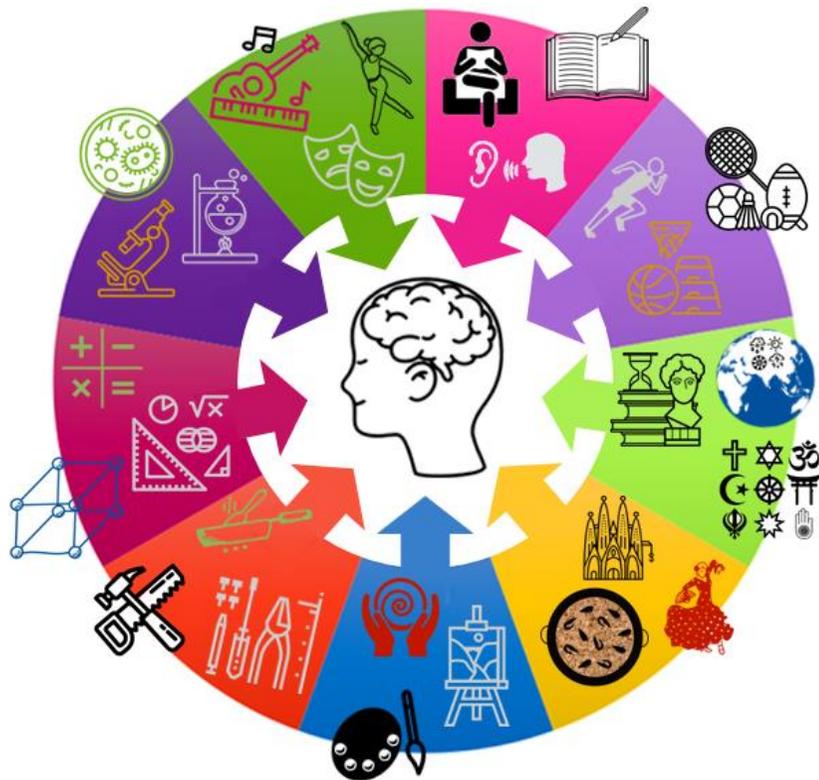


# 100% book - Year 7 Booster

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

## Term 4



### 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

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.

## 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.

### Top Tip

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

# How do I complete Knowledge Organiser Prep?

## Step 1

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

The screenshot shows the epraise website interface. On the left is a 'Planner' for the week of 10th May to 16th May 2020, with a grid for different subjects. On the right is a 'Knowledge Organiser' for 'What is particle theory?'. It includes sections for 'What is particle theory?', 'Describe the arrangement and movement of particles in the three states of matter', and 'What are the different changes of state?'. 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 a notebook. The background shows the same knowledge organiser content as in Step 1, but with the student's handwriting overlaid.

## Step 3

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

The screenshot shows a student's prep book with the full definitions and facts from the knowledge organiser written out in a notebook. 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 definitions and facts from the knowledge organiser written out three times in a notebook. The text is identical to the one in Step 3, but repeated three times.

## 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 quizzable Knowledge Organiser. The missing words are filled in: 'Self quizzing' for 'What are the different changes of state?', 'Arrangement/movement of matter' for 'Describe the arrangement and movement of particles in the three states of matter', and 'regular pattern' for 'Solid = regular pattern'. 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 definitions and facts from the knowledge organiser written out in a notebook. The text is identical to the one in Step 3, but with some corrections and checkmarks. For example, 'Gas = Particles are far apart and are arranged randomly. Particles carry a lot of energy' has 'far apart' written above 'are far apart' and a checkmark next to 'are arranged randomly'.

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

**Metaphor**

**Literal language:** if something is **literal** it is accurate or precise.

- A **literal** description tells what actually happens.
- Something that is literal reports on events.
- An example would be 'he is lazy'

**Metaphor:** if something is a **metaphor** it is **not literal**.

- A **metaphor** does **not report on what actually happens**.
- A **metaphor** tells us more about something by bringing ideas together.
- An example would be 'he is a couch potato'

A **metaphor** has three parts:

**The tenor:** the thing you want to try and describe to your audience.

**The vehicle:** The imaginative idea you compare it with to help your audience understand it. This is the 'made up' bit.

**The ground:** the thing the tenor and the vehicle have in common.

Here is an example:

'**Achilles** fought like a **lion**' (both Achilles and the lion are **strong**)

**Achilles is the tenor because he is the thing being described. The lion is the vehicle because it is the imaginative idea Achilles is compared to. The ground is that they are both strong because this is what they have in common.**

**The poems and their key metaphors**

	<p>'Fog' – Carl Sandburg, 1878 – 1967                      'The fog comes on little cat feet'</p>	<p>Both 'the fog' and the 'little cat feet' are grey, delicate and move gently.</p>
	<p>'November Night' – Adelaide Crapsey, 1878 – 1914                      'like steps of passing ghosts,/ The leaves, frost –crisp'd, break from the trees and fall'</p>	<p>Both 'the leaves' and 'the steps of passing ghosts' rustle softly.</p>
	<p>'Dreams' – Langston Hughes, 1902 – 1967                      '... if dreams die/ Life is a broken-winged bird/ That cannot fly'</p>	<p>Both a life without dreams and 'a broken-winged bird/ That cannot fly' are sad and wasteful.</p>
	<p>'Sally' – Phoebe Hesketh, 1909 – 2005                      'She was a dog-rose kind of girl:/ Elusive, scattery as petals'</p>	<p>Both Sally and 'a dog-rose' are wild and not traditionally beautiful.</p>
	<p>'Frogs' – Norman MacCaig, 1910 – 1996                      'In mid-leap they are/ parachutists falling/ in a free fall'                      '... their ballet dancer's/ legs'</p>	<p>Both frogs and 'parachutists' leap into the air and spread out when they fall. Both frogs and ballet dancers have powerful and elegant legs.</p>
	<p>'The Eagle' – Alfred, Lord Tennyson, 1809 – 1892                      'And like a thunderbolt he falls'</p>	<p>Both the eagle falling and 'a thunderbolt' are fast and dangerous.</p>
	<p>'A Case of Murder' – Vernon Scannell, 1922 – 2007                      'The cat, half-through, was cracked like a nut'                      '... the wound of fear gaped wide and raw'                      '... the huge black cat pads out' (the cat turns from tenor into vehicle for the boy's fear)</p>	<p>Both the cat being slammed in a door frame and a nut being broken make a cracking sound. Both 'fear' and a 'wound' can be painful and can get worse. Both fear and a 'huge black cat' are haunting and can sneak up on you.</p>

**Metaphor**

**Literal language:** if something is **literal** it is accurate or precise.

- A **literal** description tells what actually happens.
- Something that is literal reports on events.
- An example would be 'he is lazy'

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- An example would be 'he is a couch potato'

A **metaphor** has three parts:

**The tenor:**

**The vehicle:**

**The ground:**

Here is an example:

'**Achilles** fought like a **lion**' (both Achilles and the lion are **strong**)  
**Achilles is the tenor because he is the thing being described. The lion is the vehicle because it is the imaginative idea Achilles is compared to. The ground is that they are both strong because this is what they have in common.**

**The poems and their key metaphors**

	<p><b>'Fog' – Carl Sandburg, 1878 – 1967</b>                      'The fog comes on <b>little cat feet</b>'</p>	
	<p><b>'November Night' – Adelaide Crapsey, 1878 – 1914</b>                      'like <b>steps of passing ghosts</b>,/ <b>The leaves</b>, frost –crisp'd,                      break from the trees and fall'</p>	
	<p><b>'Dreams' – Langston Hughes, 1902 – 1967</b>                      '... <b>if dreams die</b>/ <b>Life</b> is a <b>broken-winged bird</b>/ <b>That cannot fly</b>'</p>	
	<p><b>'Sally' – Phoebe Hesketh, 1909 – 2005</b>                      'She was a <b>dog-rose</b> kind of girl:/ Elusive, scattery as <b>petals</b>'</p>	
	<p><b>'Frogs' – Norman MacCaig, 1910 – 1996</b>                      'In mid-leap <b>they</b> are/ <b>parachutists falling/ in a free fall</b>'                      '... <b>their ballet dancer's/ legs</b>'</p>	
	<p><b>'The Eagle' – Alfred, Lord Tennyson, 1809 – 1892</b>                      'And like a <b>thunderbolt</b> he falls'</p>	
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**What we are learning this term:**

- A. Pushes and pulls
- B. Balanced and unbalanced
- C. Magnets

**7 Key Words for this term**

- 1. Force
- 2. Balanced
- 3. Unbalanced
- 4. Magnet
- 5. Pole

**C. Describe how magnets behave**

- Magnets have two **poles**.
- When **different** poles are close, they **attract** - pulling together.
- When two of the **same** poles are close, they **repel** - pushing apart.



