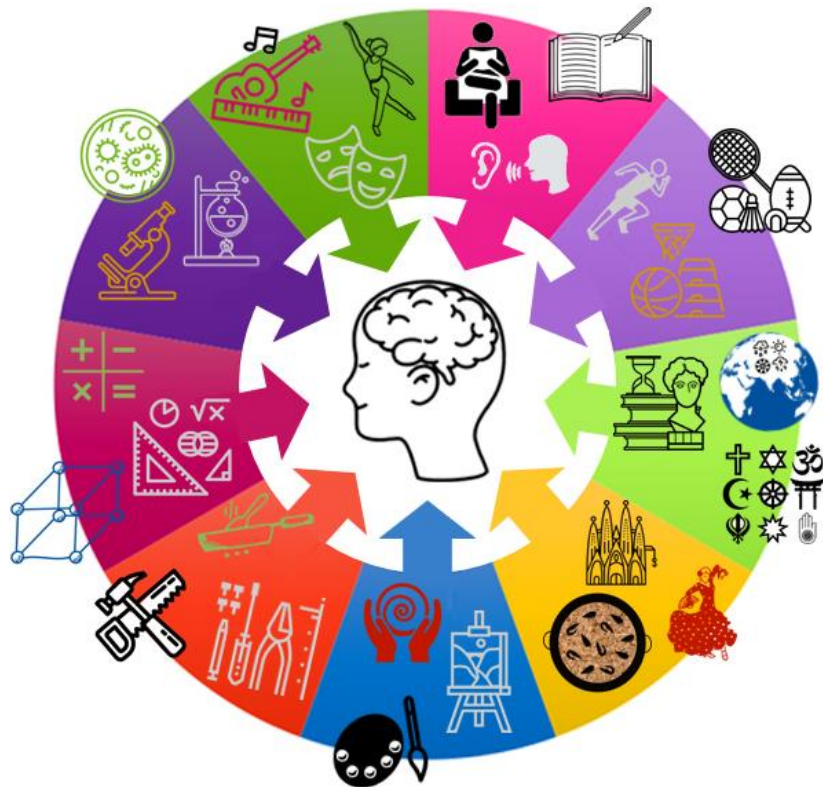


100% book - Year 7 Booster

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

Term 1



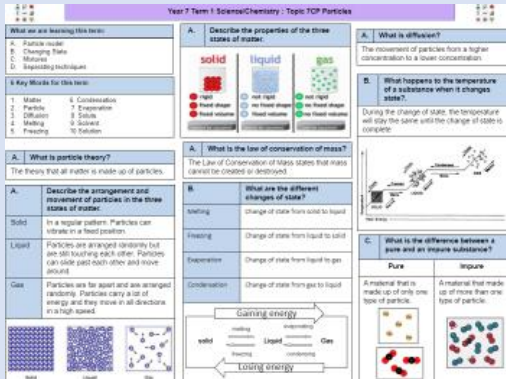
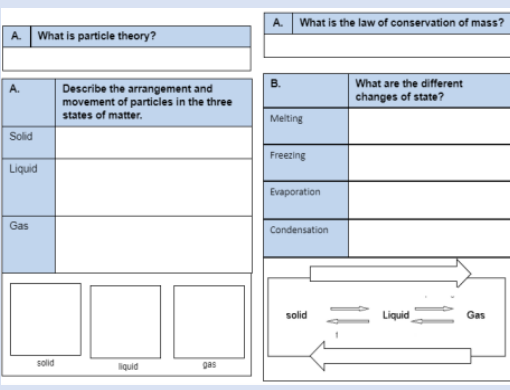
Swindon Academy 2022-23

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 contains 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?'. It also includes diagrams of particle arrangements for solid, liquid, and gas, 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 knowledge organiser with handwritten notes. The date '29th May 2020' is written at the top. The title 'Particle theory' is underlined. The sections 'What is particle theory?' and 'What are the different changes of state?' are visible. Below the text are diagrams of particle arrangements for solid, liquid, and gas, and a phase change diagram.

Step 3

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

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.

Handwritten notes on lined paper repeating the definitions of solid, liquid, and gas. The text is: 'Solid = regular pattern, particles vibrate in fixed position'. This is repeated 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 quizzable knowledge organiser with handwritten answers. The date '29th May 2020' is written at the top. The title 'Particle theory' is underlined. The sections 'What is particle theory?' and 'What are the different changes of state?' are visible. The answers are: 'Self quizzing' for 'What are the different changes of state?', 'Arrangement/movement of matter' for 'Describe the arrangement and movement of particles in the three states of matter', 'Solid = regular pattern' for 'Solid', 'Liquid = ' for 'Liquid', and 'Gas = ' for 'Gas'.

Step 6

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

Handwritten notes on lined paper checking and correcting the definitions of solid, liquid, and gas. The text is: 'Particle theory = all matter is made of particles', 'Solid = regular pattern, particles vibrate in fixed position', 'Liquid = particles are arranged randomly but are still touching each other, particles can slide past each other and move around', 'Gas = Particles are far apart and are arranged randomly, particles carry a lot of energy'.

