

Year 7- Mainstream Knowledge Organisers

Term 6



Swindon Academy 2025-26

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

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

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

Quizzable Knowledge Organisers

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 image shows a screenshot of the Epraise website. On the left is a 'Planner' for the week of 20th May to 26th May 2020, with a grid for different subjects. On the right is a 'Knowledge Organiser' for 'Year 7 Term 1 Science/Physics: Topic 10 Particles'. It contains several sections: 'What is particle theory?', 'Describe the arrangement and movement of particles in the three states of matter', 'What is the law of conservation of mass?', 'What are the different changes of state?', and 'What are the differences between the three states of matter?'. Each section includes text, diagrams, and small images.

Step 2

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

This image shows the Knowledge Organiser from Step 1 with handwritten notes. The date '29th May 2020' and the title 'Particle theory' are written at the top. The 'What is particle theory?' section has a handwritten definition: 'The theory that all matter is made up of particles.' The 'Describe the arrangement and movement of particles in the three states of matter' section has diagrams for Solid, Liquid, and Gas. The 'Law of conservation of mass' section has a handwritten note: 'The Law of Conservation of Mass states that mass cannot be created or destroyed.' The 'Changes of state' section has a diagram showing the transitions between states with arrows labeled 'Melting', 'Freezing', 'Evaporation', and 'Condensation'. The 'Differences between states' section has a diagram showing the arrangement of particles in each state.

Step 3

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

The image shows handwritten notes on lined paper. At the top, the date '29th May 2020' is written. Below it, the title 'Properties of the states of matter' is underlined. The notes define 'Particle theory' as 'all matter is made of particles'. It then describes the three states: 'Solid = regular pattern particles vibrate in fixed position', 'Liquid = particles are arranged randomly but are still touching each other particles can slide past each other and move around', 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 image shows the same handwritten notes from Step 3, but they are repeated three times on the lined paper, demonstrating the 'read out loud and write' step.

Step 5

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

This image shows the Knowledge Organiser from Step 1 with handwritten answers to the quizzable sections. The date '29th May 2020' and the title 'Particle theory' are written at the top. The 'What is particle theory?' section has a handwritten answer: 'Self quizzing'. The 'Describe the arrangement and movement of particles in the three states of matter' section has a handwritten answer: 'Arrangement/movement of matter'. The 'Law of conservation of mass' section has a handwritten answer: 'Solid = regular pattern pa'. The 'Changes of state' section has a handwritten answer: 'Liquid ='. The 'Differences between states' section has a handwritten answer: 'Gas ='. The diagrams for Solid, Liquid, and Gas are also present.

Step 6

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

The image shows the same handwritten notes from Step 3, but with corrections and checkmarks. The date '29th May 2020' is written at the top. The title 'Particle theory = all matter is made of particles' is underlined. The notes describe 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'. There are checkmarks and corrections throughout the notes.

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

Plot Summary

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

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

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

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

Background Information of AMND

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

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

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

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

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

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

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

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

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



Who loves Whom

Who loves Whom

Hermia
Lysander Demetrius
Helena

Hermia
Lysander Demetrius
Helena

Hermia
Lysander Demetrius
Helena

Hermia
Lysander Demetrius
Helena

Year 7 English: Sets 2-5

Vocabulary: Key words

severe – very strict or harsh

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

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

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

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

captivate - attract and hold the interest and attention of someone

infatuated - intense but short-lived passion for someone else

patriarchy – a society in which power lies with men

to resolve – to solve a problem or difficulty

forsaken - abandoned or deserted

Terminology: Key Words

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

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

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

stage directions - Instructions written into the script of a play

connotations – linked idea, meaning or feeling

epitomises – a perfect example of

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.



Characters in AMND

Athenians

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

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

Egeus: Hermia's father.

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

The Lovers

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

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

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

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

Fairies (Mythical characters)

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

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

Puck: Oberon's mischievous servant.

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

The workmen/theatre performers

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

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

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

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

Plot Summary	Who loves Whom	Vocabulary: Key words	Characters in AMND
<u>Act 1:</u>		severe –	<u>Athenians</u> Theseus: _____
<u>Act 2:</u>		conflict –	Hippolyta: _____
<u>Act 3:</u>		unrequited love –	Egeus: _____ Philostrate: Master of _____
<u>Acts 4 and 5:</u>		to mock –	
		chaos –	<u>The Lovers</u> Hermia: the _____
		captivate -	Helena: _____
		infatuated -	Lysander: an _____
		patriarchy –	Demetrius: an _____
		to resolve –	
		forsaken -	

Background Information of AMND

A *Midsummer Night's Dream* (AMND) was written by _____.

Shakespeare wrote lots of light-hearted funny plays: _____.

Shakespeare went to a grammar school where he was taught _____.

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

His first theatre group was called _____ later changed to the _____ (1603) under the patronage of King James I.

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

When the play was written, _____ was _____. The play is written in the _____ era.

Both _____ and poorer _____ people went to the Globe to watch plays.

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



Terminology: Key Words

soliloquy -

comedy –

play -

stage directions -

connotations –

epitomises –

Fairies (Mythical characters)
Titania: _____
Oberon: _____
Puck: _____
Peasebody/Cobweb/Mustard seed/Moth: Titania's fairies.

The workmen/theatre performers
Bottom: _____
Quince: _____
Snug/ Snout/Flute/Starveling: _____

The Love Potion

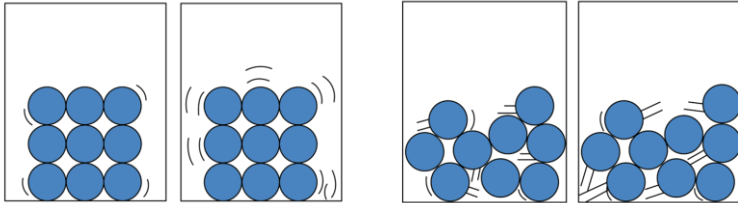
The _____ is made from a _____ in the _____. The _____ is magical because _____ hit it with _____ when he was _____ at a young girl. When the potion is put on a _____'s _____, they _____ with the _____ person they _____. It is _____.



8.01: Heating and Cooling



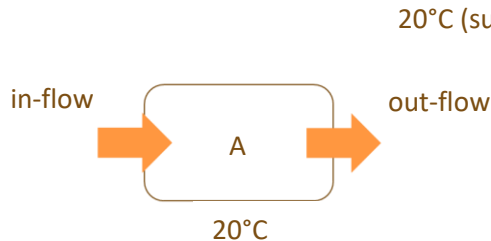
Temperature



- a physical quantity which is a measure of the **average energy** of particles due to their **motion**
- Net flow of energy is **always** from hotter to colder objects' thermal store.

Thermal Equilibrium

- when two objects reach the **same temperature**
- with no net flow of energy between thermal stores

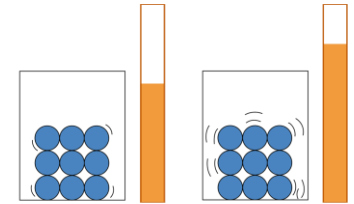


- Often the result of energy **dissipating** to the cooler surroundings.

Energy in Thermal Stores

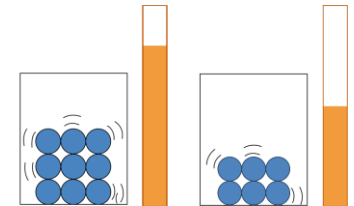
Hotter objects have more energy in their thermal store.

- Particles moving more.
- Each particle has more energy.
- Total energy of all particles: more.



