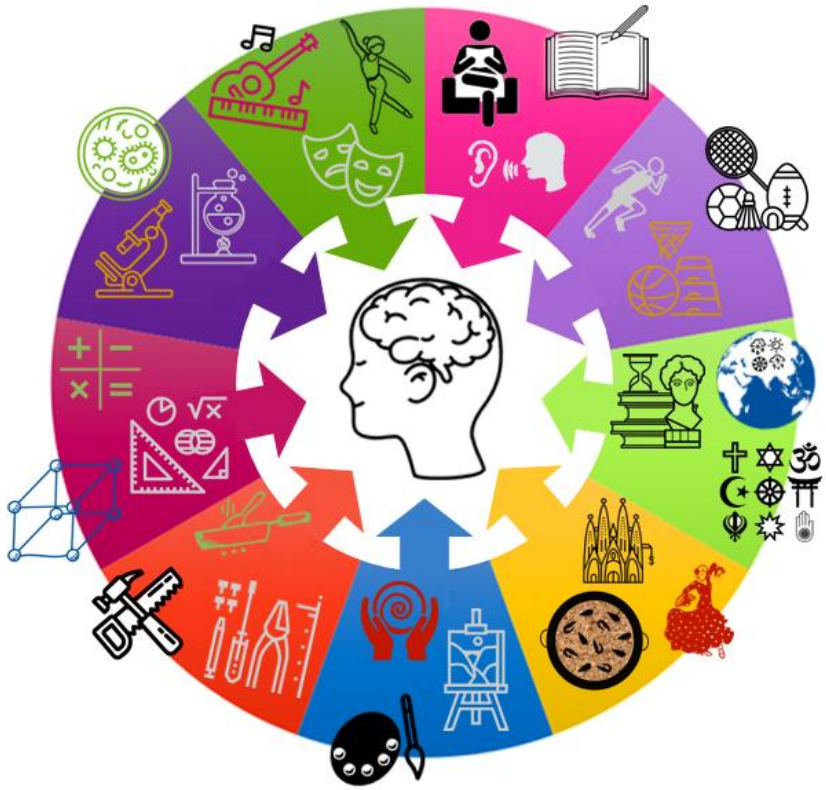
100% book - Year 7 Booster

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



Term 3

Swindon Academy 2025-26	
Name:	
Tutor Group:	
Tutor & Room:	

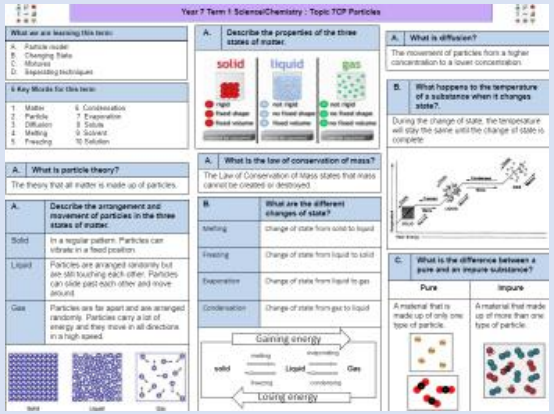
"If you are not willing to learn, no one can help you.
If you are determined to learn, no one can stop you."

Swindon Academy
The best in everyone™
Part of United Learning

Swindon Academy
The best in everyone™
Part of United Learning
Swindon Academy
The best in everyone™
Part of United Learning
Swindon Academy
The best in everyone™
Part of United Learning
Swindon Academy
The best in everyone™
Part of United Learning

Using your Knowledge Organiser and Quizzable Knowledge Organiser

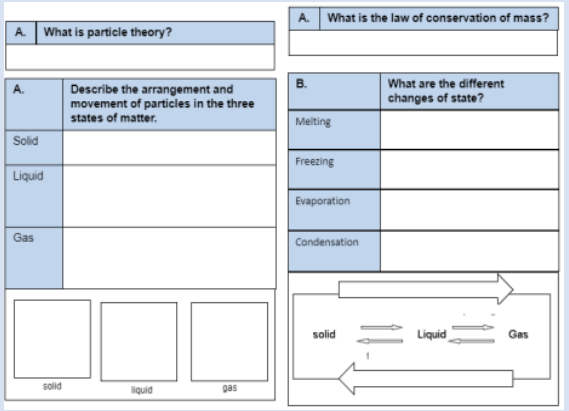
Knowledge Organisers



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!

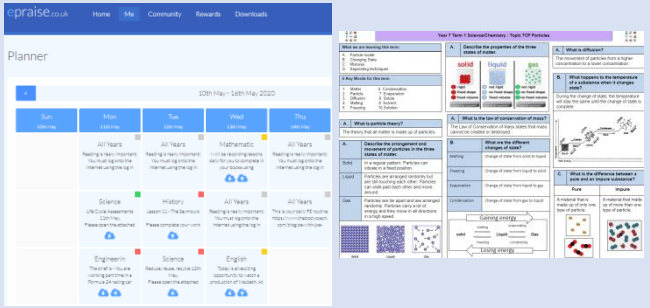
Expectations for Prep and for using your Knowledge Organisers

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?

