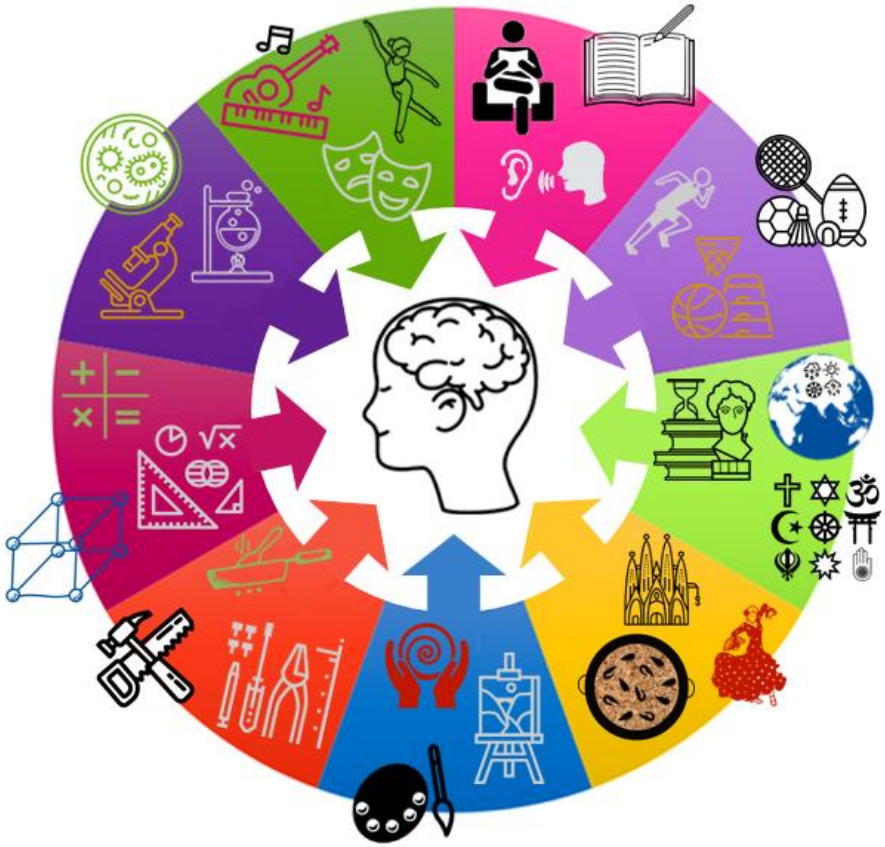
Year 7- Grammar Knowledge Organisers



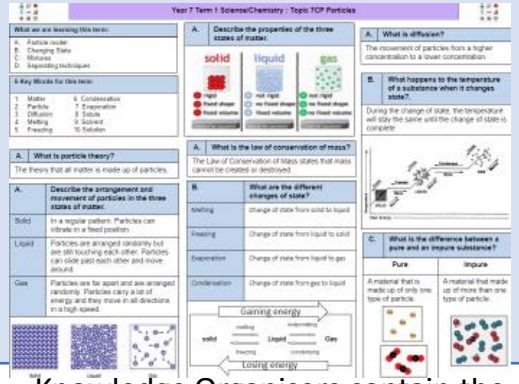
Term 6

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

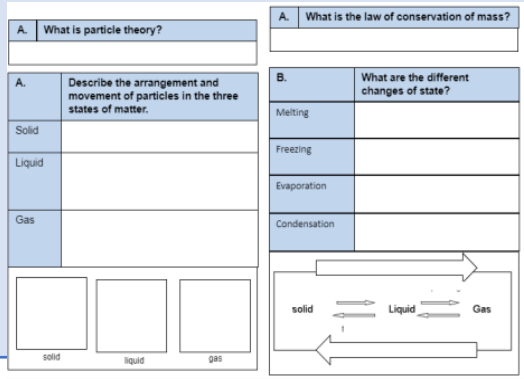
Knowledge Organisers



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!

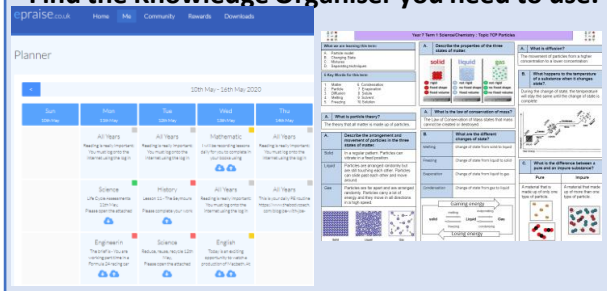
Expectations for Prep and for using your Knowledge Organisers

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?