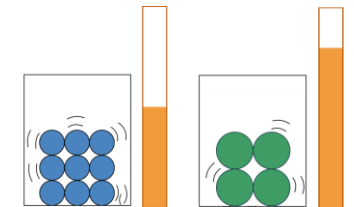
Larger masses have more energy in their thermal store.

- Greater mass: more particles.
- At same temperature, each particle has same energy.
- Total energy of all particles: more.



Some materials have more energy in their thermal store.

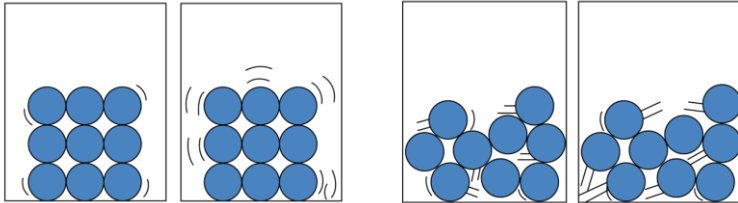
- Some materials have particles that require more energy to vibrate.
- At same temperature, each particle is vibrating the same, but they required more energy to do so.
- Total energy of all particles: more.



8.01: Heating and Cooling



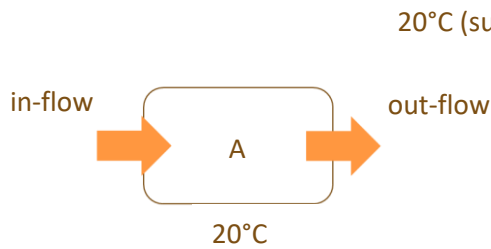
Temperature



- a physical quantity which is a measure of the _____ of particles due to their _____
- Net flow of energy is **always** from _____er to _____er objects' thermal store.

Thermal Equilibrium

- when two objects reach the _____
- with no net flow of _____ between thermal stores

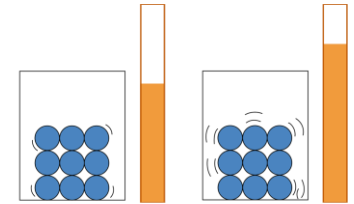


- Often the result of energy _____ to the cooler surroundings.

Energy in Thermal Stores

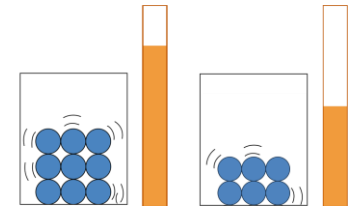
Hotter objects have more energy in their thermal store.

- Particles _____.
- Each particle has _____.
- Total energy of all particles: more.



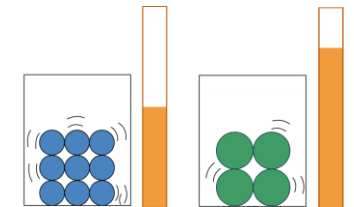
Larger masses have more energy in their thermal store.

- Greater mass: more _____.
- At same _____, each particle has same _____.
- Total energy of all particles: more.



Some materials have more energy in their thermal store.

- Some materials have particles that require more energy to _____.
- At same temperature, each particle is vibrating the same, but they required more energy to do so.
- Total energy of all particles: more.



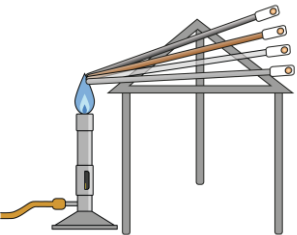
8.01: Heating and Cooling



Thermal Conduction

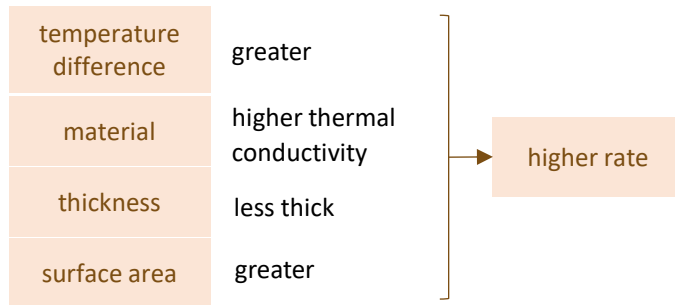
- spontaneous process of energy transfer between a hotter and a cooler object in contact, without the movement of the material

Thermal conductivity



Good conductors have a higher thermal conductivity: energy transmitted easily through them.

The **rate of thermal conduction** is affected by:

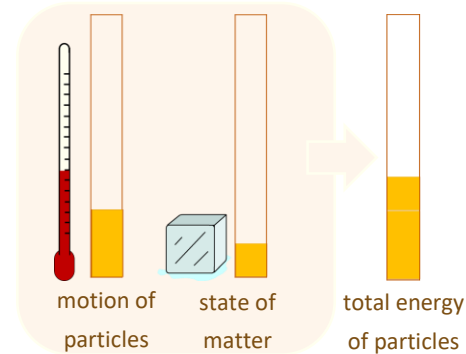


Insulators

- poor thermal conductors that minimise energy transfer to/from thermal stores

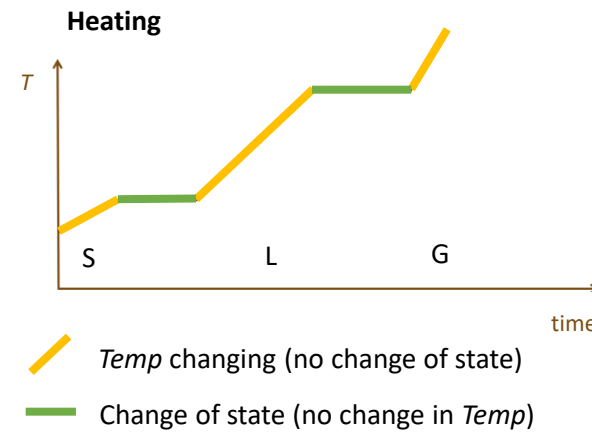
Internal Energy

- total energy within an object due to the motion and position of its particles.



When an object is heated two things can happen:

- State Changes
- Temperature Changes



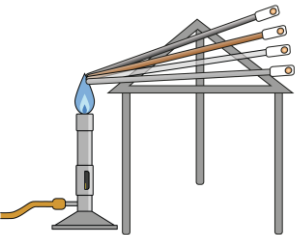
8.01: Heating and Cooling



Thermal Conduction

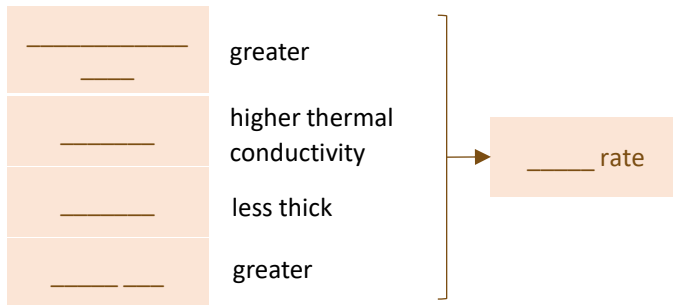
- spontaneous process of energy transfer between a h___ and a c___ object in contact, without the movement of the m___.

Thermal conductivity



Good conductors have a h___ thermal conductivity: energy transmitted easily through them.