**A. Describe what a force is.**

Forces are **pushes** and **pulls** in a particular direction

- Forces are shown by **arrows** in diagrams.
- The direction of the arrow shows the **direction** in which the force is acting.
- The **bigger** the arrow, the **bigger** the force.

**B. Compare balanced and unbalanced forces**

**Balanced forces**

- The forces are the same size but are acting in opposite directions.
- If it is still, the object will stay still or if it is moving, it will continue moving in the same direction and at the same speed.



**Unbalanced forces**

- The forces are different sizes and acting in opposite directions.
- They can make objects start to move, speed up, slow down or change direction.



**What we are learning this term:**

- A. Pushes and pulls
- B. Balanced and unbalanced
- C. Magnets

**7 Key Words for this term**

- 1. Force
- 2. Balanced
- 3. Unbalanced
- 4. Magnet
- 5. Pole

**C. Describe how magnets behave**

- Magnets have two **poles**.
- When **different** poles are close, they **a**\_\_\_\_\_ - pulling together.
- When two of the **same** poles are close, they **r**\_\_\_\_\_ - pushing apart.



**A. Describe what a force is.**

Forces are **p**\_\_\_\_\_ and **p**\_\_\_\_\_ in a particular direction.

- Forces are shown by **arrows** in diagrams.
- The direction of the arrow shows the **d**\_\_\_\_\_ in which the force is acting.
- The **bigger** the arrow, the **b**\_\_\_\_\_ the force.

**B. Compare balanced and unbalanced forces**

**B**\_\_\_\_\_ forces

- The forces are the **s**\_\_\_\_\_ size but are acting in **o**\_\_\_\_\_ directions.
- If it is still, the object will stay still or if it is moving, it will **c** moving in the same direction and at the same speed.



**U**\_\_\_\_\_ forces

- The forces are **d**\_\_\_\_\_ sizes and acting in **o**\_\_\_\_\_ directions.
- They can make objects start to move, speed up, slow down or change direction.



**What we are learning this term:**

- A. Solar system
- B. Orbits and axis

**5 Key Words for this term**

- 1. Planet
- 2. Star
- 3. Solar system
- 4. Orbit
- 5. Axis

**B. Describe orbits in our solar system.**

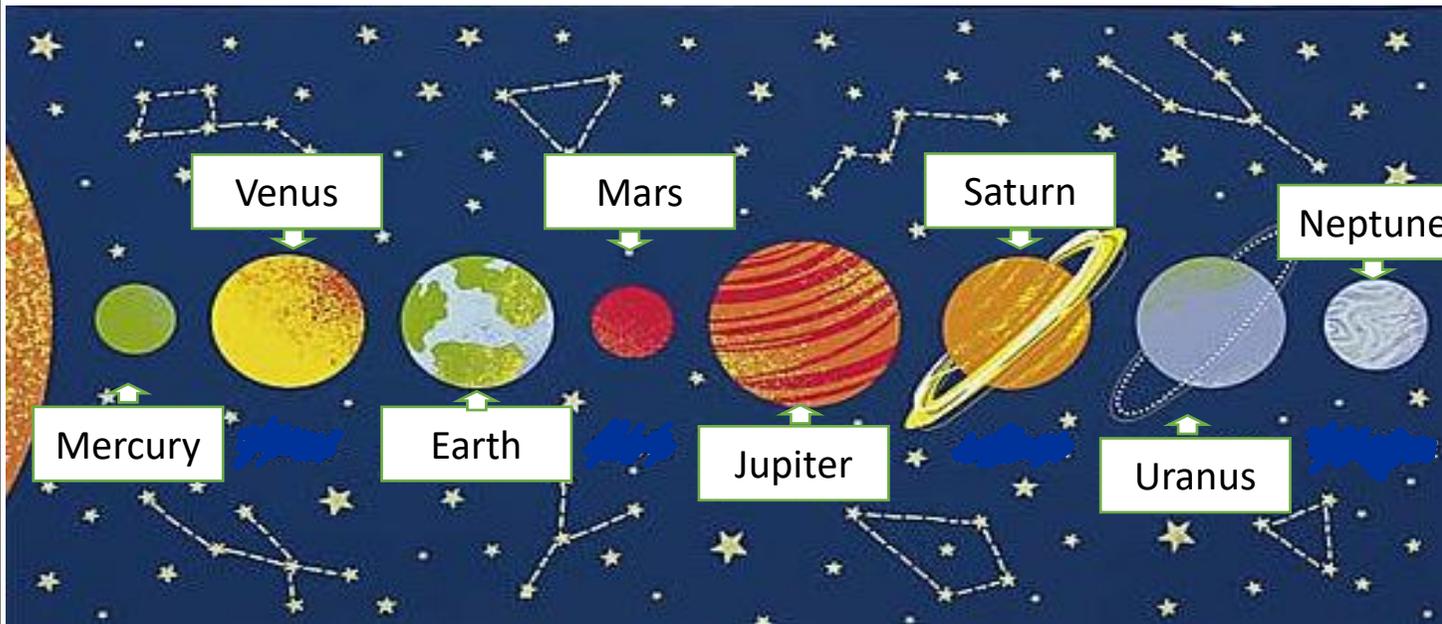
The Earth orbits the Sun. It takes 365 days, which is 1 year.

The Moon orbits the Earth. It takes 28 days.

**B. Describe earth's rotation.**

It Earth spins on it's axis. It takes 24 hours to complete a full rotation, which is 1 day.

**A. Name the planets of the solar system.**



**B. Name the two types of planets in the solar system**

Rocky planets, such as Earth or Mars.

Gas planets, such as Jupiter and Saturn.

**What we are learning this term:**

- A. Solar system
- B. Orbits and axis

**5 Key Words for this term**

- 1. Planet
- 2. Star
- 3. Solar system
- 4. Orbit
- 5. Axis

**B. Describe orbits in our solar system.**

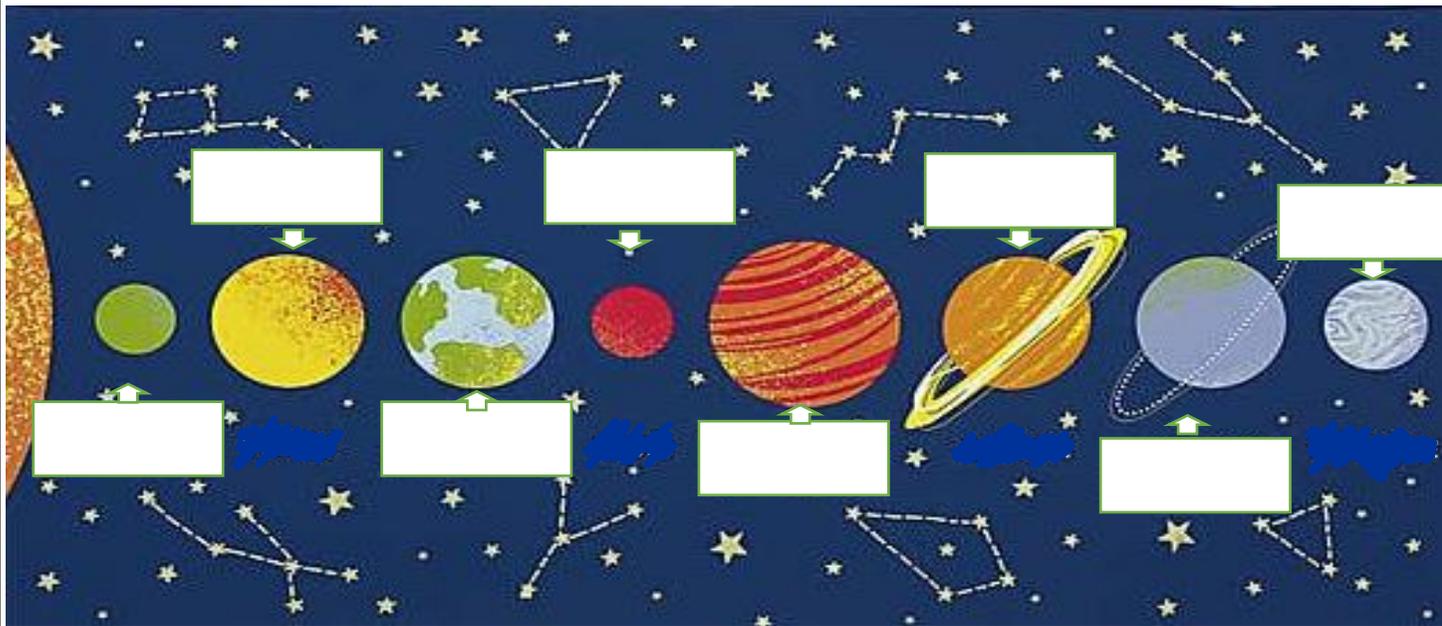
The Earth orbits the \_\_\_\_\_. It takes \_\_\_\_\_ days, which is 1 year.

