

100% book - Year 7 Grammar

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?

- Particle model
- Changing from Solids to Liquids
- Key Words for this term:
1. Matter, 2. Condensation, 3. Particles, 4. Evaporation, 5. Diffusion, 6. Solids, 7. Making, 8. Solvent, 9. Freezing, 10. Solution

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

Solid	Liquid	Gas
• Particles are packed closely together in a regular pattern.	• Particles are packed closely together but can move past each other.	• 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 particle theory?
The theory that all matter is made up of particles.

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

B. What are the different changes of state?

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

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

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

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

Quizzable Knowledge Organisers

A. What is particle theory?

A. What is the law of conservation of mass?

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

Solid	
Liquid	
Gas	

B. What are the different changes of state?

Melting	
Freezing	
Evaporation	
Condensation	

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

Pure

Impure

Diagram showing transitions between solid, liquid, and gas states with arrows and labels for melting, freezing, evaporation, and condensation.

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.

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!

How do I complete Knowledge Organiser Prep?

Step 1

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

The screenshot shows the epraise website interface. On the left is a 'Planner' for the week of 10th May to 16th May 2020, with a grid for different subjects. On the right is a 'Knowledge Organiser' for 'What is particle theory?'. It includes sections for 'What is particle theory?', 'Describe the arrangement and movement of particles in the three states of matter', and 'What is the law of conservation of mass?'. There are also diagrams of particle arrangements for solid, liquid, and gas states.

Step 2

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

The screenshot shows a student's prep book. The date '29th May 2020' and the title 'Particle theory' are written in the top right corner of the knowledge organiser template. The template includes sections for 'What is particle theory?', 'Describe the arrangement and movement of particles in the three states of matter', and 'What is the law of conservation of mass?'. There are also diagrams of particle arrangements for solid, liquid, and gas states.

Step 3

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

The screenshot shows a student's prep book with the keywords/definitions/facts from the knowledge organiser written out in full. The text includes: '29th May 2020', 'Properties of the states of matter', '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.'

Step 4

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

The screenshot shows a student's prep book with the keywords/definitions/facts from the knowledge organiser written out three times. The text includes: 'Solid = regular pattern particles vibrate in fixed position', 'Solid = regular pattern particles vibrate in fixed position', and 'Solid = regular pattern particles vibrate in fixed position.'

Step 5

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

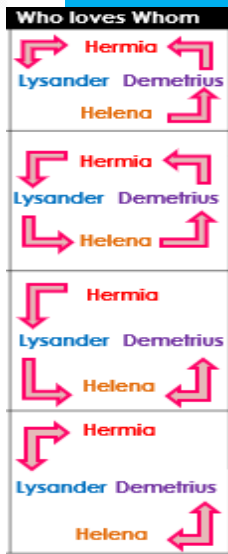
The screenshot shows a student's prep book with the missing words from the quizzable knowledge organiser written in the prep book. The text includes: 'Self quizzing', 'Arrangement/movement of matter', 'Solid = regular pattern particles vibrate in fixed position', 'Liquid =', and 'Gas ='. There are also diagrams of particle arrangements for solid, liquid, and gas states.

Step 6

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

The screenshot shows a student's prep book with the keywords/definitions/facts from the knowledge organiser written out in full, with some corrections. The text includes: '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.



The Big Ideas in AMND

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

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

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

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

Vocabulary: Key words

severe – very strict or harsh

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

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

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

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

captivate - attract and hold the interest and attention of someone

infatuated - intense but short-lived passion for someone else

patriarchy – a society in which power lies with men

to resolve – to solve a problem or difficulty

forsaken - abandoned or deserted

Characters in AMND

Athenians
Theseus: The Duke of Athens and Hippolyta's fiancé (later husband).
Hippolyta: The Queen of the Amazons and Theseus's fiancé (later wife).
Egeus: Hermia's father.
Philostrate: Master of Revels for Theseus; in charge of arranging entertainments for the court.

The Lovers
Hermia: the daughter of Egeus and good friend of Helena.
Helena: in love with Demetrius and a good friend of Hermia.
Lysander: an Athenian nobleman who is in love with Hermia.
Demetrius: an Athenian nobleman who also loves Hermia but has wooed Helena in the past.

Historical Context of AMND

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

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

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

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

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

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

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

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

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



Terminology: Key Words

soliloquy - a speech in a play that the character speaks to himself or herself or to the audience, rather than to the other characters

comedy – a type of play that is comical and ends with a happy ending.

play - a play is a piece of writing which is performed in the theatre.

stage directions - Instructions written into the script of a play

connotations – linked idea, meaning or feeling

epitomises – a perfect example of

Fairies (Mythical characters)
Titania: The Queen of the Fairies and Oberon's wife.
Oberon: The King of the Fairies and Titania's husband.
Puck: Oberon's mischievous servant.
Peasebody/Cobweb/Mustard seed/Moth: Titania's fairies.