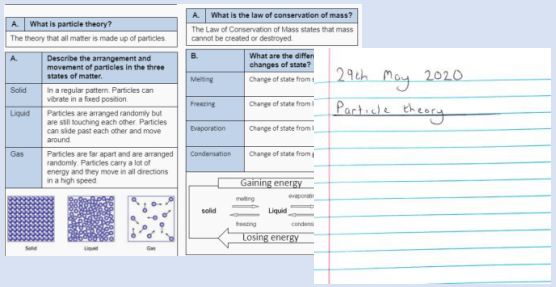
Step 1

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



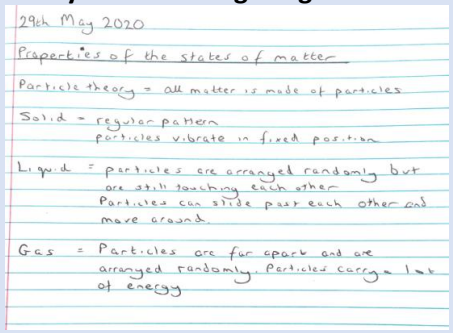
Step 2

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



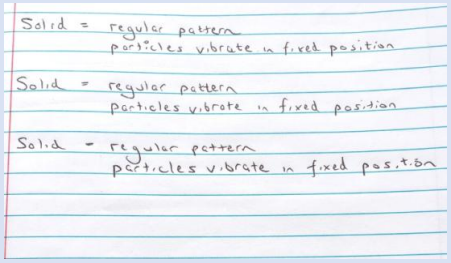
Step 3

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



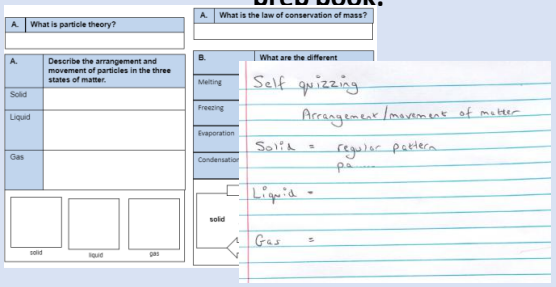
Step 4

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



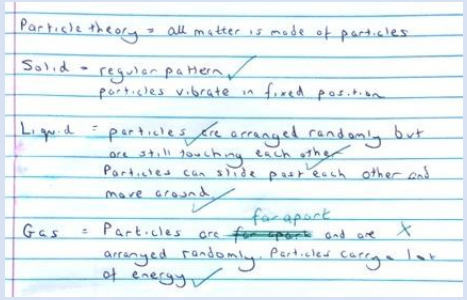
Step 5

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



Step 6

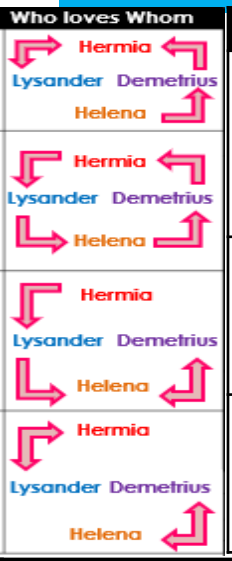
Check your answers using your Knowledge Organiser. Repeat Steps 3 to 5 with any questions you got wrong until you are confident.



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

Year 7 English: Grammar and set 1

Who loves Whom



The Big Ideas in AMND

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

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

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

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

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.

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

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. She is in love with Lysander.*
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'.*

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': GS Knowledge Organiser

Who loves Whom

Hermia
Lysander Demetrius
Helena

Hermia
Lysander Demetrius
Helena

Hermia
Lysander Demetrius
Helena

Hermia
Lysander Demetrius
Helena

The Big Ideas in AMND

Comedy -

Power of Love -

Gender Roles -

Historical Context of *AMND*

Vocabulary: Key words

severe –

conflict –

unrequited love –

to mock –

chaos –

captivate -

infatuated -

patriarchy –

to resolve –

forsaken -

Terminology: Key Words

soliloquy -

comedy –

play -

stage directions -

connotations –

epitomises –

Characters in AMND

Athenians
Theseus:

Hippolyta:

Egeus:

Philostrate:

The Lovers
Hermia:

Helena:

Lysander:

Demetrius:

Fairies (Mythical characters)
Titania:

Oberon:

Puck:

Peasebody/Cobweb/Mustard seed/Moth:

The workmen/theatre performers
Bottom:

Quince:

Snug/ Snout/Flute/Starveling:

The Love Potion

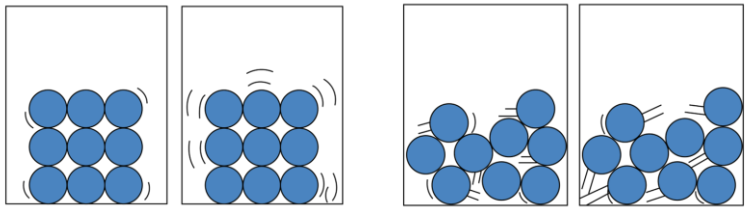
The love potion…

‘A Midsummer Night’s Dream’: GS Knowledge Organiser

8.01: Heating and Cooling

Year 7 T6 Knowledge Organiser

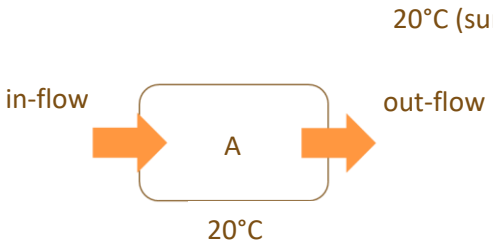
Temperature



- 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

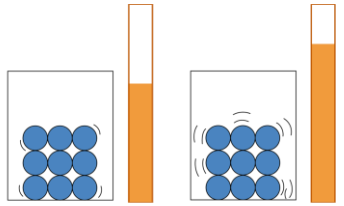


- Often the result of energy **dissipating** to the cooler surroundings.