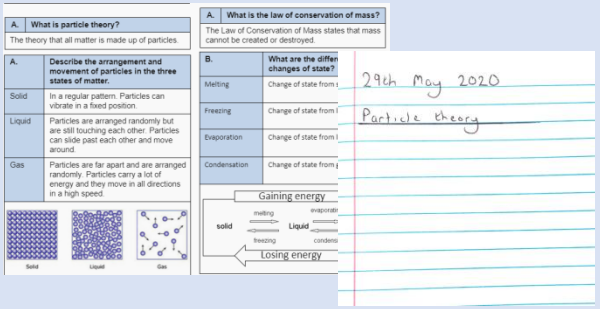
Step 1

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



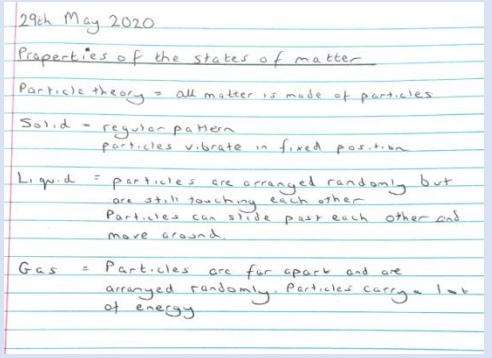
Step 2

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



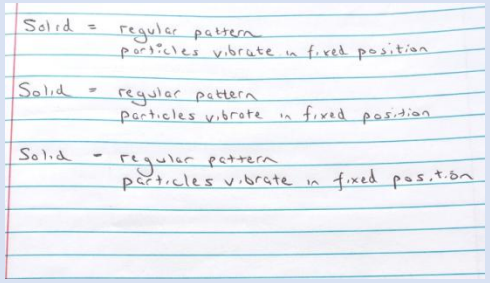
Step 3

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



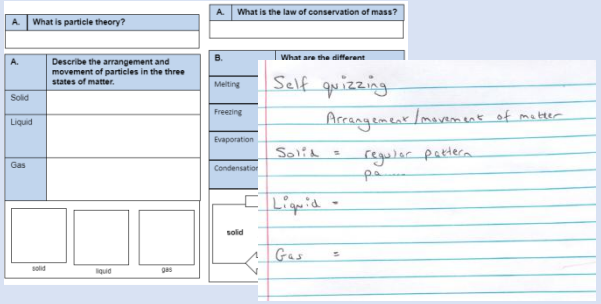
Step 4

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



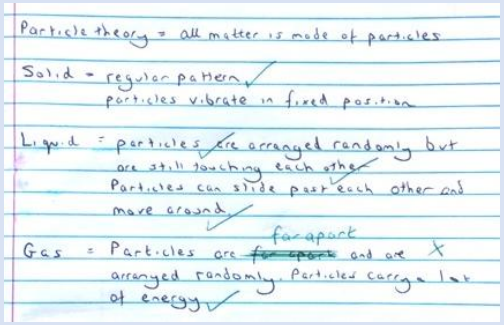
Step 5

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 Poetry

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'

Tenor, vehicle, ground

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

'Sally' – Phoebe Hesketh, 1909 – 2005 '**She** was **a dog-rose** kind of girl:/ Elusive, scattery as **petals**'	**Both Sally and 'a dog-rose' are wild and not traditionally beautiful.**
Frogs by Norman MacCaig 1910 – 1996 "**Frogs** that sit like **Buddha**"	**Both frogs and 'Buddha' are gentle and peaceful beings.**
'The Eagle' – Alfred, Lord Tennyson, 1809 – 1892 'And like **a thunderbolt he falls**'	**Both the eagle falling and 'a thunderbolt' are fast and dangerous.**
'The Tyger' – William Blake, 1757 – 1827 '**Tyger, tyger burning** bright'	**Both the tiger and fire are beautiful and powerful, but also difficult to control.**

Review **of the year's core knowledge**:	
What three questions do you follow in a paragraph?	What, How, Why
What is a 'WHAT'?	A WHAT is your first sentence in a paragraph that states your point/big idea on the question focus
What is a quotation?	A quotation is a sentence or phrase copied exactly from what someone has said or written. To quote means to copy exactly what someone has said or written.
What are the three checks that you should do to be sure your quotation is effective?	Show that the point is accurate. Avoid repeating the point. Last no more than two lines of your writing.
What are some examples of methods?	Metaphors, semantic fields, similes, dynamic verbs, adjectives etc
What words should you use in your paragraph to explain?	As/because/ due to
Who should you always refer back too in a paragraph?	The writer

Year 7 Poetry

Metaphor

Literal language: if something is **literal** it is accurate or precise.
- A _____ 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 _____.
- A _____ does **not report on what actually** _____.
- A _____ tells us more about something by bringing ideas together.
- An example would be 'he is a _____ potato'

Tenor, vehicle, ground

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.

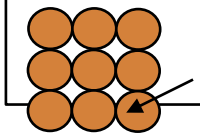
The poems and their key metaphors

'Sally' – Phoebe _____, 1909 – 2005 '**She** was **a** _____kind of girl:/ Elusive, scattery as **petals**'	**Both Sally and '_____' are wild and not traditionally beautiful.**
_____ by Norman MacCaig 1910 – 1996 "**Frogs** that sit like **Buddha**"	**Both frogs and '_____' are gentle and peaceful beings.**
'The _____' – Alfred, Lord Tennyson, 1809 – 1892 'And like **a** _____ **he falls**'	**Both the eagle falling and '_____' are fast and dangerous.**
'The Tyger' – William _____, 1757 – 1827 '**Tyger, tyger** _____ bright'	**Both the tiger and_____are beautiful and powerful, but also difficult to control.**

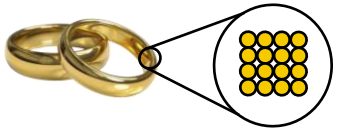
Review **of the year's core knowledge**:	
What three questions do you follow in a paragraph?	What, _____, Why
What is a 'WHAT'?	A _____ is your _____ sentence in a paragraph that states your point/big idea on the question focus
What is a quotation?	A _____is a sentence or phrase copied exactly from what someone has said or written. To quote means to _____what someone has said or written.
What are the three checks that you should do to be sure your quotation is effective?	Show that the point is _____. Avoid repeating the point. Last no more than two lines of your writing.
What are some examples of methods?	_____, semantic fields, _____, dynamic verbs, adjectives etc
What words should you use in your paragraph to explain?	As/_____/ due to
Who should you always refer back too in a paragraph?	The _____

7.04: Chemical changes

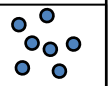
Atom
The smallest particle of matter, which all things are made of.



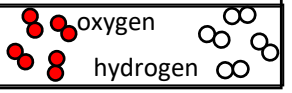
Element
A pure substance that is made of only one type of atom. All atoms of an element are identical, e.g. Gold is an element made up of gold atoms only. The 118 known elements are listed on the periodic table of elements.



The atoms of some elements do not join together, but instead they stay as separate atoms, e.g. helium.



The atoms of other elements join together to make **molecules**, e.g. oxygen and hydrogen.



Properties of elements

Individual atoms do not have the properties of the element. The properties of an element are because of the arrangement and behaviour of the atoms as a group.

Metals	Non-metals
most are shiny	most are dull
most are hard	solid non-metals are soft and easy to cut, **except carbon as diamond**
most are strong	most are not strong
most are sonorous (makes a ringing sound when hit)	most are not sonorous
malleable (easy to reshape without breaking)	not malleable
most are ductile (can be drawn out into a long wire without breaking)	not ductile
most have very high melting and boiling points	most have very low melting and boiling points
some but not all are magnetic	not magnetic
conduct electricity	non-metals do not conduct electricity, **except carbon as graphite**
good at conducting heat	poor at conducting heat

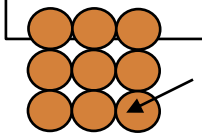
Writing element symbols

The first letter is always written as a capital letter and if there is a second letter, it is always written as a lowercase letter.
Element symbols make writing elements easier and allow scientists all over the world to communicate and write about them.

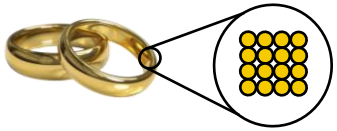
Na	O
sodium	oxygen

7.04: Chemical changes Blank

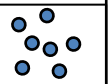
Atom



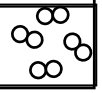
Element



The atoms of some elements do not join together, but instead they stay as separate atoms, e.g.



