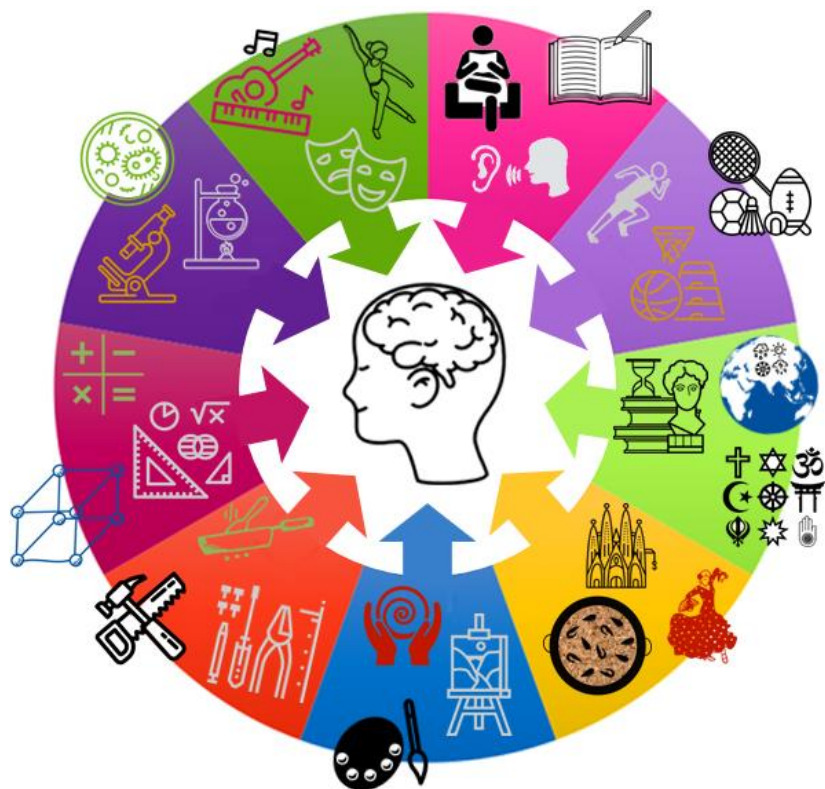


100% book - Year 7 Booster

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

Term 3



Swindon Academy 2022-23

Name:	
Tutor Group:	
Tutor & Room:	

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

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

Using your Knowledge Organiser and Quizzable Knowledge Organiser

Knowledge Organisers

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

What are we learning this term:

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

Key Words for this term:

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

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

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

Solid	Liquid	Gas
• Particles are packed closely together in a regular pattern.	• Particles are arranged randomly but are still touching each other. Particles can slide past each other and move around.	• Particles are far apart and are arranged randomly. Particles carry a lot of energy and they move in all directions in a high speed.

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

B. What are the different changes of state?

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

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

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

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

Quizzable Knowledge Organisers

A. What is particle theory?

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

Solid	Liquid	Gas

A. What is the law of conservation of mass?

B. What are the different changes of state?

Change of State	Energy Change
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C. What is the difference between a pure and an impure substance?

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

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

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

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

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

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

Top Tip

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

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 screenshot shows the epraise website interface. On the left is a 'Planner' for the week of 10th May to 16th May 2020, with a grid for different subjects. On the right is a 'New Year's Homework/Revision: Topic TSP Pack' for 'What is particle theory?'. It includes a table of contents with sections like 'What is particle theory?', 'Describe the arrangement and movement of particles in the three states of matter', and 'What is the law of conservation of mass?'. Below the table are small diagrams and text boxes for each section.

Step 2

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

This screenshot shows a printed page from the knowledge organiser. It contains sections A, B, and C. Section A asks 'What is particle theory?' and 'Describe the arrangement and movement of particles in the three states of matter.' Section B asks 'What are the different changes of state?' and lists melting, freezing, evaporation, and condensation. Section C asks 'What is the law of conservation of mass?'. Handwritten notes include the date '29th May 2020' and the title 'Particle theory'. At the bottom, there are three boxes labeled 'solid', 'liquid', and 'gas' with corresponding diagrams of particle arrangements.

Step 3

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

Handwritten notes on lined paper. At the top, the date '29th May 2020' is written. Below it is the title 'Properties of the states of matter'. The notes define particle theory as 'all matter is made of particles'. It then describes the three states: 'Solid = regular pattern particles vibrate in fixed position', 'Liquid = particles are arranged randomly but are still touching each other particles can slide past each other and move around', and 'Gas = Particles are far apart and are arranged randomly. Particles carry a lot of energy'.

Step 4

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

Handwritten notes on lined paper repeating the definitions from Step 3. It lists 'Solid = regular pattern particles vibrate in fixed position' three times, 'Liquid = particles are arranged randomly but are still touching each other particles can slide past each other and move around' once, and 'Gas = Particles are far apart and are arranged randomly. Particles carry a lot of energy' once.

Step 5

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

This screenshot shows the 'quizzable' version of the knowledge organiser. It has the same layout as the previous one but with a 'Self quizzing' section. Handwritten answers are provided for the quizzable parts: 'Arrangement/movement of matter' for the particle theory question, 'Solid = regular pattern particles can slide past each other and move around' for the solid state, 'Liquid = far apart' for the liquid state, and 'Gas = arranged randomly. Particles carry a lot of energy' for the gas state.

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, similar to Step 3, but with checkmarks indicating that the definitions are correct. The text is: 'Particle theory = all matter is made of particles', 'Solid = regular pattern ✓ particles vibrate in fixed position', 'Liquid = particles are arranged randomly but are still touching each other ✓ particles can slide past each other and move around ✓', and 'Gas = Particles are far apart ✓ and are arranged randomly. Particles carry a lot of energy ✓'.

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

Plot Summary	Who loves Whom
Act 1: Hermia and Lysander love each other but are not allowed to marry so decide to run away to the forest to get married in secret. Demetrius wants to marry Hermia . Helena loves Demetrius . They follow Hermia and Lysander into the forest.	
Act 2: In the forest, Oberon and Titania are arguing. Oberon sees Demetrius and Helena arguing and commands Puck to use the potion on the Athenian man to make him fall in love with Helena . However, the first Athenian man Puck sees is Lysander , so he puts the love potion on him. Lysander falls madly in love with Helena .	
Act 3: Puck sees Bottom in the forest and transformed his head into a donkey's head. He puts the love potion on Titania, who falls in love with Bottom. Puck puts the love potion on Demetrius so that he falls in love with Helena . As a result, both men love Helena so there is chaos. Puck eventually drops a herb in Lysander's eyes to put him back to normal.	
Acts 4 and 5: Oberon finds Titania and Bottom and decides that he has had enough fun. Puck drops a herb in her eyes, she wakes and leaves with Oberon. The lovers return to Athens where Bottom and the other actors perform their play at the wedding of the three happy couples: Theseus and Hippolyta, Lysander and Hermia and Demetrius and Helena .	