Energy in Thermal Stores

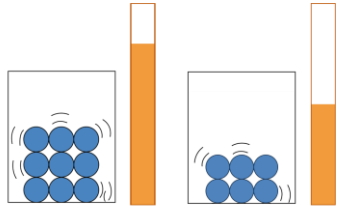
Hotter objects have more energy in their thermal store.

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



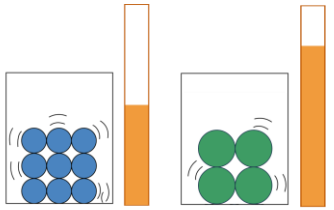
Larger masses have more energy in their thermal store.

- 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.

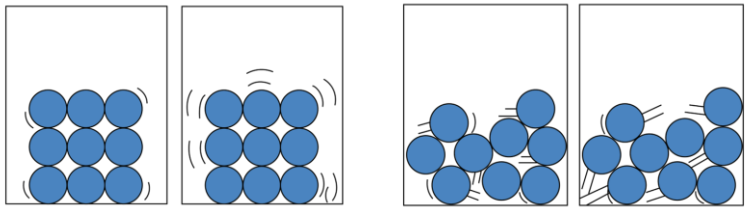
- Some materials have particles that require more energy to vibrate.
- At same temperature, each particle is vibrating the same, but they required more energy to do so.
- Total energy of all particles: more.



8.01: Heating and Cooling

Year 7 T6 Knowledge Organiser

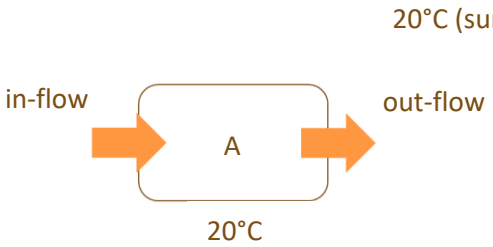
Temperature



- 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

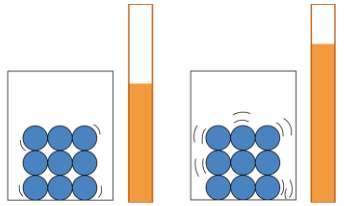


- Often the result of energy _____ to the cooler surroundings.

Energy in Thermal Stores

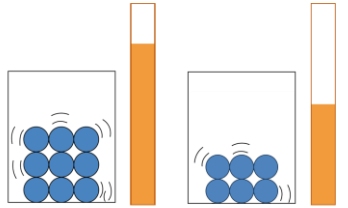
Hotter objects have more energy in their thermal store.

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



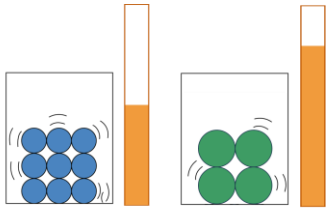
Larger masses have more energy in their thermal store.

- 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.



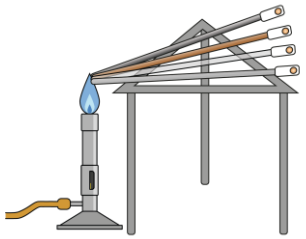
8.01: Heating and Cooling

Year 7 T6 Knowledge Organiser

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:

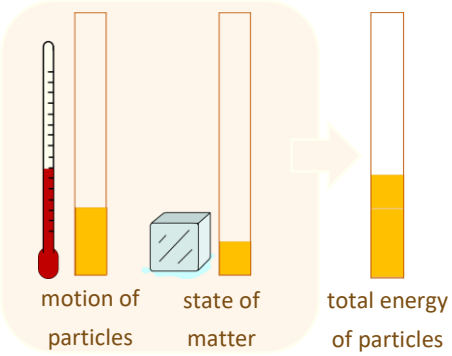
temperature difference	greater	→ higher rate
material	higher thermal conductivity	
thickness	less thick	
surface area	greater	

Insulators

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

Internal Energy

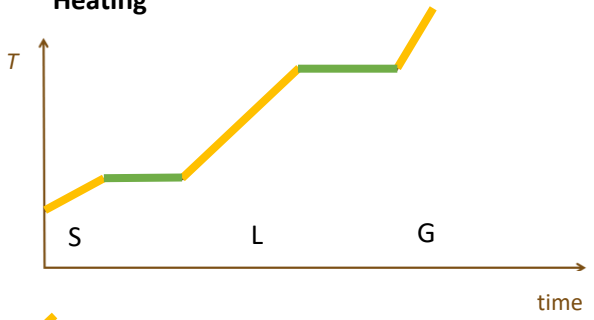
- total energy within an object due to the motion and position of its particles.