The **rate of thermal conduction** is affected by:

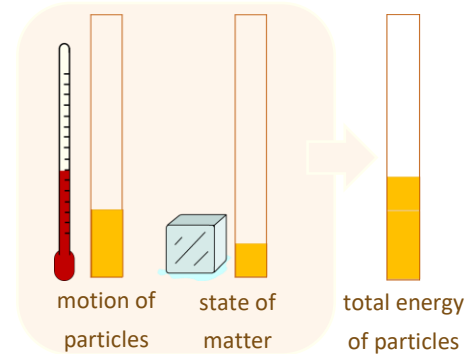


Insulators

- poor thermal conductors that ___ energy transfer to/from thermal stores

Internal Energy

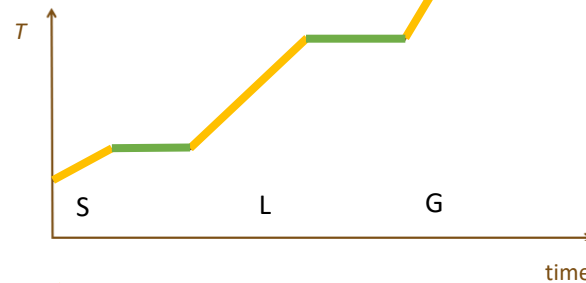
- total energy within an object due to the ___ and ___ of its particles.



When an object is heated two things can happen:

- _____
- _____

Heating



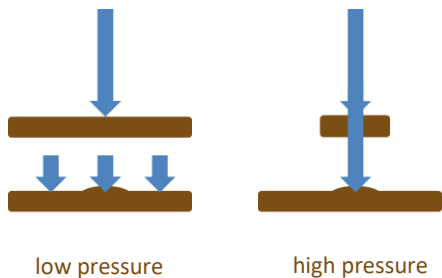
- T ___ changing (no change of s___)
- Change of ___ (no change in T ___)

8.01: Heating and Cooling



Pressure

- quantity resulting from a force acting on a surface



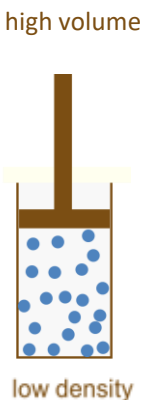
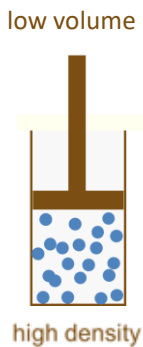
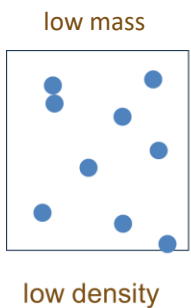
Pressure on objects

Pressure is **higher** when:

- a force acts over a **smaller surface area**
- a **large force** acts.

Density

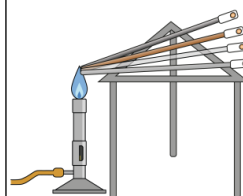
$$\text{density (g/cm}^3\text{)} = \frac{\text{mass (g)}}{\text{volume (cm}^3\text{)}}$$



Heat Transfers

Heat can be transferred in 3 ways:

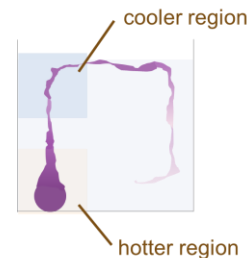
Conduction



Energy transferred through particles vibrating and colliding with each other.

Fastest in solids

Convection



Energy transferred due to particles vibrating, reducing density in certain areas causing **convection currents**.

Only in **fluids** (liquids and gases)

Radiation



Energy transfer to or from a thermal store by absorption or emission of light, normally **infrared**.

Fastest in a **vacuum**

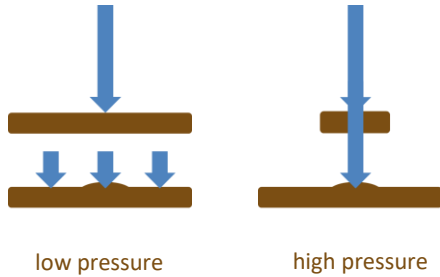
(an area with no particles)

8.01: Heating and Cooling



Pressure

- quantity resulting from a force acting on a surface



Pressure on objects

Pressure is **higher** when:

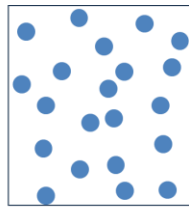
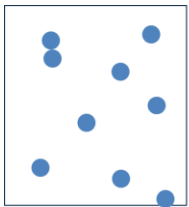
- a force acts over a **smaller surface area**
- a **larger** force acts.

Density

$$\text{density (g/cm}^3\text{)} = \frac{\text{?}}{\text{?}}$$

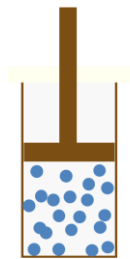
low mass

high mass



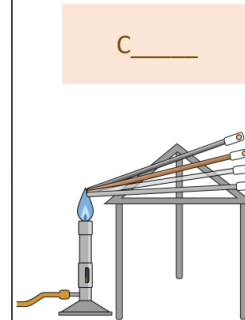
low volume

high volume



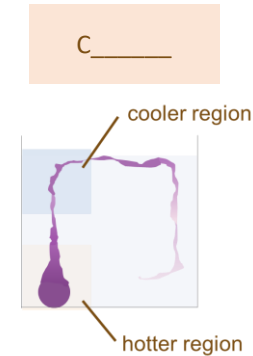
Heat Transfers

Heat can be transferred in 3 ways:



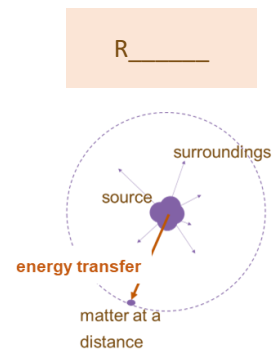
Energy transferred through particles vibrating, reducing distance and contact with each other.

Fastest in _____



Energy transferred due to particles vibrating, reducing distance in certain areas causing **convection currents**.

Only in _____ (liquids and gases)



Energy transfer to or from a thermal store by absorption or emission of light, normally infrared.

Fastest in a _____

(an area with no particles)

7.07: Fieldwork



Background

The enquiry process in geography fieldwork involves six stages: developing a question, collecting data, presenting data, analysing results, drawing conclusions and evaluating the investigation.

- A The enquiry question or hypothesis is used to guide the investigation and gives you something to test.
- B Collecting data involves using different methods to collect data to help answer the question or hypothesis.
- C Presenting data involves showing the data on graphs, labelled photographs, maps etc.
- D Analysing data involves reviewing the data to find trends, patterns and anomalies.
- E A conclusion is what you found out in relation to the question or hypothesis.
- F An evaluation answers how you would improve your fieldwork enquiry if you were to do it again.

A) Hypothesis

1 enquiry	(n) a systematic process of investigation and exploration to gather information including a question or hypothesis, data collection, data presentation, data analysis, conclusions and evaluation.
2 fieldwork	(n) practical work undertaken in physical and human environments to investigate geographical questions or hypotheses.
3 prove	(v) to demonstrate or establish the truth or validity of something through evidence.
4 disprove	(v) to show that something is not true or valid through evidence.
5 investigate	(v) to carefully examine or explore something in order to gather information.
6 hypothesis	(n) a prediction or statement which can be proven to be correct or incorrect based on the evidence collected in the field.

B) Data collection

1 data collection	(n) the process of gathering information or facts through various methods.
2 primary data	(n) data that you collect first hand.
3 risk assessment	(n) a way of looking at potential dangers or problems in a certain area to understand how likely they are and how much damage they might cause.
4 mitigate	(v) to make something less serious than it could have been.
5 sample	(n) a representative portion of a larger group or population that is selected for study or analysis.
6 random sampling	(n) selecting a person to interview or site to measure, at random. Random sampling is unbiased as particular people or places are not specifically selected.
7 systematic sampling	(n) collecting data in an ordered or regular way, e.g. every five metres or every fifth person.
8 survey	(n) a method of gathering information.
9 fieldsketch	(n) a simple drawing made on-site to show key features of a landscape or area.
10 methodology	(n) the approach or set of methods used to conduct research.