Characters
<p>Athenians</p> <p>Theseus: <i>The Duke of Athens and Hippolyta's fiancé (later husband).</i></p> <p>Hippolyta: <i>The Queen of the Amazons and Theseus's fiancé (later wife).</i></p> <p>Egeus: <i>Hermia's father.</i></p>
<p>The Lovers</p> <p>Hermia: <i>the daughter of Egeus and good friend of Helena.</i></p> <p>Helena: <i>in love with Demetrius and a good friend of Hermia.</i></p> <p>Lysander: <i>an Athenian nobleman who is in love with Hermia.</i></p> <p>Demetrius: <i>an Athenian nobleman who also loves Hermia, but has wooed Helena in the past.</i></p>
<p>Fairies (Mythical characters)</p> <p>Titania: <i>The Queen of the Fairies and Oberon's wife.</i></p> <p>Oberon: <i>The King of the Fairies and Titania's husband.</i></p> <p>Puck: <i>Oberon's mischievous servant.</i></p>
<p>The workmen/theatre performers</p> <p>Bottom: <i>a weaver who believes he is a great actor.</i></p>



Vocabulary: Key words
severe – very strict or harsh
conflict – a serious disagreement, battle or struggle between two sides or ideas.
unrequited love – If a person loves someone who doesn't love them back, the person's love is unrequited
to mock – To mock someone is to make fun of them
chaos – a situation where there is no order and everyone is confused
to resolve – to solve a problem or difficulty
Terminology: Key Words
soliloquy - a speech in a play that the character speaks to himself or herself or to the audience, rather than to the other characters
comedy – a type of play that is comical and ends with a happy ending.
play - a play is a piece of writing which is performed in the theatre.
stage directions - Instructions written into the script of a play

Background Information of AMND

Shakespeare went to a grammar school where he was taught Ancient Greek.
The play is set in Ancient Greece and follows the rules of a comedy from Ancient Greece.
When the play was written, Elizabeth 1 st was Queen. The play is written in the Elizabethan era.
Both wealthy and poorer Elizabethan people went to the Globe to watch plays.
Cupid is the ancient god of love. He is usually presented as a baby whose arrows make people fall in love.



The Love Potion

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

Plot Summary	Who loves Whom
<p>Act 1: Hermia and Lysander _____ each other but are _____ to marry so decide to run away to the forest to get married in secret. Demetrius wants to marry _____. Helena loves _____. They follow _____ and _____ into the forest.</p>	<p style="text-align: center;">Demetrius</p> <p style="text-align: center;">Helena</p>
<p>Act 2: In the forest, _____ and _____ are arguing. Oberon sees _____ and _____ arguing and commands Puck to use _____ on the Athenian man to make him _____ with Helena. However, the first Athenian man Puck sees is _____, so he puts the _____ on him. Lysander falls madly in love with _____.</p>	<p style="text-align: center;">Hermia</p> <p style="text-align: center;">Lysander</p>
<p>Act 3: Puck sees _____ in the forest and transformed his head into a _____'s head. He puts the _____ on _____, who falls in love with Bottom. Puck puts the love potion on _____ so that he falls in love with _____. As a result, both men love _____ so there is _____. Puck eventually drops a herb in Lysander's eyes to put him back to normal.</p>	<p style="text-align: center;">Lysander</p> <p style="text-align: center;">Helena</p> <p style="text-align: center;">Hermia</p>
<p>Acts 4 and 5: _____ finds _____ and _____ and decides that he has had enough fun. Puck drops a herb in her eyes, she wakes and leaves with Oberon. The lovers return to _____ where Bottom and the other actors perform their play at the wedding of the _____ happy _____: Theseus and Hippolyta, _____ and _____ and _____ and _____.</p>	<p style="text-align: center;">Demetrius</p>

Characters
<p>Athenians</p> <p>Theseus: _____</p> <p>Hippolyta: _____</p> <p>Egeus: _____</p>
<p>The Lovers</p> <p>Hermia: <i>the daughter of Egeus and</i> _____</p> <p>Helena: <i>in love with Demetrius and</i> _____</p> <p>Lysander: <i>an Athenian nobleman</i> _____</p> <p>Demetrius: <i>an Athenian nobleman who</i> _____</p>
<p>Fairies (Mythical characters)</p> <p>Titania: _____</p> <p>Oberon: _____</p> <p>Puck: _____</p>
<p>The workmen/theatre performers</p> <p>Bottom: _____</p>
<p>Vocabulary: Key words</p> <p>severe – very _____ or _____</p> <p>conflict – a serious _____, _____ or _____.</p> <p>unrequited love – If a person loves someone who doesn't _____</p> <p>to mock – To _____ someone is to _____ of them</p> <p>chaos – a situation where there is no o_____ and everyone is c_____d</p> <p>to resolve – to solve a _____ or _____</p>

Background Information of AMND
Shakespeare went to a grammar school where he was taught Ancient Greek.
The play is set in Ancient Greece and follows the rules of a comedy from Ancient Greece.
When the play was written, Elizabeth 1 st was Queen. The play is written in the Elizabethan era.
Both wealthy and poorer Elizabethan people went to the Globe to watch plays.
Cupid is the _____. He is usually presented as a baby whose arrows make people _____.



The Love Potion
<p>The love potion is made from a flower in the forest. The flower is magical because Cupid hit it with his arrow when he was aiming at a young girl. When the potion is put on characters' _____.</p> <p>_____.</p> <p>It is very _____.</p>

Terminology: Key Words
<p>soliloquy - a s_____ in a play that the character speaks to _____ or h_____ or to the audience, rather than to the other _____s</p>
<p>comedy – a type of play that _____ and ends with a _____y ending.</p>
<p>play - a play is a piece of _____ which is _____ in the theatre.</p>
<p>stage directions - _____ written into the script of a play</p>

'A Midsummer Night's Dream': F Knowledge Organiser


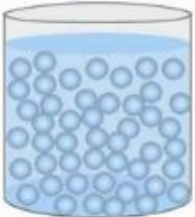
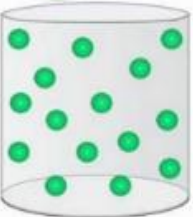






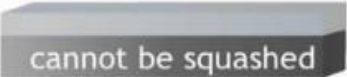
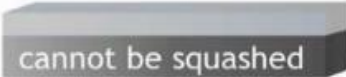
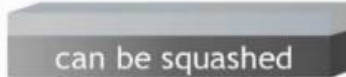
What we are learning this term:

- A. States of Matter
- B. Melting and Freezing
- C. Evaporation and Condensation

7 Key Words for this term

- | | |
|-----------|--------------|
| 1. Solid | 4. State |
| 2. Liquid | 5. Particles |
| 3. Gas | |

A. Describe the properties of the states of matter.

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

STATE OF MATTER



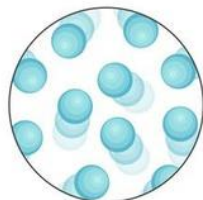
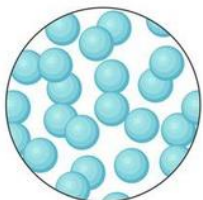
SOLID



LIQUID



GAS



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

Solid	<ul style="list-style-type: none"> • In a regular pattern, all touching each other. • Particles can vibrate in a fixed position.
Liquid	<ul style="list-style-type: none"> • Particles are arranged randomly but are still touching each other. • Particles can slide past each other and move around.
Gas	<ul style="list-style-type: none"> • Particles are far apart and are arranged randomly. • Particles carry a lot of energy and they move in all directions in a high speed.


