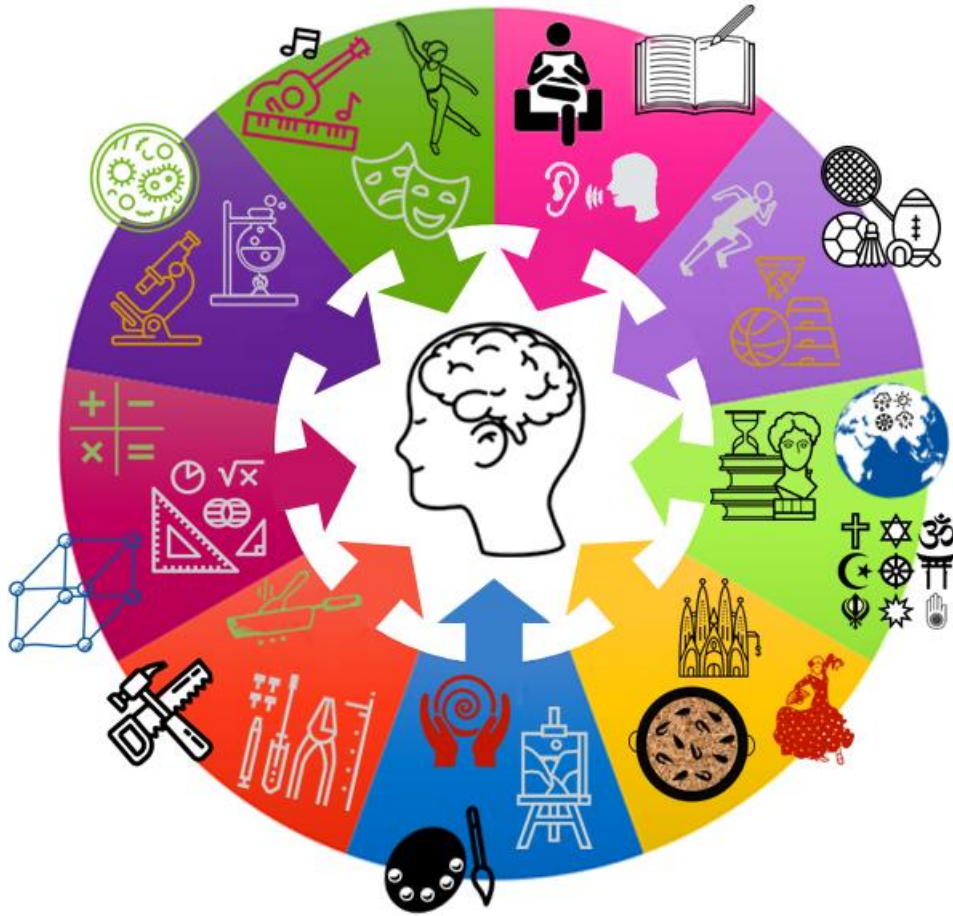


# Year 7- Standard Curriculum Knowledge Organisers

## Term 5



### Swindon Academy 2023-24

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
- Mixtures
- Separating techniques

**4 Key Words for this term:**

- Matter
- Particles
- Changes of state
- Mixing

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

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

State	Arrangement	Movement
Solid	In a regular pattern. Particles can vibrate in a fixed position.	Particles are arranged closely but are still touching each other. Particles can slide past each other and move around.
Liquid	Particles are far apart and are arranged randomly. Particles carry a lot of energy and they move in all directions in a high speed.	

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

**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.

Diagram showing energy changes: Gaining energy (melting, evaporation) and Losing energy (freezing, condensation).

## Quizzable Knowledge Organisers

**A. What is particle theory?**

**A. What is the law of conservation of mass?**

**B. What are the different changes of state?**

Melting	
Freezing	
Evaporation	
Condensation	

Diagram showing energy changes: Gaining energy (melting, evaporation) and Losing energy (freezing, 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 'New Topic' 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 can slide past each other and move around', '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.

## 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**.

## Who loves Whom

### Who loves Whom



## 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

**epitomes** – a perfect example of

### 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'.

### 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 1<sup>st</sup> was Queen. The play is written in the Elizabethan era.

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

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




### The Love Potion

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



### '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: _____
<u>Acts 4 and 5:</u>		to mock –	Philostrate: <i>Master of</i> _____
<b>Background Information of AMND</b>		chaos –	
A <i>Midsummer Night's Dream</i> (AMND) was written by _____.		captivate -	<u>The Lovers</u>
Shakespeare wrote lots of light-hearted funny plays: _____.		infatuated -	Hermia: <i>the</i> _____
Shakespeare went to a grammar school where he was taught _____.		patriarchy –	Helena: _____
Shakespeare was a poet and a play write. He wrote multiple plays that were performed in the _____ in London.		to resolve –	Lysander: <i>an</i> _____
His first theatre group was called _____ later changed to the _____ (1603) under the patronage of King James I.		forsaken -	Demetrius: <i>an</i> _____
The play is _____ in _____ and follows the rules of a _____ from Ancient Greece.		<b>Terminology: Key Words</b>	
When the play was written, _____ was _____.		soliloquy -	<u>Fairies (Mythical characters)</u>
The play is written in the _____ era.		comedy –	Titania: _____
Both _____ and poorer _____ people went to the Globe to watch plays.		play -	Oberon: _____
_____ is the ancient god of love. He is usually presented as a _____ whose _____ make people fall in _____.		stage directions -	Puck: _____
		connotations –	Peasebody/Cobweb/Mustard seed/Moth: <i>Titania's fairies.</i>
		epitomis –	<u>The workmen/theatre performers</u>
		<b>The Love Potion</b>	Bottom: _____
		<p>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 _____.</p> 	Quince: _____
			Snug/ Snout/Flute/Starveling: _____



**What we are learning this term:**

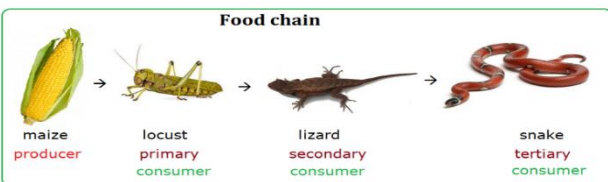
- A. Organisms in an ecosystem
- B. Organisms affected by the environment
- C. Variation by natural selection
- D. Genes
- E. Maintaining biodiversity

**3 Key Words for this term**

- 1. Pesticide
- 2. Herbivore
- 3. Biomass

**A. What are food chains and what is an example of one?**

All food chains start with a green plant, producers. Arrows point to the eater and show the flow of energy in a food chain. Each stage is called a trophic level  
**mahogany tree → caterpillar → song bird → hawk**  
**maize → locust → lizard → snake**

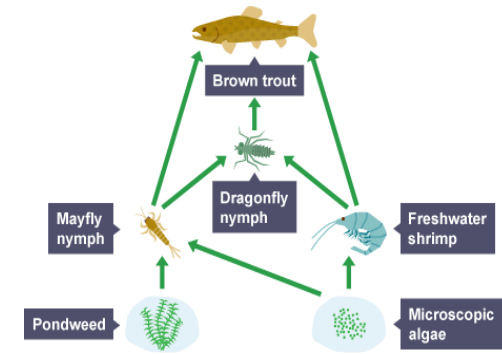
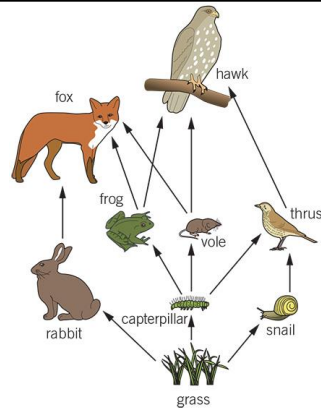


**B. What is extinction?**

When all the individuals of a species die.