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

What we are learning this term:	Vocabulary: Key Words	Characters in Oliver Twist
<ul style="list-style-type: none"> An introduction to life in Victorian London An introduction to the life of Charles Dickens An introduction to the workhouse and the Poor Law The story and moral of Oliver Twist Key characters and quotations How to write a simple analytical paragraph 	<p>morality – a code of right and wrong. People who try to be good can be called moral and people who do bad things can be called immoral.</p>	<p>Oliver He is a 'pale, thin' orphan who is treated badly by almost everyone he meets. He tries his best to be a good person and experiences 'horror and alarm' whenever he sees crimes being committed.</p>
<p>Writing Analytically</p>	<p>vulnerable – in a situation in which you could be easily harmed. People living on the streets are vulnerable.</p>	<p>Mr. Bumble The man who runs the workhouse and gives Oliver his name. He is 'a fat man' who enjoys power and doesn't care about the people beneath him.</p>
<p>What three things must a topic sentence do? – be accurate, focus on one thing, answer the question</p>	<p>brutal – very violent or cruel.</p>	<p>Noah Claypole A 'malicious and ill-conditioned' boy who bullies Oliver at the undertakers. He eventually runs away to London and joins the same gang as Oliver.</p>
<p>What is a quotation? - a sentence or phrase copied exactly from what someone has said or written. To quote means to copy exactly what someone has said or written.</p>	<p>corrupt – a word used to describe a person who uses their power in a dishonest or illegal way in order to make life better for themselves.</p>	<p>Fagin An old man who runs the gang of pickpockets. He seems kind but his 'villainous-looking and repulsive face' reflects his selfish nature as he gets young boys to do his dirty work for him.</p>
<p>What do you do once you have written a topic sentence and matching quote? - explore how the quote proves the point in as much detail as you can.</p>	<p>villain – a 'baddie' who harms other people or breaks the law to get what they want.</p>	<p>Jack Dawkins (The Artful Dodger) A young boy who introduces Oliver to Fagin's gang who has 'all the airs and manners of a man'. He's confident and cunning.</p>
<p>Plot Breakdown of Oliver Twist</p>	<p>malicious – meant to hurt or upset someone.</p>	<p>Bill Sikes A 'rough man' who has been a criminal for many years. He beats his dog viciously and brutally kills his girlfriend, Nancy.</p>
<p>Oliver is born in the workhouse. When he is a bit older he is nominated to ask for more food because the boys are starving.</p>	<p>victim – someone who has been harmed, often by other people.</p>	<p>Nancy Bill's girlfriend who risks her life to help Oliver escape from the gang. She loves Bill even though he treats her abusively and she feels guilty about the life of crime she has led.</p>
<p>He is kicked out of the workhouse and sold to the Sowerberry family to be an undertaker's apprentice. He's bullied by Noah, they fight and he is locked up.</p>	<p>exploit – taking advantage of someone to benefit from them.</p>	<p>Mr. Brownlow A wealthy older gentleman who takes Oliver in and looks after him. He believes in Oliver's goodness even when it looks like Oliver has stolen from him and eventually finds out the truth about Oliver's parents.</p>
<p>Oliver runs away to London, meets Dodger and is introduced to Fagin's gang.</p>	<p>naïve – If someone is naïve if they don't have experience of how complicated life can be and therefore trust people too much.</p>	
<p>Oliver is taken out with the gang and is horrified to see Dodger steal a gentleman's handkerchief. Oliver is wrongly arrested for the theft.</p>	<p>society – the people who live in a certain area. This could be a country, town or small group.</p>	
<p>The gentleman, Mr. Brownlow, takes pity on Oliver and takes him in. The gang plot to get him back in case he reveals information about them.</p>	<p>workhouse – a place where people who couldn't support themselves were sent to live and work.</p>	
<p>Oliver is abducted by the gang whilst running an errand for Mr. Brownlow.</p>	<p>Background Information</p>	
<p>Oliver is used by Sikes in a burglary. They fail and Sikes runs away. Oliver is left behind but the people who live there feel sorry for him and look after him. They are called Fred and Rose Maylie.</p>	<p>'Oliver Twist' was written in 1837-39. This is the Victorian era.</p>	
<p>When Bill and Fagin realise what has happened, they plot to catch Oliver again. Nancy overhears and visits Mr. Brownlow to warn him.</p>	<p>It was written by Charles Dickens.</p>	
<p>Fagin tells Bill about Nancy's betrayal and Bill murders her. Fagin is discovered and sent to prison and Bill dies trying to run away.</p>	<p>In was published chapter by chapter in a periodical (magazine).</p>	
<p>Oliver discovers who his parents were and joins Mr. Brownlow and the Maylies to live happily ever after.</p>	<p>Charles Dickens had to work in harsh conditions as a child when his father was sent to prison.</p>	
	<p>Dickens wanted to criticise a new change to The Poor Law which happened in 1834 and created more workhouses and show how hard life was for poor people.</p>	