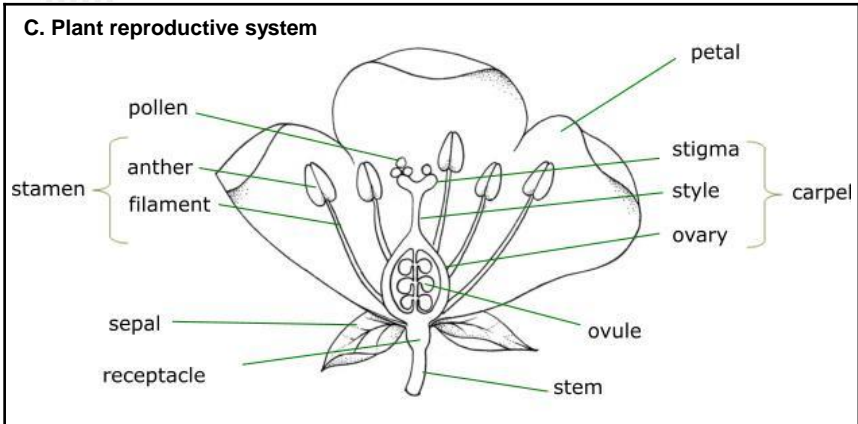
The Love Potion

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.



Who loves Whom	The Big Ideas in AMND	Vocabulary: Key words	Characters in AMND
<p>↻ Hermia ↻ Lysander Demetrius Helena ↻</p>	Comedy -	severe –	<p><u>Athenians</u> Theseus: Hippolyta: Egeus: Philostrate:</p>
<p>↻ Hermia ↻ Lysander Demetrius ↻ Helena ↻</p>	Power of Love -	conflict – unrequited love –	<p><u>The Lovers</u> Hermia: Helena: Lysander: Demetrius:</p>
<p>↻ Hermia Lysander Demetrius ↻ Helena ↻</p>	Gender Roles -	to mock – chaos –	<p><u>Fairies (Mythical characters)</u> Titania: Oberon: Puck: Peasebody/Cobweb/Mustard seed/Moth:</p>
<p>↻ Hermia Lysander Demetrius Helena ↻</p>	<p>Historical Context of AMND</p> <p></p> <p></p> <p></p> <p></p> <p></p> <p></p> <p></p> <p></p> <p></p> <p></p>	captivate -	<p><u>The workmen/theatre performers</u> Bottom: Quince: Snug/ Snout/Flute/Starveling:</p>
		infatuated -	
		patriarchy –	
		to resolve –	
		forsaken -	
		Terminology: Key Words	
		soliloquy -	
		comedy –	
		play -	
		stage directions -	
		connotations –	
		epitomes –	
		The Love Potion	
		The love potion...	





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

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

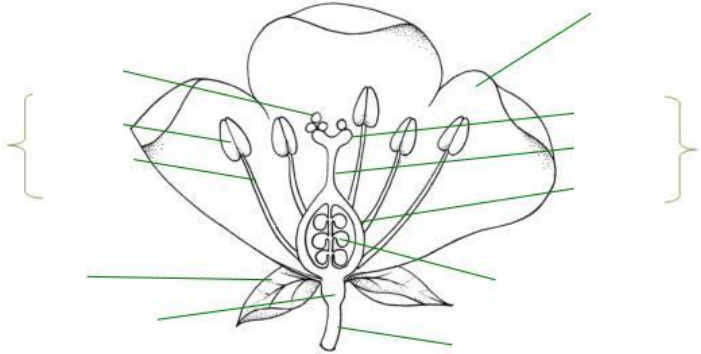
C.	How does fertilisation occur in plants?
<p>The pollen makes a pollen tube down the style into the ovary. The nucleus of the pollen cell travels down the tube to get to the ovum and the cells join (fertilisation). The cell made when the pollen and ovum fuse will become a seed, which can become a new plant.</p>	

D.	What are the two types of variation and what are examples of these?								
<p>Continuous variation</p> <ul style="list-style-type: none"> Variation which can have any value, within a range Due to a combination of environmental and inherited variation 	<p>Discontinuous variation</p> <ul style="list-style-type: none"> Variation with discrete (separate) categories Physical, it is usually inherited 								
<table border="1"> <tr> <th>Plant examples</th> <th>Animal examples</th> </tr> <tr> <td>Height Size of leaves</td> <td>Height Skin/fur colour Size of horns</td> </tr> </table>	Plant examples	Animal examples	Height Size of leaves	Height Skin/fur colour Size of horns	<table border="1"> <tr> <th>Plant examples</th> <th>Animal examples</th> </tr> <tr> <td>Flower colour e.g. pea plants have either white or red flowers</td> <td>Eye colour Blood group Lobed/lobe-less ears</td> </tr> </table>	Plant examples	Animal examples	Flower colour e.g. pea plants have either white or red flowers	Eye colour Blood group Lobed/lobe-less ears
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Height Size of leaves	Height Skin/fur colour Size of horns								
Plant examples	Animal examples								
Flower colour e.g. pea plants have either white or red flowers	Eye colour Blood group Lobed/lobe-less ears								

D.	What is variation?												
<p>Differences between living things of the same species is called variation. It can be caused by environmental or genetic factors, or both.</p>													
	<table border="1"> <tr> <th></th> <th>Plant examples</th> <th>Animal examples</th> </tr> <tr> <th>Inherited variation</th> <td>Length of antlers</td> <td>Eye colour</td> </tr> <tr> <th>Environmental variation</th> <td>Hydrangeas produce blue flowers in acidic soil and pink in alkaline soil</td> <td>Muscle strength due to training</td> </tr> <tr> <th>Variation caused by a combination of genes and environment</th> <td>Height is the result of genes and nutrition</td> <td>Skin colour is the result of genes and weather</td> </tr> </table>		Plant examples	Animal examples	Inherited variation	Length of antlers	Eye colour	Environmental variation	Hydrangeas produce blue flowers in acidic soil and pink in alkaline soil	Muscle strength due to training	Variation caused by a combination of genes and environment	Height is the result of genes and nutrition	Skin colour is the result of genes and weather
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D.	What types of graph would you draw for continuous and discontinuous variation?										
<p>Continuous variation: Line graphs Because it falls on a continuous spectrum it is represented using line graphs.</p>	<p>Discontinuous variation: Bar graphs Because of its categories, it is represented using bar graphs, such as this one for blood group</p> <table border="1"> <caption>Approximate data from the blood group bar graph</caption> <thead> <tr> <th>Blood group</th> <th>Percent of population</th> </tr> </thead> <tbody> <tr> <td>A</td> <td>40</td> </tr> <tr> <td>B</td> <td>10</td> </tr> <tr> <td>AB</td> <td>5</td> </tr> <tr> <td>O</td> <td>45</td> </tr> </tbody> </table>	Blood group	Percent of population	A	40	B	10	AB	5	O	45
Blood group	Percent of population										
A	40										
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O	45										