**A. What is a food web and what is an example of a food web?**

Organisms eat more than 1 food so food chains link together to make **food webs**



**A. How does the accumulation of toxic materials happen in food (using food webs/chains)?**

Some poisonous materials stay in the environment and do not break down. These substances accumulate in the food chain and damage the organisms in it, particularly in the predators at the end of the chain. This is because accumulating compounds cannot be excreted.

**A. How do insects help with plant reproduction?**

Through **POLLINATION** (The process in which the pollens produced by anther, the male part of a flower is transferred to stigma, the female part of the flower).

**B. What might happen to the individuals in a species if there is a big change in their environment?**

Extinction.

**B. How are organisms affected by their environment?**

- climate change;
- natural disaster like an asteroid striking Earth;
- new diseases in the environment;
- a new predator in the environment;
- new competing species in the environment.

**B. How do organisms affect their environment?**

- By eating plants/other animals
- From their waste
- Pollination
- Competition for light & space



**What we are learning this term:**

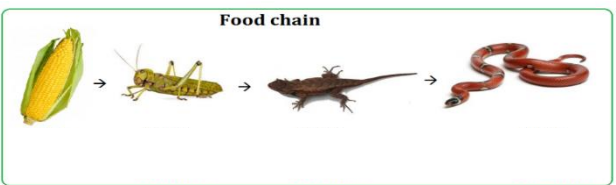
- A. Organisms in an ecosystem
- B. Organisms affected by the environment
- C. Variation by natural selection
- D. Maintaining biodiversity

**3 Key Words for this term**

- 1.
- 2.
- 3.

**A. What are food chains and what is an example of one?**

Blank space for student response to the question about food chains.



**B. What is extinction?**

Blank space for student response to the question about extinction.

**A. What is a food web and what is an example of a food web?**

Blank space for student response to the question about food webs.

**A. How does the accumulation of toxic materials happen in food (using food webs/chains)?**

Blank space for student response to the question about toxic material accumulation.

**A. How do insects help with plant reproduction?**

Blank space for student response to the question about insects and plant reproduction.

**B. What might happen to the individuals in a species if there is a big change in their environment?**

Blank space for student response to the question about environmental changes.

**B. How are organisms affected by their environment?**

Blank space for student response to the question about environmental effects on organisms.

**B. How do organisms affect their environment?**

Blank space for student response to the question about organisms affecting their environment.

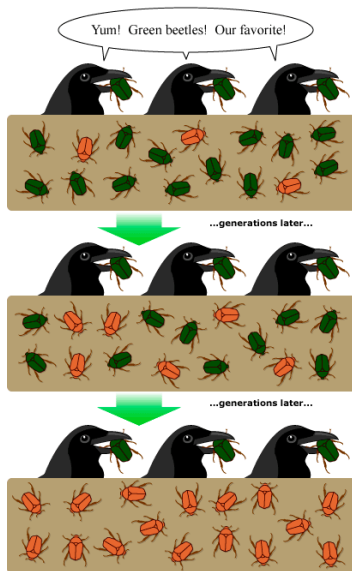


<b>C.</b>	<b>What are adaptations?</b>
When an organism or species becomes better suited to its environment.	
<b>C.</b>	<b>What is an example of adaptations?</b>
Kangaroo rats never have to drink water, they get all the water they need from seeds.	
<b>C.</b>	<b>What is natural selection?</b>
The process whereby organisms better adapted to their environment tend to survive and produce more offspring	

<b>D.</b>	<b>What makes up DNA?</b>
<ul style="list-style-type: none"> <li>DNA has a <b>double helix</b> structure with two sugar-phosphate backbones wound around each other.</li> <li>Pairs of complementary <b>bases</b> connect the two backbones (strands)</li> </ul>	
<b>What are the 4 bases and how are they paired?</b>	
<ul style="list-style-type: none"> <li>The bases are <b>adenine, thymine, cytosine</b> and <b>guanine</b> (A, T, C, and G)</li> <li>A has a <b>complementary shape</b> to T</li> <li>C has a <b>complementary shape</b> to G</li> </ul>	

<b>What are Chromosomes?</b>
DNA wound up tightly. There are 23 pairs in human cells (but a different number of pairs in other species)
<b>What are Genes?</b>
A short section of DNA which codes for characteristics

Natural selection, in a nutshell:



<b>C.</b>	<b>How does this diagram show natural selection?</b>
<ol style="list-style-type: none"> <li>The red beetles are adapted to be less favourable to the birds.</li> <li>The red beetles survive and breed. The green ones do not.</li> <li>As this goes on for generations, there are more red than green beetles.</li> </ol>	

Green beetles have been selected against, and brown beetles have flourished.

<b>E.</b>	<b>How is biodiversity maintained?</b>
<ol style="list-style-type: none"> <li>Conserve the environment to protect ecosystems.</li> <li>Conserve the genetic material of organisms that might be endangered using a <b>gene bank</b>.</li> </ol>	

<b>E.</b>	<b>How do populations of species change over time, using the ideas of adaptation, competition and reproduction?</b>
1.	In a population of a <b>species</b> , the individuals vary: they have different <b>adaptations</b> .
2.	The individuals with adaptations that help them compete in their environment do survive. The individuals with adaptations that don't help them compete die.
3.	The individuals with adaptations that help them compete in their environment do survive. The individuals with adaptations that don't help them compete die.
4.	The surviving individuals have the chance to <b>reproduce</b> .
5.	When they have offspring, they pass on the useful adaptations in their genes.

<b>E.</b>	<b>What is a gene bank?</b>
If scientists think a species might become extinct, they can preserve them for the future using a gene bank.	

<b>E.</b>	<b>Why is it important to maintain biodiversity?</b>
It keeps ecosystems going. Prevents extinction of many species. Humans use the plants as resources so need to be maintained.	

<b>E.</b>	<b>What are the 4 different types of gene bank?</b>
<ol style="list-style-type: none"> <li>Frozen seeds of plants that could be used in the future</li> <li>Plant tissue bank – where small parts of plants are kept alive in containers of nutrients</li> <li>Frozen sperm cells and egg cells from animals, or pollen and ova from plants, that can be used to produce offspring in the future</li> <li>A field gene bank: land is used to grow many species of plants and keep them alive for the future.</li> </ol>	





**C.** What are adaptations?  
 \_\_\_\_\_  
 \_\_\_\_\_

**C.** What is an example of adaptations?  
 \_\_\_\_\_  
 \_\_\_\_\_

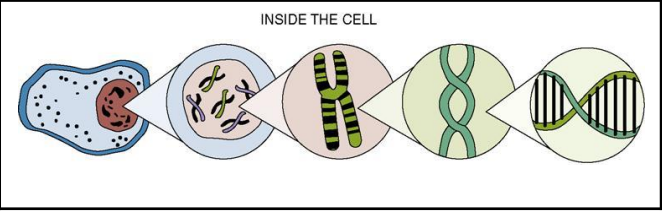
**C.** What is natural selection?  
 \_\_\_\_\_  
 \_\_\_\_\_

**D.** What makes up DNA?  
 \_\_\_\_\_  
 \_\_\_\_\_

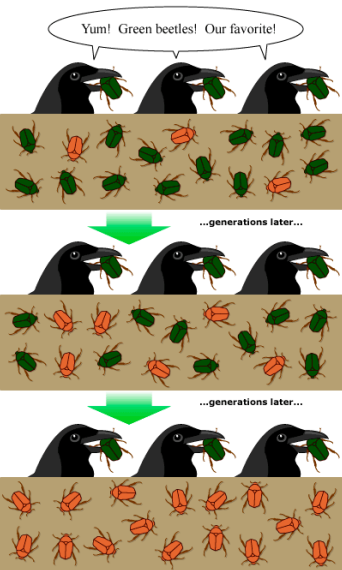
What are the 4 bases and how are they paired?  
 \_\_\_\_\_  
 \_\_\_\_\_

What are Chromosomes?  
 \_\_\_\_\_  
 \_\_\_\_\_

What are Genes?  
 \_\_\_\_\_  
 \_\_\_\_\_



Natural selection, in a nutshell:



Green beetles have been selected against, and brown beetles have flourished.