The Moon orbits the \_\_\_\_\_. It takes 28 days.

**B. Describe earth's rotation.**

It Earth spins on it's \_\_\_\_\_. It takes \_\_\_\_\_ hours to complete a full rotation, which is 1 day.

**A. Name the planets of the solar system.**



**B. Name the two types of planets in the solar system**

\_\_\_\_\_ planets, such as Earth or Mars.

\_\_\_\_\_ planets, such as Jupiter and Saturn.

**What we are learning this term:**

- A. Particle model
- B. Changing State
- C. Mixtures
- D. Separating techniques

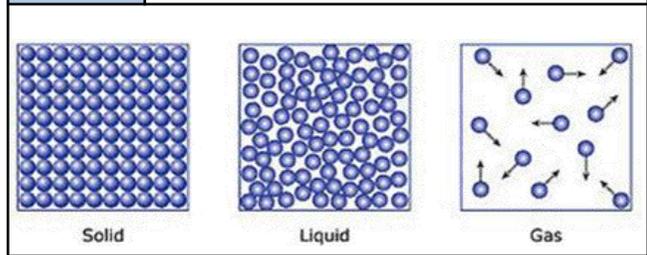
**7 Key Words for this term**

- 1. Distillation
- 2. Separation
- 3. Conservation
- 4. Solute
- 5. Solution
- 6. Chromatography
- 7. Properties

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

The Law of Conservation of Mass states that mass cannot be **created** or **destroyed**.

<b>A.</b>	<b>Describe the arrangement and movement of particles in the three states of matter.</b>
<b>Solid</b>	In a regular pattern. Particles can vibrate in a fixed position.
<b>Liquid</b>	Particles are arranged randomly but are still touching each other. Particles can slide past each other and move around.
<b>Gas</b>	Particles are far apart and are arranged randomly. Particles carry a lot of energy and they move in all directions in a high speed.

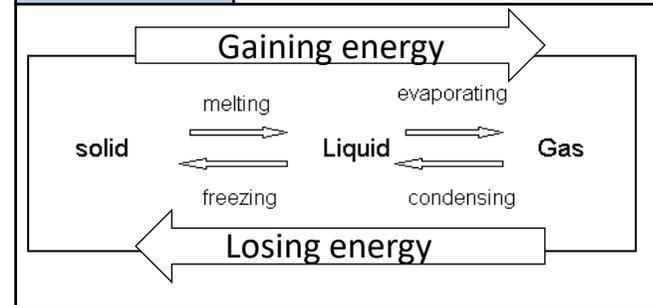


**A. Describe the properties of the three states of matter.**

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

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

<b>Melting</b>	Change of state from solid to liquid
<b>Freezing</b>	Change of state from liquid to solid
<b>Evaporation</b>	Change of state from liquid to gas
<b>Condensation</b>	Change of state from gas to liquid



**A. What is diffusion?**

The movement of particles from a **higher** concentration to a **lower** concentration.

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

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



**What we are learning this term:**

- A. Particle model
- B. Changing State
- C. Mixtures
- D. Separating techniques

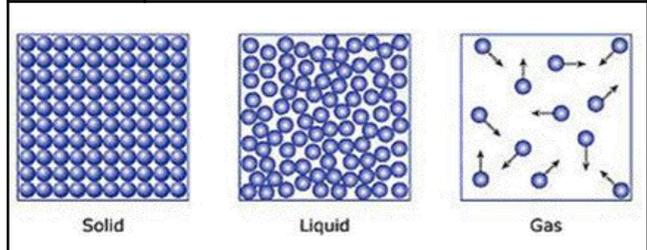
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- 1. Distillation
- 2. Separation
- 3. Conservation
- 4. Solute
- 5. Solution
- 6. Chromatography
- 7. Properties

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

The Law of Conservation of Mass states that mass cannot be \_\_\_\_\_ or \_\_\_\_\_.

<b>A.</b>	<b>Describe the arrangement and movement of particles in the three states of matter.</b>
_____	In a regular pattern. Particles can vibrate in a fixed position.
_____	Particles are arranged randomly but are still touching each other. Particles can slide past each other and move around.
_____	Particles are far apart and are arranged randomly. Particles carry a lot of energy and they move in all directions in a high speed.

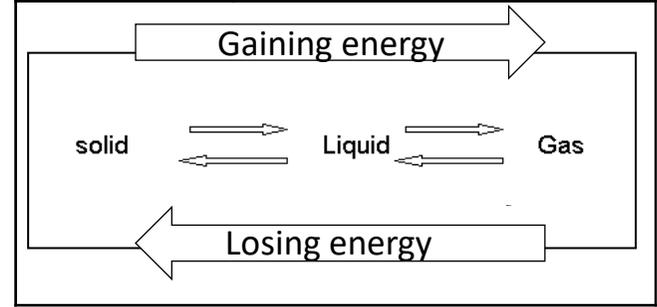


**A. Describe the properties of the three states of matter.**

<p>rigid fixed shape fixed volume</p> <p>cannot be squashed</p>	<p>not rigid no fixed shape fixed volume</p> <p>cannot be squashed</p>	<p>not rigid no fixed shape no fixed volume</p> <p>can be squashed</p>
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**B. What are the different changes of state?**

_____	Change of state from solid to liquid
_____	Change of state from liquid to solid
_____	Change of state from liquid to gas
_____	Change of state from gas to liquid



**A. What is diffusion?**

The movement of particles from a \_\_\_\_\_ concentration to a \_\_\_\_\_ concentration.

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

_____	_____
A material that is made up of only one type of particle.	A material that made up of more than one type of particle.



**D. What is a mixture?**

A mixture contains **different** elements or compounds that are **not** chemically joined to each other.

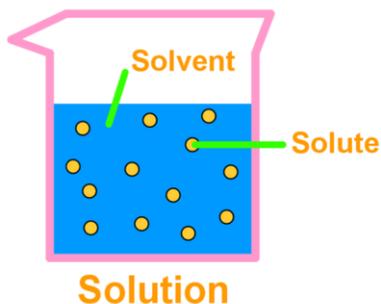
**D. What happens when a substance dissolves?**

The solvent particles surround the solute **particles** and move them away so they are spread out in the **solvent**.

**D. What are the different parts of a solution?**

**Solute**  
The substance that dissolves into the solvent.

**Solvent**  
The liquid that the solute dissolves into.



**D. How are different mixtures separated?**

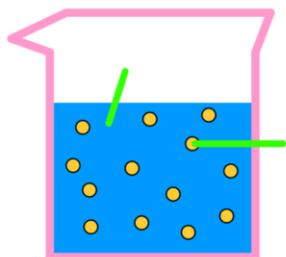
Method	Used to separate:	Apparatus
<b>Evaporation</b>	A soluble solid from a liquid	
<b>Filtration</b>	An insoluble solid from a liquid	
<b>Distillation</b>	The parts of a liquid solution according to their boiling point.	
<b>Chromatography</b>	Mixtures of solutes according to their solubilities in a solvent.	