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



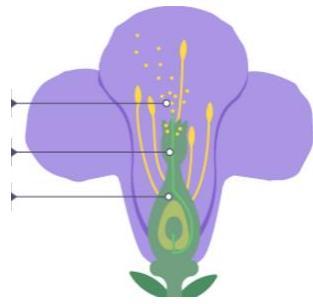
C. What are the main parts of the female reproductive system?

Pollen	
Stigma	
Style	
Ovary	
Ovule	
Anther	
Filament	
Pollen	

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

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

C. How does fertilisation occur in plants?



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

Plant examples	Animal examples	Plant examples	Animal examples

D. What is variation?

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

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

Continuous variation:

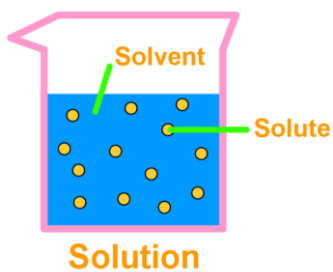
Discontinuous variation



D.	What is a mixture?
A mixture contains different elements or compounds that are not chemically joined to each other.	

D.	What happens when a substance dissolves?
During dissolving, the solvent particles surround the solute particles and move them away so they are spread out in the solvent.	

D.	What are the different parts of a solution?
Solute	The substance that dissolves into the solvent.
Solvent	The liquid that the solute dissolves into.



D.	What is the difference between a soluble substance and an insoluble substance?
Soluble	A substance that dissolves into a solvent.
Insoluble	A substance does not dissolve into a solvent.

D.	How are different mixtures separated?	
Method	Used to separate:	Apparatus
Evaporation		
Filtration	An insoluble solid from a liquid	
Distillation	The parts of a liquid solution according to their boiling point.	
Chromatography	Mixtures of solutes according to their solubilities in a solvent.	



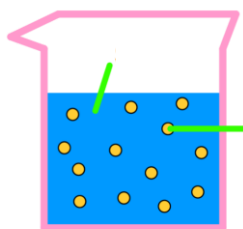
D. What is a mixture?

D. What happens when a substance dissolves?

D. What are the different parts of a solution?

Solute

Solvent



Solution

D. What is the difference between a soluble substance and an insoluble substance?

Soluble

Insoluble

D. How are different mixtures separated?		
Method	Used to separate:	Apparatus
Evaporation		
Filtration		
Distillation		
Chromatography		

What we are learning this term:

- A. Forces and force diagrams
- B. Balanced and unbalanced forces
- C. Pressure and gravity force

2 Key Words for this term

- 1 Weight
- 2 Gravity

A. What are forces?

Forces are pushes or pulls. They can be balanced or unbalanced. If unbalanced they can change the shape of objects and change the way they are moving.

A. What are forces measured in?

Newtons.

A. What are forces need for?

To cause objects to stop or start moving, to speed it up or slow it down. To change an objects direction. To change an objects shape.

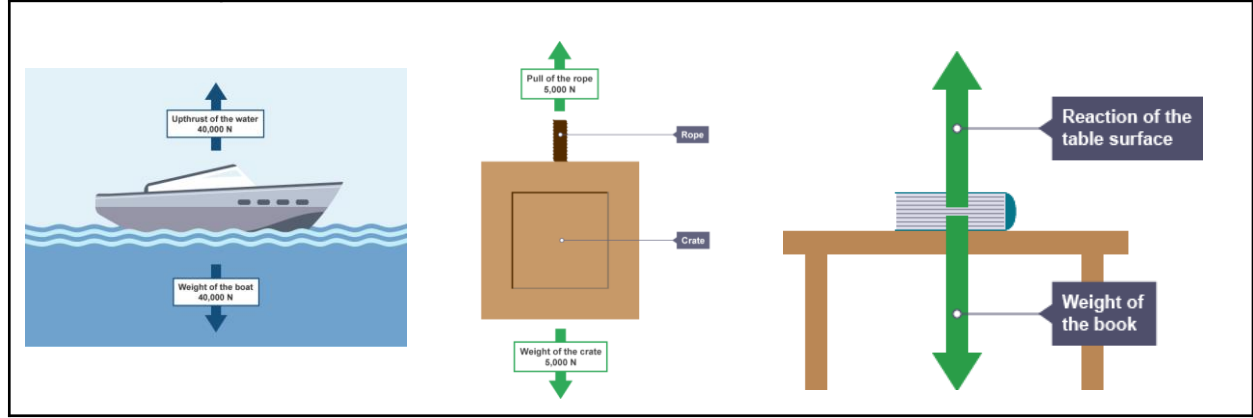
B. What is an object doing if it has balanced forces?