**C.** How does this diagram show natural selection?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**E.** How do populations of species change over time, using the ideas of adaptation, competition and reproduction?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

**E.** What is a gene bank?  
 \_\_\_\_\_  
 \_\_\_\_\_

**E.** Why is it important to maintain biodiversity?  
 \_\_\_\_\_  
 \_\_\_\_\_

**E.** How is biodiversity maintained?  
 \_\_\_\_\_  
 \_\_\_\_\_

**E.** What are the 4 different types of gene bank?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_



# Geography Knowledge Organiser: Year 7 Term 5 World of work



Background:	
1.	The world of work can be classified into four different employment sectors. <b>(B)</b>
2.	Many factors influence the type of employment sector which will be found within a particular country. <b>(C)</b>
3.	Furthermore, industrial location is influenced by some key factors, which are more important for some industries in comparison to others. <b>(D)</b>
4.	Employment structure within countries varies based upon the level of development. <b>(E)</b>
5.	However, employment structures are not fixed, just like in the UK they can change overtime. <b>(F)</b>
6.	Tourism is a rapidly growing tertiary industry world-wide. <b>(G)</b>
7.	Tourism can bring both positive and negative impacts for the host country. <b>(H)</b>

C.	Influences on employment structure (5)	
Imports		Goods brought into a country.
Exports		Sending goods to another country for sale.
Industrialisation		When a country begins to move from primary employment to secondary employment, with a rise in manufacturing.
Mechanisation		When machinery begins to do the jobs which once required humans.
Disposable income		The money a person has left to spend after they have paid all of their bills.

E.	Employment structure differences (3)	
Developing countries		Large primary sector, growing secondary sector and a moderate tertiary sector.
Emerging countries		They have a large secondary sector, rapidly falling primary sector and growing tertiary sector.
Developed countries		A large tertiary sector, a growing quaternary sector, both secondary and primary employment is low.

D.	Factors which influence the location of industry (5)	
Raw materials		Natural resources that are used to make things.
Transport links		The links which allow goods and workers to be transported in and out of industries.
Labour		Workers, employed people.
Market		A place where raw materials or goods are sold.
Footloose		Industries which are not tied to a location due to natural resources or transport links.

F.	Employment structure change in developed countries	
Falling primary and secondary sector (3)		1. Cheaper to import. 2. Mechanisation has taken jobs. 3. Raw materials have been exhausted in certain areas.
Growing tertiary sector (2)		1. Disposable income has increased, so a greater demand for services. 2. A large public sector e.g. health and education, due to a high tax revenue.

A.	Classifications of employment (2)	
Employment		When people are in work, receiving a wage and paying tax.
Unemployment		When people are not in work, therefore do not receive a wage and do not pay tax.

G.	Features of tourism (3)	
Tourist		A person who is visiting a place for pleasure.
Positive multiplier effect		The introduction of a new industry in an area also encourages growth in other industrial sectors, leading to further growth.
Butler model		Shows how tourist resorts go through six stages, from discovery, growth, success, stagnation to rejuvenation or decline.

B.	Different employment sectors (4)	
Primary sector		Industries which collect raw materials such as; farming, logging, oil rigging, mining, quarrying etc.
Secondary sector		Industries which manufacture goods into products such as; car manufacturers, food processing plants, toy assembly plants, builders etc.
Tertiary sector		Industries which provide a service such as; teaching, accounting, health care, sales assistants etc.
Quaternary sector		Defined as hi-tech, research and design. They include hardware and software engineers and pharmaceutical companies.

H.	Tourism in Kenya	
Where?		The Maasai Mara National Reserve, in southern Kenya.
	<b>Positive (3):</b>	<b>Negative (4):</b>
	1. Tourism provides 11% of Kenya's GDP. 2. The National Reserve is protected, saving many animals e.g. cheetahs. 3. Large infrastructure projects have been funded by overseas companies e.g. new road networks.	1. Mini-buses are driving across the Savanah. 2. Shadows from hot air balloons are scaring the wildlife. 3. Only 2% of the profit stays with the local people, much is lost to tour companies. 4. Animals are being fed by tourists, which is stopping them from hunting, impacting the food chain.



# Geography Knowledge Organiser: Year 7 Term 5 World of work



**Background:**

- The world of work can be classified into four different employment sectors. **(B)**
- Many factors influence the type of employment sector which will be found within a particular country. **(C)**
- Furthermore, industrial location is influenced by some key factors, which are more important for some industries in comparison to others. **(D)**
- Employment structure within countries varies based upon the level of development. **(E)**
- However, employment structures are not fixed, just like in the UK they can change overtime. **(F)**
- Tourism is a rapidly growing tertiary industry world-wide. **(G)**
- Tourism can bring both positive and negative impacts for the host country. **(H)**

A. Classifications of employment (2)	
Employment	
Unemployment	

B. Different employment sectors (4)	
Primary sector	
Secondary sector	
Tertiary sector	
Quaternary sector	

C. Influences on employment structure (5)	
Imports	
Exports	
Industrialisation	
Mechanisation	
Disposable income	

D. Factors which influence the location of industry (5)	
Raw materials	
Transport links	
Labour	
Market	
Footloose	

H. Tourism in Kenya	
Where?	The Maasai Mara National Reserve, in southern Kenya.
Positive (3):	Negative (4):
1	1
2	2
3	3
	4

E. Employment structure differences (3)	
Developing countries	
Emerging countries	
Developed countries	
F. Employment structure change in developed countries	
Falling primary and secondary sector (3)	
Growing tertiary sector (2)	