The atoms of other elements join together to make , e.g.



Properties of elements

Individual atoms do not have the properties of the element. The properties of an element are because of the arrangement and behaviour of the atoms as a group.

Metals	Non-metals

Writing element symbols

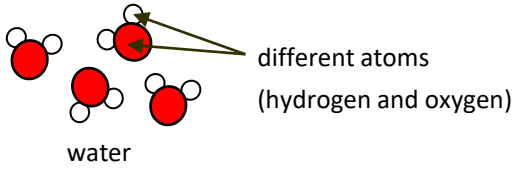
.

Na sodium

O oxygen

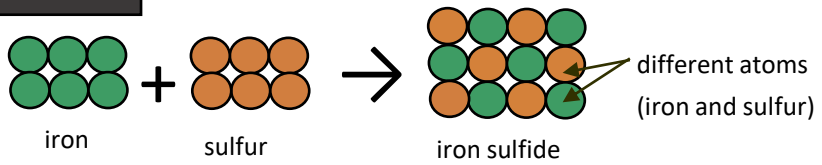
7.04: Chemical changes

Compound
A substance made of two or more different elements chemically joined (bonded) together.
A chemical bond is a strong force that holds atoms together in a compound. Lots of energy is needed to break a chemical bond. A compound cannot be easily separated.
A compound may have very different properties to those of the elements from which it is made.
Water is a compound of hydrogen and oxygen.
Each of its molecules contains two hydrogen atoms and one oxygen atom.



Chemical reactions

When chemicals react, the atoms are rearranged.
For example, iron reacts with sulfur to make iron sulfide. Iron sulfide, the compound formed in this reaction, has different properties to the elements it is made from.



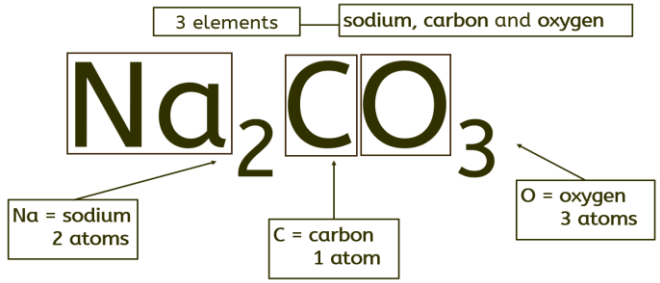
	iron	sulfur	iron sulfide
Type of substance	element	element	compound
Colour	silvery grey	yellow	black
Is it attracted to a magnet?	yes	no	no

Conservation of mass

Atoms are not destroyed nor created during chemical reactions, so in any reaction:
Total mass of reactants = total mass of products

Chemical formulae

A chemical formula uses chemical symbols and numbers to show how many of each atom is present in a compound.
The small numbers (subscript) go at the bottom.
For example:
CO_2 is correct;
CO2 and CO^2 are wrong.



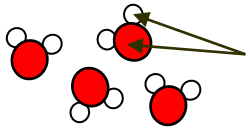
The formula for sodium carbonate is Na_2CO_3. It tells you that sodium carbonate contains two sodium atoms (Na x 2), one carbon atom (C) and three oxygen atoms (O x 3).

Naming metal and non-metal compounds
The metal element (furthest left on the periodic table) comes first in the name of the compound. The ending for the non-metal is shortened and changed to '–ide'. E.g. iron + sulfur → iron sulfide

Naming three element compounds containing oxygen
The metal element (furthest left on the periodic table) comes first in the name of the compound. If there are three elements in the compound, and one of them is oxygen, the ending of the non-metal is shortened and changed to '–ate'. E.g. lithium + nitrogen + oxygen → lithium nitrate

7.04: Chemical changes Blank

Compound



different atoms
(hydrogen and oxygen)

water

Chemical formulae

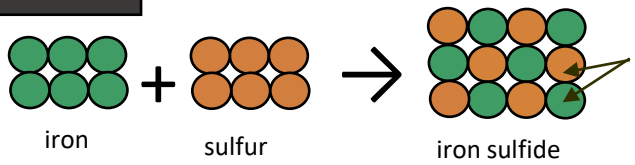
.

Na_2CO_3

The formula for sodium carbonate is:

Chemical reactions

When chemicals react, the atoms are rearranged. For example, iron reacts with sulfur to make iron sulfide. Iron sulfide, the compound formed in this reaction, has different properties to the elements it is made from.



iron + sulfur → iron sulfide

different atoms
(iron and sulfur)

	iron	sulfur	iron sulfide
Type of substance			
Colour			
Is it attracted to a magnet?			

Conservation of mass

Naming metal and non-metal compounds

Naming three element compounds containing oxygen

7.04: Chemical changes

Chemical equations

We summarise chemical reactions using equations:

reactants → products

- **Reactants** are shown on the **left** of the arrow;
- **Products** are shown on the **right** of the arrow.

Do not write an '=' sign instead of an arrow.

If there is more than one reactant or product, they are separated by a '+' sign. For example:

copper + oxygen → copper oxide

Reactants: copper and oxygen
Products: copper oxide

A **word equation** shows the names of each substance involved in a reaction and **must not include any chemical symbols or formulae.**

Oxidation reactions

In oxidation reactions, a substance gains oxygen. Metals and non-metals can take part in oxidation reactions (be oxidised).

Magnesium reacts with oxygen to form magnesium oxide:
magnesium + oxygen → magnesium oxide
$2Mg(s) + O_2(g) \rightarrow 2MgO(s)$

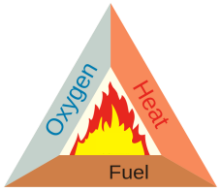
Carbon reacts with oxygen to form carbon dioxide:
carbon + oxygen → carbon dioxide
$C(s) + O_2(g) \rightarrow CO_2(g)$

Another example is a combustion reaction, where we burn fuels in oxygen:

Fuel + oxygen → carbon dioxide + water

methane + oxygen → water + carbon dioxide

- Combustion is another name for burning fuels.
- It is an exothermic reaction.
- The fire triangle shows three components which, when combined, provide the right conditions for combustion to happen.



Thermal decomposition reactions

This is the breaking down of a substance, using heat, to form two or more products. It is an endothermic reaction.
Many metal carbonates take part in thermal decomposition reactions. For example, copper carbonate:

copper carbonate is green; copper oxide is black.
copper carbonate → copper oxide + carbon dioxide
$CuCO3(s) \rightarrow CuO(s) + CO_2(g)$

Exothermic and Endothermic reactions

- **Exothermic** reaction - **transfers** energy to the thermal store of the surroundings. This causes a **rise** in temperature (**positive** temperature change).
- Hand warmers transfer energy to the thermal store of the surroundings by an exothermic oxidation reaction.
- **Endothermic** reaction – **transfers** energy in from the thermal store of the surroundings. This causes a **drop** in temperature (**negative** temperature change).
- Sports injury packs transfer energy from the thermal store of the surroundings by an endothermic reaction.