When an object is heated two things can happen:

1. **State Changes**
2. **Temperature Changes**

Heating



Temp changing (no change of state)

Change of state (no change in *Temp*)

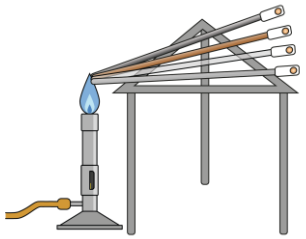
8.01: Heating and Cooling

Year 7 T6 Knowledge Organiser

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:

_____ ____	greater
_____	higher thermal conductivity
_____	less thick
_____ ___	greater

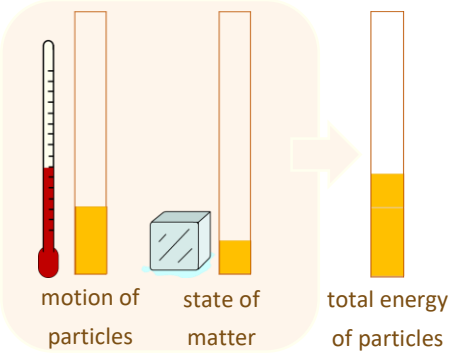
→ _____ rate

Insulators

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

Internal Energy

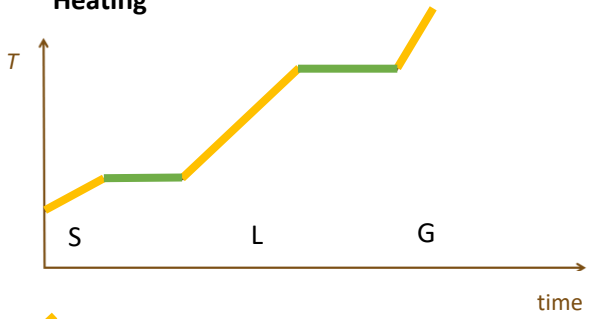
- total energy within an object due to the _____ and _____ of its particles.



When an object is heated two things can happen:

1. _____ _____
2. _____ _____

Heating



*T*____ changing (no change of s____)

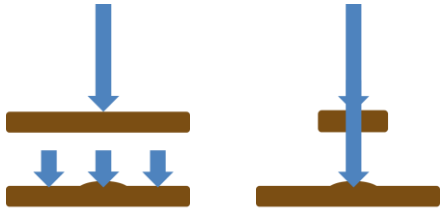
Change of ____ (no change in *T*___)

8.01: Heating and Cooling

Year 7 T6 Knowledge Organiser

Pressure

- quantity resulting from a force acting on a surface



low pressure

high pressure

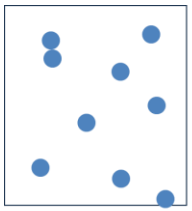
Pressure on objects

Pressure is **higher** when:

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

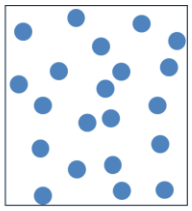
Density

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



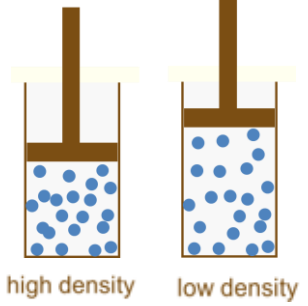
low mass

low density



high mass

high density



low volume

high density

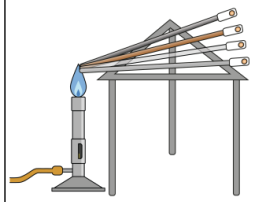
high volume

low density

Heat Transfers

Heat can be transferred in 3 ways:

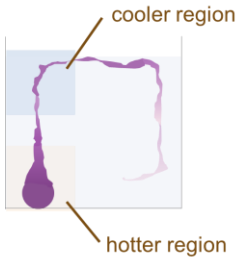
Conduction



Energy transferred through particles vibrating and colliding with each other.

Fastest in solids

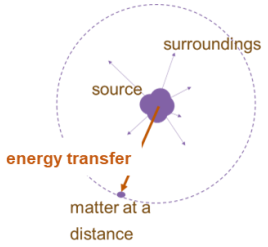
Convection



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.**

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Fastest in a **vacuum**

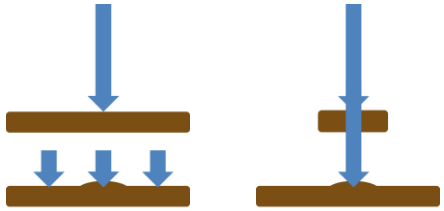
(an area with no particles)

8.01: Heating and Cooling

Year 7 T6 Knowledge Organiser

Pressure

- quantity resulting from a f____ acting on a surface



low pressure

high pressure

Pressure on objects

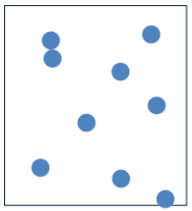
Pressure is **higher** when:

- a force acts over a _____ **surface area**
- a _____ **force** acts.

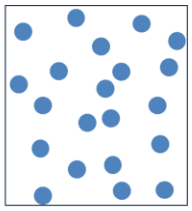
Density

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

low mass

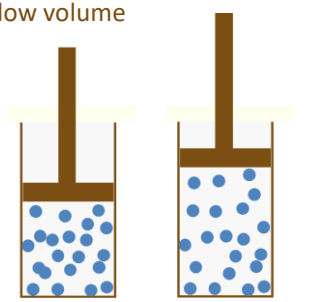


high mass



low volume

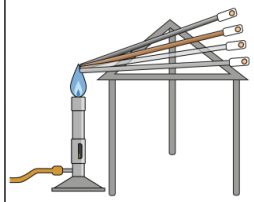
high volume



Heat Transfers

Heat can be transferred in 3 ways:

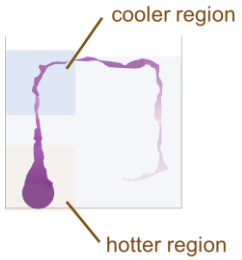
C_____



Energy transferred through particles v_____ and c_____ with each other.