G. Features of tourism (3)	
Tourist	
Positive multiplier effect	
Butler model	

# Year 7 History : Mansa Musa and Medieval Mali: Term 5

<b>What we are learning this term:</b>		<b>C. What happened on Mansa Musa's pilgrimage to Mecca ?</b>	
<b>To what extent did England change as a result of the Norman Conquest?</b> A. Keywords B. How did Sundiata Keita seize control of Mali? C. What happened on Mansa Musa's pilgrimage to Mecca ? D. Why was the capture of Timbuktu important to the Malian Empire? E. What was Mansa Musa's legacy?		Why did Mansa Musa go on Hajj?	<ul style="list-style-type: none"> <li>Mansa Musa was a devoted Muslim who need to complete the Hajj pilgrimage. One of the 5 pillars of Islam that all Muslims must do .</li> <li>Mansa Musa wanted to show how powerful and wealthy he and his kingdom was.</li> <li>He wanted scholars to learn new things about the world.</li> </ul>
How did he prepare?		He gathered 60 000 followers, including staff, nobles and scholars. He brought 12 000 slaves each carrying gold . He brought a huge amount of gold to give out to the poor.	
What did he do on the road?		He gave large amounts of gold dust to anyone he passed. This would have changed their lives and would be worth more money than they would have had their whole lives. Every Friday he built a new mosque so he could pray in it.	
What happened when he met the Sultan?		<ul style="list-style-type: none"> <li>Mansa Musa refused to bow before the Sultan saying he only bowed before Allah.</li> <li>Mansa Musa showed he was wise, magnificent and had a good knowledge of Islam.</li> </ul>	
What impact did his trip have on Cairo?		Mansa Musa gave out so much money to the people of Cairo it caused the value of money to drop and caused a financial crisis.	
<b>A. Can you define these key words?</b>		<b>D. Why was the capture of Timbuktu important to the Malian Empire?</b>	
Mansa	An African word for king	Trade	<ul style="list-style-type: none"> <li>Timbuktu was a key trading city and it controlled all goods passing through</li> <li>Salt was traded here that was essential for crossing the desert</li> <li>Gold from gold mines was traded here</li> <li>Ivory, copper, and slaves were also traded here.</li> </ul>
Pilgrimage	A special journey to a holy site for religious reasons		
Hajj	A pilgrimage to the city of Mecca that all Muslims must make once in their lives		
Scholar	An educated person who research and learns things		
Sultan	An Islamic king of Egypt		
Astrology	The discovery and recording of space, stars and planets		
Mosque	An Islamic religious building of worship		
<b>B. How did Sundiata Keita seize control of Mali?</b>			
1. Sundiata Keita was born as a son of the king of the small Mandinka kingdom that was once part of a great country of Ghana.		Trade	<ul style="list-style-type: none"> <li>Mansa Musa's was a deeply devoted Muslim and encouraged of scholars to study Islam</li> <li>Mansa Musa Spent money building mosques across the empire.</li> <li>Mansa Musa was responsible for the spread of Islam throughout West Africa.</li> <li>He believed that an empire was not just formed by military conquest but need to unite people in a religion bigger than themselves.</li> <li>However, it was mainly the wealthy and educated that practiced Islam</li> <li>Many of Musa's subjects were angry about the idea of being converted to Islam and stuck to their traditional religions (despite them being illegal).</li> </ul>
2. He fled to the nearby kingdom of Kangaba after his father died (due to being targeted by his brothers), where he became an important advisor to the king.			
3. Soumaoro Kanté took control of the Mandinka kingdom after killing Sundiatas brother and was a very cruel ruler.			
4. Sundiata Keita returned to the Mandinka kingdom and defeated Soumaoro Kanté in the Battle of Kirina and became the new Mansa of all of Mali.		Timbuktu	<ul style="list-style-type: none"> <li>Mansa Musa made Mali famous. In 1357 he was depicted in the Catalan Atlas, one of the most famous world maps from Medieval Europe.</li> <li>Mansa Musa made Mali at the centre of the Trans-Saharan trade route he had established across his empire.</li> <li>Camel caravans traded a huge amount of goods such as:—gold, copper, iron, horses, salt, textiles, leather goods, ivory, and slaves.</li> <li>Mansa Musa transformed the already powerful trade city of Timbuktu, making it the centre of his kingdom.</li> <li>It had one of the largest collections of books in Africa, unseen since the destruction of the ancient Library of Alexandria in Egypt.</li> <li>It was also a centre of learning and architectural innovation.</li> <li>A Sudanese proverb states: 'salt comes from the north, gold from the south, and silver from the country of the white men, but the word of God and the treasures of wisdom are only to be found in Timbuktu.'</li> </ul>
5. Sundiata Keita was a strong leader who ruled with the help of representatives of his kingdom			
		Religion	

# Year 7 History : Mansa Musa and Medieval Mali: Term 4

What we are learning this term:		C. What happened on Mansa Musa's pilgrimage to Mecca ?	
<b>To what extent did England change as a result of the Norman Conquest?</b> A. Keywords B. How did Sundiata Keita seize control of Mali? C. What happened on Mansa Musa's pilgrimage to Mecca ? D. Why was the capture of Timbuktu important to the Malian Empire? E. What was Mansa Musa's legacy?		Why did Mansa Musa go?	
		How did he prepare?	
		What did he do on the road?	
		What happened when he met the Sultan?	
		What impact did his trip have on Alexandria	
<b>A.</b>	<b>Can you define these key words?</b>	D . Why was the capture of Timbuktu important to the Malian Empire?	
Mansa			
Pilgrimage			
Hajj			
Scholar			
Sultan			
Astrology			
Mosque			
<b>B.</b>	How did Sundiata Keita seize control of Mali?	E. What was Mansa Musa's legacy?	
		Trade	Spreading Islam
		Learning	Trade
		Religion	Timbuktu

A. Can you define these key words?	
Key word	Key definition
Messiah	A messiah is a saviour or liberator of a group of people, Christians believe Jesus is the Messiah
Immaculate Conception	the teaching that God preserved the Virgin Mary from the taint of original sin
Ministry	The work of a religious person
Beatitudes	The blessings listed by Jesus in the Sermon on the Mount
Resurrection	The Christian belief that Jesus rose from the dead
Creed	A statement of Christian beliefs
Original Sin	the evil within all human beings, inherited from Adam and Eve
Reformation	A 16th century movement for the reform of abuses in the Roman Church ending in the establishment of the Reformed and Protestant Churches
Protestant	A branch of Christianity whose main source of authority is the Bible
Evangelism	Churches that stress the preaching of the Gospel of Jesus Christ, personal conversion experiences and scripture as the sole basis for faith

B. What do Christians believe about the nativity of Jesus – 5 facts	
1	Jesus was born to the Virgin Mary through immaculate conception which proves to Christians that Jesus was God incarnate (God in human form)
2	Christians believe Jesus to be a Messiah, they believe God sent Jesus to Earth as a Saviour of mankind, which is why Christians celebrate Christmas – to celebrate the birth of their saviour
3	Some Christians choose to look at the birth of Jesus to the Virgin Mary as a metaphor (they don't believe it really happened) to suggest that Jesus is not an ordinary human being. This helps them to understand his powers as the Son of God
4	At Christmas Christians sing Carols about the birth of Jesus from the Gospels to help remind Christians of the story of Jesus' birth and to remind them of the importance of Christmas
5	Christians believe Jesus has a divine nature which is represented in the Gospels. This is shown through his immaculate conception, how his visitors were guided by a star, which is one of the reasons they celebrate Christmas

C. Jesus' Ministry- 4 facts		The Sermon on the Mount - 4 facts
1	During his Ministry Jesus taught Christians the importance of acting lovingly towards others even if his actions went against the law – his key teaching being "love thy neighbour"	This is the longest of the recorded Sermons of Jesus in the New Testament. It focused on Jesus explaining what it means to follow him.
2	Jesus regularly challenged prejudice ideas by helping those who were 'cast outs' in his society. Like in the Good Samaritan	Jesus focused on teaching people what it means to be a member of God's kingdom and the major ideals of Christian life
3	Jesus was believed to be a Messiah during his Ministry and this is still believed by Christians today	Jesus taught his followers in this Sermon the importance of following religious law and how to follow the religious law
4	Jesus' Ministry has taught Christians to act in a loving way towards all.	Jesus taught his followers should live differently to others with a high level of selflessness and love.