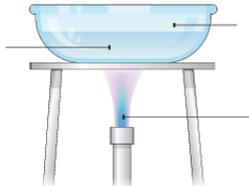
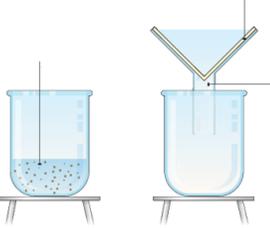
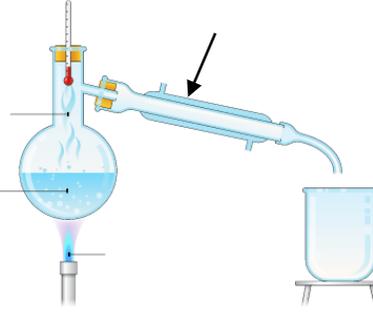
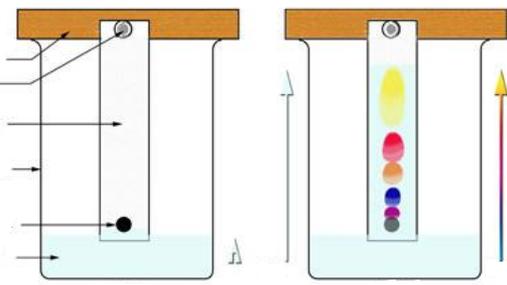
<b>D.</b>	<b>What is a mixture?</b>
A mixture contains _____ elements or compounds that are _____ chemically joined to each other.	

<b>D.</b>	<b>What happens when a substance dissolves?</b>
The solvent particles surround the _____ particles and move them away so they are spread out in the _____.	

<b>D.</b>	<b>What are the different parts of a solution?</b>
_____	The substance that dissolves into the solvent.
_____	The liquid that the solute dissolves into.



**Solution**

<b>D.</b>	<b>How are different mixtures separated?</b>		
<b>Method</b>	<b>Used to separate:</b>	<b>Apparatus</b>	
_____	A soluble solid from a liquid		
_____	An insoluble solid from a liquid		
_____	The parts of a liquid solution according to their boiling point.		
_____	Mixtures of solutes according to their solubilities in a solvent.		



# Geography Knowledge Organiser: Year 7 Term 4 Geology



<b>A. How are the three rock types distributed around the UK?</b>		<b>F. Impacts of quarrying</b>		<b>B. What are the characteristics of the main rock types?</b>	
Sedimentary	Sedimentary rocks are mainly found in the low lying areas in the south east of the UK below London.	Positives	Negatives	Sedimentary	Built up by layers of rock being compacted on top of each other. They may contain fossils. Have different stone types mixed in to their layers and are easier to break or erode.
Metamorphic	Metamorphic rocks are mainly found in the north of the UK in Scotland. They make up the Grampian mountain range.	<ul style="list-style-type: none"> <li>Money goes into local economy and created jobs/taxes for council</li> <li>Helps diversify the economy (makes it more stable)</li> <li>Potential for investment in local infrastructure</li> <li>Rocks available for consumers</li> </ul>	<ul style="list-style-type: none"> <li>Its an eyesore</li> <li>Dust created from mining, blasting and transporting</li> <li>Thousands of trees are cut down</li> <li>Noise created from blasting is disruptive</li> <li>The resources will eventually run out leaving unemployment and a scar on the landscape</li> </ul>	Metamorphic	Created when sedimentary rocks are put under extreme heat and pressure but not melted. You are able to see the layers but they are much closer together. They will not contain crystals or fossils and they are much stronger than sedimentary rocks.
Igneous	Igneous rocks are scattered widely across the UK. There is a concentration around the Grampian mountain range, lake district and Snowdonia national park in Wales.			Igneous	Created when melted rock (magma) is cooled. They will often have tiny crystals in them (intrusive) or have burnt appearance. They do not contain fossils and are extremely strong.
<b>C. What are the key steps in the rock cycle?</b>					
Weathering and erosion	Rocks are weathered, eroded and transported to the sea by rivers.				
Sedimentary	They form layer on the sea bed. Over time, the layers get compacted and harden to form sedimentary rocks.				
Metamorphic	The rocks are pushed further down towards the mantle. They are put under extreme heat and pressure but not melted. This forms metamorphic rocks.				
Igneous (intrusive)	Finally, the rocks melt to form magma (molten rock) . This rises to the towards the surface of the earth and cools to form intrusive igneous rocks in a process called crystallisation.				
Igneous (extrusive)	Some of the magma explodes out the surface of the Earth as a volcanic eruption and cools to form extrusive igneous rocks.				
<b>E. What is weathering?</b>		<b>D. What is the difference between an era and a period?</b>			
Freeze—thaw weathering (mechanical)	Water falls into cracks in a rock, freezes and expands. Repeated freezing and thawing (melting) forces the rock apart.				
Onion skin weathering (mechanical)	Rock is repeatedly heated and cooled. The outer layers of the rock begin to flake off like an onion.				
Biological weathering	This is caused by living organisms (plants/animals). Seeds of plants fall into cracks where they grow and force the rock apart. Burrowing animals can also break soft rocks like clay.				
Chemical weathering	Rainwater is slightly acidic. It reacts with the chemicals in some rocks gradually dissolving them away. Limestone is very vulnerable to this.				
Era	Time divided into significant events in the Earth's history.				
Period	Basic unit of geological time in which a single type of rock is formed.				



# Geography Knowledge Organiser: Year 7 Term 4 Geology



A. How are the three rock types distributed around the UK?		F. Impacts of quarrying		B. What are the characteristics of the main rock types?	
Sedimentary		Positives	Negatives	Sedimentary	
Metamorphic				Metamorphic	
Igneous				Igneous	

C. What are the key steps in the rock cycle?		D. What is the difference between an era and a period?	
Weathering and erosion		Era	
Sedimentary		Period	
Metamorphic			
Igneous (intrusive)			
Igneous (extrusive)			

E. What is weathering?	
Freeze—thaw weathering (mechanical)	
Onion skin weathering (mechanical)	
Biological weathering	
Chemical weathering	