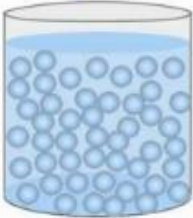
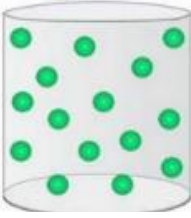


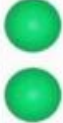


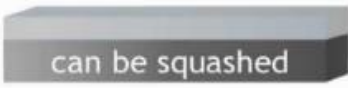
What we are learning this term:

- A. States of Matter
- B. Melting and Freezing
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7 Key Words for this term

- 1. S_____
- 2. L_____
- 3. G_____
- 4. State
- 5. Particles

A. Describe the properties of the states of matter.

solid	liquid	gas
		
 <u>fixed shape</u>	 <u>no fixed shape</u>	 <u>no fixed shape</u>
 cannot be squashed	 cannot be squashed	 can be squashed

STATE OF MATTER



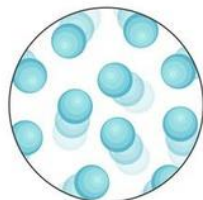
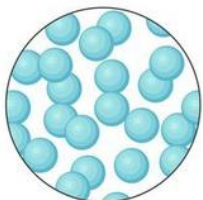
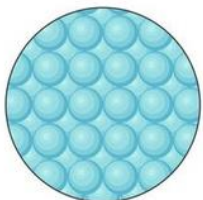
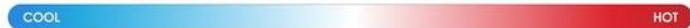
SOLID



LIQUID



GAS



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

- | | |
|--------|---|
| Solid | <ul style="list-style-type: none"> • In a r_____ pattern, all touching each other. • Particles can v_____ in a fixed position. |
| Liquid | <ul style="list-style-type: none"> • Particles are arranged randomly but are still t_____ each other. • Particles can slide past each other and m_____ around. |
| Gas | <ul style="list-style-type: none"> • Particles are f____ apart and are arranged randomly. • Particles carry a lot of energy and they move in all directions in a high s_____. |

What we are learning this term:

- A. States of Matter
- B. Melting and Freezing
- C. Evaporation and Condensation

7 Key Words for this term

- 1. Solid
- 2. Liquid
- 3. Gas
- 4. State
- 5. Particles

C.

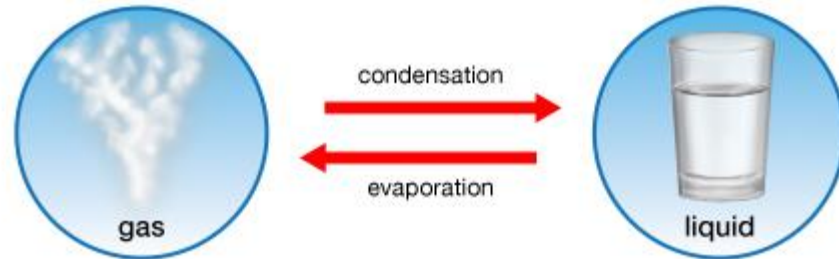
What are the different changes of state?

Evaporation

Change of state from liquid to gas

Condensation

Change of state from gas to liquid



B.

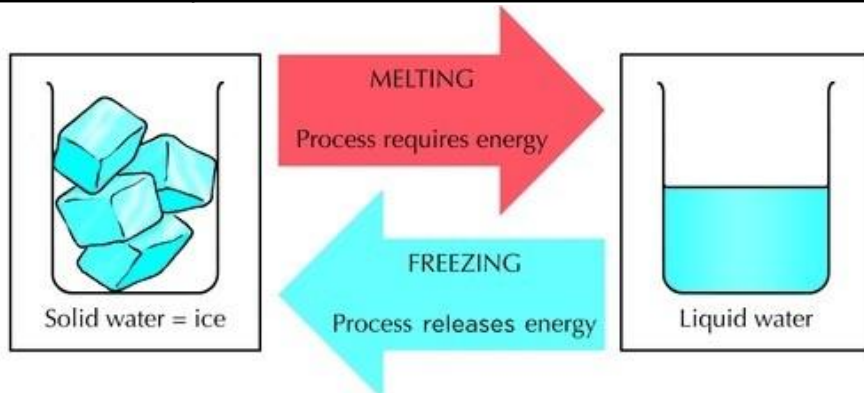
What are the different changes of state?

Melting

Change of state from solid to liquid

Freezing

Change of state from liquid to solid



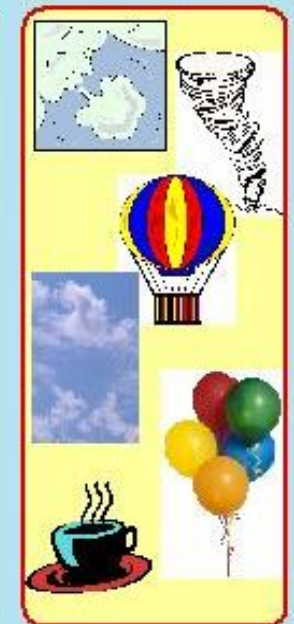
Solids



Liquids



Gases



What we are learning this term:

- A. States of Matter
- B. Melting and Freezing
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7 Key Words for this term

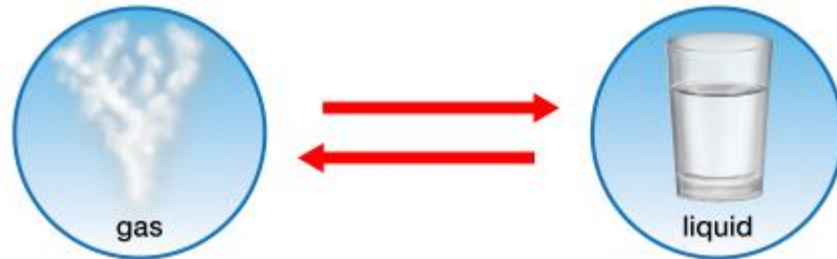
- 1. Solid
- 2. Liquid
- 3. Gas
- 4. S _____
- 5. P _____

C.

What are the different changes of state?

