>Exodus and Leviticus</i>
Exodus	<ul style="list-style-type: none"> • 1 • 2 • 3
Leviticus	<ul style="list-style-type: none"> • 1 • 2 • 3

E.	<i>Jesus the Rebel</i>
Jesus the Rebel	<ul style="list-style-type: none"> • 1 • 2 • 3 • 4

F.	<i>Beginnings of Islam</i>
Prophet Muhammad	<ul style="list-style-type: none"> • 1 • 2 • 3 • 4
Why is Muhammad important	<ul style="list-style-type: none"> • 1 • 2 • 3 • 4 • 5

What we are learning this term:

- A. Countries and Nationalities
- B. Members of the family
- C. Colours
- D. Describing appearance
- E. Key words across topics
- F. Translation practice

6 Key Words for this term

- | | |
|------------------|-----------------|
| 1. hablar | 4. el pelo |
| 2. ¿dónde vives? | 5. los ojos |
| 3. Me llamo | 6. las mascotas |

C. ¿Qué color es? What colour is it?

<u>Los colores</u>	<u>Colours</u>
amarillo/a	Yellow
atigrado/a	Tabby
azul	Blue
blanco/a	White
dorado/a	Gold
gris	Grey
marrón	Brown
negro/a	Black
rojo/a	Red
verde	Green
dorados/as	Gold
marrones	Brown
negros/as	black

Key Verbs

Ser To be	Tener To have	Hablar To speak	Comer To eat	Vivir To live
Soy I am	Tengo I have	Hablo I speak	Como I eat	Vivo I live
Eres You are	Tienes You have	Hablas You speak	Comes You eat	Vives You live
Es s/he is	Tiene s/he has	Habla s/he speaks	Come s/he eats	Vive s/he lives
Somos We are	Tenemo We have	Hablamos We speak	Comemos We eat	Vivimos We live
son They are	tienen They have	hablan They speak	comen They eat	viven They live

A. ¿Donde vives? Where do you live?

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

D. Describe – describe yourself

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

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

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

F. Key Words across Topics?

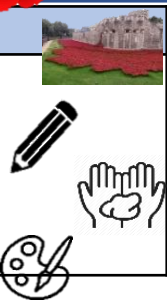
to have = tener	Me gusta – I like
to be = ser	Me encanta – I love
to go = ir	Odio - I hate
to do = hacer	Porque – because
to play = jugar	Divertido – fun
to see = ver	Aburrido – boring
to listen=escuchar	Util – useful
to buy =comprar	Inutil – useless
to live =vivir	Comodo – comfy
to speak= hablar	Interesante-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

B. ¿Describe tu familia? Describe your family

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

ART Year 7 Term 1: Topic = Remembrance Poppies

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



6 Key Words for this term
<ol style="list-style-type: none"> 1. Remembrance 2. Sculpture 3. Installation 4. Decoration 5. Line 6. Ceramic



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



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



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

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

Steps for making your poppy:

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

What each tool is used for:

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

States of working with clay

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

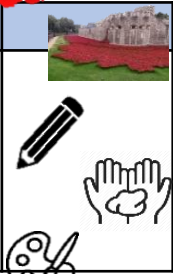


G.	Key words and definitions	
Remembrance		the action of remembering the dead.
Sculpture		A 3dimensional artwork
Installation		Placing a particular artwork in a specific place
Decorate		To make something more appealing or visually attractive
Line		A continuous mark with width, length and direction
Ceramic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



What we are learning this term:

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



A. About Paul Cummins and his installation 'Blood Swept Lands and Seas of Red'

What? He installed 888000 clay poppies at the Tower of London in 2014 covering 16 acres

Why? Each one represented a service/man woman who died during WW1 (1914-18)

How? Each one was made by hand using clay, fired in the kiln and painted before going on display

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



6 Key Words for this term

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



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

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

Explain the steps for making your poppy including materials and techniques

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

Explain what each tool is used for:

Rolling pin	
Wooden board	
slats	

What are each of the States of working with clay

Plastic	
Leather-hard	
Bone dry	
Bisque fired	
ceramic	



G. Add definitions for the key words

Remembrance		
Sculpture		
Installation		
Decorate		
Line		
Ceramic		
Detail		
Accuracy		
Source		
Construct		
Score and slip		
Kiln		
composition		
outline		