What we are learning this term:	Vocabulary: Key Words	Characters in Oliver Twist
<ul style="list-style-type: none"> An introduction to life in Victorian London An introduction to the life of Charles Dickens An introduction to the workhouse and the Poor Law The story and moral of Oliver Twist Key characters and quotations How to write a simple analytical paragraph 	<p>morality –</p>	<p>Oliver He is a 'pale, thin' _____ who is treated badly by almost everyone he meets. He tries his best to be a _____ person and experiences 'horror and alarm' whenever he sees _____ being committed.</p>
<p>Writing Analytically</p>	<p>vulnerable –</p>	<p>Mr. Bumble The man who _____ and gives Oliver his name. He is 'a fat man' who enjoys _____ and doesn't _____ about the people _____ him.</p>
<p>What three things must a topic sentence do? –</p>	<p>brutal –</p>	<p>Noah Claypole A 'malicious and ill-conditioned' boy who _____ Oliver at the undertakers.</p>
<p>What is a quotation? - a sentence or phrase copied exactly from what someone has said or _____. To quote means to _____ what someone has said or written.</p>	<p>corrupt –</p>	<p>Fagin An old man who runs the _____. He seems kind but his 'villainous-looking and repulsive face' reflects his _____ as he gets young _____ to do his _____ for him.</p>
<p>What do you do once you have written a topic sentence and matching quote? - explore how the quote proves _____</p>	<p>villain –</p>	<p>Jack Dawkins (The Artful Dodger) A young boy who introduces _____ to Fagin's _____ who has 'all the airs and manners of a man'. He's _____ and cunning.</p>
<p>Plot Breakdown of Oliver Twist</p>	<p>malicious –</p>	<p>Bill Sikes A 'rough man' who has been a _____ for many years. He _____ his _____ viciously and brutally _____ his girlfriend, _____.</p>
<p>Oliver is born in the workhouse. When he is a bit older he is nominated to _____</p>	<p>victim –</p>	<p>Nancy Bill's _____ who risks her _____ to help _____ escape from the _____. She loves _____ even though he treats her _____ and she feels _____ about the life of _____ she has led.</p>
<p>He is kicked out of the workhouse and sold to the Sowerberry family to be an undertaker's apprentice. He's bullied by _____ they fight and he is locked up.</p>	<p>exploit –</p>	<p>Mr. Brownlow A wealthy older _____ who takes _____ in and looks after him. He believes in Oliver's goodness even when it looks like Oliver has stolen from him and eventually finds out the truth about Oliver's parents.</p>
<p>Oliver runs away to London, meets Dodger and is introduced to _____.</p>	<p>naïve –</p>	
<p>Oliver is taken out with the gang and is horrified to see Dodger steal a gentleman's handkerchief. Oliver is wrongly arrested for the theft.</p>	<p>society –</p>	
<p>The gentleman, Mr. Brownlow, takes pity on Oliver and takes him in. The gang plot to get him back in case he reveals _____ about them.</p>	<p>workhouse –</p>	
<p>Oliver is abducted _____ whilst running an errand for Mr. Brownlow.</p>	<p>Background Information</p>	
<p>Oliver is used by Sikes in a burglary. _____</p>	<p>'Oliver Twist' was written in _____. This is the _____ era.</p>	
<p>When Bill and Fagin realise what has happened, they plot to catch Oliver again.</p>	<p>It was written by _____.</p>	
<p>Fagin tells Bill about Nancy's betrayal and _____ her. Fagin is discovered and sent to prison and Bill dies trying to run away.</p>	<p>In was published _____ by _____ in a _____ (magazine).</p>	
<p>Oliver _____.</p>	<p>Charles Dickens had to work in _____ conditions as a _____ when his father was sent to prison.</p>	
	<p>Dickens wanted to _____ a new change to The _____ which happened in _____ and created more _____ and show how hard life was for _____ people.</p>	

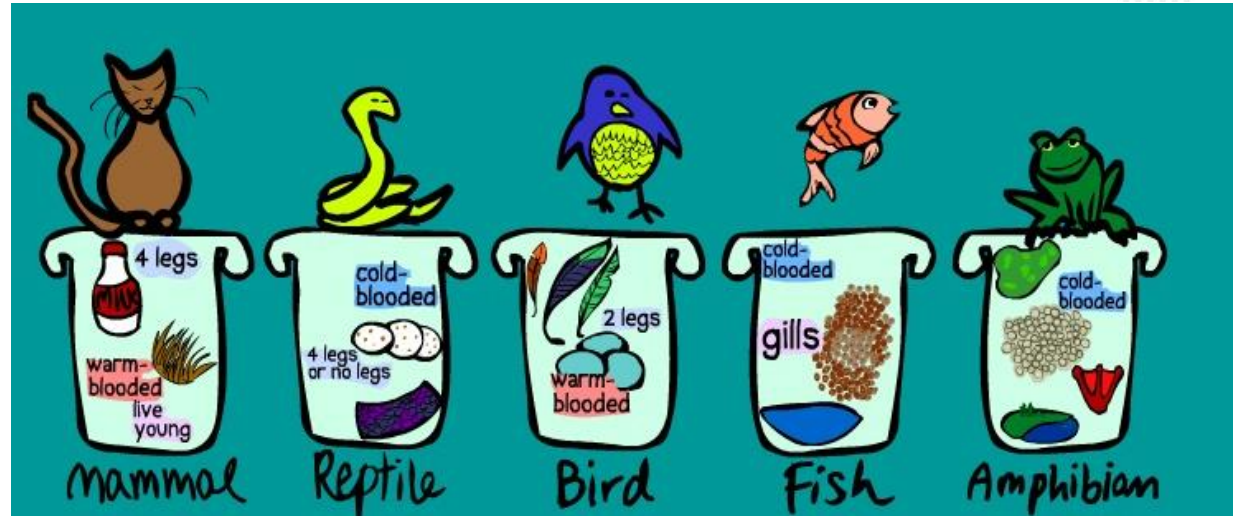
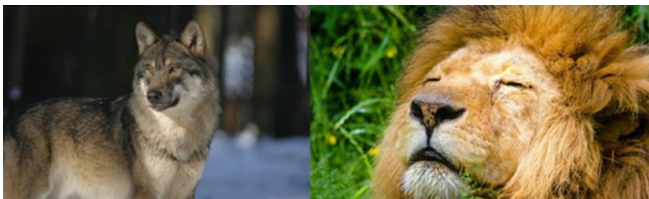