Evaporation

Condensation

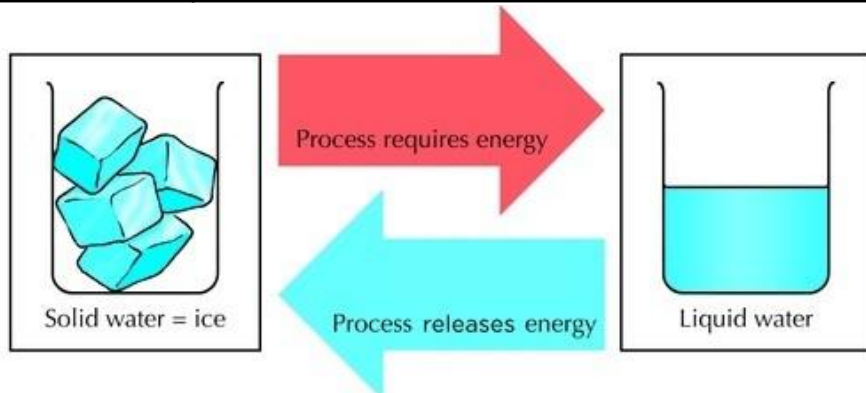


B.

What are the different changes of state?

Melting

Freezing



Solids

Liquids

Gases





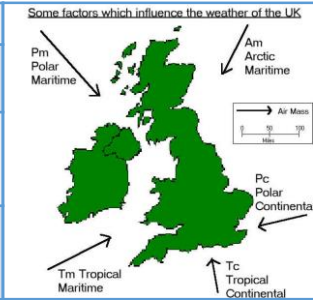
Geography Knowledge Organiser: Y7 WB- T3



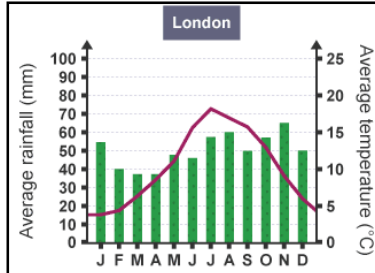
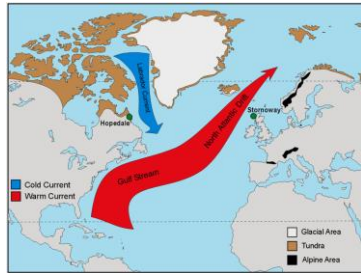
Y7WB T3
BACKGROUND

- Where do we find hot deserts, tropical rainforests, temperate deciduous and cold desert weather?
- Altitude, Ocean Currents, Wind
- Climate Graph
- The Sahara Desert and how plants and animals survive there.
- The Amazon Rainforest
- The Equator
- The Gulf Stream

(B) Type	Description	Characteristics
Altitude	A measure of height above sea level	Colder at High Altitude & Less Oxygen
Ocean Currents	Movement of water from equator (hot) to colder areas.	Ocean Hot at equator and gets cooler as it travels further
Wind	Movement of air created between pressure differences	In the UK Wind over land is dry, wind over ocean is moist



The Gulf Stream is a **warm** ocean current from the equator that will make areas along the coast of North America, Europe and Britain warmer.



(C) Climate Graph of London UK

The Graph shows rainfall and temperature over a year.

The green bars show how much rain there is in each month.

The purple line shows how hot or cold it is each month.

(F) The Equator is an invisible line that runs across the **centre** of the Earth. Hot deserts can be found **near** the Equator as the sun's rays are directed here. These areas are very **cold** and **dry**.

Tropical rainforests are, also, located **near** the Equator. These areas are hot and wet. Temperate deciduous forests are located further **North** and **South** of the Equator than tropical rainforests and hot deserts. Here, the climate is mild and temperate deciduous areas have 4 seasons throughout the year. Cold deserts can be found near the **North** and **South** Poles. Here it is very **Cold** and **dry**.

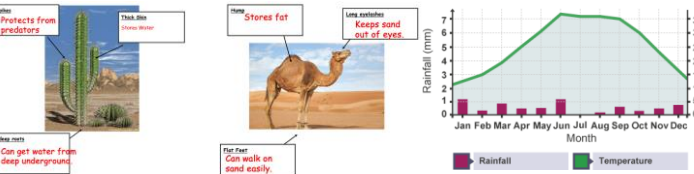


(D) The Sahara is largest hottest desert in the world.

- It covers 10 countries!
- It is over 9 million square kilometers.
- Less than 250mm of rain per year.
- Up to 50C in day and below 0C at night

(E) The Amazon Rain forest is the largest rainforest in the world

- It covers 9 countries
- It is over 5.5m square kilometers.
- More than 4000mm of rain per year
- Average temperature is 32 degrees



(F) Where can we find rainforests?

(A) Type	Where	Example	Features
Hot Desert	Northern Africa	The Sahara Desert	Very Dry. Cold at night, Very Hot at day
Tropical Rainforest	South America	The Amazon Rainforest	Hot, Wet, Humid, Very Wet
Temperate Deciduous	Ireland, New Zealand	Glenariff Forest	4 Seasons
Cold Deserts	Arctic Circle/Antarctica	South Pole	- 50 degrees – Very few plants – Very Dry

Rainforests are found near the Equator. The weather here is very Wet and hot.



Geography Knowledge Organiser: Y7 WB- T3 - Quizzable

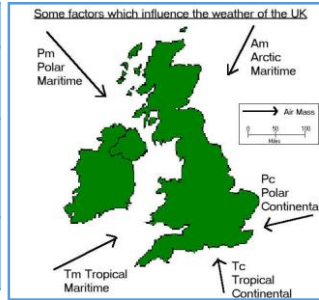


Y7WB T3

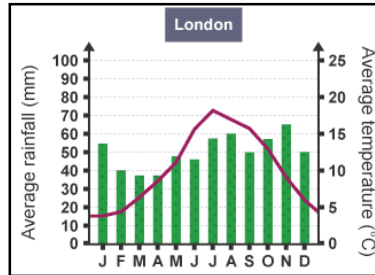
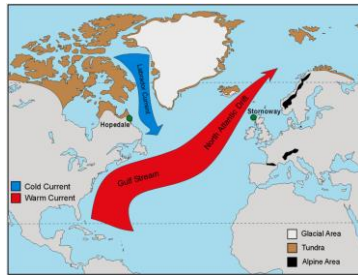
BACKGROUND

- Where do we find hot deserts, tropical rainforests, temperate deciduous and cold desert weather?
- Altitude, Ocean Currents, Wind
- Climate Graph
- The Sahara Desert and how plants and animals survive there.
- The Amazon Rainforest
- The Equator
- The Gulf Stream

(B) Type	Description	Characteristics
Altitude	A measure of _____ above sea level	_____ at High Altitude & _____ Oxygen
	Movement of _____ from _____ (hot) to colder areas.	Ocean _____ at equator and gets _____ as it travels further
Wind	_____ of air created by _____ differences	In the UK wind over land is _____, wind over _____ is moist



The _____ Stream is a _____ ocean current from the _____ that will make areas along the coast of North _____, Europe and _____ warmer.



(C) Climate Graph of London UK

The Graph shows _____ and _____ over a year.