Temperature data collected from exothermic and endothermic reactions can be improved by:

- Using a **polystyrene cup** as an insulator, as it reduces energy transfers to or from the surroundings.
- Using a **lid** to reduce energy transferred from the surface.
- Using a **digital thermometer**, which is easier to read than a regular thermometer and, if it measures in decimal places, also has better resolution.

State symbols in chemical formulae provide information about the physical state of the reactants and products.
(s) – solid , (l) – liquid, (g) – gas, and (aq) – aqueous solution (i.e. dissolved in water).
The state symbol comes after the chemical formula and is written in lower case and in brackets. E.g. $CuCO_3(s) \rightarrow CuO(s) + CO_2(g)$

7.04: Chemical changes Blank

Chemical equations

We summarise chemical reactions using equations:

- **Reactants**
- **Products**

Do not write an '=' sign instead of an arrow.

If there is more than one reactant or product, they are separated by a '+' sign. For example:

Reactants:
Products:

Oxidation reactions

Magnesium reacts with oxygen to form magnesium oxide:
magnesium + oxygen →
$2Mg(s) + O_2(g) \rightarrow$

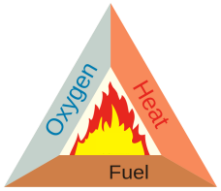
Carbon reacts with oxygen to form carbon dioxide:
carbon + oxygen →
$C(s) + O_2(g) \rightarrow$

Another example is a combustion reaction, where we burn fuels in oxygen:

Fuel + oxygen →

methane + oxygen →

- Combustion is



Thermal decomposition reactions

copper carbonate is green; copper oxide is black.
copper carbonate →
$CuCO_3(s) \rightarrow$

Exothermic and Endothermic reactions

- **Exothermic** reaction –

- **Endothermic** reaction –

- Temperature data collected from exothermic and endothermic reactions can be improved by:

State symbols

7.04 Rivers

Background

Rivers affect the landscape and the lives of the people who live near them.

A	**Rivers are found within their own drainage basin and have their own distinct features.**
B	**As a river moves from its source in the upper course to its mouth in the lower course, its profile changes.**
C	**There are many different river processes that can impact the landscape.**
D–F	**The processes of erosion and deposition can lead to the formation of different river landforms.**
G	**Flooding is a key feature of rivers, and drainage basin processes play a significant role in this. By altering the drainage basin of a river, we can interfere with these processes.**
H	**There are many examples of floods. Today, many strategies have been put in place to manage the flood risk.**

A) Drainage basin features

1	**drainage basin**	**(n)** an area of land drained by a river and its tributaries
2	**source**	(n) the start of a river
3	**mouth**	(n) the place where the river enters a lake, sea or ocean
4	**tributary**	(n) a smaller river that joins a larger river
5	**confluence**	(n) the point at which two or more rivers meet
6	**watershed**	(n) the dividing line between two drainage basins

B) The river profile

1	**upper course**	the narrow, steep, upper part of a river, which contains waterfalls
2	**middle course**	the wider, deeper channel, which contains meanders and oxbow lakes
3	**lower course**	the widest, flattest part of the river near the mouth, which contains the floodplain.

C) River processes

river load	(n) the material carried along in the river
1 **erosion**	(n) the breaking down or wearing away of material.
vertical erosion	(n) erosion which takes place downwards into the land.
lateral erosion	(n) when erosion moves across the land from side to side, causing the bends of meanders to widen.
2 **transportation**	(n) when rivers carry rocks and sediment along their journey
3 **deposition**	(n) when a river drops its load

D) River features - waterfalls

1	**waterfalls**	**(n)** water falling from a height when a river or stream flows over a steep drop (upper course)
2	**plunge pool**	(n) an area at the base of a waterfall that undercuts the hard rock layer
3	**gorge**	(n) a steep sided valley left behind when a waterfall retreats upstream

E) River features - meanders

1	**meander**	(n) a bend in a river (middle course)
2	**slip-off slope**	(n) the sloping bend of a meander from the inside (shallow) to the outside (deep)
3	**river cliff**	(n) the undercut bank on the outside bend of a meander

F) River features - floodplains

1	**floodplain**	(n) a wide, flat area of land that is flooded frequently when a river bursts its banks (lower course)
2	**levee**	(n) banks found at the side of a river in the lower course
3	**silt**	(n) the fine, fertile eroded material transported by a river

G) The drainage basin system

1	**precipitation**	(n) water falling to the ground in all forms (rain, snow, sleet and hail)
2	**interception**	(n) when the leaves of trees stop precipitation reaching the ground
3	**surface runoff**	(n) the movement of water over the surface of the land back into a river
4	**surface storage**	(n) water stored on the surface in lakes or puddles
5	**infiltration**	(n) the movement of water from the surface into the soil
6	**throughflow**	(n) the movement of water through the soil back into the river

H) Case study: Somerset levels UK

Where/when	Southwest England, flood 2014 Rivers Parrett and Tone	
Causes	Effects	Responses
deforestation on the floodplain	600 homes flooded	20,000 sandbags provided to protect homes
saturated ground from heavy rainfall	£200 million lost from the collapse of the tourist industry	65 pumps installed to drain millions of cubic metres of floodwater
low-lying land with four rivers flowing through it	6,800 hectares of agricultural land flooded	Hundreds of people were evacuated from their homes.
build-up of sediment in the channel from lack of dredging	Native bird species couldn't hunt on the flooded ground.	The Environmental Agency is spending £6 million a year on dredging the rivers Parrett and Tone.

7.04 Rivers

Background

Rivers affect the landscape and the lives of the people who live near them.

A) Drainage basin features

1	drainage basin
2	source
3	mouth
4	tributary
5	confluence
6	watershed

B) The river profile

1	upper course
2	middle course
3	lower course

C) River processes

	river load
1	erosion
	vertical erosion
	lateral erosion
2	transportation
3	deposition

D) River features - waterfalls

1	waterfalls
2	plunge pool
3	gorge

E) River features - meanders

1	meander
2	slip-off slope
3	river cliff

F) River features - floodplains

1	floodplain
2	levee
3	silt

G) The drainage basin system

1	precipitation
2	interception
3	surface runoff
4	surface storage
5	infiltration
6	throughflow

H) Case study: Somerset levels UK

Where/when	Southwest England, flood 2014 Rivers Parrett and Tone	
Causes	Effects	Responses

Year 7 History : Roman Catholic Church in the Middle Ages

What we are learning this term:

What part did the Roman Catholic Church play in everyday life during the Middle Ages?