## Year 7 History : Challenges to medieval kings

<b>What we are learning this term:</b>		<b>E. Comparing the reigns of King John, Henry II and Richard II</b>		<b>C. King John, the Barons and Magna Carta – a political challenge</b>			
<p>How similar were the challenges to medieval kings and how well did the monarchs deal with them?</p> <p>A. Keywords /</p> <p>B. <i>Disagreements between Becket and King Henry II – a religious challenge</i></p> <p>C. King John, the Barons and Magna Carta – a political challenge</p> <p>D. <b>Comparing the reigns of King John, Henry II and Richard II</b></p> <p>E. King Richard II and causes of the Peasants Revolt</p>				<p>What mistakes did King John make that led to the barons rebelling.</p> <p>John had lost many wars with France which made him look weak (he had the nicknames lackland and soft sword). These defeats meant that the barons lost land they owned in France. John kept asking for a number of taxes to pay for his wars which he carried on loosing. John was seen a cruel man – he made blind monks homeless and may have murdered his nephew. John fell out with the pope over who got to promote bishops. This led to England being placed under interdict meaning all church was cancelled. The barons feared for their souls and was angry with John. John started fining the barons for many different things and made them pay large taxes when they inherited land.</p>			
<b>A.</b>	<b>Can you define these key words?</b>	<b>Similarities</b>		<b>Differences</b>			
Epidemic	a widespread outbreak of an infectious disease	<b>Religious</b>	<p>King John and Henry II both had issues with the church. John wanted to abolish church courts and Henry wanted to choose his bishops</p>	<p>However these were for different reasons:</p> <ul style="list-style-type: none"> <li>Henry II wanted control of the church courts and had conflict with Becket the Archbishop of Canterbury. This led to the bishops who had crowned Henry's son Richard got excommunicated as a punishment from the church.</li> <li>John fought with the Pope over who to appoint Archbishop of Canterbury. This led to the Pope excommunicating him and putting England under interdict</li> </ul>			
Leniency	Being merciful or tolerant towards someone						
Pardons	Letters from a king forgiving a person for a crime.	<b>Political</b>	<p>In all 3 cases there are conflicts/ violence brought about because people are challenging the absolute (complete) power of the kings. This has come from 3 different sources: the barons, the people and the church.</p>	<ul style="list-style-type: none"> <li>King John and the Barons – King John is the only medieval king who had a direct political conflict. This was with the Barons who demanded that they be treated better and made attempts to limit the power of the king through Magna Carta.</li> </ul>			
Statute	a law						
Martyr	Somebody who is willing to die for their beliefs.	<b>Social</b>	<p>King John, King Henry and Richard II all lost social support but for a variety of different reasons</p>	<ul style="list-style-type: none"> <li>King John – lost social support due to losing land and wars in France and also due to the supposed 'murder' of his nephew. This meant that backing was behind the Barons.</li> <li>Henry II – lost support after public death of Becket (was whipped at Becket's tomb as punishment)</li> <li>Richard – Poll Tax, Labour Service and limiting wages after the Black Death all contributed to the Peasants' Revolt.</li> </ul>			
Political	referring to politics (eg. Who is in charge, who has power, the king, parliament, barons ect.)						
Social	Referring to people's lives (living conditions, wages, access to food and housing ect.)			<b>What were the key points of Magna Carta?</b>			
Religious	Referring to religion (different religions, priests, popes, bishops, catholic, protestant ect.)						
Interdict	The Pope banning all religious services in a country as a punishment for supposed sinful activity committed in that country or by its ruler			<b>Short term</b>			
Labour Service	Free labour peasants were expected to do for knights and barons						
Coronation	To crown someone to be the new king. In medieval England this could be done before the previous king had died.			<b>Long term</b>			
<b>B. <i>Disagreements between Becket and King Henry II – a religious challenge</i></b>				<b>Why is it</b>			
Banning of Church Courts	Henry II wanted to get rid of the church courts and appointed his friend Thomas Becket as Archbishop of Canterbury to do so in 1162. However once Thomas became Archbishop, he became very religious and refused to get rid of them.			<b>Still forms parts of English law. Additionally most</b>			
Coronation of the king's son	After the argument over church courts Becket fled to France in 1164, as he feared for his life. King Henry II wanted to have his son Richard I crowned to be the next king. However he needed the archbishop of Canterbury to do it. With Becket out of the country Henry II got other bishops to do the job instead.						
Excommunication of the bishops	In 1170 Becket and Henry made up and Becket returned to England. However once he returned, he excommunicated the other bishops. This made Henry II very angry and he shouted, "will no one rid me of this troublesome priest". This led to four knights going to Canterbury and murdering Thomas Becket.			<b>King Richard II and causes of the Peasants Revolt</b>			
		<b>D.</b>		<b>Labour Services</b>			
						<b>The impact of the Black Death on wages</b>	
				<b>Poll taxes</b>			
				<b>Ever since 1066 most peasants (known as villains) had to do free labour services their local lords (knights and barons). Some peasants, known as freeman, did not want to do this work. Peasants wanted everyone to become freeman ending the free labour they had to do for their lords.</b>			
				<b>The Black Death had killed around 40% of the population of England in 1348. This meant that there was a severe labour shortage. Now the peasants were in demand they could demand more money for their work. The barons were upset by this and got King Richard II to pass a law limiting how much a peasant could earn and banned them from declining to do work for this low amount of pay. This made the peasants angry as they now had their earnings greatly reduced.</b>			
				<b>Between the years 1377 and 1381 the king demanded a number of Poll Taxes to fund his losing war with the French. These meant everyone over 15 had to pay a tax and impacted the poorest in society most of all. The tax of 1381 was partially bad demanding 4 pence per person over 15.</b>			

## Year 7 History : Challenges to medieval kings

<b>What we are learning this term:</b>
How similar were the challenges to medieval kings and how well did the monarchs deal with them?
A. Keywords
B. <i>Disagreements between Becket and King Henry II – a religious challenge</i>
C. King John, the Barons and Magna Carta – a political challenge
D. Comparing the reigns of King John, Henry II and Richard II
E. King Richard II and causes of the Peasants Revolt

A.	Can you define these key words?
Epidemic	
Leniency	
Pardons	
Statute	
Martyr	
Political	
Social	
Religious	
Interdict	
Labour Service	
Coronation	
Benefits of the clergy	

D.	Comparing the reigns of King John, Henry II and Richard II	
	Similarities	Differences
Religious		
Political		
Social		

C.	King John, the Barons and Magna Carta – a political challenge
What mistakes did King John make that led to the barons rebelling.	
What were the key points of Magna Carta?	
Why is it still relevant today?	

B.	Disagreements between Becket and King Henry II – a religious challenge
Banning of Church Courts	
Coronation of the king's son	
Excommunication of the bishops	

E.	King Richard II and causes of the Peasants Revolt
Labour Services	
The impact of the Black Death on wages	
Poll taxes	



A. Can you define these key words?		B. What do Jews believe and Jewish scripture- 6 main facts	
<b>Key word</b>	<b>Key definition</b>	1	Judaism is a unique religion is that you are born into it. You have to be a descendant of Abraham to be Jewish.
Synagogue	The Jewish place of worship	2	They get these rules from the Torah. The Torah contains 613 laws that set the standard for Jewish life.
Worship	Showing adoration and love to God	3	Jews believe that if they do not follow these rules and set an example, they will be punished
Atonement	the action of making amends for wrongdoing	4	The 3 main beliefs: 1. You must believe in one God 2. Jews are a family of people who have been chosen by God as descendants of Abraham 3. God made a covenant with Jews
Persecution	Ill-treatment, especially because of race or political or religious beliefs	5	The Torah scrolls are kept in an Ark in a synagogue.. The scrolls are not directly touched to avoid it getting damaged
Genocide	The deliberate killing of a large number of people from a particular group	6	Jews believe that Moses was given the "oral Torah" and this was written down later by Jewish teachers.
Shabbat	A Jewish day of rest.		
Torah	The law of God as revealed to Moses		

		C. What is Orthodox Judaism- 5 facts	What is Reform Judaism- 5 facts
Aron Hakodesh	A large cupboard that holds the Torah	1	Torah is literally given by God to Moses on Mount Sinai
Tanakh	The Jewish Scriptures		It believes that the faith is always changing and believe that they should not just blindly follow the Torah.
Talmud	The body of Jewish civil and ceremonial law and legend.	2	Jewish Law should be strictly followed as the Torah is the word of God.
Mitzvot	The 613 laws that set the standard for Jewish life	3	Orthodox men and women dress very modestly and keep most of their skin covered.
		4	Orthodox men are expected to wear a ritual fringe called a Tzitzit and a head-covering as well as grow beards
		5	Do not have any physical contact with those of the opposite sex unless they are married or immediate family members.
			It was the first to adopt gender equality. open to change as the laws given in the Torah are mainly about treating others with respect They believe the laws in the Torah don't really fit into the world today. They believe anyone should be allowed to join the faith

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

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

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



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

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

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

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

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

What we are learning this term:	
A. Name places in town B. Describe a town / city C. Say where you are going D. Give and understand directions E. Saying where things are F. Talking about distance G. Translation practice	
6 Key Words for this term	
1. Voy	4. la ciudad
2. ir	5. ¿Dónde está?
3. el pueblo	6. está

**A. La Ciudad – The City**

el aeropuerto	the airport
e café de internet	the internet café
la calle	the Street
la capital	the capital
la catedral	the cathedral
el centro comercial	the shopping centre
el cine	the cinema
la estación de autobuses	the bus station
la estación de servicio	the petrol station
la estación de trenes	the train station
el estadio	the stadium
el hospital	the hospital
el instituto	the school
el mercado	the market
la oficina de turismo	the tourist office
el parque	the park
la piscina	the pool
la playa	the beach

**B. Más lugares – More places**

la plaza	the square
la plaza de toros	the bull ring
la plaza mayor	the main square
el polideportivo	the sports centre
el puente	the bridge
el río	the river
las tiendas	the shops
la tienda de regalos	the gift shop
la bolera	the bowling alley
el cine	the cinema
la universidad	the university
la iglesia	the church
el museo	the museum
la galería de arte	the art gallery

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

**D. Las Direcciones – Directions**

A la derecha	To the right
A la izquierda	To the left
Sigue todo recto	Go straight ahead
Por dónde se va	How do you get
al/a la...?	to...?
Dónde está...?	Where is...?
toma...	Take...
la primera a la derecha	the 1 <sup>st</sup> on the right
la primera a la izquierda	the 1 <sup>st</sup> on the left
la segunda	the 2 <sup>nd</sup>
la tercera	the 3 <sup>rd</sup>
baja	go down
cruza	cross
dobla	turn
sube por	go up
tuerce	turn
una Avenida	the avenue
un castillo	the castle
un edificio	the building
una fábrica	the factory
un puerto	the port

**E. ¿Adónde vas? – Where are you going?**

Voy	I go
Va	He/she goes
Van	They go
Vamos	We go
Voy al centro	I'm going to the
commercial	shopping centre
¡Hasta luego!	See you later!