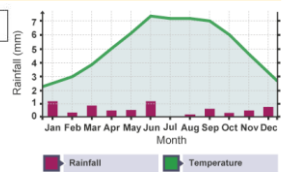
The green bars show how much _____ there is in each month.

The purple line shows how _____ or _____ it is each month.

(F) The Equator is an invisible line that runs across the _____ of the Earth. _____ deserts can be found _____ the Equator as the _____ rays are directed here. These areas are very _____ and _____. Tropical rainforests are, also, located _____ the Equator. These areas are _____ and _____. Temperate deciduous forests are located further _____ and _____ of the Equator than tropical rainforests and _____ deserts. Here, the climate _____ and _____ deciduous areas have _____ seasons throughout the year. _____ deserts can be found near the _____ and South Poles. Here it is very _____ and _____.

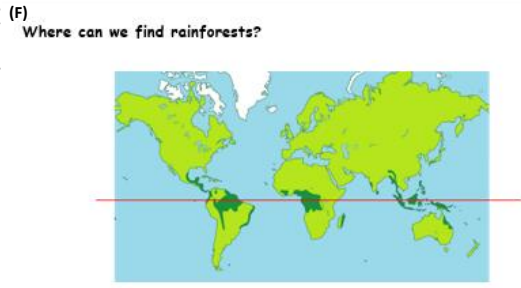
(D) The Sahara is largest hottest desert in the world.

- It covers _____ countries!
- It is over _____ million square kilometers.
- Less than _____ of rain per year.
- Up to _____ in day and below 0C at night



(E) The Amazon Rain forest is the largest rainforest in the world

- It covers _____ countries
- It is over _____ square kilometres.
- More than _____ of rain per year
- Average temperature is _____ degrees



Rainforests are found near the _____. The weather here is very _____ and _____.

(A) Type	Where	Example	Features
Hot Desert	Northern Africa		
Tropical Rainforest		The Amazon Rainforest	
Temperate Deciduous		Glenariff Forest	_____ Seasons
Cold Deserts		South Pole	- _____ degrees – Very few plants – Very Dry

Year 7 History : Roman Catholic Church in the Middle Ages

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

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

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

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

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

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

Year 7 History : Roman Catholic Church in the Middle Ages

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

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

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

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

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

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



A. Can you define these key words?		B. What do Jews believe and Jewish scripture- 6 main facts	
Key word	Key definition	1	Judaism is a unique religion is that you are born into it. You have to be a descendant of Abraham to be Jewish.
Synagogue	The Jewish place of worship	2	They get these rules from the Torah. The Torah contains 613 laws that set the standard for Jewish life.
Worship	Showing adoration and love to God	3	Jews believe that if they do not follow these rules and set an example, they will be punished
Atonement	the action of making amends for wrongdoing	4	The 3 main beliefs: 1. You must believe in one God 2. Jews are a family of people who have been chosen by God as descendants of Abraham 3. God made a covenant with Jews
Persecution	Ill-treatment, especially because of race or political or religious beliefs	5	The Torah scrolls are kept in an Ark in a synagogue.. The scrolls are not directly touched to avoid it getting damaged
Genocide	The deliberate killing of a large number of people from a particular group	6	Jews believe that Moses was given the “oral Torah” and this was written down later by Jewish teachers.
Shabbat	A Jewish day of rest.		
Torah	The law of God as revealed to Moses		
Aron Hakodesh	A large cupboard that holds the Torah	C. What is Orthodox Judaism- 5 facts	
Tanakh	The Jewish Scriptures	What is Reform Judaism- 5 facts	
Talmud	The body of Jewish civil and ceremonial law and legend.	1	Torah is literally given by God to Moses on Mount Sinai
Mitzvot	The 613 laws that set the standard for Jewish life	2	Jewish Law should be strictly followed as the Torah is the word of God.
		3	Orthodox men and women dress very modestly and keep most of their skin covered.
		4	Orthodox men are expected to wear a ritual fringe called a Tzitzit and a head-covering as well as grow beards
		5	Do not have any physical contact with those of the opposite sex unless they are married or immediate family members.

D Features of the synagogue	
Aron hakodesh- symbolises the Ark of the covenant which held the tablets of stone on which had the 10 commandments carved on	Ner Tamid- A light above the aron hakodesh that never goes out
Sefer Torah- a scroll kept inside the aron hakodesh.	Bimah- A raised platform with a reading desk in the centre where the Sefer Torah is read..

E What is celebrated during Pesach and Yom Kippur?	
1	Pesach Commemorates Hebrews being saved from the 10th plague and their exodus from Egypt.
2	Yom Kippur- a day to atone for their sins.

F How and why are Jews persecuted?	
1	-They are a minority religion- They have distinct religious practices and customs that are different to the rest of society.
2	-Superiority- People accuse them of being superior because they see themselves as God’s chosen people
3	-Christ-killer myth- Some people believe that Jewish people are responsible for god killing (deicide) and the crucifixion of Jesus Christ.



A. Can you define these key words?		B. What do Jews believe and Jewish scripture- 6 main facts	
Key word	Key definition	1	_____ is a _____ religion that you are _____ into. You have to be a _____ of _____ to be Jewish.
Synagogue	The _____ place of _____	2	They get these _____ from the _____. The _____ contains _____ laws that set the _____ for Jewish life.
Worship	Showing _____ and love to _____	3	Jews _____ that if they do not _____ these _____ and set an example, they will be _____
Atonement	the _____ of making _____ for wrongdoing	4	The 3 main _____s: 1. You must _____ in _____ God 2. Jews are a _____ of people who have been _____ by God as _____ of _____ 3. _____ made a _____ with _____
Persecution	_____, especially because of _____ or political or _____	5	The _____ scrolls are kept in an _____ in a _____.. The _____ are not _____ touched to avoid it getting _____
Genocide	The _____ killing of a large number of _____ from a _____	6	Jews believe that _____ was given the “_____” and this was _____ down later by _____.
Shabbat	A _____ day of _____		
Torah	The _____ of _____ as revealed to _____		
Aron Hakodesh	A large _____ that holds the _____		
Tanakh	The _____		
Talmud	The body of _____ and _____ law and legend.		
Mitzvot	The _____ laws that set the _____ for _____		

C. What is Orthodox Judaism- 5 facts		What is Reform Judaism- 5 facts	
1	_____ is literally given by _____ to _____ on Mount _____		It believes that the _____ is always _____ and _____ that they should not just _____ follow the _____
2	Jewish _____ should be _____ followed as the _____ is the word of _____.		It was the _____ to adopt _____.
3	_____ men and women dress very _____ and keep most of their _____.		open to _____ as the _____ given in the _____ are mainly about _____ others with _____
4	_____ men are expected to wear a _____ fringe called a Tzitzit and a _____ as well as _____		They _____ the _____ in the _____ don't really _____ into the _____ today.
5	Do not have any _____ contact with those of the _____ sex unless they are _____ family members.		They believe anyone should be allowed to join the faith

D Features of the synagogue	
_____ - symbolises the Ark of the covenant which held the tablets of stone on which had the 10 commandments carved on	Ner Tamid- A _____ above the _____ that never _____
Sefer Torah- a _____ kept inside the _____	_____ - A raised platform with a reading desk in the centre where the Sefer Torah is read..