A. Keywords
B. Explain the importance of the Roman Catholic Church for daily life in the 16th century.
C. What are the roles of monks in society in the Middle Ages ?
D. What was the main reasons for people going on crusades ?
E. What were the impacts of the crusades on Europe?

A.	*Can you define these key words?*
Monasteries	Places where monks lived, worked and provided services for the population.
Secular	Not connected to the church.
Catholicism	Following a form of Christianity that whose head is the Pope in Rome. (this was the religion of Medieval western Europe)
Excommunication	A punishment for a crime, being banned from the church. This means your soul would be condemned to hell.
Cardinal	Important members of the Catholic church (more powerful than bishops) who have role in governing the Catholic church throughout the World.
Clergy	Priests and other people who perform religious duties for the church
Pope	The head of the Catholic church, he is based in Rome.
anti Semitism	Hostile actions or beliefs against Jews
Archbishop	The most important bishop in a country, in charge of religion within that country,
Pilgrimage	A journey to a holy site for the purpose of pleasing God.
Purgatory	A place in between heaven and hell where those whose fate is undecided go initially after death.
Illiterate	Unable to read or write.
Crusade	A religiously motivated, Christian military campaign. Normally to try and capture the Holy Land (Jerusalem)
Doom Painting	A painting showing people being sent to Heaven or Hell on the Day of Judgment
Persecution	unfair or cruel treatment over a long period of time because of race, religion or beliefs.

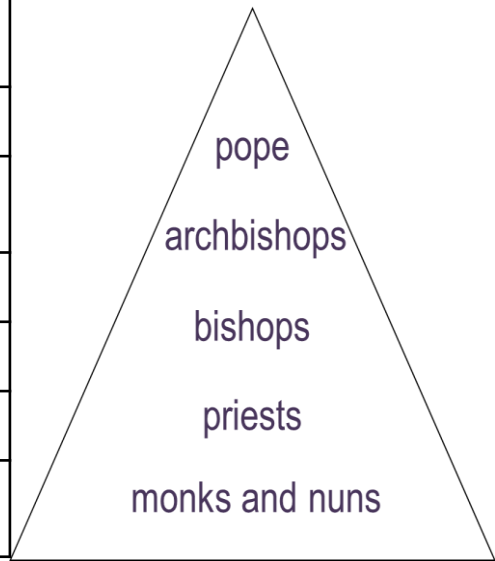
B.	**Explain the importance of the Roman Catholic Church for daily life in the 16th century.**
Provide services for the people	Churches provide poor relief, taught poor children to read, were libraries, copies books, ran hospitals ,provided hospitality to travellers .
Teach people right from wrong	The church taught people right firms wrong so they could get into heaven. Most people could not understand Latin which church services were held in so they learned from the doom paintings and talking to the priests .
Ensuring people do not commit sins	People were encouraged to not commit sins and be loyal to their king and barons in order to ensure to ensure they get into heaven .

C.	What are the roles of monks in society in the Middle Ages ?		
Copying books	**Hospitals**	**Look after travellers**	**Praying for people's souls**
. The only way to make books in the Middle Ages was for them to be copied out by hand. This took a very long time and so was very expensive to do. The job of copying was done by monks as most people could not read and write and the wealthy that could did not want to waste their lives copying things out. This gave the church allot of influence as monks would not copy out ideas that challenged the teachings of the church allowing them to censor hostile ideas.	Monks and nus would run hospitals to look after the ill. These would only visited by the poor in society as most people would try to get treated in their homes. The monks and nuns offered little physical medical treatment and concentrated on caring for the patients and prating to hope that God would take away the illness.	It was very dangerous to travel around England n the Middle Ages and people would need to find places to stay. Travellers who struggled to find or afford somewhere to stay would be looked after by monks in monasteries.	In the Middle Ages it was believed that you would go to heaven, hell or purgatory (a place in between heaven and hell where those whose fate was undecided would go in the meantime). Monks claimed that they could say special prayers to influence where people's souls went. The charged people large fees, called indulgences to say such prayers, but people would pay demonstrating the importance of religion and the afterlife in Medieval England

D.	What was the main reasons for people going on crusades ?
Forgiveness of sins	People wanted to ensure that they got into heaven. Pope Urban II promised that anyone who went on crusade would have their sins forgiven ensuring they got into heaven.
Money	The Holy Land was a very rich place so a crusading army could steal allot of this to take home with them.
Power	knights would want to build their reputation by being a crusader. Additionally, those who went on crusades would be rewarded with more land, titles and influences in their kingdoms.

E.	What were the impacts of the crusades on Europe?
Medicine	Many books of Galen that had been lost in the West were rediscovered in the Muslim World. Also, Muslim doctors had developed the work of Galen, helping other discoveries in the future. New plants were discovered that were used to make medicines. New better surgical tools that had been invented by Muslims were brought back to Europe.
Food	The Crusades brought about trade in many unusual exotic foods. Sugar, spices, dates, coffee, rice and apricots,
Household goods	Houses were previously plain now they had much new furniture influenced by contact with Islamic world such as: mirrors, cotton cloth, carpets, mattresses and shawls, writing paper and wheelbarrows. The rich got new brightly coloured clothes in the Muslim style.
ideas	Chess, alchemy (early chemistry to try and make gold), and the math system we use today were introduced from the Muslim world.
Power in Europe	Many barons died or lost money in the crusades meaning they lost power. Kings had raised taxes to pay for crusades so had allot more money meaning that they were more powerful.
Geography	European maps were previously very basic. They got access to much more advance Arabic maps that helped with navigation.
Science and technology	Learning was not valued in Europe however it greatly was in the Muslim world. They had invented various inventions that were introduced into Europe such as: magnifying glasses, magnetic compasses and astrolabes (that measured the stars to let you navigate accurately) .

Power	The control a person or group has in a country. For example, the Church had their very own hierarchy compromised of the pope, archbishop, bishops, priests, monks and nuns. This includes threads such as warfare and protest.
Identity	The qualities and characteristics that make a person who they are and what they value as important. For example, while Christianity (Catholicism) was the most common religion in medieval England, people following other faiths lived in England at this time too. This includes threads such as the role of women.
Connectivity	The act of joining or being linked to somewhere, someone or something else. For example, Jews migrated to England in 1070, invited by William I. This includes threads such as trade and medicine.



Year 7 History : Roman Catholic Church in the Middle Ages

What we are learning this term:

What part did the Roman Catholic Church play in everyday life during the Middle Ages?

A. Keywords
B. Explain the importance of the Roman Catholic Church for daily life in the 16th century.
C. What are the roles of monks in society in the Middle Ages ?
D. What was the main reasons for people going on crusades ?
E. What were the impacts of the crusades on Europe?