It either stays stationary or travelling at the same speed and direction.

B. What is an object doing if it has unbalanced forces?

A stationary object starts to move in the direction of the resultant force, or a moving object changes speed and/or direction in the direction of the resultant force

A. What do the arrows show on this force diagram?



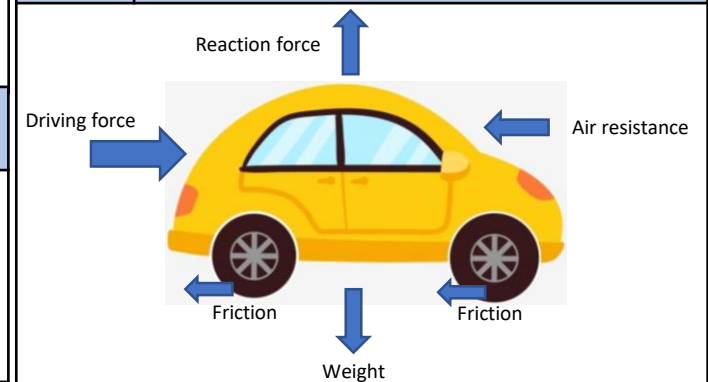
A. What is friction?

A force between two surfaces that are sliding, or trying to slide, across each other.

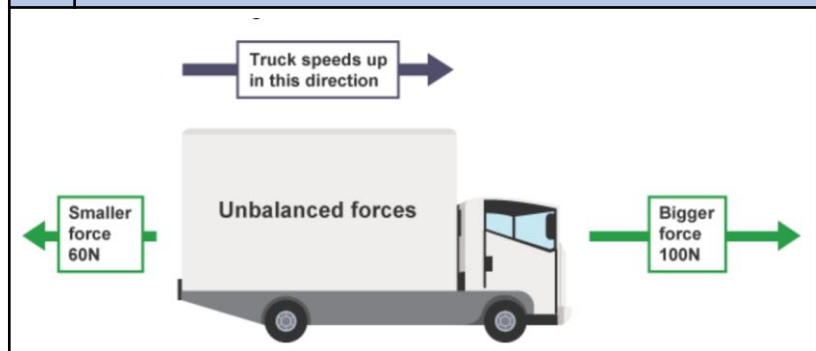
A. What are force arrows and what do they show?

Forces have a size and a direction. This means we show forces with arrows. The length of the arrows shows how large the force is. The direction the arrow points shows the direction the force pushes or pulls.

A. What do the arrows show on this force diagram?



B. Which direction do objects move if the force is unbalanced?



A. What is air resistance?

The forces that are opposite to the direction of movement of an object as it passes through the air. Friction between air and the material.

A. What is water resistance?

A type of force that uses friction to slow things down that are moving through water.



What we are learning this term:

- A. Forces and force diagrams
- B. Balanced and unbalanced forces
- C. Pressure and gravity force

2 Key Words for this term

A. What are forces?

A. What are forces measured in?

A. What are forces need for?

B. What is an object doing if it has balanced forces?

B. What is an object doing if it has unbalanced forces?

A. What do the arrows show on this force diagram?

A. What is friction?

A. What are force arrows and what do they show?

A. What do the arrows show on this force diagram?

B. Which direction do objects move if the force is unbalanced?


A. What is air resistance?

A. What is water resistance?



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

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

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

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

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

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

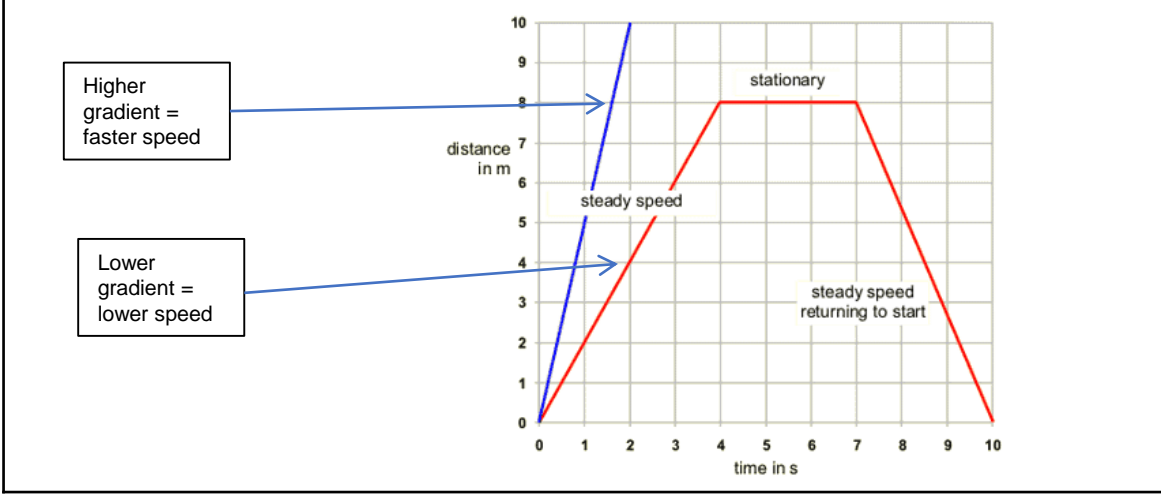
E.	What is relative motion and what is an example of this?
	<p>It is the motion of one thing compared to another.</p> <p>For example, if you have travelled in a car on the motorway, you may have noticed that other cars passing by appear to move slowly past you, even though you know the actual speeds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