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

F How and why are Jews persecuted?	
1	- They are a _____ religion- They have _____ religious practices and _____ that are _____ to the rest of _____
2	- _____ - People accuse them of being _____ because they see _____ as God's _____ people
3	- _____ - _____ myth- Some people believe that _____ people are _____ for god killing (decide) and the _____ of Jesus Christ. The _____ were actually responsible as _____ did not have the power to _____ people.

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

C. ¿Cómo es tu casa? What's your house like?	
Mi casa es... acogedor(a) adosado/a antiguo/a bonito/a cómodo/a grande moderno/a nuevo/a pequeño/a reformado/a muy bastante	My house is... cosy semi – detached old pretty comfortable big modern new small renovated very quite

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

A. ¿Dónde vives? – Where do you live?

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

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

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

B. Key verbs across topics

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

E. ¿Dónde? – Where?

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

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

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

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



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

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

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

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

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

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

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

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

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

Year 7 Term 2&3 Topic = Bugs and Beetles

What we are learning this term:

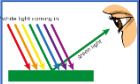
- A. About the work of artist Christopher Marley
- B. How to use shape to structure a drawing
- C. Basic colour theory – colour wheel
- D. Advanced colour theory - colour schemes
- E. Polyprinting techniques
- F. Watercolour techniques


A. About the work of artist Christopher Marley


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





Keywords for this project (term 2&3)


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


Shape  a flat area, enclosed by other elements


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

Geometric  shapes made of points and lines

Pattern  Repetition of something over and over

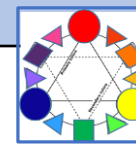
Technique  a way of carrying out a particular task, i.e. a piece of artwork

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








composition  How the elements have been arranged in an artwork

C. Basic colour theory – the colour wheel




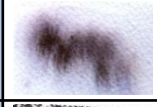

- 1 the primary colours are red, yellow and blue. You can't mix these from other colours
- 2 the secondary colours are orange, purple and green. These are mixed from primary colours
- 3 the tertiary colours are made from primary + secondary i.e. red-orange

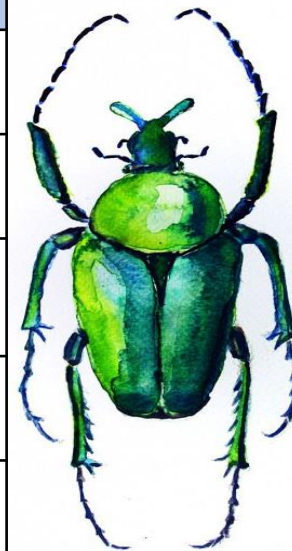


D. Advanced colour theory – colour schemes

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

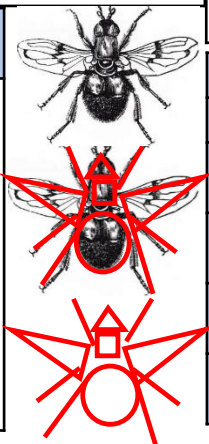
F. Watercolour techniques

WASH	
GRADUATED WASH	
LAYERS	
WET ON WET	
DRY BRUSH	



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

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



E. Polyprinting techniques

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



Tool/ material

What it is/ how it is used

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

What we are learning this term:

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

A. About the work of artist Christopher Marley

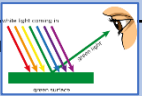
WHAT?


HOW?


WHY?





Keywords for this project (term 2&3)

Colour 


Shape 


Organic 

Geometric 

Pattern 

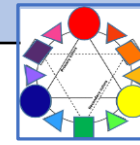
Technique 

Materials 








composition 

C. Basic colour theory – the colour wheel

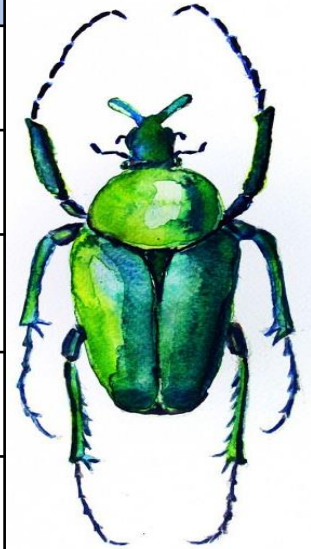
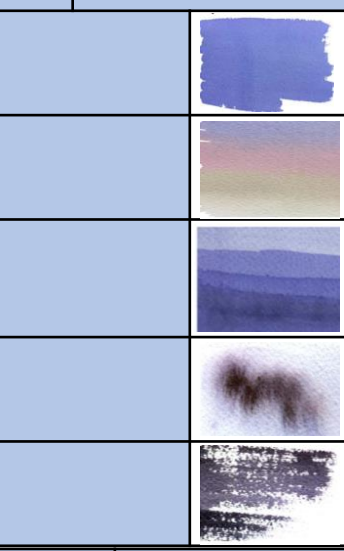
- 1 the primary colours are You can't mix these from other colours
- 2 the secondary colours are These are mixed from
- 3 the tertiary colours are made from i.e. red-orange



D. Advanced colour theory – colour schemes

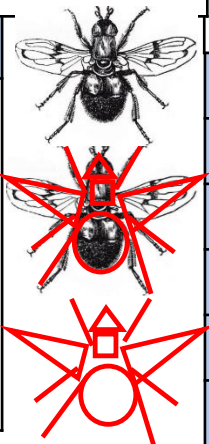
Complementary	
Analogous	
Polychromatic	
Monochromatic	
Warm	
Cool	
achromatic	

F. Watercolour techniques



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

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



E. Polyprinting techniques

Step 1	
Step 2	
Step 3	
Step 4	
Step t	





Tool/material What it is/ how it is used

Polytile	
Tracing paper	
Ink tray	
Ink	
Brayer (roller)	



What we are learning this term:
A. Design Brief B. Specification C. Workshop Tools D. Different Screws
E. Forces F. Types of Lever G. Data Analysis & Evaluation

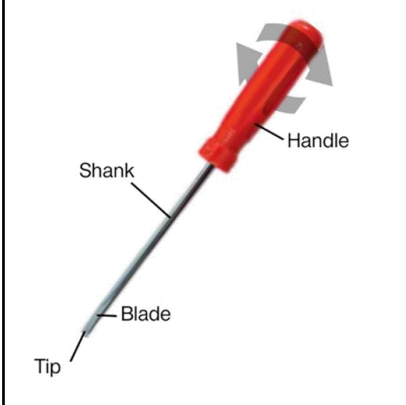
A. Design brief 
 The **instructions** the **client** gives the **designer** of what they **want** the **product** to be like.