C.	What are the roles of monks in society in the Middle Ages ?		
Copying books	Hospitals	Look after travellers	Praying for people's souls

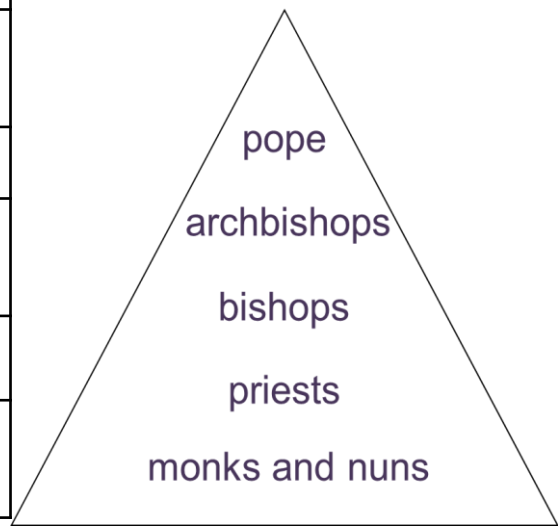
A.	*Can you define these key words?*
monasteries	
secular	
Catholicism	
Excommunication	
Cardinal	
Clergy	
Hope	
anti Semitism	
Archbishop	
Pilgrimage	
Purgatory	
Illiterate	
Crusade	
Persecution	

B.	Explain the importance of the Roman Catholic Church for daily life in the 16th century.
Provide services for the people	
Teach people right from wrong	
Ensuring people do not commit sins	

D.	What was the main reasons for people going on crusades ?
Forgiveness of sins	
Money	
Power	

E.	What were the impacts of the crusades on Europe?
Medicine	
Food	
Household goods	
ideas	
Power in Europe	
Geography	
Science and technology	

Power	
Identity	
Connectivity	



7.03: Judaism

Key Vocabulary

1	**Abraham**	The founder of Judaism and husband of Sara.
2	**Covenant**	An agreement between two sides (between humans and God).
3	**Sara**	Female leader, mother of nations and wife of Abraham.
4	**Isaac**	The son of Abraham and Sara.
5	**Moses**	Leader who freed the Israelites from slavery and was given the 10 commandments.
6	**Miriam**	Prophetess who helped her brother Moses lead the Israelites out of slavery.
7	**Exodus**	A book in the Bible which tells the story of the Israelites being freed from slavery.
8	**Ten Commandments**	Ten rules given to Moses by God about how humans should behave.
9	**Esther**	A Jewish queen who saved her people from a plot to destroy them.
10	**Monotheism**	The belief that there is only one God.
11	**Shema**	An important prayer, declaring the oneness of God.
12	**Messiah**	A future Jewish king who is expected to bring peace.
13	**Genesis**	A book in the Bible which describes the creation of the world.
14	**Mitzvot**	613 rules in the Torah which guide Jews in their behaviour.
15	**Tikkun Olam**	"Repairing the world", encouraging actions that improve society and bring justice.
16	**Synagogue**	A Jewish place of worship, study and community.
17	**Bar/Bat Mitzvah**	Coming of age ceremony (Bar Mitzvah for boys and Bat Mitzvah for girls).
18	**Pesach/Passover**	A Jewish holiday which commemorates the Exodus story.
19	**Shabbat**	A day of rest and worship observed from Friday evening to Saturday evening.
20	**Orthodox**	A branch of Judaism that follows traditional beliefs, laws and practices.
21	**Reform**	A branch of Judaism that adapts traditional beliefs, laws and practices to fit modern life.
22	**Prophecy**	A message given to humans from God, usually to a prophet.

Holy Books introduced

The Tanakh	Hebrew Bible, which includes three parts: the Torah, Nevi'im and Ketuvim.
The Torah	Holiest scripture for Judaism. The word means "law" in Hebrew. Written by Moses. Also important in Christianity and Islam.
Nevi'im	Contains books of the Prophets, which tell the history of Israel God's messages through the prophets.
Ketuvim	Contains various writings, including poetry, wisdom literature and historical accounts.
Talmud	Contains discussions and interpretations of the Torah, which guides Jewish law and practice.

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.

7.03: Judaism

Key Vocabulary

1	**Abraham**	
2	**Covenant**	
3	**Sara**	
4	**Isaac**	
5	**Moses**	
6	**Miriam**	
7	**Exodus**	
8	**Ten Commandments**	
9	**Esther**	
10	**Monotheism**	
11	**Shema**	
12	**Messiah**	
13	**Genesis**	
14	**Mitzvot**	
15	**Tikkun Olam**	
16	**Synagogue**	
17	**Bar/Bat Mitzvah**	
18	**Pesach/Passover**	
19	**Shabbat**	
20	**Orthodox**	
21	**Reform**	
22	**Prophecy**	

Holy Books introduced

The Tanakh	
The Torah	
Nevi'im	
Ketuvim	
Talmud	

Tools for Studying Religion

Year 7 Term 2&3 Topic = Bugs and Beetles

What we are learning this term:

A. About the work of artist Christopher Marley
B. How to use shape to structure a drawing
C. Basic colour theory – colour wheel
D. Advanced colour theory - colour schemes
E. Polyprinting techniques
F. Watercolour techniques

Keywords for this project (term 2&3)

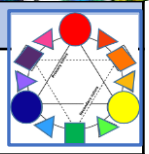
Colour	the appearance something as a result of the way in which it reflects light.
Shape	a flat area, enclosed by other elements
Organic	irregular or asymmetrical in appearance and tend to have a curvy flow to them.
Geometric	shapes made of points and lines
Pattern	Repetition of something over and over
Technique	a way of carrying out a particular task, i.e. a piece of artwork
Materials	the substance from which something is or can be made.
composition	How the elements have been arranged in an artwork

A. *About the work of artist Christopher Marley*

WHAT?	Mosaic like artworks, carefully arranged, bright shiny colours, often showing radial symmetry
HOW?	He uses hundreds of dead bugs and beetles found in rainforests, and arranges them by hand
WHY?	To support local farmers and pay them a fair wage, to support the ecosystem of the rainforest, to use the beauty of nature in art. He became obsessed with beetles after getting over his phobia (fear) of them

C. *Basic colour theory – the colour wheel*

1 the primary colours are red, yellow and blue. You can't mix these from other colours
2 the secondary colours are orange, purple and green. These are mixed from primary colours
3 the tertiary colours are made from primary + secondary i.e. red-orange

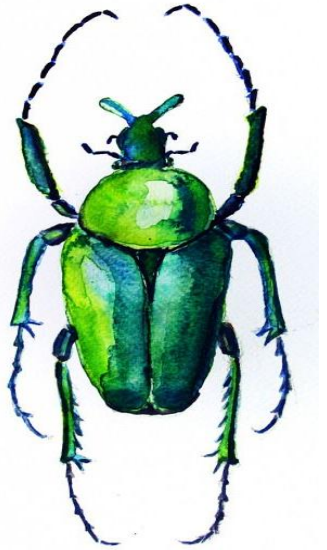


D *Advanced colour theory – colour schemes*

Complementary	Opposite on the Colour wheel
Analogous	Next to each other on colour wheel
Polychromatic	Use of many colours
Monochromatic	Use of one colour, different shades
Warm	Reds, yellows, oranges -like fire
Cool	Blue, green, purples – like earth, water
achromatic	No colour – black And white