What we are learning this term:

- A. Classification
- B. Food Chains and Food Webs
- C. Plants

7 Key Words for this term

- 1. Mammal
- 2. Reptile
- 3. Bird
- 4. Amphibian
- 5. Fish
- 6. Germination
- 7. Dispersal



B. What does producer mean?

A living thing that produces its own food.

Plants are producers.



A.

Name the five groups of animals

Mammal

Dog, Horse, Human

Reptile

Snake, Lizard

Bird

Blackbird, Penguin, Eagle

Amphibian

Frog, Toad, Newt

Fish

Goldfish, Shark, Seahorse

B.

What does consumer mean?

A living thing that cannot produce its own food so eats other living things.

Animals are consumers.

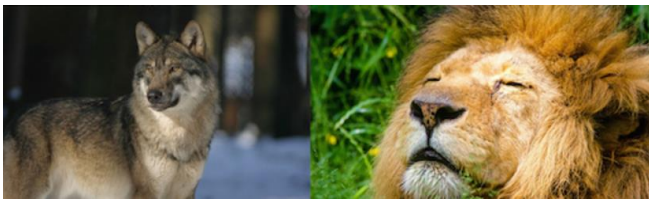


What we are learning this term:

- A. Classification
- B. Food Chains and Food Webs
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7 Key Words for this term

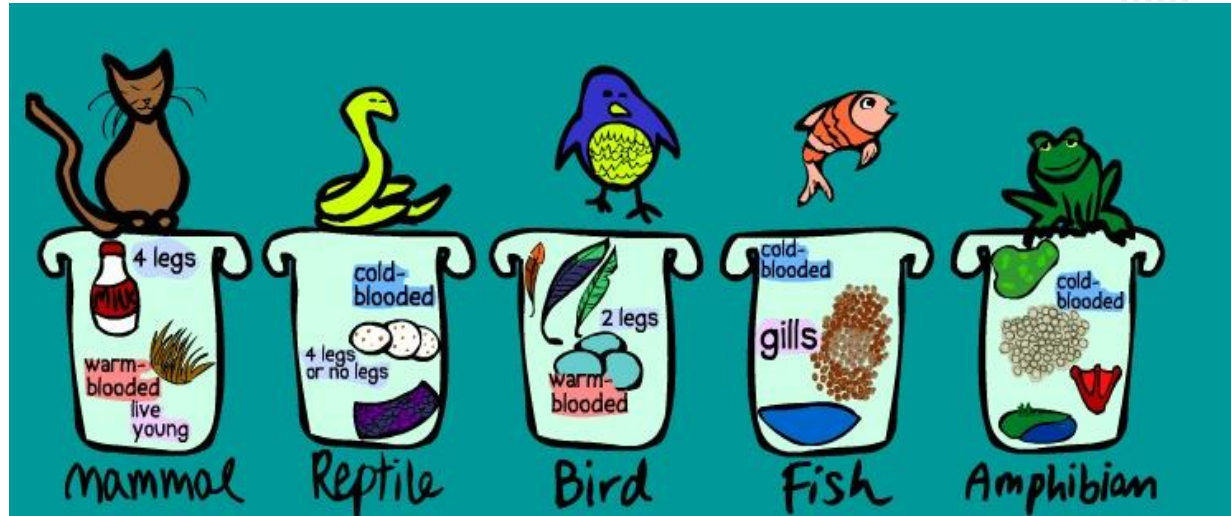
- 1. M_____
- 2. R_____
- 3. B_____
- 4. A_____
- 5. F_____
- 6. Germination
- 7. Dispersal



B. What does consumer mean?

A living thing that cannot p_____ its own food so e_____ other living things.

A_____ are consumers.



B. What does producer mean?

A living thing that p_____ its own food.

P_____ are producers.



A.	Name the five groups of animals
M_____	Dog, Horse, Human
R_____	Snake, Lizard
B_____	Blackbird, Penguin, Eagle
A_____	Frog, Toad, Newt
F_____	Goldfish, Shark, Seahorse

What we are learning this term:

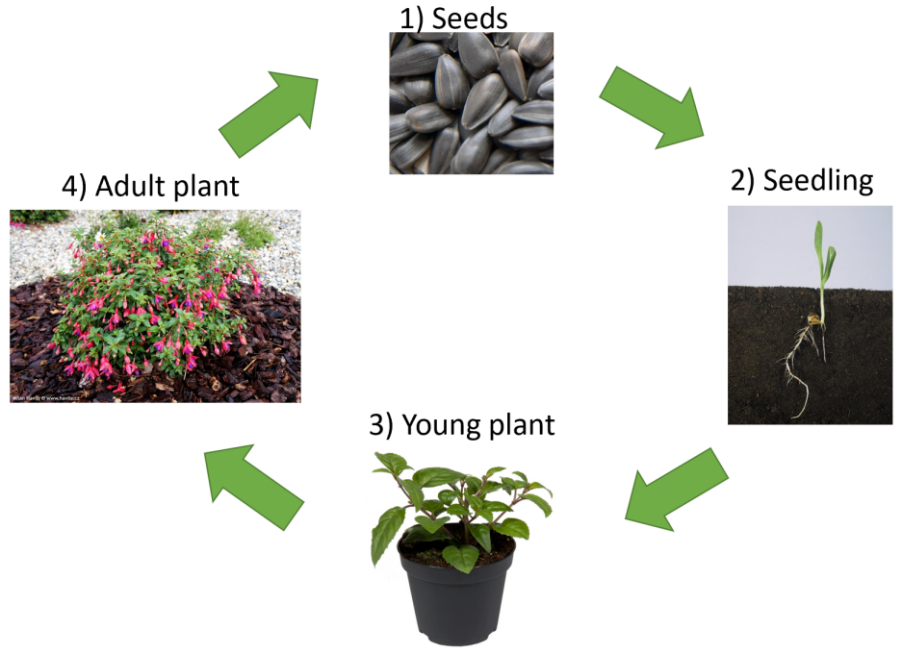
- A. Classification
- B. Food Chains and Food Webs
- C. Plants

7 Key Words for this term

- 1. Mammal
- 2. Reptile
- 3. Bird
- 4. Amphibian
- 5. Fish
- 6. Germination
- 7. Dispersal

D.

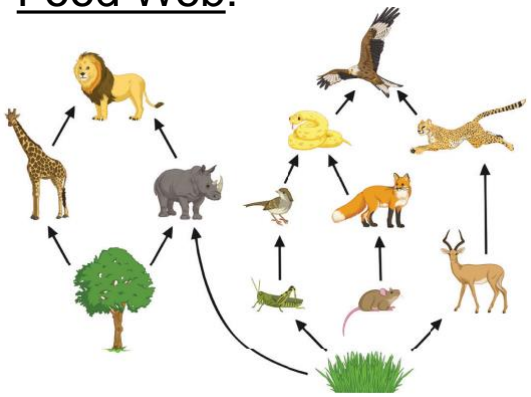
Name the stages of the plant life cycle



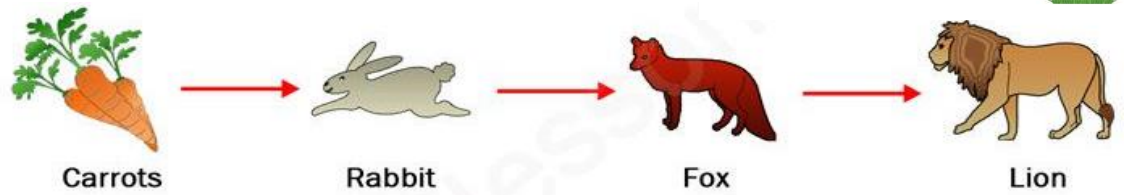
C. **Compare food chains and food webs**

Food webs have more feeding relationships than a food chain.

Food Web:



Food Chain:



C. **What do germination and dispersal mean?**

Germination is when a seed sprouts and the plant starts to grow.

Dispersal is the movement or transport of seeds away from the parent plant.

What we are learning this term:

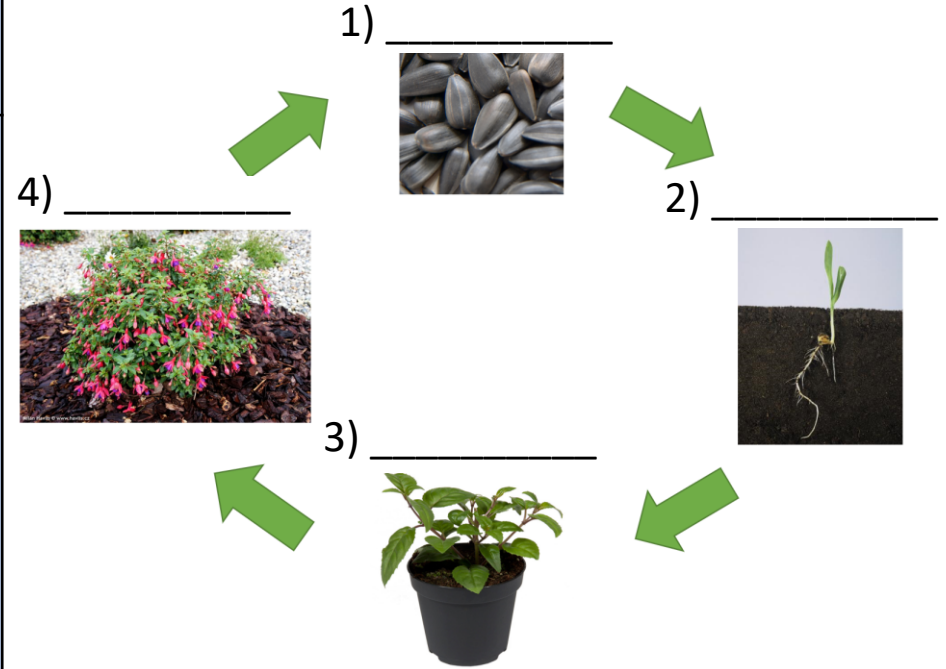
- A. Classification
- B. Food Chains and Food Webs
- C. Plants

7 Key Words for this term

- 1. Mammal
- 2. Reptile
- 3. Bird
- 4. Amphibian
- 5. Fish
- 6. G _____
- 7. D _____

D.