B. Specification 
 A **design specification** is a list of **specific things** your product needs to **be** or **do**.

C. Workshop Tools

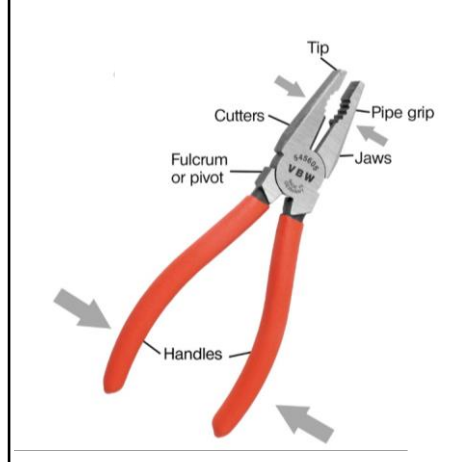
Screwdriver

A **screwdriver** is a type of **tool** that is, quite literally, used to **drive** screws into the surface of materials such as woods, metals or plastics (polymers) Screwdrivers can have different types of blade and tip for use with different types of screws.



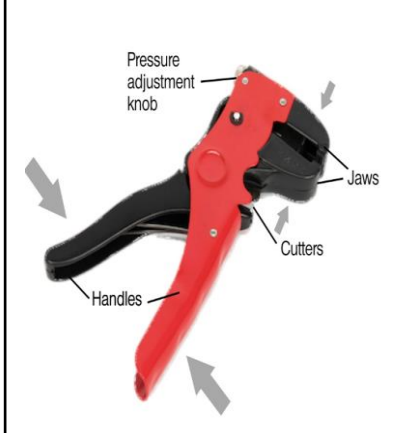
Combination Pliers


Pliers are a tool used for grip, bend and compress (squeeze). They are a type of first-class lever. There are different types of pliers that are used for different jobs such as combination, side cutters and long nose pliers.







Wire Strippers 



Wire strippers are a type of tool used to remove the plastic insulation from electrical wires. They cut through the insulation but not through the wire. This is so that the wire can be soldered or put into a connector to allow electricity to flow through it




D. Different Screws 

Slot	
Phillips	
Pozidriv	
Hex	

E. Forces 

Compression 	When a squeezing force applied
Torsion 	When a twisting force applied

F. Types of Lever 

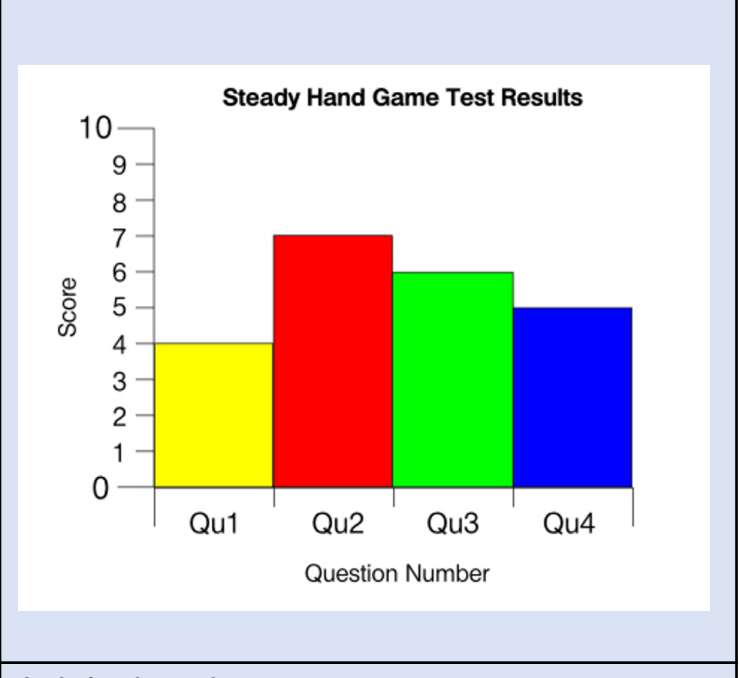
First class lever
 With a Class 1 Lever the fulcrum or pivot is in the middle, like on pliers. The effort is on one side and the load is on the other.

G. Data analysis 

Designers test their products or models and record data to see what works and what doesn't.
 One way to record the data from the tests is by turning it into a graph. See example bar graph below.

Exemplar Bar Graph:

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



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

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

For example:
 My steady hand game looks really nice as the wire frame has been bent carefully into an interesting shape. However, when tested the frame was too difficult to complete so one improvement I could make it by doing a simpler design.



What we are learning this term:

- A. Design Brief
- B. Specification
- C. Workshop Tools
- D. Different Screws
- E. Forces
- F. Types of Lever
- G. Data Analysis & Evaluation

A. Define design brief

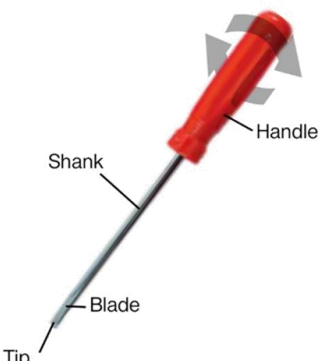
B. Define specification

C. Workshop Tools

Screwdriver

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

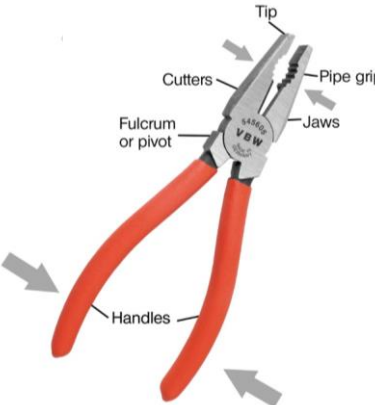
Screwdrivers can have different types of _____ and _____ for use with different types of _____.



Combination Pliers


_____ are a tool used for _____, _____ and _____ (squeeze). They are a type of _____ lever.

There are different types of pliers that are used for different jobs such as _____, side _____ and _____ pliers.




Wire Strippers

_____ are a type of tool used to remove the plastic _____ from electrical wires. They cut through the insulation but not through the _____. This is so that the wire can be soldered or put into a _____ to allow electricity to _____ through it




D. Different Screws




E. Forces

Compression



Torsion



F. Types of Lever

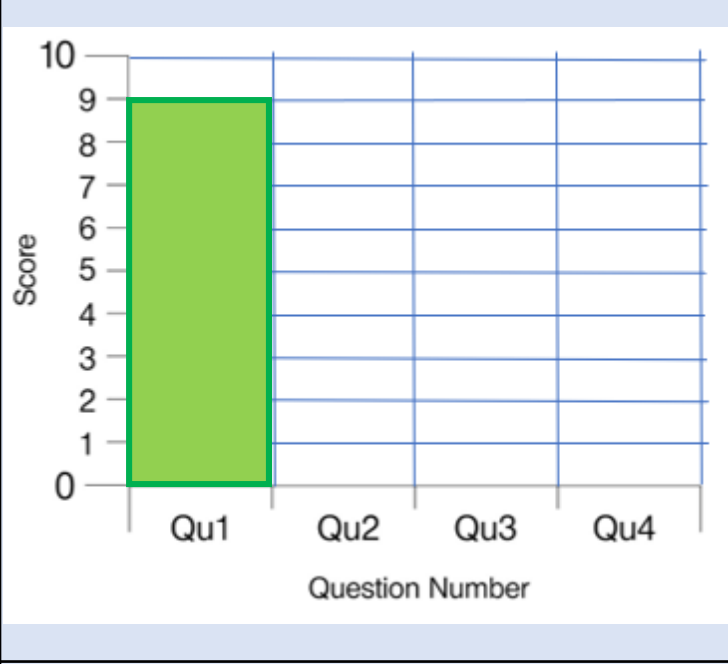
First class lever

G. Define data analysis

Draw out the results provided into the graph below:

The first one has been done for you.