Fastest in _____

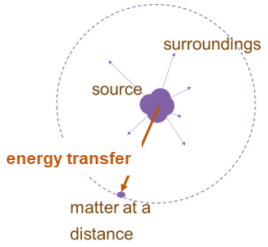
C_____



Energy transferred due to particles vibrating, reducing d____ in certain areas causing **convection c_____**.

Only in _____ (liquids and gases)

R_____



Energy transfer to or from a thermal store by a____ or e____ of light, normally **i_____.**

.

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.

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.

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

Background

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A) Hypothesis

1	enquiry
2	fieldwork
3	prove
4	disprove
5	investigate
6	hypothesis

B) Data collection

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

C) Data presentation

1	data presentation

D) Data analysis

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

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:

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	When a ruler holds absolute power
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.
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.

C.	Medical Renaissance
Why did people believe the church?	• 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.
Ccriticisms	Pphysicians like Harvey and Vesalius carried out their own experiments under the renaissance and found errors in previous knowledge.
Discoveries	• Ddiscoveries 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.

D.	The Scientific renaissance
Trade	• 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.
Learning	• 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
Religion	

E.	Art and Literature in the renaissance
Spreading Islam	• 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: • Leonardo Davinci • . Michelangelo • Donatello • Raphael
Trade	• 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	• A combination of the developments of the renaissance allowed for a massive shift in architectural design and creative liberty. Due to the fact the church was now being challenged painters were not required to paint religious figures and could be sponsored to produce other works. • Mathematics also allowed for a better use and understanding of building maintenance and 3D models which were used in art.

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A.	*Can you define these key words?*
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Aristocrat	
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Innovation	
Invention	
Janissary	
Musket	
Physician	
Renaissance	
Republic	
Voyage	
Heliocentric	

C.	Medical Renaissance
Why did people believe the church?	
Galen	
Ccriticisms	
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 16th 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…

Year 7 Term 5 + 6 SPANISH Knowledge organiser: Topic = El Tiempo Libre

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

B. Más deportes – More Sports

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

C. Los Pasatiempos – Hobbies

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

D. Pasatiempos y Tareas – Hobbies and Housework

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

E. Más Pasatiempos – More Hobbies

hago deporte	I do sport
hago los deberes	I do my homework
hago la cama	I make the bed
juego a las cartas	I play cards
juego al ajedrez	I play chess
monto en monopatín	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	to have
ser	to be
ir	to go
hacer	to do / to make
jugar	to play
ver	to see
escuchar	to listen
comprar	to buy
vivir	to live
hablar	to speak
deber	to have to
querer	to want / to love
visitar	to visit
comer	to eat
beber	to drink
salir	to go out
leer	to read
trabajar	to work
pensar	to think
escribir	to write
practicar	to practise
poner	to put
pensar	to think
lavar	to wash
sacar	to take out
arreglar	to tidy

F. Key Opinions across topics and Weather

Me gusta	I like
Me encanta	I love
Odio	I hate
porque	because
divertido/a	fun
aburrido/a	boring
útil	useful
inútil	pointless
cómodo/a	comfortable
interesante	interesting
entretenido/a	entertaining
emocionante	exciting
guay	cool
genial	amazing
soso	dull
asqueroso/a	disgusting
malo	bad
bueno	good
Hace sol	It's sunny
Hace fresco	It's cool
Hace calor	It's hot
Hace viento	It's windy
Hace frio	It's cold
Hace mal tiempo	It's bad weather
Hace buen tiempo	It's good weather
Llueve	It's raining
Nieva	It snows
Hay niebla	It's foggy
Hay tormenta	It's stormy

Year 7 Term 5 + 6 SPANISH Knowledge organiser: Topic = El Tiempo Libre

G. Translation Practice	
I like to play football	M g j a f
I don't like to play cricket	N m g j a c
I love to read books	M e l l
I don't like to do my homework	N m g h m d
I love to dance with my friends	M e b c m a
I hate to sing	O c
Because it's boring and useless	P e a y u
Because it's stupid and silly	p e e y t
Because it's great and exciting	P e g y e
I play football but he plays cricket	J a f p j a c
They play basketball but she plays rugby	J a b p e j a r
They do sailing but I do athletics	H l v p y h e a
We do gymnastics but she does horse-riding	H l g p e p l e
I do my homework but he doesn't do his homework	H m d p e n h s d
I am going to the sports centre	V a p
They are going to the town centre	V a c c
We are going to the shops	V a l t
She is going to play basketball	V a j a b