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

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

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

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



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



C. What is the equation to calculate pressure?

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

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

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

C. What is the equations to calculate gravity force?

D. What is the equations to calculate speed?

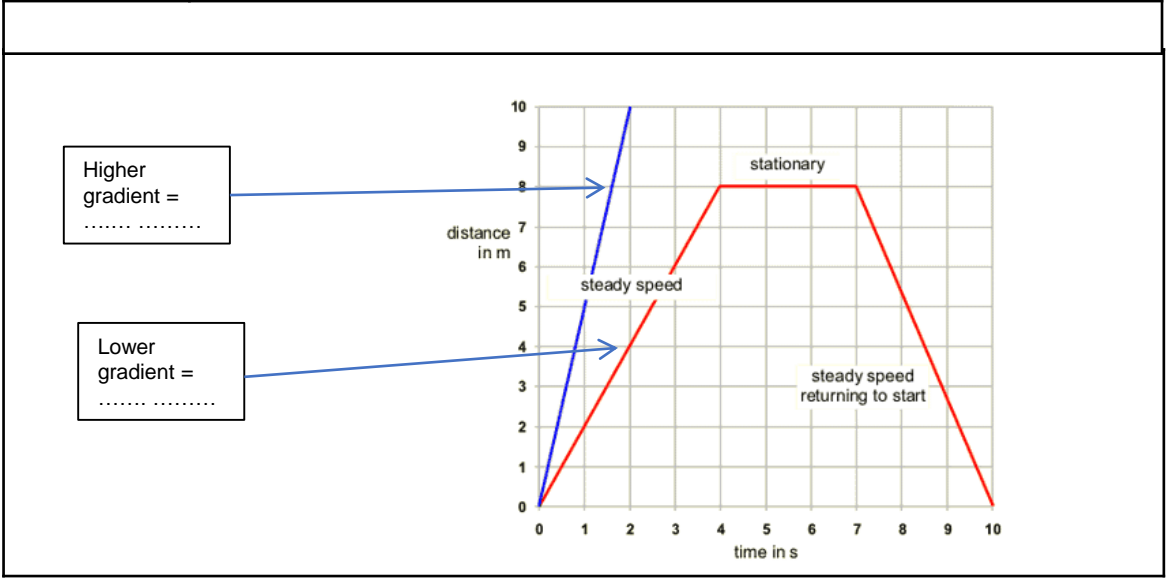
E. What is relative motion and what is an example of this?

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

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

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

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



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



Geography Knowledge Organiser: Year 7 Term 3 Development



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

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

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

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

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

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

G.	Case study: Tree aid	
Where?	In countries along the Sahel across northern Africa e.g. Mali.	
Features (2)		Success (2)
<ol style="list-style-type: none"> 1. Tree seeds given, so people can develop tree nurseries. 2. Bikes and donkey carts given. 		<ol style="list-style-type: none"> 1. Reliable food source e.g. cashew nuts. 2. Money made from the sale of cashew nuts can be used to send children to school.



Geography Knowledge Organiser: Year 7 Term 3 Development **QUIZZABLE**



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

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

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

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

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

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

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

Year 7 History : Roman Catholic Church in the Middle Ages

What we are learning this term:	
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 a unique religion is that you are born into it. in order to be God’s representative on earth, you need to be a descendant of Abraham. This means that you are born a Jews, you cannot convert to Judaism.
Synagogue	The building where a Jewish congregation meets for religious worship and instruction	2	They get these rules from the Torah. The Torah contains 613 laws that set the standard for Jewish life. This is called the Mitzvot and the most important rules are known as the Ten Commandments.
Worship	Showing adoration and love to God	3	Jews believe that if they do not follow these rules and set an example, they will be punished- “You alone have I intimately known of all the families on the earth; therefore I will punish you for all your inequities”
Atonement	the action of making amends for wrongdoing	4	The 3 main beliefs: 1. You must believe in one God 2. Jews are a family of people who have been chosen by God as descendants of Abraham to represent God on Earth 3. God made a covenant with Jews that they must obey and follow the rules in the Torah.
Persecution	Hostility and ill-treatment, especially because of race or political or religious beliefs	5	The Torah scrolls are kept in an Ark in a synagogue. The Torah is sung to a special tune rather than spoken. The scrolls are not directly touched, a pointer is used instead so the Torah does not get damaged or smudged.
Genocide	The deliberate killing of a large number of people from a particular group with the aim of destroying that group	6	Jews believe that Moses was given the “oral Torah” and this was written down later by Jewish teachers. This Talmud helps to give clarification on rules and forms the basis for lots of traditions
Shabbat	A Jewish day of rest.	C. What is Orthodox Judaism- 5 facts	
Torah	The law of God as revealed to Moses and recorded in the first five books of the Hebrew scriptures	What is Reform Judaism- 5 facts	
Aron Hakodesh	A large cupboard that olds the Torah	1	Torah is literally given by God to Moses on Mount Sinai and has been passed on from one generation to another.
Tanakh	The Jewish Scriptures comprising the books of law, the prophets, and collected writings.	2	Jewish Law should be strictly followed as the Torah is the word of God, it is unchanging and should not be changed over time.
Talmud	The body of Jewish civil and ceremonial law and legend.	3	Orthodox men and women dress very modestly and keep most of their skin covered.
Mitzvot	The 613 laws that set the standard for Jewish life	4	Orthodox men are expected to wear a ritual fringe called a Tzitzit and a head-covering as well as grow beards
D Features of the synagogue		5	Do not have any physical contact with those of the opposite sex unless they are married or immediate family members.
Aron hakodesh -It symbolises the Ark of the covenant which held the tablets of stone on which had the 10 commandments carved on	Ner Tamid - A light above the aron hakodesh that never goes out-commanded by God.	E What is celebrated during Pesach and Yom Kippur?	
Sefer Torah - a scroll kept inside the aron hakodesh. Handwritten by a scribe, it is covered with a mantle or cloth that is ornately decorated.	Bimah - A raised platform with a reading desk in the centre where the Sefer Torah is read..	1	Pesach Commemorates Hebrews being saved from the angel of death (10th plague) and their exodus from Egypt.
		2	Yom Kippur- a day to atone for the sins of themselves and their community. Happens on the 10 th day after the new year (Rosh Hashanah).
		F How and why are Jews persecuted?	
		1	- They are a minority religion - They have distinct religious practices and customs that are different to the rest of society and there are fewer Jewish people than other religions
		2	- Superiority - People accuse them of being superior because they see themselves as God’s chosen people
		3	- Christ-killer myth - Some people believe that Jewish people are responsible for god killing (deicide) and the crucifixion of Jesus Christ. This means that a lot of Christians have hatred towards Jewish people. The Romans were actually responsible as Jews did not have the power to crucify people. Jesus himself was actually Jewish