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



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

What we are learning this term:

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

6 Key Words for this term

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

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

- 1 Fruit and Vegetables
- 2 Carbohydrates
- 3 Protein
- 4 Dairy
- 5 Fats and Oils



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

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

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

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

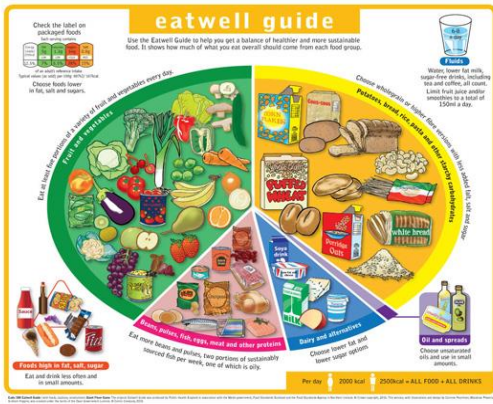
In this photo you can see a number of **carbohydrate** foods. Carbohydrates give out body energy. Some examples in this photo include:

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



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

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



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

Rule

- 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

- 1 to kills germs and bacteria
- 2 to stop hair getting into the food
- 3 to protect yourself and your food from contamination
- 4 to avoid burning yourself
- 5 to avoid giving yourself or others food poisoning

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

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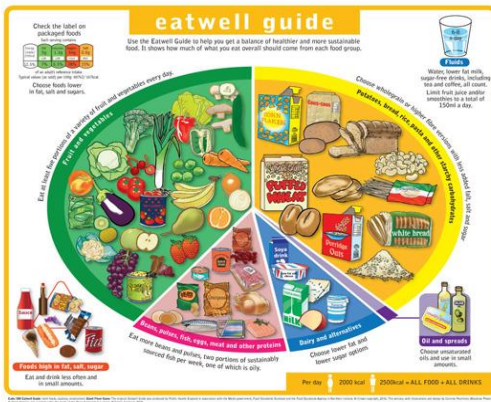
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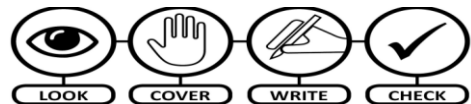
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A	What we are learning about this term...
1	Treble Clef Notation
2	Hand Positions on the Keyboard
3	Sharps, Flats and Natural Notes
4	Chords on the Keyboard



C Layout of a Keyboard/Piano

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

E Black Keys and Sharps and Flats

There are five different black notes or keys on a piano or keyboard. They occur in groups of two and three right up the keyboard in different pitches. Each one can be a **SHARP** or a **FLAT**. The # symbol means a **SHARP** which raises the pitch by a semitone (e.g. C# is higher in pitch(to the right) than C). The *b* symbol means a **FLAT** which lowers the pitch by a semitone (e.g. Bb is lower in pitch(to the left) than B). Each black key has two names:

- C# is the same as Db
- there's just two different ways of looking at it!

Remember, black notes or keys that are to the **RIGHT** of a white note are called **SHARPS** and black notes to the **LEFT** of a white note are called **FLATS**.

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

D Keyboard chords - Left hand – Right hand

Play one – Miss one – play one – miss one – play one

F Treble Clef & Treble Clef Notation

A **STAVE** or **STAFF** is the name given to the five lines where musical notes are written. The position of notes on the staff shows their **PITCH** (how high or low a note is). The **TREBLE CLEF** is a symbol used to show high-pitched notes on the staff and is usually used for the right hand on a piano or keyboard to play the **MELODY** and used by high pitched instruments such as the flute and violin. The staff or staff is made up of 5 **LINE**s and 4 **SPACE**s.

Every Green Bus Drives Fast. Notes in the **SPACES** spell "FACE"

Notes from **MIDDLE C** going up in pitch (all of the white notes) are called a **SCALE**.

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



What we are learning this term:

A. Greek Theatre techniques.
 B. How to perform as a Greek chorus.
 C. How to perform different Greek myths using Greek theatre techniques.

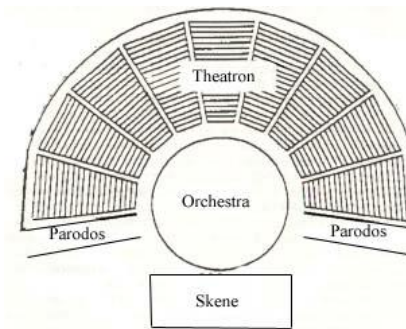
Reasons why a chorus is important:

- To maintain ceremony and ritual.
- To connect with the audience and actor with questions and responses.
- To establish a mood with rhythmic dancing and chanting.
- Re-enforces the key issues of the play.



B.	How many Greek Myths do you already know?
1	The Bacchae
2	Clash of the Titans
3	The Trojan Horse
4	The Frogs
5	Pandora's Box
6	Theseus and the Minotaur
7	The abduction of Aphrodite by Hades
8	Oedipus
9	The Labors of Hercules
10	Icarus

Key Words	
1	Chorus
2	Mask
3	Tragedy
4	Dionysus
5	Dithyramb



Parts of a Greek Theater

D. Thinking questions.

- How am I showing my character?
- What is my body language?
- How is it different to my normal?
- What is my character feeling?
- Do my facial expressions match this?
- What is my posture like?
- How do I walk?
- What is my gait like?
- How do I react to the other characters?
- How close do I stand to others?



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

F. Why is Greek theatre important?

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

What was the festival of Dyonysis?

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



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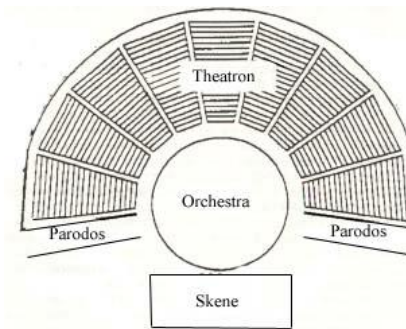
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2	
3	
4	
5	
6	
7	
8	
9	
10	

Key Words	
1	
2	
3	
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5	



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