C) Data presentation

1 data presentation	(n) strategies used to communicate and display findings clearly.
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D) Data analysis

1 data analysis	(n) the process of examining information to understand it better and make decisions based on what it reveals.
2 mean	(n) add the total of all values that have been collected and then divide by the number of values.
3 range	(n) the difference between the highest and lowest values in a dataset.
4 percentage	(n) divide the part by the whole, then multiply the result by 100.
5 anomaly	(n) something that is different from what is expected or normal.

E) Conclusion

1 conclusion	(n) a summary of something that has been found out or identified.
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F) Evaluation

1 evaluation	(n) determining the strengths and limitations of the study by identifying areas for improvement and assessing the reliability of the findings.
2 bias	(n) the tendency to favour or support one viewpoint, person, or group over others, often leading to unfairness.
3 reliability	(n) the consistency of results and conclusions, e.g. keeping factors the same to compare variables.
4 accuracy	(n) the number of errors in the collection of data, e.g. using the correct equipment.

Our fieldwork investigation

Fieldwork enquiry question or hypothesis:	The location around the school site with the greatest flood risk is X.
1 permeable	(n) something that allows liquids or gases to pass through easily.
2 infiltration	(n) The movement of water from the surface into the soil layer.
3 infiltration time	(n) the speed at which water moves from the surface into the soil.



7.07: Fieldwork



B) Data collection

D) Data analysis

Background

The enquiry process in geography fieldwork involves six stages: developing a question, collecting data, presenting data, analysing results, drawing conclusions and evaluating the investigation.

- A The enquiry question or hypothesis is used to guide the investigation and gives you something to test.
- B Collecting data involves using different methods to collect data to help answer the question or hypothesis.
- C Presenting data involves showing the data on graphs, labelled photographs, maps etc.
- D Analysing data involves reviewing the data to find trends, patterns and anomalies.
- E A conclusion is what you found out in relation to the question or hypothesis.
- F An evaluation answers how you would improve your fieldwork enquiry if you were to do it again.

1 data collection

2 primary data

3 risk assessment

4 mitigate

5 sample

6 random sampling

7 systematic sampling

8 survey

9 fieldsketch

10 methodology

1 data analysis

2 mean

3 range

4 percentage

5 anomaly

E) Conclusion

1 conclusion

F) Evaluation

1 evaluation

2 bias

3 reliability

4 accuracy

A) Hypothesis

1 enquiry

2 fieldwork

3 prove

4 disprove

5 investigate

6 hypothesis

C) Data presentation

1 data presentation

Our fieldwork investigation

Fieldwork enquiry question or hypothesis:

1 permeable

2 infiltration

3 infiltration time



Year 7 History : The Renaissance Term 6

What we are learning this term:		C. Medical Renaissance					
<p>How did the world change as a result of the renaissance? What was its impact?</p> <p>A. Keywords</p> <p>B. What is the renaissance and why did it happen?</p> <p>C. What was the medical renaissance and why is it important?</p> <p>D. The scientific renaissance</p> <p>E. Art and literature in the renaissance</p>		Why did people believe the church?	<ul style="list-style-type: none"> The Church was an institution that helped many people in many ways. When it came to information there was little reason not to trust them. The Renaissance and new thinking led to people challenging the church and developing a better understanding This led to people live Harvey and Vesalius 				
		Galen	Galen used the idea of the four humours and dissected animals for his knowledge on human anatomy. This led to some of his ideas being wrong.				
		Criticisms	Physicians like Harvey and Vesalius carried out their own experiments under the renaissance and found errors in previous knowledge.				
		Discoveries	<ul style="list-style-type: none"> Discoveries were made during the renaissance like realising the heart pumps blood around the body through circulation and was not produced in the liver like Galen was led to believe. 				
		Outcomes	Because of the renaissance and individuals challenging the ideas of the past our understanding of the human body has developed much further.				
A.	Can you define these key words?	D. The Scientific renaissance					
Absolute Monarchy	When a ruler holds absolute power	Trade	<ul style="list-style-type: none"> The renaissance also impacted Science. Individuals were able to develop their ideas and come to new conclusions. Copernicus discovered that the sun was at the center of the solar system rather than the sun. 				
Aristocrat	Someone of higher class						
Artillery	A large gun that can fire across long distances						
Bombardment	To attack with guns or cannon fire						
Circumnavigate	To sail around the world						
Innovation	The process of improving something or creating something that is a new technology						
Invention	The creation of a new device, method, or process						
Janissary	An infantry unit made up of young Christian men						
Musket	A long loaded gun						
Physician	A highly educated and trained medical expert.			Learning	<ul style="list-style-type: none"> Galileo Galilei was an Italian astronomer and engineer who is considered the father of observational astronomy Issac Newton is regarded as one of the most influential scientist of all time. He is also a key figure in the renaissance. Johanas Kepler is a key figure in the 17th century scientific revolution and laws of Planetary motion 		
Renaissance	The revival of art and learning in Europe 1300 - 1600						
Republic	A form of government where power is held by elected individuals and not a monarch.						
Voyage	A long journey						
Heliocentric	The idea that the Sun is the centre of the Solar System and the Earth orbits it.						
		E. Art and Literature in the renaissance					
		Spreading Islam	<ul style="list-style-type: none"> Art during the renaissance had a noticeable shift in direction and quality. This was due to new thought processes being used to fund and support artists of the time. Linking to medical advancements, a new look at the body and anatomy allowed for more realistic and anatomically correct bodies to be painted. Influential renaissance artists, sculptors and geniuses include: <ul style="list-style-type: none"> Leonardo Davinci Michelangelo Donatello Raphael 				
						Trade	<ul style="list-style-type: none"> Ancient ideas were also reinvented and used with greater purpose. Ancient architectural ideas that were once lost were used to construct magnificent buildings in the renaissance. An example of this is the Florence cathedral Dome which was built in 1536
							Timbuktu

Year 7 History : The Renaissance Term 6

What we are learning this term:

How did the world change as a result of the renaissance? What was its impact?

A. Keywords
 B. What is the renaissance and why did it happen?
 C. What was the medical renaissance and why is it important?
 D. The scientific renaissance
 E. Art and literature in the renaissance

A.	Can you define these key words?
Absolute Monarchy	
Aristocrat	
Artillery	
Bombardment	
Circumnavigate	
Innovation	
Invention	
Janissary	
Musket	
Physician	
Renaissance	
Republic	
Voyage	
Heliocentric	

C.	Medical Renaissance
Why did people believe the church?	
Galen	
Criticisms	
Discoveries	
Outcomes	

D.	The Scientific renaissance
Trade	
Learning	
Religion	

E.	Art and Literature in the renaissance
Spreading Islam	
Trade	
Timbuktu	

Christianity



Key Vocabulary

1	Jesus	The most important figure in Christianity, believed to be the Son of God.
2	Mary	The mother of Jesus.
3	Ministry	The work of a religious person.
4	Crucifixion	The execution of Jesus, by the Romans, on a cross.
5	Resurrection	Jesus rising from the dead three days after his crucifixion.
6	Ascension	Jesus' ascent to heaven, 40 days after his resurrection.
7	Mary Magdalene	A follower of Jesus who witnessed his resurrection.
8	The Great Commission	Jesus' instruction to his followers to spread his teachings to all people.
9	Apostles	The twelve main followers of Jesus who spread his message.
10	St Paul	An early Christian leader who wrote many letters in the New Testament.
11	Phoebe	A deaconess mentioned in the New Testament who helped the early church.
12	Lydia	A businesswoman and early Christian supporter of Paul.
13	Nicene Creed	A statement of Christian faith.
14	Trinity	The Christian belief in one God in three persons: Father, Son and Holy Spirit.
15	Reformation	A movement in the 16 th century that led to the creation of Protestant churches.
16	Protestant	A branch of Christianity that broke away from the Catholic Church during the Reformation.
17	Catholic	The largest branch of Christianity, led by the Pope.
18	Pope	The leader of the Catholic Church.
19	Messiah	One expected to save and lead the people. Christians believe this to be Jesus.
20	Salvation	Being saved from sin and its consequences.
21	Sermon on the Mount	A collection of teachings by Jesus covering topics like love, prayer and moral guidance.
22	The Lord's Prayer	A prayer taught by Jesus to his disciples, summarising key beliefs in the Christian faith.
23	Denomination	A specific branch of group within Christianity.
24	Sacrament	An important ritual that represents an important part of the faith.