D The Death and Resurrection of Jesus	
The last supper was the last meal Jesus had with his disciples. During the meal Jesus predicted one of his disciples would betray him.	Jesus' death is seen as an act of atonement for individuals sins – Jesus' death helped them reconcile with God
Jesus broke bread during the last supper stating 'do this in remembrance of me' which is something that his influenced Christians today as the breaking of bread is practiced during Mass	Jesus was believed to revile his resurrected self to Mary Magdalen after rising from death the day after his crucifixion

E The Council of Nicaea	F St Augustine
1 This particular group of Bishops decided to introduce the teaching of the Trinity – God as father, son and holy spirit	1 He sought to define each aspect of the Trinity to ensure they all had an equal appreciation of greatness
2 The Roman Emperor Constantine himself converted to Christianity and had a huge impact on religion in the Empire	2 Augustine used the idea and notion of love to explain the Trinity and its three parts - he that loves, and that which is loved, and love

G Christianity today	
1	Within Christianity today there are a number of different denominations (branches)
2	<b>More traditional branched of Christianity are in decline when compared with more modern branches of Christianity</b>
3	There is still a large debate surrounding the teachings of Christianity and whether they should be more modernised to fit in with today's society and stop the decline in followers

A. Can you define these key words?	
Key word	Key definition
Messiah	
Immaculate Conception	
Ministry	
Beatitudes	
Resurrection	
Creed	
Original Sin	
Reformation	
Protestant	
Evangelism	

B. What do Christians believe about the nativity of Jesus – 5 facts	
1	
2	
3	
4	
5	

C. Jesus' Ministry- 4 facts		The Sermon on the Mount - 4 facts
1		
2		
3		
4		

D The Death and Resurrection of Jesus	

E The Council of Nicaea	F St Augustine
1	1
2	2

G Christianity today	
1	
2	
3	



A.		Can you define these key words?	
Key word	Key definition		
Synagogue	The building where a Jewish congregation meets for religious worship and instruction		
Worship	Showing adoration and love to God		
Atonement	the action of making amends for wrongdoing		
Persecution	Hostility and ill-treatment, especially because of race or political or religious beliefs		
Genocide	The deliberate killing of a large number of people from a particular group with the aim of destroying that group		
Shabbat	A Jewish day of rest.		
Torah	The law of God as revealed to Moses and recorded in the first five books of the Hebrew scriptures		
Aron Hakodesh	A large cupboard that holds the Torah		
Tanakh	The Jewish Scriptures comprising the books of law, the prophets, and collected writings.		
Talmud	The body of Jewish civil and ceremonial law and legend		
D		Features of the synagogue	
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.	
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..	
B.		What do Jews believe and Jewish scripture- 6 main facts	
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 Jew, you cannot convert to Judaism.		
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.		
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"		
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.		
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.		
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		
C.		What is Orthodox Judaism- 5 facts	What is Reform Judaism- 5 facts
1	Torah is literally given by God to Moses on Mount Sinai and has been passed on from one generation to another.		It emphasizes that the faith is always evolving and changing and believe that they should use reason to help decide their actions, not just blindly follow the Torah.
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.		It was the first to adopt gender equality. In 1846, it was announced that women must enjoy identical obligations and rights in worship to men.
3	Orthodox men and women dress very modestly and keep most of their skin covered.		open to change as the laws given in the Torah are mainly about treating others with respect
4	Orthodox men are expected to wear a ritual fringe called a Tzitzit and a head-covering as well as grow beards		They believe the laws in the Torah were suitable at the time but some of them are not relevant anymore.
5	Do not have any physical contact with those of the opposite sex unless they are married family members.		Inclusive. inviting as many as possible to take part in the
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. Can you define these key words?		B. 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			
Torah		C. What is Orthodox Judaism- 5 facts	What is Reform Judaism- 5 facts
Aron Hakodesh		1	
Tanakh		2	
Talmud		3	
Mitzvot		4	
		5	
D Features of the synagogue		E What is celebrated during Pesach and Yom Kippur?	F How and why are Jews persecuted?
Aron hakodesh-	<u>Ner Tamid-</u>	1 Pesach	1 -They are a minority religion-
<u>Sefer Torah-</u>	Bimah-	2 Yom Kippur-	2 -Superiority-
			3 -Christ-killer myth-



What we are learning this term:	
<p>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</p>	
6 Key Words for this term	
1. arreglo	4. los pasatiempos
2. las tareas	5. mis planes
3. el tiempo libre	6. ¿Qué haces?

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

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

**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
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**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. 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
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**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
---	---

**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
--	--





<b>What we are learning this term:</b>	
<p>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</p>	
<b>6 Key Words for this term</b>	
1. arreglo	4. los pasatiempos
2. las tareas	5. mis planes
3. el tiempo libre	6. ¿Qué haces?

<b>C. Los Pasatiempos – Hobbies</b>	
_____	to dance
_____r	to sing
_____r	to cook
e _____r música	to listen to music
_____r por teléfono	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

<b>Key Verbs</b>				
Ser To be	Tener To have	Hablar To speak	Ir To go	Jugar To play
_____ I am	_____ I have	_____ I speak	_____ I go	_____ I play
_____ You are	_____ You have	H _____ You speak	_____ You go	_____ You play
_____ s/he is	_____ He/she has	_____ s/he speaks	_____ s/he goes	_____ s/he plays
_____ We are	_____ s We have	_____ We speak	_____ We go	_____ We play
_____ They are	_____ They have	H _____ They speak	_____ They go	_____ They play

<b>A. Los Deportes – Sports</b>	
¿Qué deportes practicas? _____ el _____ el _____ la _____ el _____ la _____ la _____ el _____ la _____ el hockey _____ _____ al bádminton al _____ 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>D. Pasatiempos y Tareas – Hobbies and Housework</b>	
_____	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

<b>E. Key Verbs across Topics</b>	
_____	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

<b>F. Key Opinions across topics and Weather</b>	
_____	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

<b>B. Más deportes – More Sports</b>	
al rugby al squash al tenis al voleibol _____ surfing _____ la _____ el _____ las a _____	rugby squash tennis volleyball I do surfing I do rowing rock climbing boxing martial arts

<b>E. Más Pasatiempos – More Hobbies</b>	
hago _____	I do sport
hago los _____	I do my homework
hago la _____	I make the bed
_____ a las _____	I play cards
juego al _____	I play chess
_____	I get on my skateboard
_____	



## Year 7 Term 2 – E-Safety



<b>A.</b>	<b>Computer Misuse Act</b>
Match the Computer Misuse Offences and their penalties below. Draw a line to connect the pairings.	

Unauthorised access to computer materials with intent to commit a further crime.

Up to six months in prison and/or a £5000 fine.

Making, supplying or obtaining anything which can be used in computer misuse offences.

Up to a five-year prison sentence and/or an unlimited fine.

Unauthorised access to computer materials.

Up to a five-year prison sentence and/or an unlimited fine.

Unauthorised modification of data.

Up to a ten-year prison sentence and/or an unlimited fine.