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

**E. Mi Ciudad – My city**

Cómo es tu barrio?	What's your neighbourhood like?
Es...	It's...
antiguo/a	old
bonito/a	pretty
grande	big
histórico/a	historic
importante	important
industrial	industrial
pequeño/a	small
tranquilo/a	quiet
Me gusta mucho	I really like
Porque	because
¿Te gustaría visitar?	Wld you like to visit?
Me gustaría visitar	I wld like to visit
¿Qué hay en tu barrio?	What's in your neighbourhood?
el pueblo	the town
la ciudad	the city
Hay...	There is / there are
tiene...	It has
un monumento	a monument
un palacio	a palace
un parque nacional	a national park
un quiosco	a kiosk
ruidoso/a	noisy
animado/a	lively
limpio/a	clean
sucio/a	dirty
pintoresco/a	picturesque

**F. Key Opinions/ 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
beber	to drink
salir	to go out
leer	to read
trabajar	to work
pensar	to think
escribir	to write
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



G. Translation Practice	
I go to the beach	V a l p
We go to the stadium	V a e
They go to the park	V a p
I go to the sports centre	V a p
I live in quite a small town	v e u p b p
I live in a big city	V e u c g
There is a train station and a museum	H u e d t y u m
But there isn't a river	P n h r
There is a school but there isn't a square	H u i p n h p
It's an industrial city and very historic.	E u c m i y m h
It's in the north of the country and is a very noisy city.	E e e n d p y e u c m r
It has a port and lots of factories but there isn't a bullring.	T u p y m f p n h p d t
It's an old town	E u p a
It's a historic city	E u c h
It's in the south of the country	E e e l d p
There are lots of things to do	H m c q h
It has lots of beaches and museums	T m p y m
I love my city because there are lots of things to do	M e m c p h m c q h

H . Key Questions: Answer the following in your own words. Use these model answers	
¿Dónde vives? Where do you live?	Vivo en una casa grande en una ciudad que se llama Swindon. Swindon esta en el sur de Inglaterra.
¿Qué hay en tu pueblo? What is in your town?	Mi pueblo es bastante grande. En mi pueblo, hay una estación de trenes, dos polideportivos, muchas casas pero no hay playa. Necesitamos un aeropuerto.
¿Cómo es tu pueblo? What is your town like?	Es una ciudad industria. Es muy antigua y histórica pero no es tranquila. Es un poco turística porque hay un museo y un centro comercial grande.
¿Cómo sería tu pueblo ideal? What would your ideal town be like?	Si fuera rico/a, me gustaría vivir en una ciudad grande en España. Me gustaría vivir en Barcelona en España porque es una ciudad muy turística, bonita y tiene una playa.

I. Key Questions: Translate these model answers using the KO	
¿Dónde vives? Where do you live?	I live in Portsmouth near to the sea. I live in a small house. I love my house because it's very cosy. Portsmouth is in the south of England.
¿Qué hay en tu pueblo? What is in your town?	In my town we have a lot of parks, a cathedral and 3 cinemas. There is a main square, a bullring and many markets. My town does not have an airport but it does have a port. In the future there is going to be a new school and an airport.
¿Cómo es tu pueblo? What is your town like?	My town is very small but very lively. There are a lot of tourists because my town is very near to the sea. In the summer there is a lot of traffic in my town. In the winter my town is very quiet.
¿Cómo sería tu pueblo ideal? What would your ideal town be like?	My ideal town would be very modern with lots of people. It would be very quiet with not much traffic. My ideal town would be pretty with lots of shops and lots of parks.

J. Key Grammar	
Use the verb <b>ESTAR</b> to talk about location	Mi casa está en Swindon = My house is in Swindon
Make sure adjectives agree e.g. blanco/blanca/blancos/blancas	Mi casa es blanca = My house is white Mi perro es blanco = My dog is white Mis zapatos son blancos = My shoes are white Las mesas son blancas = The tables are white
Justify opinions with because	Me gusta mi casa porque es blanca = I like my house because it's white
Saying 'to the'	Use AL or A LA (a + el = al) Al museo A la playa

# Year 7 Digital Literacy - Answers



<b>A. Creating Strong Passwords</b>	
A strong password should:	
<b>A</b>	Use a mixture of 10-15 characters.
<b>B</b>	Use symbols and numbers.
<b>C</b>	Use upper and lower case letters.
<b>D</b>	Avoid sequences.
<b>E</b>	Not contain personal information
A weak password	
<b>A</b>	Is short (less than 10 characters long)
<b>B</b>	Uses popular terms.
<b>C</b>	Uses common phrases.
<b>D</b>	Uses sequences of letters or numbers.
<b>E</b>	Uses personal information (individual's name, date of birth).

<b>What we are learning this term:</b>
A. Creating strong passwords    B. File Handling    C. Folder Handling    D. Typing

<b>B. File Handling</b>	
Keyboard shortcuts	
Select All	<b>Ctrl+A</b>
Paste	<b>Ctrl+V</b>
Cut	<b>Ctrl+X</b>
Save	<b>Ctrl+S</b>
File Types	
Image Files	<b>.png .bmp .jpg .jpeg .gif</b>
Word Document Files	<b>doc .docx .rtf</b>
Video Files	<b>.mp4 .avi .mov .wmv</b>
Spreadsheet	<b>.xlsx</b>

<b>C. Folder Handling</b>	
Folders	Folders are areas on our computer which can hold items/ files.
Ctrl + Shift + N	Shortcut to make a new folder
File Path	The route taken to get to a specific folder:
Locating Folders	Click on the search bar in  the folder:
Renaming a file	<b>F2</b> 

<b>D. Typing</b>	
What website do you use to practice typing?	<b>Typing Club</b>
What is the 'Home Row' position?	<b>ASDF JKL;</b>  <b>Index fingers on F and J</b>
What is touch typing?	<b>Using the keyboard without looking at the keys you are pressing.</b>



# Year 7 Digital Literacy



A.	Creating Strong Passwords
A strong password should:	
A	
B	
C	
D	
E	
A weak password	
A	
B	
C	
D	
E	

What we are learning this term:
A. Creating strong passwords    B. File Handling    C. Folder Handling    D. Typing

B.	File Handling
Keyboard shortcuts	
Select All	
Paste	
Cut	
Save	
File Types	
Image Files	
Word Document Files	
Video Files	
Spreadsheet	

C.	Folder Handling
Folders	
Ctrl + Shift + N	
File Path	
Locating Folders	
Renaming a file	

D.	Typing
What website do you use to practice typing?	
What is the 'Home Row' position?	
What is touch typing?	

**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

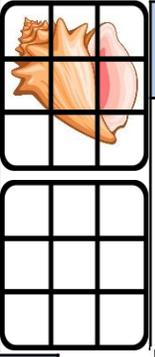
Why? To document and record newly discovered species of animals and plants



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**

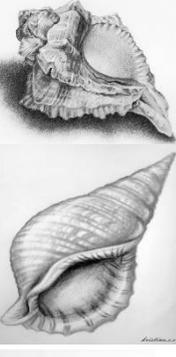
Drawing from a primary source means drawing something from real life

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

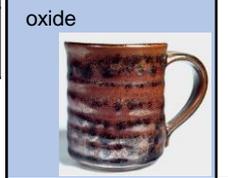
**glaze**

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



**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



**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

- Lay out your drawing using pencil lightly
- Add newspaper collage
- Apply an ink wash using varied colours
- Add tissue paper collage over the wash in places
- 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

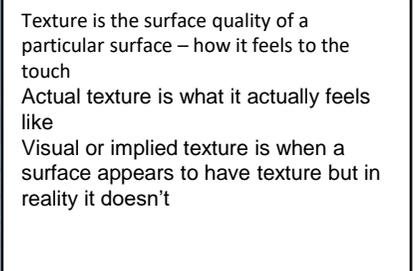


**G. What is texture?**

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



**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? \_\_\_\_\_

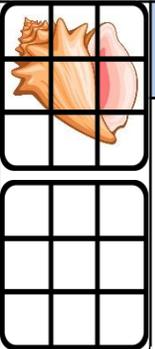
Why? \_\_\_\_\_



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
- 2) Draw an identical grid ..... onto paper
- 3) Draw in the main ..... of your image, focusing on one square at a time Use a ruler to help you ..... the positioning of lines if needed
- 4) Add main details before ..... the grid on the paper
- 5) Add fine ..... and build in .....