Holy Books introduced

The Bible	The most important book in Christianity. It is divided into two main parts: the Old Testament, which contains the history and teachings of the Jewish faith, and the New Testament, which focuses on the life, teachings, death and resurrection of Jesus and the early Christian community.
The Gospels	These are four books in the Bible which contain the accounts of the life of Jesus. They are written by Matthew, Mark, Luke and John.

Tools for Studying Religion

Theology is the study of God and ideas about God. Theologians look at how ideas about God influence beliefs in religions and the actions people will do.

Social Scientists use evidence to see how people are influenced by society. Social Scientists look at patterns in what people believe about God and how this may change due to time and place.



Christianity



Key Vocabulary

1	Jesus
2	Mary
3	Ministry
4	Crucifixion
5	Resurrection
6	Ascension
7	Mary Magdalene
8	The Great Commission
9	Apostles
10	St Paul
11	Phoebe
12	Lydia
13	Nicene Creed
14	Trinity
15	Reformation
16	Protestant
17	Catholic
18	Pope
19	Messiah
20	Salvation
21	Sermon on the Mount
22	The Lord's Prayer
23	Denomination
24	Sacrament

Holy Books introduced

The Bible	The Bible is... It is divided into two main parts:
The Gospels	These are... They are written by...

Tools for Studying Religion

Theology is...

Social Scientists look at...



What we are learning this term:	
A. Talking about sports B. Talking about your free time C. Talking about what you do week / weekends D. Arranging to go out E. Saying what you are going to do at weekend F. Saying how you help at home G. Translation practice	
6 Key Words for this term	
1. arreglo	4. los pasatiempos
2. las tareas	5. mis planes
3. el tiempo libre	6. ¿Qué haces?

A. Los Deportes – Sports

¿Qué deportes practicas? Practico... el atletismo el ciclismo la equitación el esquí la gimnasia la natación el patinaje la vela el hockey juego juega juegan al bádminton al baloncesto al cricket al fútbol	What sports do you practise? I practise... athletics cycling horseriding ski ing gymnastics swimming skating sailing hockey I play He/she plays they play badminton basketball cricket football
--	--

B. Más deportes – More Sports

al rugby al squash al tenis al voleibol hago surfing hago remo la escalada el boxeo las artes marciales	rugby squash tennis volleyball I do surfing I do rowing rock climbing boxing martial arts
---	---

C. Los Pasatiempos – Hobbies	
bailar cantar cocinar escuchar música hablar por teléfono ir a la piscina ir al cine ir de compras jugar los videojuegos jugar en el ordenador leer mandar mensajes	to dance to sing to cook to listen to music to speak on phone to go to the pool to go to the cinema to go shopping to play videogames to play on the computer to read to send messages

D. Pasatiempos y Tareas – Hobbies and Housework

montar a caballo navegar por internet salir con mis amigos tocar la guitarra el piano ver la televisión Me encanta No me gusta detesto / Odio prefiero ¿Qué haces? Arreglo mi dormitorio Voy a un partido de fútbol Barro el patio Hago la compra Paso la aspiradora Saco la basura Pongo la mesa Quito la mesa Friego los platos Lavo el coche Plancho mi uniforme	to ride a horse to surf the net to go out with frnds to play the guitar the piano to watch TV I love I don't like I hate I prefer What do you do? I tidy my bedroom I go to a football match I sweep the patio I do the shopping I Hoover I take out rubbish I lay the table I clean up the table I wash up I wash the car I iron my uniform
--	---

E. Más Pasatiempos – More Hobbies

hago deporte hago los deberes hago la cama juego a las cartas juego al ajedrez monto en monopatín	I do sport I do my homework I make the bed I play cards I play chess I get on my skateboard
--	--

Key Verbs				
Ser To be	Tener To have	Hablar To speak	Ir To go	Jugar To play
Soy I am	Tengo I have	Hablo I speak	Voy I go	Juego I play
Eres You are	Tienes You have	Hablas You speak	Vas You go	Juegas You play
Es s/he is	Tiene He/she has	Habla s/he speaks	Va s/he goes	Juega s/he plays
Somos We are	Tenemos We have	Hablamos We speak	Vamos We go	Jugamos We play
son They are	Tienen They have	Hablan They speak	Van They go	Juegan They play

E. Key Verbs across Topics







tener ser ir hacer jugar ver escuchar comprar vivir hablar deber querer visitar comer beber salir leer trabajar pensar escribir practicar poner pensar lavar sacar arreglar	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 to drink to go out to read to work to think to write to practise to put to think to wash to take out to tidy
--	---

F. Key Opinions across topics and Weather

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 Hace sol Hace fresco Hace calor Hace viento Hace frio Hace mal tiempo Hace buen tiempo Llueve Nieva Hay niebla Hay tormenta	I like I love I hate because fun boring useful pointless comfortable interesting entertaining exciting cool amazing dull disgusting bad good It's sunny It's cool It's hot It's windy It's cold It's bad weather It's good weather It's raining It snows It's foggy It's stormy
---	---

What we are learning this term:


- A. About the illustrator Ernst Haeckel and his work
- B. How to use the grid method for accuracy
- C. Drawing from observation of primary sources
- D. How to work using oil pastels
- E. How to make a simple clay pinch pot
- F. How to decorate clay using glazes and oxides
- G. What is texture
- H. How to produce a mixed media outcome

Key word	Key definition
illustration 	a drawing, painting or printed work of art which visually represents or explains something
observation 	the action of closely looking at something
source 	Where something originates from
texture 	the feel or appearance of a surface
tone 	Lightness and darkness within an artwork
outcome 	The final piece produced as a result of an art project

D How to work using oil pastels

Oil pastels are bright, oil-based crayon that is used as a painting and drawing medium

Oil pastels can be applied thickly, overlapping to blend colours. White can also be used to blend. Clean the end of the pastel to avoid colour contamination

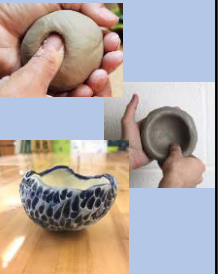


E What is a pinch pot and how to make one

A pinch pot is A small vessel created inserting the thumb into a ball of clay then through 'pinching' the clay into the desired shape.

A successful pinch pot has even thickness walls, and a smooth finish.