<b>What we are learning this term:</b>			
A. Computer Misuse Act	B. Cyberattack Motivations	C. Online Dangers	D. Definitions

<b>B.</b>	<b>Cyberattack Motivations</b>	
Committing a cyberattack in order to...		
Cybercrime		
Cyberespionage		
	Raise awareness of a political or social problem.	
Cyberwarfare		

<b>C.</b>	<b>Online Dangers</b>	
		Virtual Treasure Chests containing undisclosed items, designed to be addictive. This is effectively a game of chance and therefore gambling, if purchased for real money.
<b>Misinformation</b>		
		A form of abuse that involves manipulating someone until they're isolated, dependent, and more vulnerable to exploitation.
<b>Cyberbullying</b>		

<b>D.</b>	<b>Definitions</b>	
		The safe and responsible use of technology, the internet and other means of communication.
<b>Cyberattack</b>		
<b>Cybersecurity</b>		



## Year 7 Term 2 – E-Safety



A.	<b>Computer Misuse Act</b>
Match the Computer Misuse Offences and their penalties below. Draw a line to connect the pairings.	

Unauthorised access to computer materials with intent to commit a further crime.	Up to six months in prison and/or a £5000 fine.
Making, supplying or obtaining anything which can be used in computer misuse offences.	Up to a five-year prison sentence and/or an unlimited fine.
Unauthorised access to computer materials.	Up to a five-year prison sentence and/or an unlimited fine.
Unauthorised modification of data.	Up to a ten-year prison sentence and/or an unlimited fine.

<b>What we are learning this term:</b>			
A. Computer Misuse Act	B. Cyberattack Motivations	C. Online Dangers	D. Definitions

B.	<b>Cyberattack Motivations</b>
Committing a cyberattack in order to...	
Cybercrime	Generate profit or cause criminal damage.
Cyberespionage	Gain access to confidential information.
Hacktivism	Raise awareness of a political or social problem.
Cyberwarfare	Disrupt or damage the activities or assets of another country.

C.	<b>Online Dangers</b>	
Lootboxes	Virtual Treasure Chests containing undisclosed items, designed to be addictive. This is effectively a game of chance and therefore gambling, if purchased for real money.	
Misinformation	False or inaccurate information which is meant to deceive or trick people.	
Grooming	A form of abuse that involves manipulating someone until they're isolated, dependent, and more vulnerable to exploitation.	
Cyberbullying	The use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature.	

D.	<b>Definitions</b>	
ESafety	The safe and responsible use of technology, the internet and other means of communication.	
Cyberattack	Using computers or other technology to modify programs or data to cause harm or damage.	
Cybersecurity	The technology and practices needed to protect devices and data from cyberattacks.	

**What we are learning this term:**

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







**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

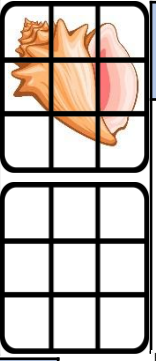
**Why?** To document and record newly discovered species of animals and plants



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

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

- Use a ruler to draw an equally spaced grid onto your image
- Draw an identical grid **LIGHTLY** onto paper
- 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
- Add main details before erasing the grid on the paper
- Add fine **details** and build in **tone**



**C. Drawing primary sources from observation**

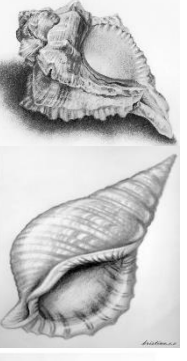
Drawing from a primary source means drawing something from real life

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

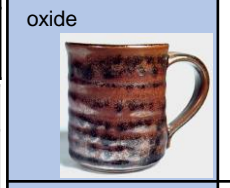
**glaze**

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



**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

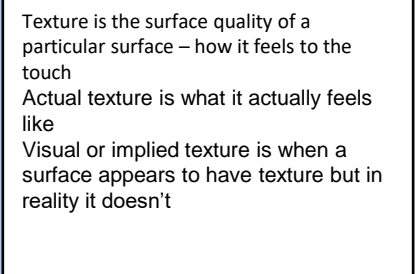


**G. What is texture?**



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:**

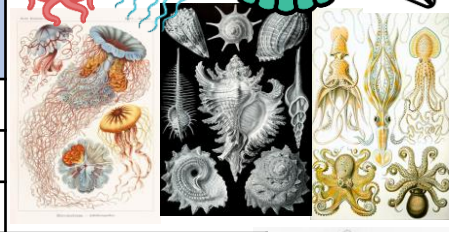
- A. About the illustrator Ernst Haeckel and his work
- B. How to use the grid method for accuracy
- C. Drawing from observation of primary sources 
- D. How to work using oil pastels
- E. How to make a simple clay pinch pot 
- F. How to decorate clay using glazes and oxides
- G. What is texture
- H.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







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

Who? \_\_\_\_\_

What? \_\_\_\_\_

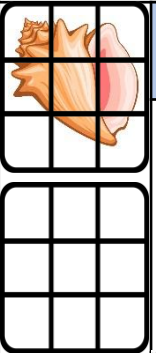
Why? \_\_\_\_\_



Key word	Key definition
illustration 	
observation 	
source 	
texture 	
tone 	
outcome 	

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

- 1) Use a ..... to draw an equally spaced grid onto your image
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- 5) Add fine ..... and build in .....



**C. Drawing primary sources from observation**

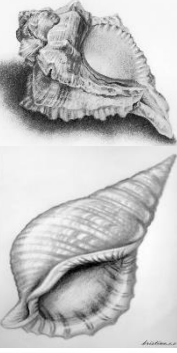
Drawing from a primary source means.....

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

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Step 1 \_\_\_\_\_


Step 2 \_\_\_\_\_

Step 3 \_\_\_\_\_

Step 4 \_\_\_\_\_

Step 5 \_\_\_\_\_

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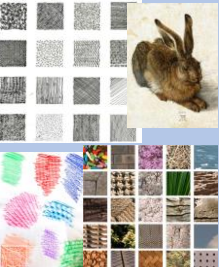
**E. What is a pinch pot and how to make one**

 A pinch pot is .....

A successful pinch pot has .....

The wet clay can be decorated by .....

**G. What is texture?**

 Texture is .....

Actual texture is .....

Visual or implied texture is .....















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

**A. Workshop Tools**

Steel Rule	Wooden Vice	Clamp	Bench Hook	Tenon Saw	Pillar Drill	Bandfacer
						


**B. Materials**

**Timbers** come from **trees**

 **Scots pine** – which you used for your maze frame – is a **softwood**


**Softwoods** come in planks and boards

**Manufactured Boards** come from **wood pulp**

 **Plywood** – which you used as your base, insert and maze walls – is a **manufactured board**

**Manufactured Boards** come in sheets

**Polymers** come from **crude oil**





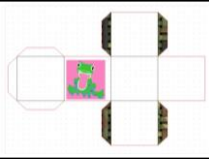
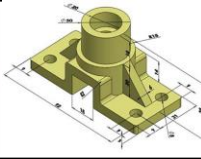
 **Acrylic** – which you used as your lid for your maze – is a **polymer**

**Polymers** come in sheets, graduals and filament

**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

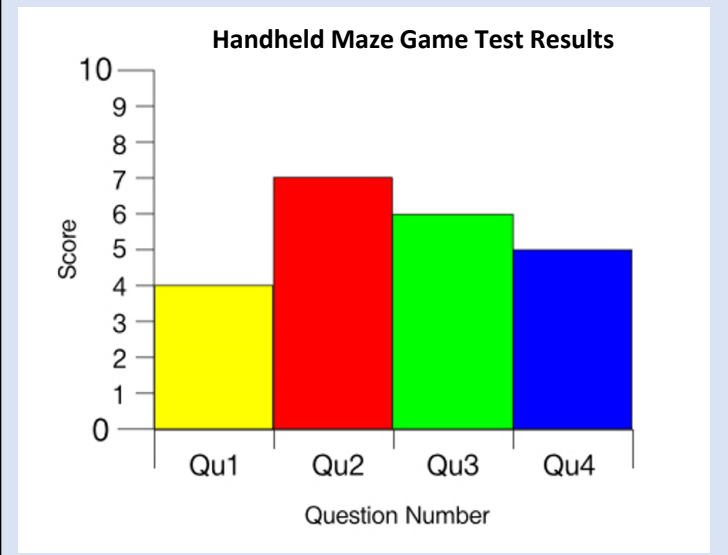
**D. Data analysis**

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.