H . Key Questions: Answer the following in your own words. Use these model answers	
¿Qué te gusta hacer en tu tiempo libre?	En mi tiempo libre me gusta jugar al futbol con mis amigos en el parque porque es muy divertido y genial después del colegio. También, me encanta bailar en el colegio y bailo en un club de baile lunes y miércoles porque es chulo e interesante
¿Qué no te gusta hacer en tu tiempo libre?	No me gusta hacer mis deberes en mi tiempo libre, aunque es importante hacer los deberes. No me gusta jugar al rugby porque me encanta más jugar al futbol. No me gusta jugar con videojuegos porque son muy aburridos y tontos pero mi hermano le gusta jugar con videojuegos.
¿Qué haces en casa?	En mi casa hago muchas tareas.. Cada semana, arreglo mi dormitorio, pero no me gusta porque es aburrido. También lavo el coche para mi padre y me gusta porque es genial.
¿Qué vas a hacer este fin de semana?	El fin de semana próximo, voy a jugar al baloncesto con mis amigos por la mañana. También, con mi amigo James, vamos a ver un poco la televisión y jugar con los videojuegos. No voy a hacer mis deberes.
I. Key Questions: Translate these model answers using the KO	
¿Qué te gusta hacer en tu tiempo libre?	In my free time I love to play tennis with my friends at school because it's really fun and exciting. I also love to sing and dance with my friends. I sing in a club after school. I love to sing in the club after school because it's important for me to have fun.
¿Qué no te gusta hacer en tu tiempo libre?	I don't like to play football in my free time because it's very boring but my brother loves to play football with his friends in his free time. I prefer to sing and dance with my Friends. I also don't like to do my homework but it is necessary.
¿Qué haces en casa?	At home I do many tasks. Evey day, I tidy my bedroom and I lay the table. I also take out the rubbish but it's very boring and dirty. I like to help my parents. I love to wash the car too because it's fun.
¿Qué vas a hacer este fin de semana?	This weekend I am going to play volleyball with my Friends in the morning. In the afternoon we are going to go to the swimming pool for a party. In the evening I am going to read my books and do my homework.

J. Key Grammar			
Using radical changing verb jugar correctly	Juego,juegas,juega,jugamos,jugáis,juegan		
Using the new verbs IR and HACER (to go and to do)	Voy, vas, va, vamos, vais, van Hago, haces, hace, hacemos, hacéis, hacen		
Using IR A for future actions eg VOY A = I am going to	Voy a jugar al futbol – I am going to play football Vamos a practicar la vela – we are going to do sailing		
Using me gustaría to add an additional tense (I would like)	Me gustaría vivir en España – I would like to live in Spain		
Saying to the	Use AL or A LA	Al museo	A la playa

Year 7 Term 5 + 6 SPANISH Knowledge organiser: Topic = El Tiempo Libre

What we are learning this term:

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¿Qué deportes practicas?	What sports do you practise?
_____	I practise…
el _____	athletics
el _____	cycling
la _____	horseriding
el _____	ski ing
la _____	gymnastics
la _____	swimming
el _____	skating
la _____	sailing
el hockey	hockey
_____	I play
_____	He/she plays
_____	they play
al bádminton	badminton
al _____	basketball
al cricket	cricket
al fútbol	football

B. Más deportes – More Sports

al rugby	rugby
al squash	squash
al tenís	tennis
al voleibol	volleyball
_____surfing	I do surfing
_____ _____	I do rowing
la _____	rock climbing
el _____	boxing
las a_____ _____	martial arts

C. Los Pasatiempos – Hobbies

_____	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

D. Pasatiempos y Tareas – Hobbies and Housework

___ _____ _____	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 _____	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
_____	

Key Verbs

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

E. Key Verbs across Topics

_____	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

_____	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

Year 7 Project 3 – Under the Sea

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

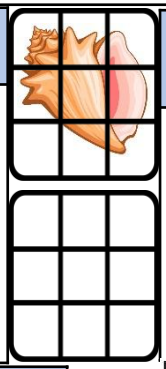
Key word	Key definition
illustration	a drawing, painting or printed work of art which visually represents or explains something
observation	the action of closely looking at something
source	Where something originates from
texture	the feel or appearance of a surface
tone	Lightness and darkness within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

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

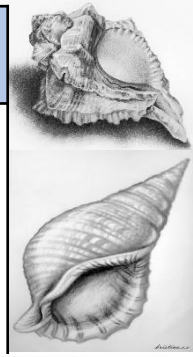
B. *How to use the Grid Method for accurate drawing*

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 he 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)



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

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

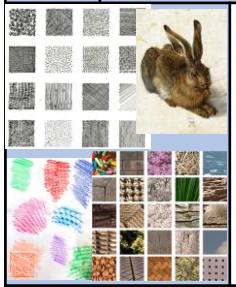
A mixed media artwork uses multiple different materials rather than just one
We used collage, ink and pen to create ours

Step 1	Lay out your drawing using pencil lightly
Step 2	Add newspaper collage
Step 3	Apply an ink wash using varied colurs
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

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

Year 7 Project 3 – Under the Sea

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What?	
Why?	

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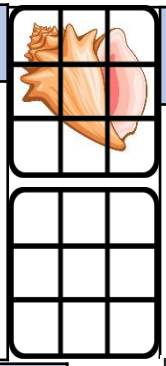

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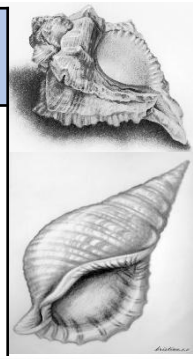
Observe the objects ……
Lay out the basic ……you can see
……and add ……
Add …… to show how light is hitting the object(s)



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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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We used collage, ink and pen to create ours

Step 1	
Step 2	
Step 3	
Step 4	
Step 5	

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
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……