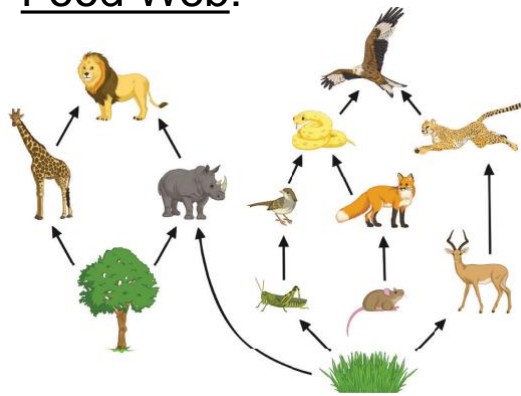
Name the stages of the plant life cycle



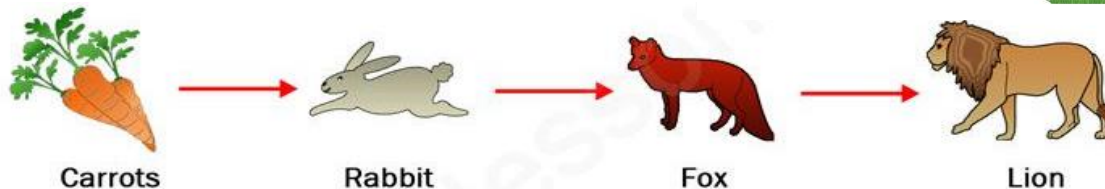
C. **Compare food chains and food webs**

Food webs have _____ feeding relationships than a food chain.

Food Web:



Food Chain:



C. **What do germination and dispersal mean?**

Germination is when a s_____ sprouts and the plant starts to g_____.

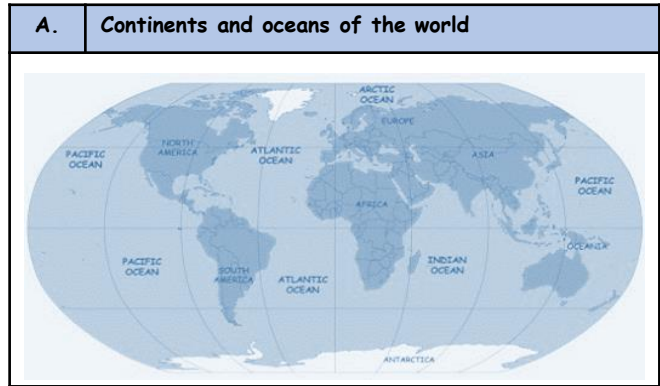
Dispersal is the movement or transport of seeds a_____ from the parent plant.



Geography Knowledge Organiser: Y7- T1 – Our World



- 7 continents & 5 oceans. Continents are then split up into different countries. (A, B, H)
- Within countries there are villages, towns and cities. (C)
- There are different types of houses (D)
- There are many different jobs available in villages, towns and cities. These can be categorised into 3 different categories; Primary, secondary and tertiary. (E)
- Features of towns and cities are shown on maps using symbols. (G)
- Towns and cities change for many different reasons. (F, I)



B. Capital cities of the UK

England	London
Wales	Cardiff
Scotland	Edinburgh
Northern Ireland	Belfast

C. What are the different features of villages, towns and cities

Villages	A village has very few buildings and is smaller than a town.
Towns	A town has quite a few buildings but is smaller than a city. Swindon is a town.
Cities	A city must have a cathedral. Cities are large, bustling areas with lots of homes and businesses.

D. What are the different types of house?

Detached	Where there are no other houses attached to your house.
Semi-detached	Where there is one other house attached to your house. They are often found at the end of a street.
Terraced	Rows of houses that have neighbours either side.

E. What are the different types of job?

Primary	People who grow things
Secondary	People who make things
Tertiary	People who help

F. How has China changed?

Buildings	Old buildings have been turned into restaurants and businesses
Roads	Roads have been made bigger.
Transport	There are more cars and buses

G. How are features shown on a map?

	Deciduous forest		
	Pub		Lighthouse
	Camp site		Site of battle
	Church with spire		Church with tower
	Viewpoint		

H. Where in Swindon?

Swindon	Swindon is in England. It is between Bristol and London.
Swindon Academy	Swindon Academy is in North Swindon. It is in Pinehurst, which is an area of Swindon.

I. How has Swindon changed?

Buildings	The old railway buildings are now a shopping outlet.
Roads	Swindon used to be an area with lots of farmland, now there are many roads and roundabouts.
Transport	Swindon used to be the location of Isambard Kingdom Brunel's railway yard, now Swindon makes cars.



Geography Knowledge Organiser: Y7- T1 – Our World QUIZZABLE



1.	
2.	
3.	
4.	
5.	
6.	