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

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		C. ¿Cómo es tu casa? What's your house like? Mi casa es... acogedor(a) adosado/a antiguo/a bonito/a cómodo/a grande moderno/a nuevo/a pequeño/a reformado/a muy bastante My house is... cosy semi – detached old pretty comfortable big modern new small renovated very quite		Key Verbs				
6 Key Words for this term				Ser To be	Tener To have	Hablar To speak	Comer To eat	Vivir To live
1. vivir	4. el hogar			Soy I am	Tengo I have	Hablo I speak	Como I eat	Vivo I live
2. la ciudad	5. una casa			Eres You are	Tienes You have	Hablas You speak	Comes You eat	Vives You live
3. el pueblo	6. un piso			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?		D. ¿Cuántas plantas tiene? How many floors has it got?		E. ¿Qué hay en tu dormitorio? – What's in your bedroom?			F. More Key Opinions/ Verbs across topics	
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	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	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	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	
B. Key verbs across topics		E. ¿Dónde? – Where?						
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	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					

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

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

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

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



What we are learning this term:	
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

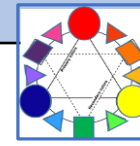
Technique a way of carrying out a particular task, i.e. a piece of artwork

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

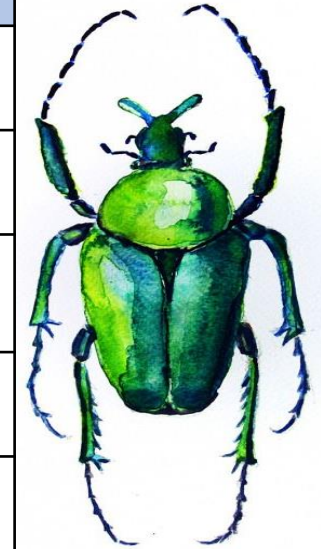


D. Advanced colour theory – colour schemes

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

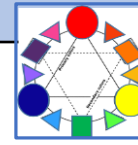
Technique

Materials

composition

C. Basic colour theory – the colour wheel

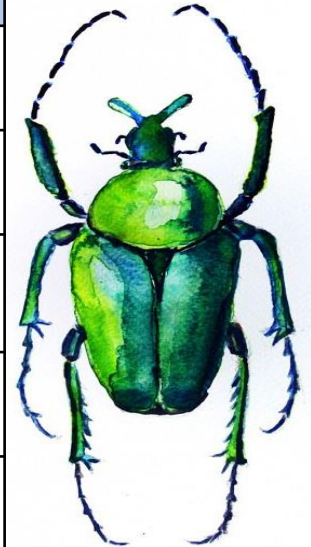
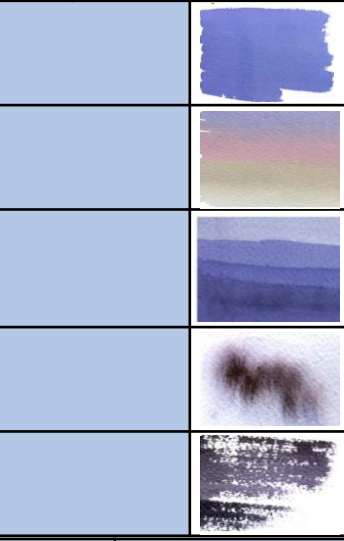
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D. Advanced colour theory – colour schemes

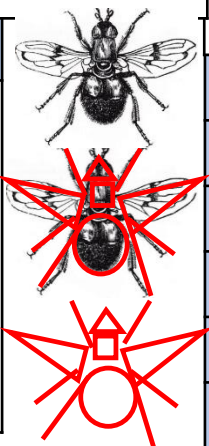
Complementary	
Analogous	
Polychromatic	
Monochromatic	
Warm	
Cool	
achromatic	

F. Watercolour techniques



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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

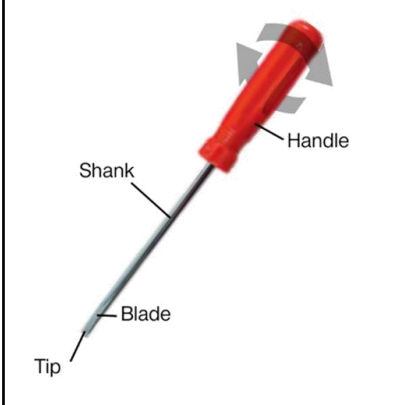
A. Design brief 
 The **instructions** the **client** gives the **designer** of what they **want** the **product** to be like.