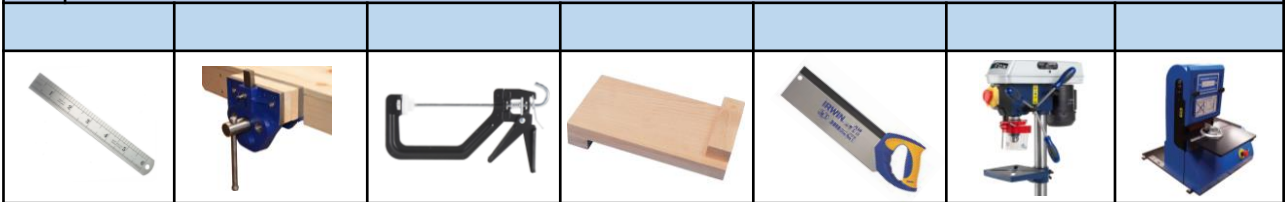
When writing the positives remember to make a point and then explain it. For improvements, point out what hasn't worked and how you could fix it.

**For example:**  
 My maze looks really fun and challenging to play. However, when tested the game was too difficult to complete so one improvement I could make it by taking away some of the traps or moving some of the walls around.




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


**A. Workshop Tools**




**B. Materials**

**Timbers** come from \_\_\_\_\_  

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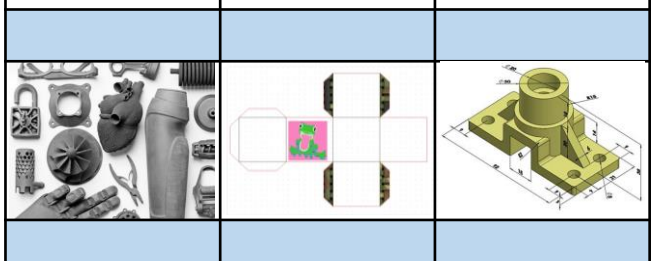
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Advantages	Disadvantages

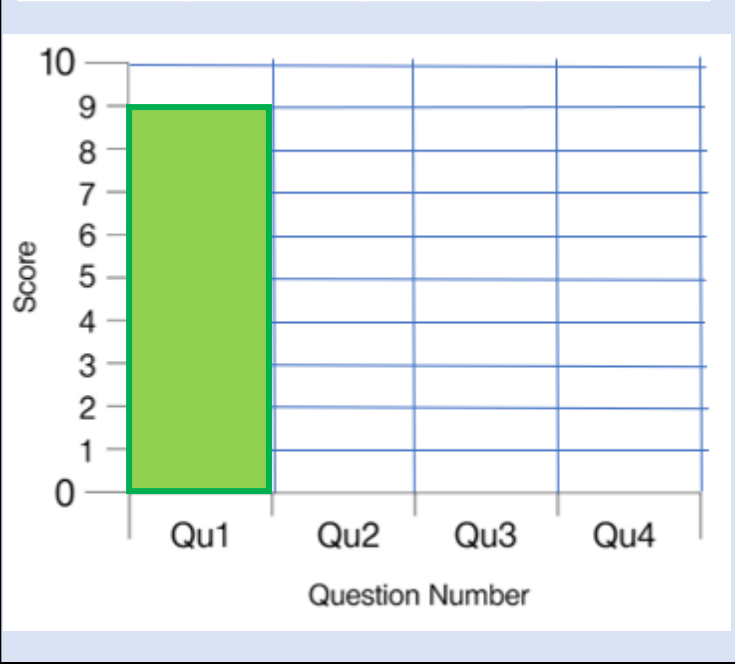
**D. Define data analysis**

\_\_\_\_\_

\_\_\_\_\_

**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 handheld maze hand game. Evaluate one positive aspect of it and an improvement you would like to have made if you had time.**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**What we are learning this term:**

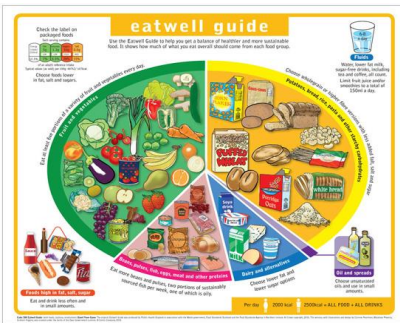
- A. Health, safety and hygiene in the kitchen
- B. The Eatwell guide and nutrients
- C. Design Ideas
- D. Weighing
- E. Practical skills
- F. Evaluation Work

**6 Key Words for this term**

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

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

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



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

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



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

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

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

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

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

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

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

<u>Rule</u>	<u>Why it is important</u>
• 1 Wash your hands in hot soapy water	• 1 to kills germs and bacteria
• 2 tie back your hair	• 2 to stop hair getting into the food
• 3 wear an apron	• 3 to protect yourself and your food from contamination
• 4 use oven gloves when handling hot food	• 4 to avoid burning yourself
• 5 wash your hands after handling meat	• 5 to avoid giving yourself or others food poisoning

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

**What we are learning this term:**

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- B. The Eatwell guide and nutrients
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Protein	
Fats	



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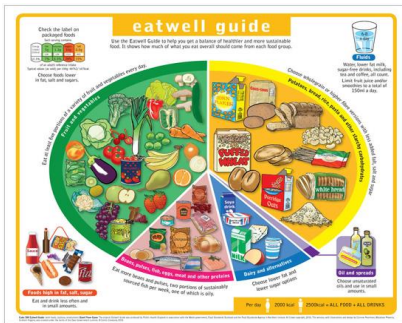
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Rule	Why it is important

E.	Keywords
Hygiene	
Research	
Cuisine	
Target Market	
Carbohydrates	
Protein	
Fibre	
Calcium	
Design Idea	
Organisation	
Time keeping	
Sensory analysis	
Mood Board	





What we are learning this term:

- A. Instrument families
- B. How to write a perfect Evaluation
- C. Playing the Keyboard – left hand / right hand
- D. What are the musical elements?
- E. What are the music symbols – Note Values
- F. Keywords
- G. How to read music – treble clef and bass clef

7 Key Words for this term

- 1 Pulse
- 2 Rhythm
- 3 Ostinato
- 4 Sequence
- 5 Ground Bass
- 6 Binary
- 7 Ternary

Instrument families



Playing the Keyboard

- Remember to use your right hand when playing notes in the treble clef



What are the musical elements?

Timbre	Sound quality
Pitch	High or low sounds
Texture	How many sounds
Tempo	Fast or slow
Duration	Long or short
Structure	The musical plan
Dynamics	Loud or quiet
Silence	No sound / rests in the music
Attack/Decay	How notes start and stop

What are the music symbols?