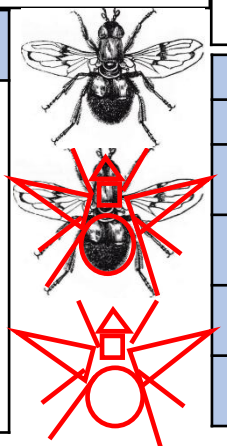
F *Watercolour techniques*

WASH	
GRADUATED WASH	
LAYERS	
WET ON WET	
DRY BRUSH	



B Shapes and lines can be used to help lay out a drawing:

1. Draw basic geometric shapes onto your image to map out the ***construction lines.***
2. ***Construct:*** lay out basic shapes. Make sure they are in ***proportion*** with each other (the sizes are correct compared to each other)
3. ***Refine:*** make minor changes to alter shapes so they are more realistic
4. Add the ***Detail:*** all the small elements of the drawing that make it what it is



E *Polyprinting techniques*

Step 1	Trace or draw your image
Step 2	Transfer your image onto your polytile
Step 3	Roll ink in your tray and onto your polytile
Step 4	Print and repeat to create a pattern
Step t	Add more detail to your design and do a 2nd layer

Tool/ material	What it is/ how it is used
Polytile	This is the printing plate used to create the prints. Roll ink on and press onto a surface or paper
Tracing paper	Used to transfer image onto polytile. Trace over the image then flip it, place on the polytile and go over the lines
Ink tray	Used to contain the ink. Apply the ink by rolling in the tray using a roller
Ink	Material used to create the prints. Apply a thin, even layer to surface of polytile and repeat.
Brayer (roller)	Used to roll out ink onto the polytile and then to transfer onto the paper.

Year 7 Term 2&3 Topic = Bugs and Beetles

What we are learning this term:

A. About the work of artist Christopher Marley
B. How to use shape to structure a drawing
C. Basic colour theory – colour wheel
D. Advanced colour theory - colour schemes
E. Polyprinting techniques
F. Watercolour techniques

A. *About the work of artist Christopher Marley*

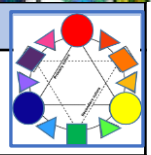
WHAT?	
HOW?	
WHY?	

Keywords for this project (term 2&3)

Colour	
Shape	
Organic	
Geometric	
Pattern	
Technique	
Materials	
composition	

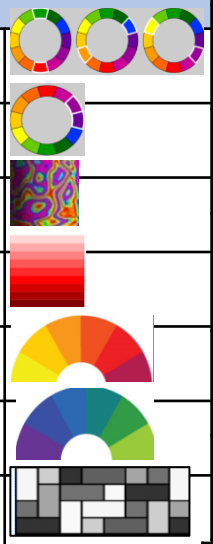
C. *Basic colour theory – the colour wheel*

1 the primary colours are ……You can't mix these from other colours
2 the secondary colours are …….. These are mixed from ……
3 the tertiary colours are made from ……i.e. red-orange

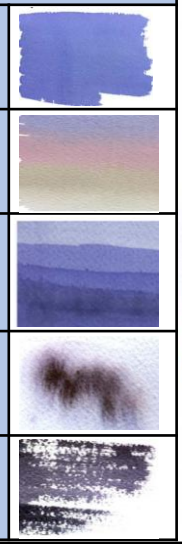


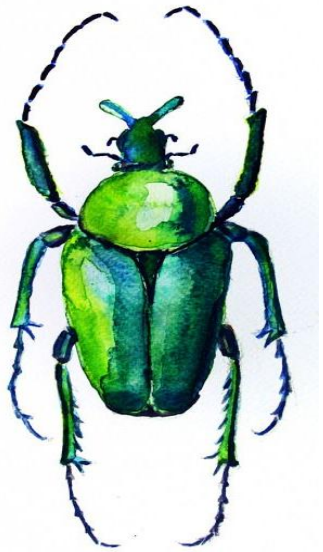
D *Advanced colour theory – colour schemes*

Complementary	
Analogous	
Polychromatic	
Monochromatic	
Warm	
Cool	
achromatic	



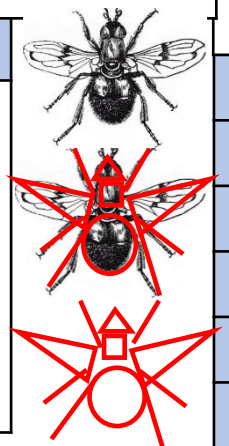
F *Watercolour techniques*





B Shapes and lines can be used to help lay out a drawing:

1. Draw basic geometric shapes onto your image to map out the ……
2. ……lay out basic shapes. Make sure they are in …… with each other (the sizes are correct compared to each other)
3. ……make minor changes to alter shapes so they are more realistic
4. Add the ……all the small elements of the drawing that make it what it is



E *Polyprinting techniques*

Step 1	
Step 2	
Step 3	
Step 4	
Step t	

Tool/ material	What it is/ how it is used
Polytile	
Tracing paper	
Ink tray	
Ink	
Brayer (roller)	

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**

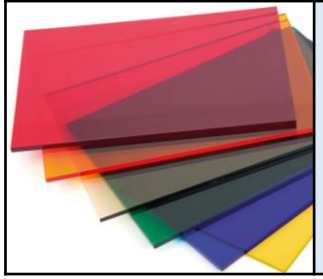
Softwoods come in planks and boards

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**



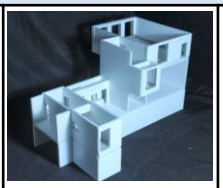
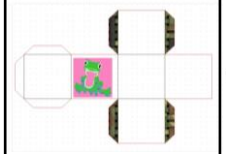
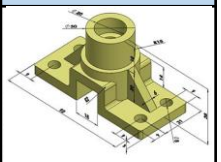
Acrylic – which you used as your lid for your maze – is a **polymer**

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 _____

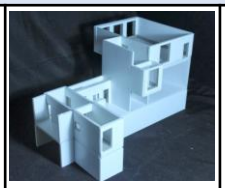
Acrylic – which you used as your lid for your maze – is a **polymer**

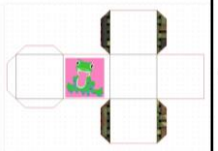
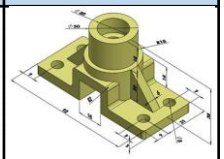
Polymers come in _____, _____ and _____

C. Modelling

Creating a _____ _____before you manufacture it.