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

C. Workshop Tools

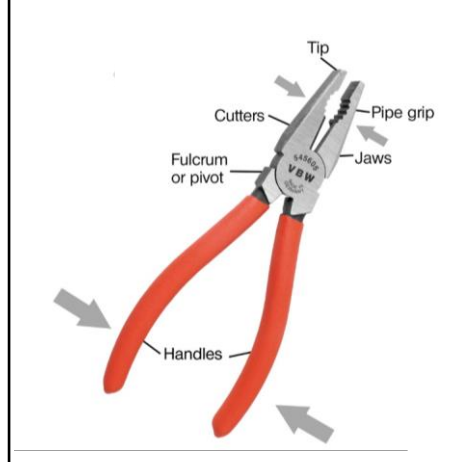
Screwdriver

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.



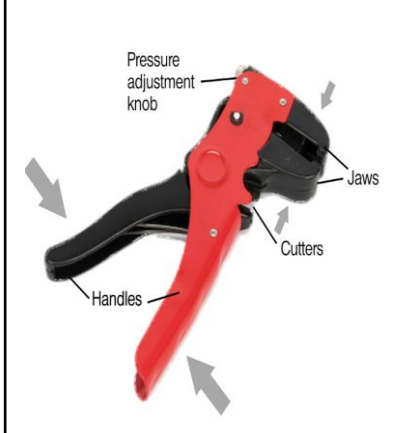
Combination Pliers


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 

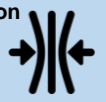
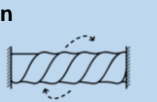
Wire strippers are a type of tool used to remove the plastic insulation from electrical wires. They cut through the insulation but not through the wire. This is so that the wire can be soldered or put into a connector to allow electricity to flow through it




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 

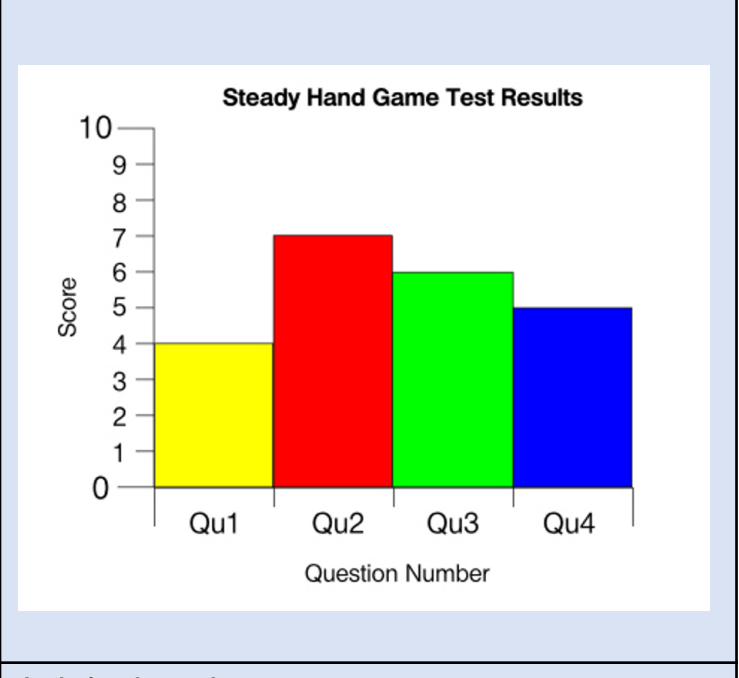
First class lever
 With a Class 1 Lever the fulcrum or pivot is in the middle, like on pliers. The effort is on one side and the load is on the other.

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

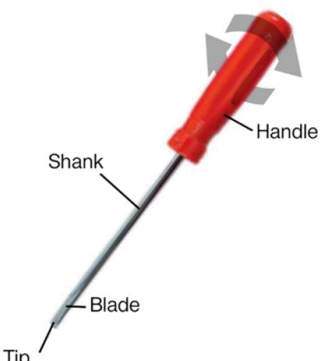
B. Define specification

C. Workshop Tools

Screwdriver

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

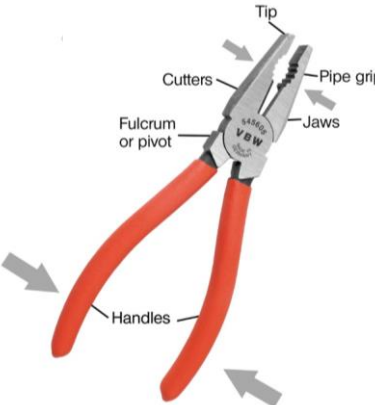
Screwdrivers can have different types of _____ and _____ for use with different types of _____.