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**

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**

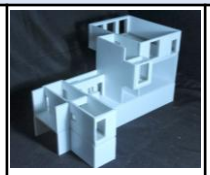
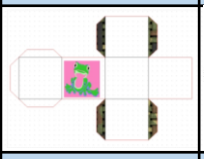
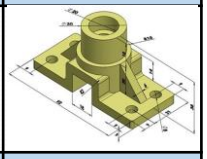
Acrylic – which you used as your lid for your maze – is a **polymer**

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. 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:

1. Positives – what works well
2. Negatives – what doesn't work well
3. 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







B. Materials

Timbers come from _____

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

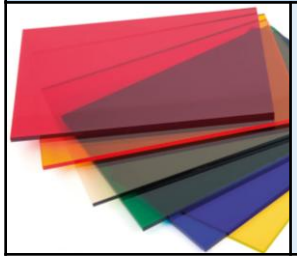
Softwoods come in _____ and _____

Manufactured Boards come from _____

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

Manufactured Boards come in _____

Polymers come from _____



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

Polymers come in _____, _____ and _____

C. Modelling

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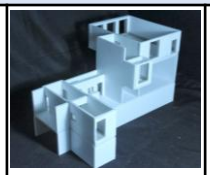
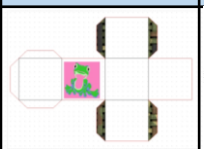
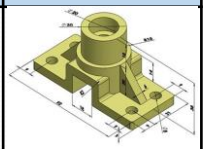
You can use a variety of different materials and computer programs to create a mock up model or _____ such as;

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

Advantages	Disadvantages

D. Key Words

Specification

Modelling

Sustainable

Manufacture

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……

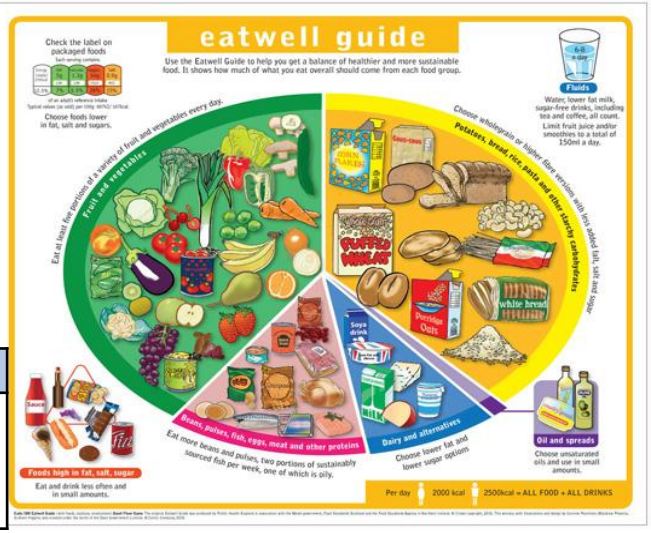
Y7 Food technology

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

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**



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.

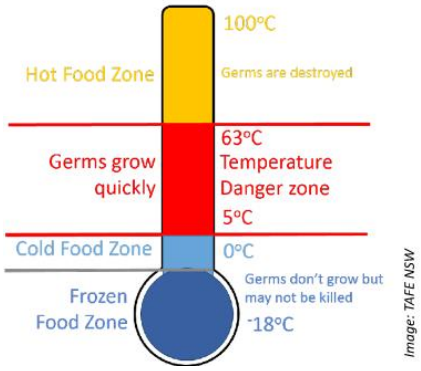


Image: TAFE NSW

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	**Caught food –** animals hunted in the wild i.e fish, game animals
Intensive farming – bad for the environment, uses chemical fertilisers and pesticides. Gives a high yeild (amount of food). **Organic farming –** "natural" farming, is slower and more expensive to do.	**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.	**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 ne 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 yeild i.e more seeds.

Y7 Food technology

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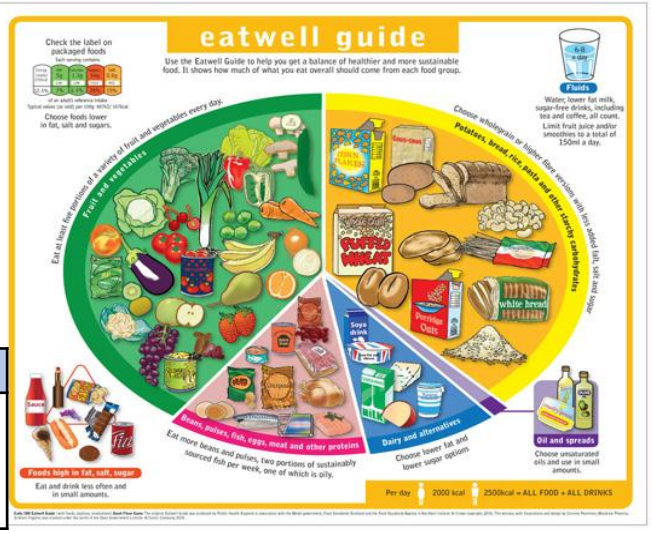
Vitamins	
Minerals	



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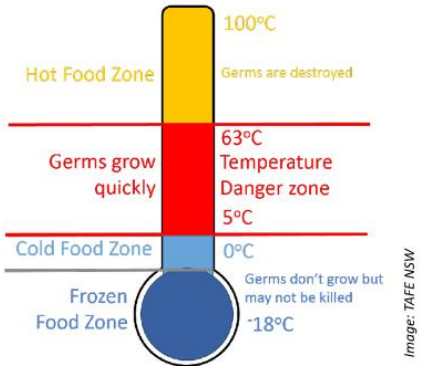

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YEAR 7 GRAPHIC COMMUNICATION

What are we learning this term?