Notes	Name	Rest	Name
	Sembre/whole note		Sembre/whole note rest
	Minim/half note		Minim/half note rest
	Crotchet/quarter note		Crotchet/quarter note rest
	Quaver/eighth note		Quaver/eighth note rest
	Semiquaver/sixteenth note		Semiquaver/sixteenth note rest

Keywords

Scale	An <b>arrangement of a set of notes</b> starting from the lowest and raising to the highest
Ground Bass	A <b>short theme in the bass</b> , which is constantly repeated as the other parts of the music change and develop
Composer Compose	A person who <b>writes music</b> Write or create (a piece of music)
Binary Structure	Structure of music split into <b>2 sections</b> , A and B.
Ternary Structure	Structure of music split into <b>3 sections</b> , A, B and A repeated.
Dissonance	A <b>lack of harmony</b> among musical notes (clashing/tense sound)
Pulse	The <b>regular beat</b> throughout the music
Rhythm	The <b>pattern of long and short</b> sounds and silence in music
Ostinato Melodic Ostinato	A <b>repeating</b> rhythmic pattern in music A short <b>repeated tune</b> (melody)
Sequence	Several <b>repetitions</b> of a <b>melodic phrase</b> in different pitches - moving up or down by step.

How to read music – treble clef and Bass Clef

TREBLE LINES: E G B D F      TREBLE SPACES: F A C E

BASS LINES: G B D F A      BASS SPACES: A C E G

How to write a perfect Evaluation?

- 1 Write a full sentence explaining what your musical performance or music composition was about
- 2 Explain what you were trying to communicate to an audience and how you did it
- 3 Pick out at least two moments that worked really well, using specific examples and say what you did that made them successful
- 4 Pick out one moment that you could make better. Explain why it needed improving and how you would make it better if you did your performance again
- 5 Sum up your evaluation and discuss one thing that you will take forward into your next work



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- D. What are the musical elements?
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- F. Keywords
- G. How to read music – treble clef and bass clef

7 Key Words for this term

- 1  4 Sequence 7 T
- 2 Rhythm 5
- 3  6

Instrument families

**WOODWINDS**

- Oboe
- Piccolo
- Bassoon

**BRASS**

- Trombone
- 
- Baritone
- 

**STRINGS**

- 
- Viola
- 
- Double Bass

**PERCUSSION**

- Metals
- Skins
- Woods
- Unpitched

**C Playing the Keyboard**

- Remember to use your right hand when playing notes in the treble clef

**D What are the musical elements?**

Sound quality
High or l_____ sounds
How many sounds
F_____ or slow
D_____
Structure
D_____
Silence
A____/D____

**E What are the music symbols?**

Notes	Name	Rest	Name
<input type="text"/>	Semibreve/whole note	<input type="text"/>	Semibreve/whole note rest
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	Crotchet/quarter note	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

**F Keywords**

An <b>arrangement of a set of notes</b> starting from the lowest and raising to the highest
A <b>short theme in the bass</b> , which is constantly repeated as the other parts of the music change and develop
A person who <b>writes music</b> Write or create (a piece of music)
Structure of music split into <b>2 sections</b> , A and B.
Structure of music split into <b>3 sections</b> , A, B and A repeated.
A <b>lack of harmony</b> among musical notes (clashing/tense sound)
The <b>regular beat</b> throughout the music
The <b>pattern of long and short</b> sounds and silence in music
A <b>repeating</b> rhythmic pattern in music A short <b>repeated tune</b> (melody)
Several <b>repetitions</b> of a <b>melodic phrase</b> in different pitches - moving up or down by step.

**B How to write a perfect Evaluation?**

1
2 Explain what you were trying to communicate to an audience and how you did it
3
4 Pick out one moment that you could make better. Explain why it needed improving and how you would make it better if you did your performance again
5

**G How to read music – treble clef and Bass Clef**

**TREBLE LINES:**  **TREBLE SPACES:**

**BASS LINES:**  **BASS SPACES:**



**What we are learning this term:**

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

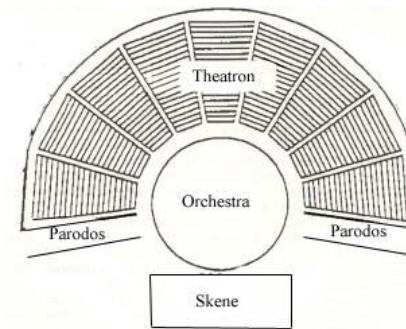
**Reasons why a chorus is important:**

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



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

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



Parts of a Greek Theater

**D. Thinking questions.**

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



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

**F. Why is Greek theatre important?**

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

**What was the festival of Dyonysis?**

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



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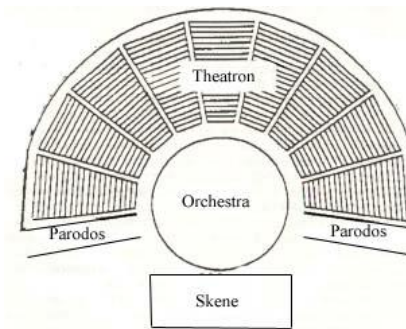
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- To connect with the ..... and ..... with questions and responses.
- To establish a mood with ..... and chanting.
- Re-enforces the key .....of the play.



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.**

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

**What was the festival of Dyonysis?**

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



# SWINDON ACADEMY READING CANON

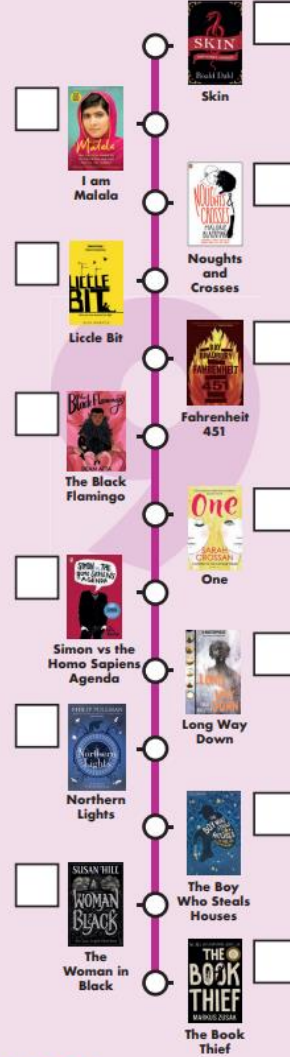
## Year 7



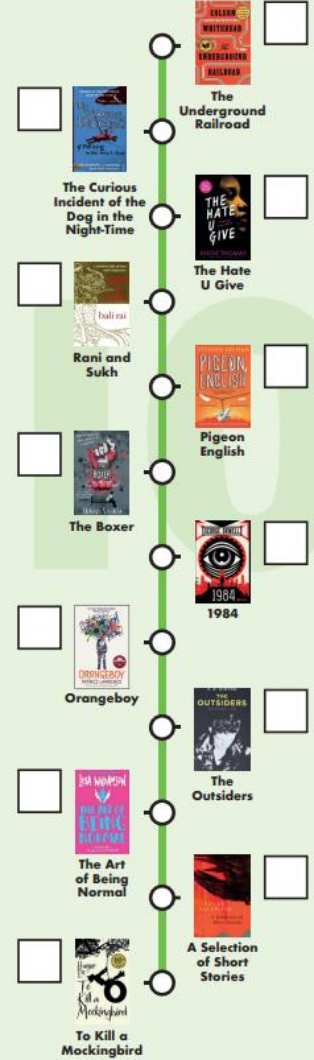
## Year 8



## Year 9



## Year 10



#ReadingisPower