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

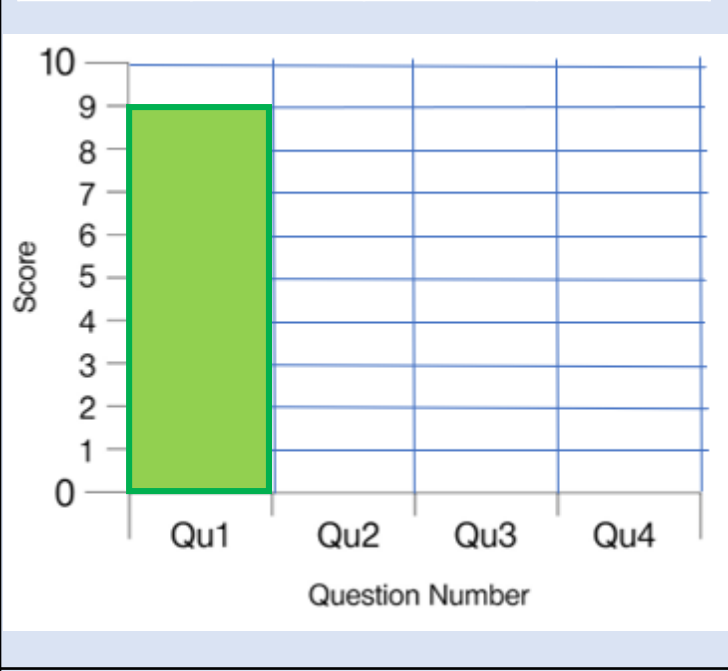
First class lever

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.

Year 7 Term 1 : Topic = Healthy Eating and High Skills

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

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

B.	What are the 5 different sections of the Eatwell plate?
	<ol style="list-style-type: none"> 1 Fruit and Vegetables 2 Carbohydrates 3 Protein 4 Dairy 5 Fats and Oils



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

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

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?
<p><u>Rule</u></p> <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 	<p><u>Why it is important</u></p> <ul style="list-style-type: none"> • 1 to kills germs and bacteria • 2 to stop hair getting into the food • 3 to protect yourself and your food from contamination • 4 to avoid burning yourself • 5 to avoid giving yourself or others food poisoning

What we are learning this term:

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

6 Key Words for this term

- | | |
|------------------|--------------------|
| 1 Hygiene | 4 Cuisine |
| 2 Health | 5 Sensory Analysis |
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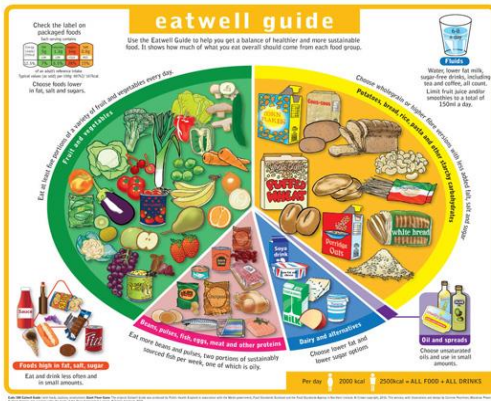
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A. What are the three main nutrients required in the diet?

Carbohydrates	Foods that are eaten to give the body energy
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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

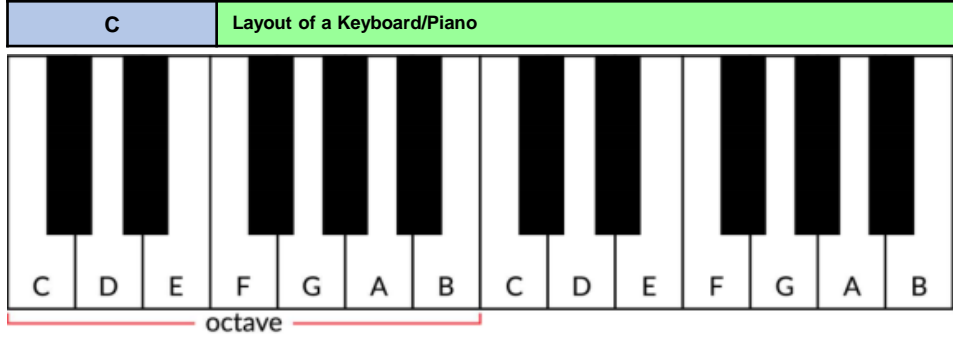
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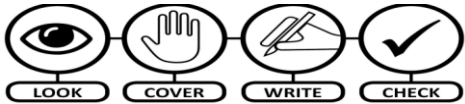


A	What we are learning about this term...
1	Treble Clef Notation
2	Hand Positions on the Keyboard
3	Sharps, Flats and Natural Notes
4	Chords on the Keyboard



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

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



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

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

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

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



What we are learning this term:

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

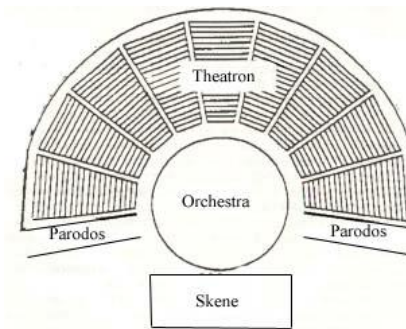
Reasons why a chorus is important:

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



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

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



Parts of a Greek Theater

D. Thinking questions.

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



F. Why is Greek theatre important?

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

What was the festival of Dionysus?

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

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



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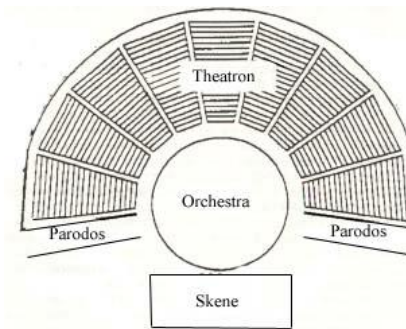
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B.	How many Greek Myths do you already know?
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	

Key Words	
1	
2	
3	
4	
5	



Parts of a Greek Theater

Thinking questions.

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