**C. Drawing primary sources from observation**

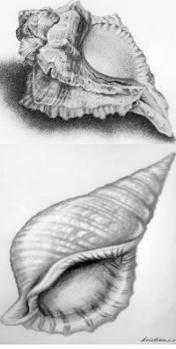
Drawing from a primary source means.....

Observe the objects .....

Lay out the basic ..... you can see .....

.....and add .....

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



**F. How to use glazes and oxides**

**oxide**

Powder made from .....

Mixed with .....and applied to the bisque fired clay

Highlights the ..... in the clay surface

Can be applied .....or ..... to get different effects



**glaze**

Coloured liquid applied to bisque fired clay

Can be applied with or over oxides

Gives the clay a shiny finished once fired a second time

Usually applied in layers



**H. How to produce a mixed media outcome**

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

We used collage, ink and pen to create ours

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

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

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

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

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

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

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

C. Modelling		
<b>Creating a 3D representation of your product before you manufacture it.</b>		
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

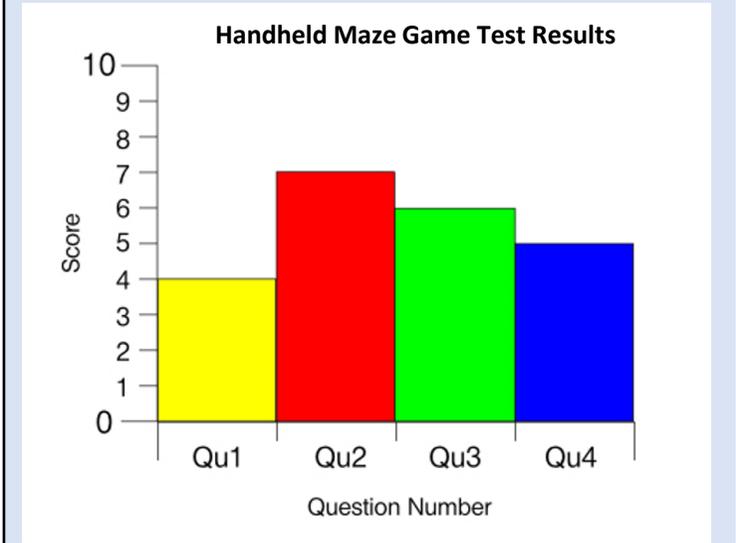
**D. Data analysis**

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 \_\_\_\_\_



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

**Softwoods** come in planks and boards

**Manufactured Boards** come from \_\_\_\_\_



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

**Manufactured Boards** come in sheets

**Polymers** come from \_\_\_\_\_



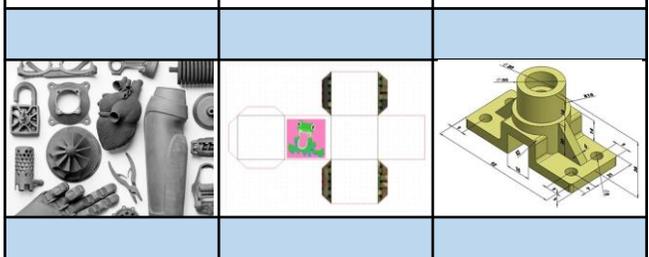
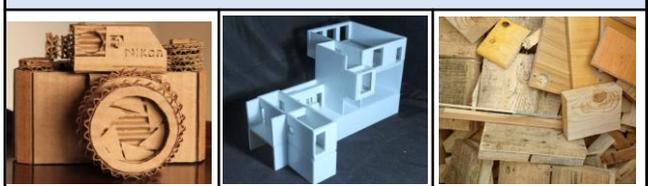
**Acrylic** – which you used as your lid for your maze – is a **polymer**

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

**C. Modelling**

Creating a \_\_\_\_\_ before you manufacture it.

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



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

Advantages	Disadvantages

**D. Define data analysis**

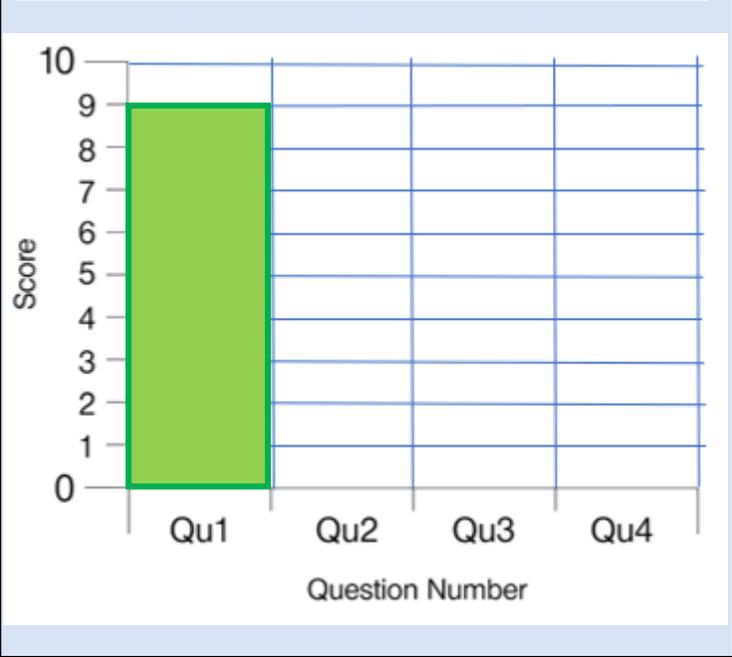
\_\_\_\_\_

\_\_\_\_\_

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.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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

B.	<i>What are the 5 different sections of the Eatwell plate?</i>
1 Fruit and Vegetables 2 Carbohydrates 3 Protein 4 Dairy 5 Fats and Oils	



A.	<i>What nutritional foods are in the top picture? Can you list 5 of the food that you can see?</i>
In this photo you can see a number of <b>protein</b> foods. Protein helps our muscles and cells to grow and repair. Some examples in this photo include: <ol style="list-style-type: none"> <li>1. Chicken</li> <li>2. Eggs</li> <li>3. Nuts</li> <li>4. Cheese</li> <li>5. Salmon</li> </ol>	
B. <i>What nutritional foods are in the top picture? Can you list 5 of the food that you can see?</i>	
In this photo you can see a number of <b>carbohydrate</b> foods. Carbohydrates give out body energy. Some examples in this photo include: <ol style="list-style-type: none"> <li>1. Bread</li> <li>2. Pasta</li> <li>3. Rice</li> <li>4. Potatoes</li> <li>5. Bananas</li> </ol>	



<b>What we are learning this term:</b>
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

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

A.	<b>What are the three main nutrients required in the diet?</b>
Carbohydrates	Foods that are eaten to give the body energy
Protein	Food that are eaten to build and repair muscles and cells
Fats	Food that are eaten to protect your vital organs and insulate your body.