The wet clay can be decorated by additive or subtractive methods

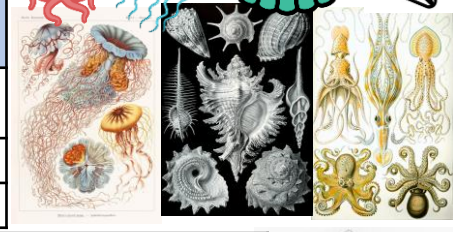


A. Who is Ernst Haeckel and what are the characteristics of his work?

Who? philosopher, physician, professor, marine biologist, and artist who discovered, described and named thousands of new species,

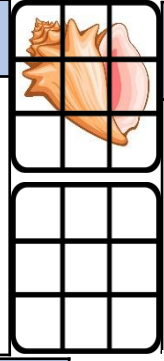
What? Beautifully detailed natural history illustrations depicting mostly marine life

Why? To document and record newly discovered species of animals and plants



B. How to use the Grid Method for accurate drawing

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



C Drawing primary sources from observation

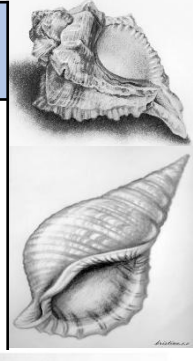
Drawing from a primary source means drawing something from real life

Observe the objects closely

Lay out the basic shape(s) you can see

Refine and add detail

Add tone to show how light is hitting the object(s)



F. How to use glazes and oxides


oxide

Powder made from minerals

Mixed with water and applied to the bisque fired clay

Highlights the texture in the clay surface

Can be applied thickly or thinly to get different effects




glaze

Coloured liquid applied to bisque fired clay

Can be applied with or over oxides

Gives the clay a shiny finished once fired a second time

Usually applied in layers



H How to produce a mixed media outcome

A mixed media artwork uses multiple different materials rather than just one

We used collage, ink and pen to create ours

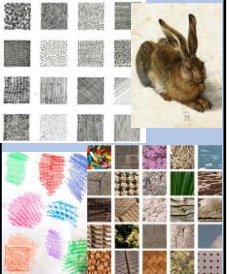
Step 1	Lay out your drawing using pencil lightly
Step 2	Add newspaper collage
Step 3	Apply an ink wash using varied colours
Step 4	Add tissue paper collage over the wash in places
Step 5	Use black ink or pen to go over your drawing, adding detail and texture using mark making

G What is texture?

Texture is the surface quality of a particular surface – how it feels to the touch







Actual texture is what it actually feels like

Visual or implied texture is when a surface appears to have texture but in reality it doesn't





What we are learning this term:

A. About the illustrator Ernst Haeckel and his work
 B. How to use the grid method for accuracy
 C. Drawing from observation of primary sources
 D. How to work using oil pastels
 E. How to make a simple clay pinch pot
 F. How to decorate clay using glazes and oxides
 G. What is texture
 H. How to produce a mixed media outcome

Key word	Key definition
illustration 	
observation 	
source 	
texture 	
tone 	
outcome 	

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 Clean the end of the pastel to avoid colour contamination




E What is a pinch pot and how to make one

A pinch pot is

A successful pinch pot has

The wet clay can be decorated by

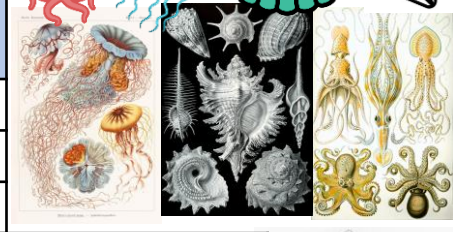


A. Who is Ernst Haeckel and what are the characteristics of his work?

Who?

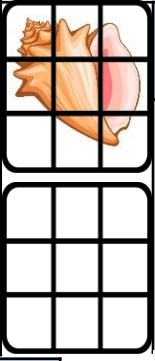
What?

Why?



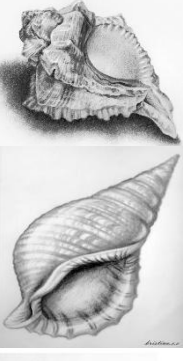
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- 5) Add fine and build in




C Drawing primary sources from observation

Drawing from a primary source means.....
 Observe the objects
 Lay out the basic you can see and add
 Add to show how light is hitting the object(s)




F. How to use glazes and oxides

oxide
 Powder made from
 Mixed with and applied to the bisque fired clay
 Highlights the in the clay surface
 Can be applied or to get different effects



glaze
 Coloured liquid applied to bisque fired clay
 Can be applied with or over oxides
 Gives the clay a shiny finished once fired a second time
 Usually applied in layers



H How to produce a mixed media outcome

A mixed media artwork uses multiple different materials rather than just one
 We used collage, ink and pen to create ours

Step 1

Step 2

Step 3

Step 4

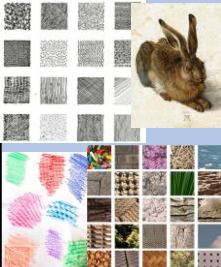
Step 5

G What is texture?

Texture is

Actual texture is

Visual or implied texture is








Year 7 PRODUCT DESIGN Rotation Knowledge Organiser








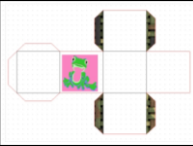
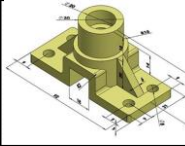
What we are learning this term:

A. Workshop Tools B. Materials C. Modelling D. Key Words E. Evaluating Work





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



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

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

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

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

D.	Key Words
Specification 	A specific list of things that your product should be or do.
Modelling 	A way of making a 3D representations of your proposed design. To see what went well and how it can be improved.
Sustainable 	Limited negative impact on the environment.
Manufacture 	Making a product using tools and machinery.

E.	Evaluation of Products 
Evaluate 	To judge and give an opinion.
Designers will evaluate their products to see what works well and what doesn't. This way they can make any improvements on their current designs to ensure a high-quality product.	
When writing an evaluation it is important to include the following three things:	
<ol style="list-style-type: none"> Positives – what works well Negatives – what doesn't work well Possible improvements – how could you make it better? 	
For example:	
My maze looks really fun and challenging to play. However, when tested the model version of my game, it was too difficult to complete. One improvement I could make is by taking away some of the traps or moving some of the walls around, so that it is more fun to play.	



Year 7 PRODUCT DESIGN Rotation Knowledge Organiser



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

A. Workshop Tools

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B. Materials

Timbers come from _____

	<p>Scots pine – which you used for your maze frame – is a softwood</p> <p>Softwoods come in _____ and _____</p>
--	--

Manufactured Boards come from _____

	<p>Plywood – which you used as your base, insert and maze walls – is a manufactured board</p> <p>Manufactured Boards come in _____</p>
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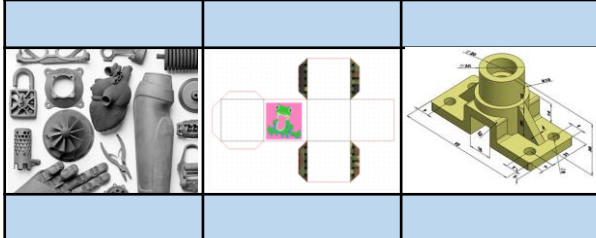
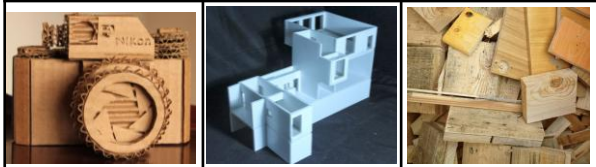
Polymers come from _____

	<p>Acrylic – which you used as your lid for your maze – is a polymer</p> <p>Polymers come in _____, _____ and _____</p>
--	--

C. Modelling

Creating a _____ before you manufacture it.