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

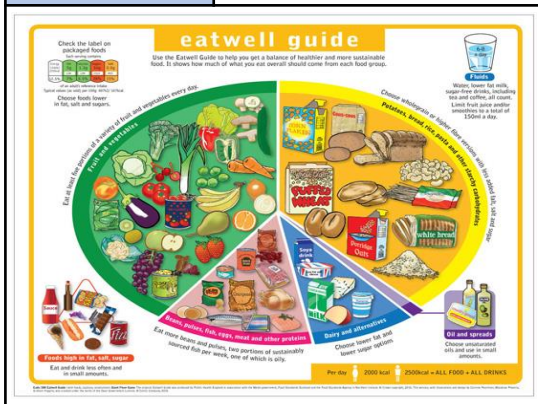
6 Key Words for this term	
1 Hygiene	4 Cuisine
2 Health	5 Sensory Analysis
3 Food Poisoning	6 Preparation

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

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.
------	--



B.	What are the 5 different sections of the eatwell plate?
1 Fruit and Vegetables 2 Carbohydrates 3 Protein 4 Dairy 5 Fats and Oils	



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

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

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

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



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

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

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

Rule
<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

Why it is important
<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

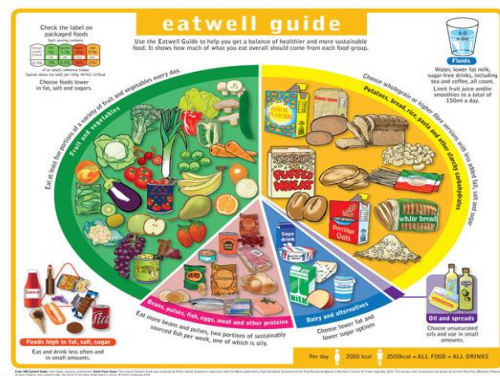
E.	Keywords
Hygiene	A method of keeping yourself and equipment clean
Research	Information that you find out to help you with a project
Cuisine	Food from a different country
Target Market	The age or type of person you re creating a product for.
Carbohydrates	Foods that give you energy
Protein	Food that 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



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

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

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



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



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

--



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

--

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	A method of keeping yourself and equipment _____
Research	Information that you find out to help you _____
Cuisine	Food from a _____
Target Market	The _____ of person you re creating a product for.
Carbohydrates	Foods that give you _____
Protein	Food that _____ and _____ y our muscles
Fibre	Foods that _____ system healthy and _____.
Calcium	Foods that make _____ strong
Design Idea	_____
Organisation	Having everything _____
Time keeping	_____
Sensory analysis	Use your _____ to _____ an d d _____ a product
Mood Board	A _____ of _____ and key words based on a project



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

C - Useful links: practice at home!

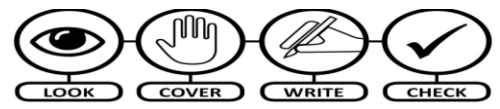
These QR codes will take you to YouTube to be able to practice clapping some rhythms we are learning in this term!

Level 1 ----->

Level 2 ----->




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



Try out this rhythm game.

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

D Time Signatures and Counting Beats

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

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

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

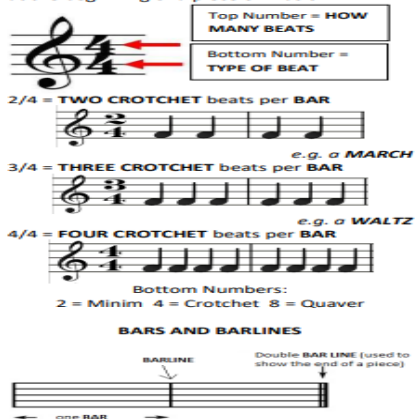
3/4 = THREE CROTCHET beats per BAR
e.g. a WALTZ

4/4 = FOUR CROTCHET beats per BAR












Bottom Numbers:
2 = Minim 4 = Crotchet 8 = Quaver

BAR AND BAR LINES

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



E Basic Rhythm Values in 4/4 time

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


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



#AIMHIGH CHALLENGE TASKS Y7

Hard Work ... Kindness... Responsibility



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