C.	<b>Can you list 5 health, safety and hygiene rules and explain the importance of them?</b>
<u>Rule</u>	<u>Why it is important</u>
<ul style="list-style-type: none"> <li>• 1 Wash your hands in hot soapy water</li> <li>• 2 tie back your hair</li> <li>• 3 wear an apron</li> <li>• 4 use oven gloves when handling hot food</li> <li>• 5 wash your hands after handling meat</li> </ul>	<ul style="list-style-type: none"> <li>• 1 to kills germs and bacteria</li> <li>• 2 to stop hair getting into the food</li> <li>• 3 to protect yourself and your food from contamination</li> <li>• 4 to avoid burning yourself</li> <li>• 5 to avoid giving yourself or others food poisoning</li> </ul>



Year 7 Term 4 : Topic = Healthy Eating and High Skills

**What we are learning this term:**

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

**6 Key Words for this term**

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

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


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

1	
2	
3	
4	
5	



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

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

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

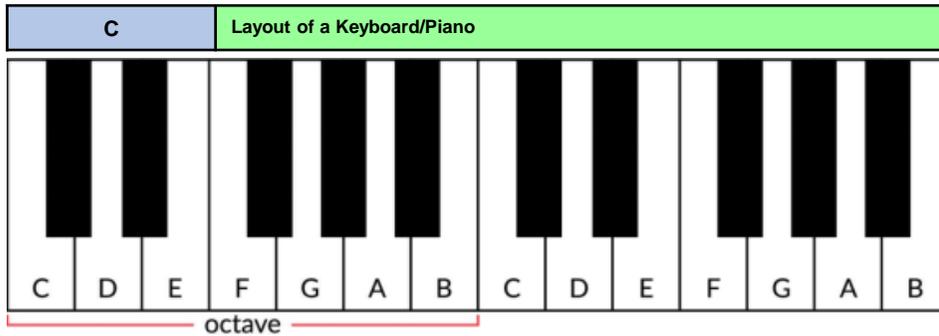
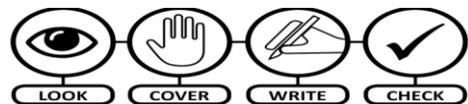
Rule	Why it is important
• 1	• 1
• 2	• 2
• 3	• 3
• 4	• 4
• 5	• 5



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



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



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

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

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

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

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

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





## Year 7 Knowledge organiser Topic: Lights, Camera, Action!



### What we are learning this term:

- A. You will develop your knowledge and understanding of key performance skills of drama.
- B. How to perform on different stage layouts
- C. Devise your own performance from a popular TV show creating new characters.

### A- Key Words for this term

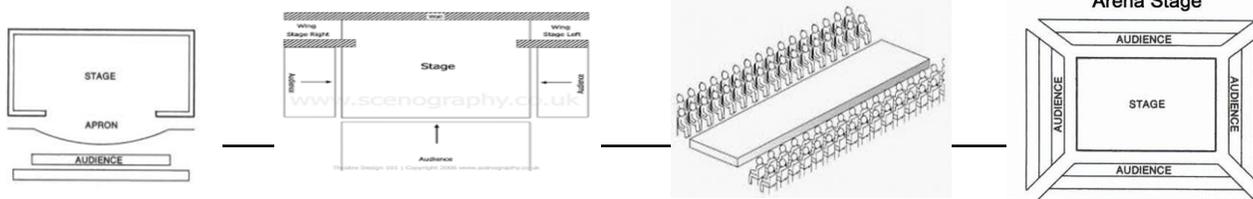
1. Improvisation- create a scene without prior planning or a script.
2. Characterisation – presentation of a fictional character using gesture, posture and stance.
3. Body Language- The conscious and unconscious movements and postures by which attitudes and feelings are communicated
4. Facial Expressions- How someone expresses their emotions using their face.
5. Accent- The way you pronounce certain words, often showing where you are from.
6. Tone- The emotion that you put into your voice.
7. Blocking- Stopping the audience from being able to see / experience what is happening on stage
8. Devising- Creation of an original performance in response to a stimulus.

### C- Why is blocking important in drama?

It teaches the actors to be aware of where/what way they are standing on stage and make sure they are always in the audience's sightlines.

### B Write the definition for these four stage layouts, where the entrances and exits happen and what (if any) set/scenery can be used.

- 1 **End On-** Audience face one side of the stage. Numerous entrances and exits. Large scenery and set can be used.
- 2 **Thrust-** Audience in front and around 3 sides. Entrances and exits happen on the main stage and through the audience. Set/Scenery on the main stage only.
- 3 **Traverse-** The audience are around 2 sides. There are 2 entrances and exits. Set can be used but cannot be too high to obstruct sightlines of the audience.
- 4 **In The Round/Arena-** The audience are on every side of the stage. There are entrances and exits around the audience. No large sets can be used.



### C- Thinking questions.

1. How am I showing my character?
2. What is my body language?
3. How is it different to my normal?
4. What is my character feeling?
5. Do my facial expressions match this?
6. What is my posture like?
7. How do I walk?
8. What implications are there for blocking?
9. What are the positives for each stage?
10. What are the negatives for each stage?
11. Which stage layout do you like the best? Why?

## Year 7 Knowledge organiser Topic: Lights, Camera, Action!

### What we are learning this term:

- A. You will develop your knowledge and understanding of key performance skills of drama.
- B. How to perform on different stage layouts
- C. Devise your own performance from a popular TV show creating new characters.

### Key Words for this term

1. Improvisation-
2. C omedy – presentation of a fictional character using gesture, posture and stance.
3. B ehaviour L anguage - The conscious and unconscious movements and postures by which attitudes and feelings are communicated
4. Facial Expressions-
5. A ccent - The way you pronounce certain words, often showing where you are from.
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### C- Why is blocking important in drama?

It teaches the audience the response of stimulus. where/what way they on stage and make sure they are in the audience's

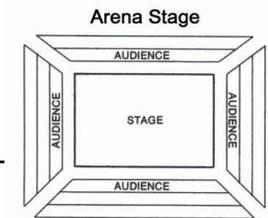
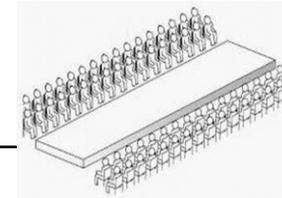
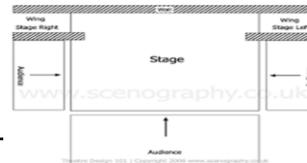
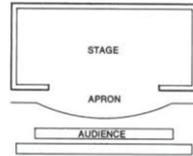
### Write the definition for these four stage layouts, where the entrances and exits happen and what (if any) set/scenery can be used.

1 End On-

2 Thrust-

3 Traverse-

4 In The Round/Arena-



### Thinking questions.

1. How am I showing my character?
2. What is my body language?
3. How is it different to my normal?
4. What is my character feeling?
5. Do my facial expressions match this?
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8. What implications are there for blocking?
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# SWINDON ACADEMY READING CANON

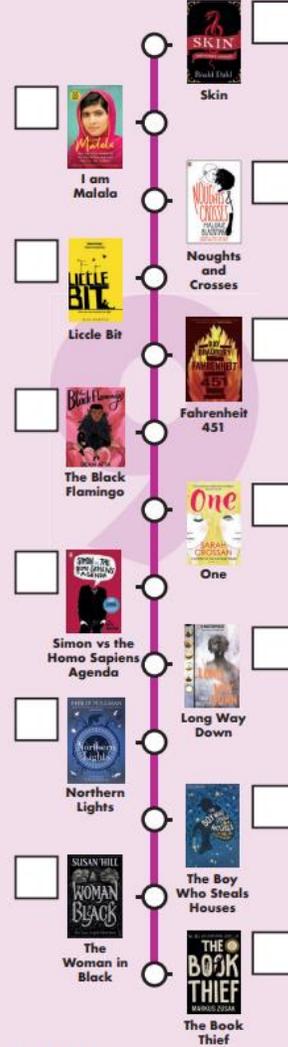
## Year 7



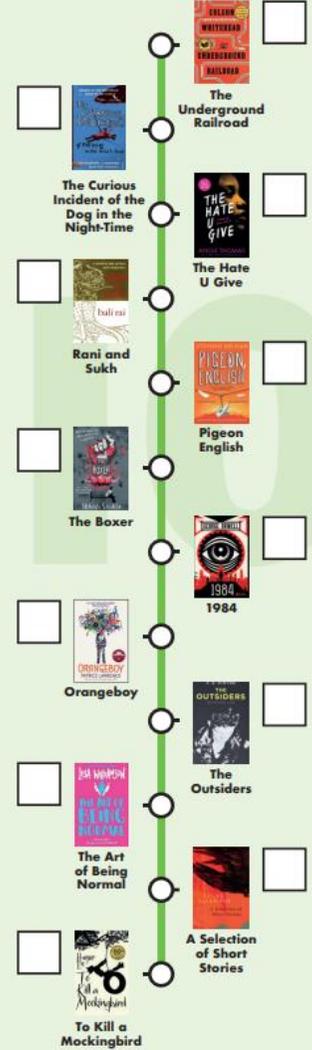
## Year 8



## Year 9



## Year 10



#ReadingisPower