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



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

Advantages	Disadvantages

D.	Key Words
Specification 	<hr/> <hr/> <hr/>
Modelling 	<hr/> <hr/> <hr/> <hr/> <hr/>
Sustainable 	<hr/> <hr/> <hr/>
Manufacture 	<hr/> <hr/> <hr/>

E. Evaluation of Products

Evaluate _____

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

- Possible sentence starters:**
- One thing that was successful.....
 - One thing that I had issues with was.....
 - If I had more time, I could improve this by.....

Y7 Food technology

What we are learning this term:

1. Health, safety and hygiene in the kitchen
2. The Eatwell guide and nutrients
3. Storing food safely
4. Food origins
5. Food fortification and modification
6. Practical skills

A.	What are the nutrients required in the diet?
Carbohydrates	To give the body energy e.g bread.
Protein	To grow and repair the body, and to give energy e.g eggs.
Fats	To insulate your body, give you energy, and protect your organs i.e butter.
Vitamins	For general body health and function i.e carrots for eyesight.
Minerals	For general body health and function i.e iron to make blood cells.

c. Storing food safely

Perishable foods should be stored out of the **temperature danger zone** to reduce the risk of **food poisoning**. Hot foods should be kept above 63°C and cold foods should be kept below 5°C.

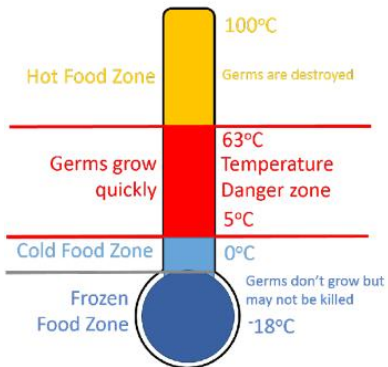
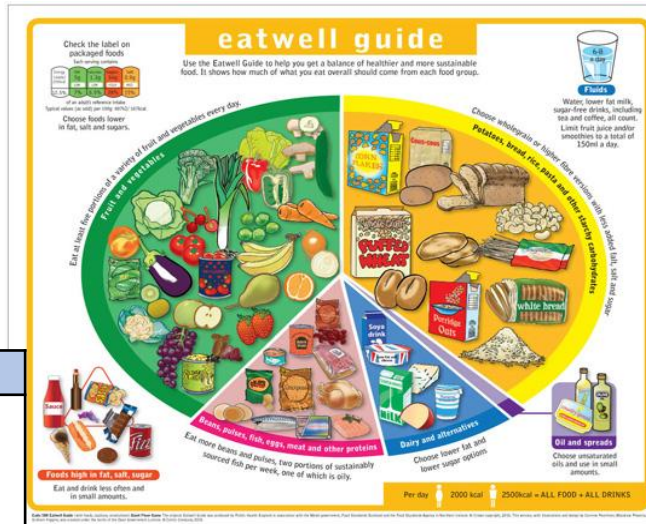


Image: TAFE NSW

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

- 1 **Fruit and Vegetables** – provides minerals, vitamins & fibre
- 2 **Carbohydrates** – provides carbs and fibre
- 3 **Protein** - provides protein, omega 3, come vitamins
- 4 **Dairy** - provides vitamins, minerals (calcium)
- 5 **Fats and Oils**



c.	Food origins
Grown food - plants i.e wheat	Reared food – animals kept on a farm, bred and raised for use i.e cows to give milk
Intensive farming – bad for the environment, uses chemical fertilisers and pesticides. Gives a high yield (amount of food).	Intensive (battery) farming – animals are kept indoors all year round in small cages, poor treatment. Lots of food produced. Free range – animals have a large amount of space and outdoor space, good living conditions. Expensive and slow.
Organic farming – "natural" farming, is slower and more expensive to do.	Caught food – animals hunted in the wild i.e fish, game animals Trawling – large nets dragged through the sea, lots of bycatch (unwanted fish) and damages habitats. Line caught – catching one fish at a time on a fishing line. Much slower and more expensive.

E.	Keywords
Hygiene	A method of keeping yourself and equipment clean
Cross contamination	The transfer of contaminants onto food through either the hands, the equipment or the surfaces. Causes food poisoning.
Spoilage	When food becomes unsafe to eat i.e rot, mould.
Perishable food	Food that spoils if not kept in the fridge or freezer e.g ham.
Fibre	Foods that keep your digestive system healthy and avoid constipation.
Allergen	A substance (sometimes food) that causes an immune system response that can be fatal i.e throat swelling up. Nuts are common allergens.
Intolerance	When the body cannot digest a food and rejects it i.e vomiting, diarrhea. Many people are lactose intolerant (milk intolerance).
Coeliac	When someone cannot eat gluten (wheat), similar to an intolerance but more dangerous.
Vegan	When someone does not eat anything that comes from an animal including eggs, milk, honey.

c.	Food fortification and modification
Fortify – to make stronger/better Food fortification – adding extra nutrients to food to improve how nutritious it is Examples: butter with added vitamins, cereal with added iron and vitamins	Modification – to change the properties of something Additives – chemicals added to food, can be natural or artificial Examples – flavourings, colourants, preservatives, stabilisers Genetically modified (GM) - the genes (DNA) of the crop or animal have been changed to improve their yield i.e more seeds.

Y7 Food technology

What we are learning this term:
<ol style="list-style-type: none"> 1. Health, safety and hygiene in the kitchen 2. The Eatwell guide and nutrients 3. Storing food safely 4. Food origins 5. Food fortification and modification 6. Practical skills

A.	What are the nutrients required in the diet?
Carbohydrates	
Protein	
Fats	
Vitamins	
Minerals	

c.	Storing food safely
<p>Perishable foods should be stored out of the temperature danger zone to reduce the risk of food poisoning. Hot foods should be kept above 63°C and cold foods should be kept below 5°C.</p>	

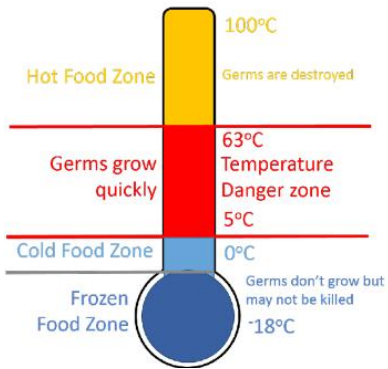
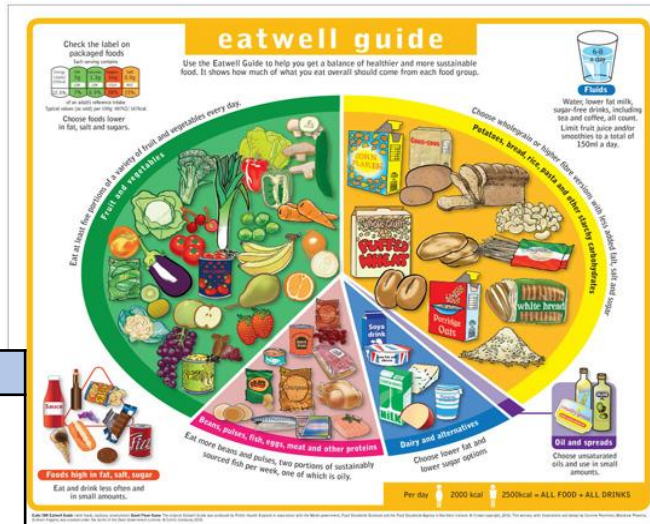