C.	What are the different features of villages, towns and cities
Villages	
Towns	
Cities	

D.	What are the different types of house?
Detached	
Semi-detached	
Terraced	


E.	What are the different types of job?
Primary	
Secondary	
Tertiary	

F.	How has China changed?
Buildings	
Roads	
Transport	

G.	How are features shown on a map?		

H.	Where in Swindon?	
Swindon		
Swindon Academy		

I.	How has Swindon changed?	
Buildings		
Roads		
Transport		

A.	Continents and oceans of the world
	

B.	Capital cities of the UK
England	
Wales	
Scotland	
Northern Ireland	

Year 7-6 Term 1 History Knowledge organiser: Topic = Historical Skills

What we are learning this term:	
<p>A. What history is and what your history is</p> <p>B. What historians mean by chronology</p> <p>C. Who the bravest explorer was in the past</p> <p>D. How we find out about the Queens of our past</p>	
6 Key Words for this term	
<p>1. History – The study of what happened in the past</p> <p>2. Timeline – A way of showing events in order of when they happened</p> <p>3. Centuries – A way of showing time in history – each century is 100 years</p> <p>4. Chronology – This is the study of when things happened, in date order</p> <p>5. Historians – Someone who is an expert in history or studying history</p> <p>6. Judgment – Coming up with your own opinion about an event or person, based on the information you have been</p>	
A.	What is your history?
Key word	Key definition
1 – History	The study of what happened in the past. Throughout your time at school, you will learn about a lot of different events that took place in the past
2 – The Past	All the time before now – something that happened in the last, hour, day, week, month or year happened in the past
3 – Timeline	Timelines are a good way to show how events happened, in the order of when they happened
4 - Generation	All members of a family who are of a similar age. For example, if you have cousins who are a similar age to you, they will be part of the same generation as you

B.	What do Historians mean by chronology?
<p>1 Historians use different terms to describe time in history</p> <p>2 They use terms like century, BC and AD</p> <p>3 Century is every 100 years and you can match the year to the correct century by adding 1 to the first two numbers (e.g. 1998 was in the 20th Century)</p> <p>4 Historians also use BC and AD to describe time:</p> <ul style="list-style-type: none"> • BC means Before Christ and relates to anything that happened before the birth of Jesus Christ • AD means Anno Domini and relates to anything that happened after the birth of Jesus Christ <p>5 Historians use all the information above to place events in chronological (date) order as it makes the most sense – it helps us to understand why events happened</p>	
C.	Who was the bravest explorer?
Explorer	Someone who goes on a journey to learn about new people and places
Voyage	A long journey, by plane, boat or train – taking weeks, months or years
Sailor	A person who works on a boat or ship
Adventure	An exciting or dangerous journey
Judgment	Coming up with your own opinion about an event or person, based on the information you have been given
Ibn Battuta	Explorer who was born in Morocco (in Africa) and lived 700 years ago in the 14 th Century
Christopher Columbus	Sailor who was born in Italy and lived during the 16 th Century. Discovered North America and the Caribbean islands
Edmund Hillary	Explorer and mountain climber born in New Zealand. First man (along with his guide) to climb Mount Everest (highest mountain in the world)
D.	How can we learn about queens of our past?
Reign	The time when one king or queen rules
Royal	Something belonging to a king or queen
Armada	A large group of ships
Empire	A large group of countries ruled by one person
Coronation	A ceremony when a person becomes king or queen
Portrait	A painting or photo of someone – great source to help historians learn about the past
Elizabeth I	Queen of England from 1558 until 1603 – many portraits were painted of Elizabeth during her reign, from which we can learn a lot about her
Victoria	Queen of England for 63 years - there are also portraits of Victoria and her family, from which we can learn a lot about her reign
Elizabeth II	Our current Queen of England who became Queen in 1952. We can learn a lot about Elizabeth II from photographs that have been taken of her

What we are learning this term:	
<p>A. What history is and what your history is B. What historians mean by chronology C. Who the bravest explorer was in the past D. How we find out about the Queens of our past</p>	
6 Key Words for this term	
<p>1. History – 2. Timeline – 3. Centuries – 4. Chronology – 5. Historians – 6. Judgment –</p>	

A.	What is your history?
Key word	Key definition
1 – History	
2 – The Past	
3 – Timeline	
4 - Generation	

B.	What do Historians mean by chronology?

C.	Who was the bravest explorer?
Explorer	
Voyage	
Sailor	
Adventure	
Judgment	
Ibn Battuta	
Christopher Columbus	
Edmund Hillary	

D.	How can we learn about queens of our past?
Reign	
Royal	
Armada	
Empire	
Coronation	
Portrait	
Elizabeth I	
Victoria	
Elizabeth II	



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	An act of d_____ against the _____
Exile	Being barred _____ as a punishment
Covenant	An a _____ t or a promise made by _____ to _____
Atonement	The action _____
Sacrifice	S _____ g an a _____ or person as an offering to a _____ y (God)
Rebel	A person who rises in _____ to an es _____ ed _____
Slave	A person who is the _____ l p _____ y of another and is forced to obey them
Polytheism	The belief in or w _____ p of mor _____