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

A | Personfication

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.

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

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 *italic*.
Photoshop	A software for editing photos and graphics. It is used for image editing, making illustrations or web design.

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.

YEAR 7 GRAPHIC COMMUNICATION

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A | Personfication

What is personification?

How does Paul Thurlby use personification?

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

Serif:	
Sans Serif:	
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Decorative:	

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

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_____

_____

_____

_____

_____

_____

_____

_____

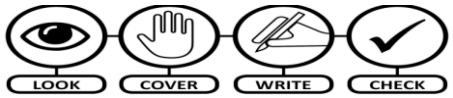
_____

_____

Year 7: Play the Uke!

Term 6

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!

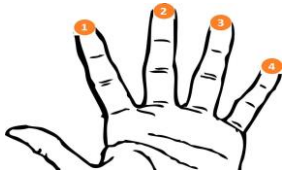
These QR codes will take you to YouTube to be able to sing along!

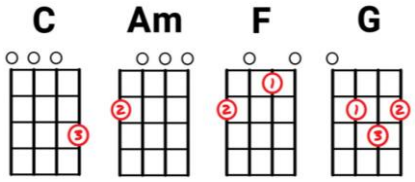
Easy Ukulele
Play along --------→ Viva La Vida - Coldplay

ROAR – Katy Perry

Check out this C Am G F Chord Drill!

E – Ukulele Finger Technique and Chords

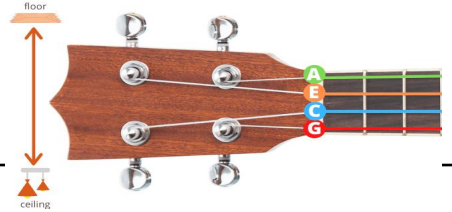




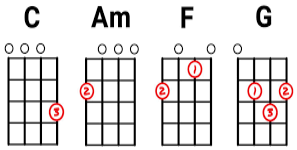
B	Keywords
Chord	Three or more notes played at the same time
Chord Diagram	The way of writing ukulele notation
Pick/ Plectrum	A tool used to strum the strings
Chord Progression	A pattern of chords in a song. E.g. C – Am – F - G
Strum	a sweeping action where a finger or plectrum brushes over several strings 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	♫	♫	♫	♫

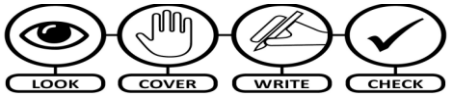
F	Describing Music – MAD T SHIRT

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

Year 7: Play the Uke!

Term 6

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



B	Keywords

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!

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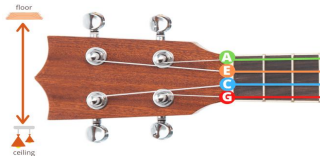

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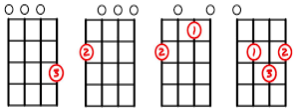
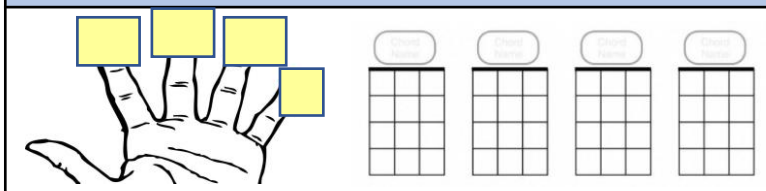


E – Ukulele Finger Technique and Chords (Practice drawing the chords! And the finger numbers)



F

Practice your note drawing skills!

1. Draw the note TEA (crotchet)
2. Coffee (pair of quavers)
3. Now draw this rhythm in note values **(TEA TEA COFFEE COFFEE)**
4. **COFFEE COFFEE COCACOLA TEA**

F	Describing Music – MAD T SHIRT

M	A	D	T	S	H	I	R	T
M_____	A_____	D_____	T_____	S_____	H_____/T_____	I_____	R_____	T_____

Year 7 Drama- Devising

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


The Canterbury Tales


War Horse


Adventures of a Young Naturalist


A Monster Calls


The Pearl


Number the Stars


The Hunger Games


Chinese Cinderella


Sir Gawain and the Green Knight

Year 8


The Dark Lady


Trash


The Diary of a Young Girl


Ghost Boys


The Amazing Maurice


The Bone Sparrow


Salt to the Sea


The Giver


Witch Child

Year 9


Skin


I am Malala


Noughts and Crosses


Liccle Bit


Fahrenheit 451


The Black Flamingo


One


Simon vs the Homo Sapiens Agenda


Long Way Down


Northern Lights


The Boy Who Steals Houses


The Woman in Black


The Book Thief

Year 10


The Underground Railroad


The Curious Incident of the Dog in the Night-Time


The Hate U Give


Rani and Sukh


Pigeon English


The Boxer


1984


Orangeboy


The Outsiders

The Art of Being Normal

A Selection of Short Stories

To Kill a Mockingbird

#ReadingisPower