Image: TAFE NSW

B.	What are the 5 different sections of the Eatwell plate?
<ol style="list-style-type: none"> 1 Fruit and Vegetables – provides minerals, vitamins & fibre 2 Carbohydrates – provides carbs and fibre 3 Protein - provides protein, omega 3, come vitamins 4 Dairy - provides vitamins, minerals (calcium) 5 Fats and Oils 	



c.	Food origins	
<p>Grown food- plants i.e wheat</p> <p>Intensive farming – bad for the environment, uses chemical fertilisers and pesticides. Gives a high yield (amount of food).</p> <p>Organic farming – "natural" farming, is slower and more expensive to do.</p>	<p>Reared food – animals kept on a farm, bred and raised for use i.e cows to give milk</p> <p>Intensive (battery) farming – animals are kept indoors all year round in small cages, poor treatment. Lots of food produced.</p> <p>Free range – animals have a large amount of space and outdoor space, good living conditions. Expensive and slow.</p>	<p>Caught food – animals hunted in the wild i.e fish, game animals</p> <p>Trawling – large nets dragged through the sea, lots of bycatch (unwanted fish) and damages habitats.</p> <p>Line caught – catching one fish at a time on a fishing line. Much slower and more expensive.</p>

c.	Food fortification and modification
<p>Fortify – to make stronger/better</p> <p>Food fortification – adding extra nutrients to food to improve how nutritious it is Examples: butter with added vitamins, cereal with added iron and vitamins</p> <p>Modification – to change the properties of something</p> <p>Additives – chemicals added to food, can be natural or artificial Examples – flavourings, colourants, preservatives, stabilisers</p> <p>Genetically modified (GM) - the genes (DNA) of the crop or animal have been changed to improve their yield i.e more seeds.</p>	

E.	Keywords
Hygiene	
Cross contamination	
Spoilage	
Perishable food	
Fibre	
Allergen	
Intolerance	
Coeliac	
Vegan	

YEAR 7 GRAPHIC COMMUNICATION

What are we learning this term?

A Personification	B Typography	C Computer skills	D Key words	E Evaluation
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D | Key words

Graphics	Visual images or designs on a surface which communicate a message such as a brand advertisement or logo.
Typography	The arrangement of type to make written language legible.
Font	The term 'font' refers to a specific style of typeface such as its size and weight, it can come in regular, bold or <i>italic</i> .
Photoshop	A software for editing photos and graphics. It is used for image editing, making illustrations or web design.

A | Personification

What is personification?

Personification makes sentences more exciting by:

- describing objects as if they are *people*
- describing objects as if they have *feelings*



How does Paul Thurlby use personification?

Paul Thurlby personifies his letters by giving the turning the letters that he works with into characteristics so that you can clearly see an emotion.

E | Evaluation

Evaluation: To judge or give an opinion

Designers will evaluate their products to see what works well and what doesn't. This way they can make any improvements on their current designs to ensure a high-quality product.

When writing an evaluation it is important to include the following three things:

1. Positives – what works well
2. Negatives – what doesn't work well
3. Possible improvements – how could you make it better?

For example:

My word sticker looks great, the colours are bright which appeals to the audience. However, some of the letters are hard to read. One improvement I could make is to simplify the personification on some of the letters to make the final word clearer and easier to read.

B | Draw the letter A in the following font styles. Write the description of the font style too.

Serif: Serif is a traditional style font. It usually has flicks on the end of each letter.	A
Sans Serif: Sans serif fonts are modern in style; Sans serif fonts good for large pieces of text.	A
Script: Script font often resembles everyday handwriting.	A
Decorative: decorative fonts are unique in style and have an artistic flair. They are often hard to read.	A

C | Computer skills

What is the shortcut for copy?

Ctrl + C

What is the shortcut for paste?

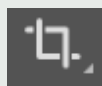
Ctrl + V

What does this symbol stand for?



Photoshop

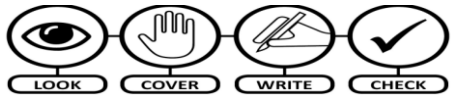
What does this symbol mean?



Cropping



A	What we are learning about this term...
1	Ukulele Strings and tuning
2	Major and Minor chords
3	Reading Ukulele Tab
4	Performing as a group
5	Playing ukulele and singing together



C - Useful links: practice at home!

These QR codes will take you to YouTube to be able to sing along!

Easy Ukulele
Play along -----> Viva La Vida - Coldplay

ROAR - Katy Perry

Check out this C Am G F Chord Drill!

E - Ukulele Finger Technique and Chords

B	Keywords
Chord	Three or more notes played at the same time
Chord Diagram	The way of writing ukulele notation
Pick/Plectrum	A tool used to strum the strings
Chord Progression	A pattern of chords in a song. E.g. C - Am - F - G
Strum	a sweeping action where a finger or plectrum brushes over several strings to make sound.
Accuracy	Playing or singing the correct notes, at the correct time
Fluency	Giving the music a good flow - no pauses

D Ukulele Strings and Notes

The strings of a ukulele are G (nearest your face), C, E, A (nearest your knees)

These are the most used Chords for ukulele. Learn them here:

F Basic Rhythm Values in 4/4 time

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

F Describing Music - MAD T SHIRT

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

DEVISING

Frequently called **collective creation** - is a method of theatre-making in which the script or (if it is a predominantly physical work) performance score originates from collaborative, often improvisatory work by a performing ensemble.

Stimulus- A starting point or catalyst for your ideas.



What words do you think of looking at these pictures?
What stories do you think of?
What characters come to mind?



This term you are challenged with making a group performance that lasts up to 5 minutes and is based on a stimulus that you will be given in a lesson this term.

It **MUST** be ORIGINAL (cannot involve stories / characters that already exist) and **EVERYONE** must be involved.

Tips for success

Don't try and make a STORY – instead, create scenes based on a theme

Listen to everyone's ideas

Think of at least 3 ways to show the message and then pick the best one

Would technical elements help to get your message across?

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Tips for success

SWINDON ACADEMY READING CANON

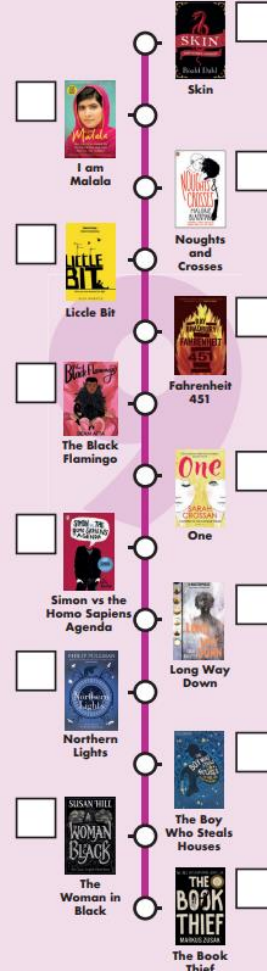
Year 7



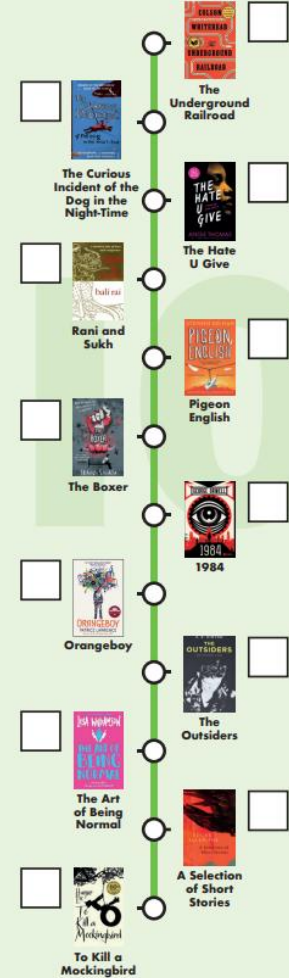
Year 8



Year 9



Year 10



#ReadingisPower