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

B.	Abraham and the covenant
Abraham	<ul style="list-style-type: none"> When Abraham was born people made _____ called _____ and w _____ them They s _____ things to the _____ and even _____ d _____ Abraham realised there was only _____ and s _____ the idols that his father had made
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Jesus the Rebel	<ul style="list-style-type: none"> Some Jews didn't like _____ Jesus opposed _____ Jesus spent time _____ Jesus _____ in the temple because he did not agree with people trading and scamming people in the Temple

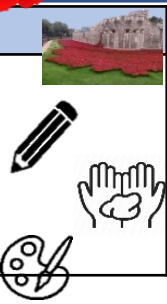
C.	Abraham's sacrifice & Abraham in Arabia
Sacrifice	<ul style="list-style-type: none"> God told Abraham to _____ as a burnt offering on a mountain When Abraham went to _____, angels came down and told _____ It was a test to see if he _____
What does it show	<ul style="list-style-type: none"> Abraham believed in _____ and was obedient God was showing _____ should no longer happen If you follow God's commands you will be _____ God t _____ everyone in life
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Why is Muhammad important	<ul style="list-style-type: none"> _____ Role model because of the moral way he _____ _____ example of how _____ Taught people the word of _____ He carried on even though he faced _____

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

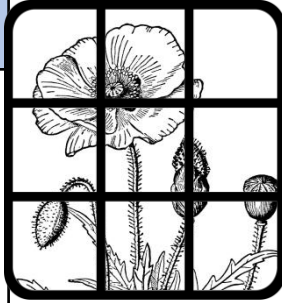


A.	About Paul Cummins and his installation 'Blood Swept Lands and Seas of Red'
What?	He installed 888000 clay poppies at the Tower of London in 2014 covering 16 acres
Why?	Each one represented a service/man woman who died during WW1 (1914-18)
How?	Each one was made by hand using clay, fired in the kiln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



B.	How to use the Grid Method for accurate drawing
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- 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
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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

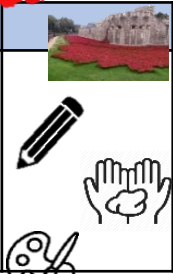


G.	Key words and definitions
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Remembrance	the action of remembering the dead.	
Sculpture	A 3dimensional artwork	
Installation	Placing a particular artwork in a specific place	
Decorate	To make something more appealing or visually attractive	
Line	A 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

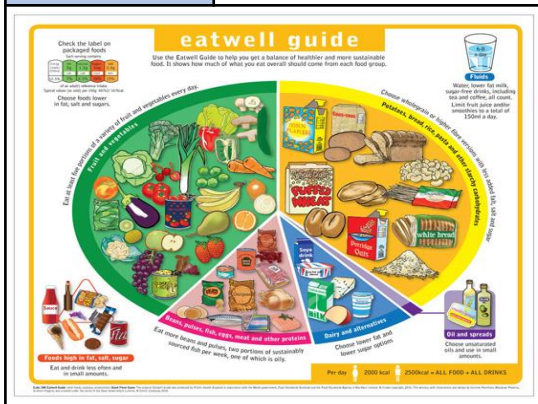
6 Key Words for this term
1 Hygiene 4 Cuisine
2 Health 5 Sensory Analysis
3 Food Poisoning 6 Preparation

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

Carbohydrates	Foods that are eaten to give the body energy
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Protein	Food that are eaten to build and repair muscles and cells
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Fats	Food that are eaten to protect your vital organs and insulate your body.
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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

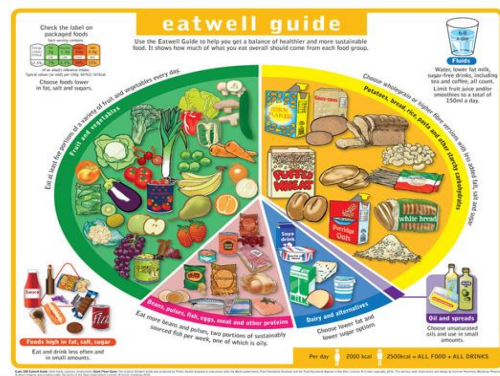
E. Keywords	
Hygiene	A method of keeping yourself and equipment clean
Research	Information that you find out to help you with a project
Cuisine	Food from a different country
Target Market	The age or type of person you re creating a product for.
Carbohydrates	Foods that give you energy
Protein	Food that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

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

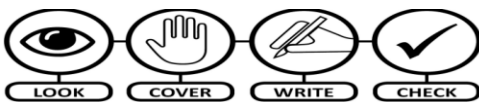
These QR codes will take you to YouTube to be able to practice clapping some rhythms we are learning in this term!

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

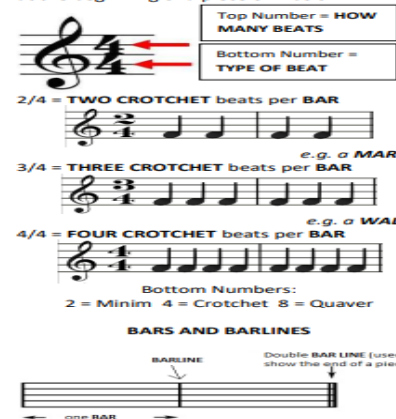
3/4 = THREE CROTCHET beats per BAR
e.g. a WALTZ

4/4 = FOUR CROTCHET beats per BAR





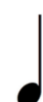




Bottom Numbers:
2 = Minim 4 = Crotchet 8 = Quaver

BAR AND BAR LINES

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