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

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

Advantages	Disadvantages

D. Key Words

Specification

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

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 63ºC and cold foods should be kept below 5ºC.

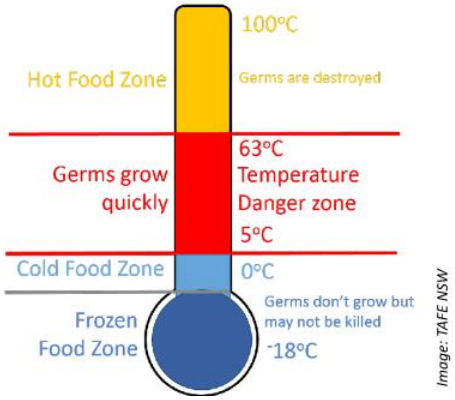
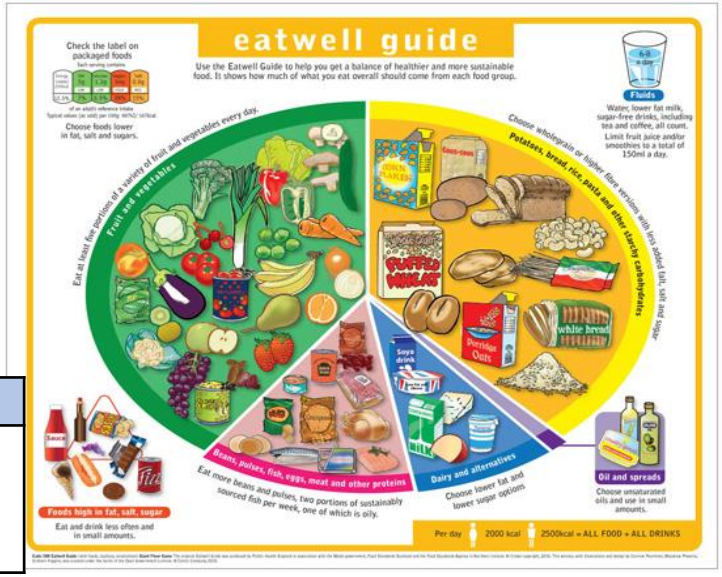


Image: TAFE NSW

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

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



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 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.

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

What we are learning this term:

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

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

c. Storing food safely

Perishable foods should be stored out of the **temperature danger zone** to reduce the risk of _____.
Hot foods should be kept above _____ and cold foods should be kept below _____.

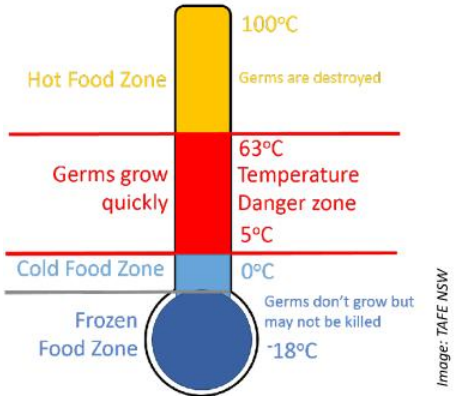
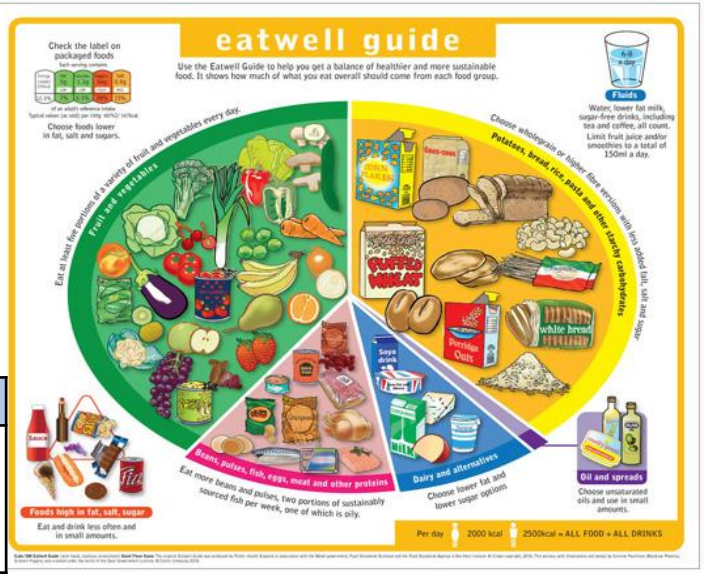


Image: TAFE NSW

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

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



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

c. Food origins

Grown food-	**Reared food –**	**Caught food –**
Intensive farming –	**Intensive (battery) farming**	**Trawling –**
Organic farming –	**Free range –**	**Line caught –**

c. Food fortification and modification

Fortify –
Food fortification –
Examples: butter with added vitamins, cereal with added iron and vitamins

Modification –
Additives –
Examples – flavourings, colourants, preservatives, stabilisers
Genetically modified (GM) -

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

What are we learning this term?

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

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:	
Script:	
Decorative:	

C | Computer skills

What is the shortcut for copy?

What is the shortcut for paste?

What does this symbol stand for?

What does this symbol mean?

D| Key words

Graphics	
Typography	
Font	
Photoshop	

E | Evaluation

Evaluation: To judge or give an opinion

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

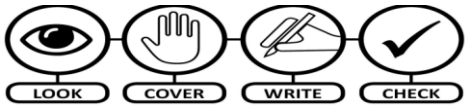
1. Positives – what works well
2. Negatives – what doesn't work well
3. Possible improvements – how could you make it better?

Year 7: Lets Play Keyboard!

Term 3

A — What we are learning about this term…

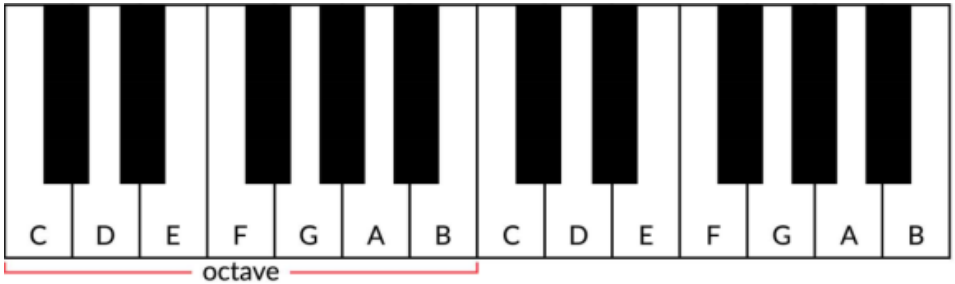
1. Treble Clef Notation
2. Hand Positions on the Keyboard
3. Sharps, Flats and Natural Notes
4. Chords on the Keyboard



B — Keywords

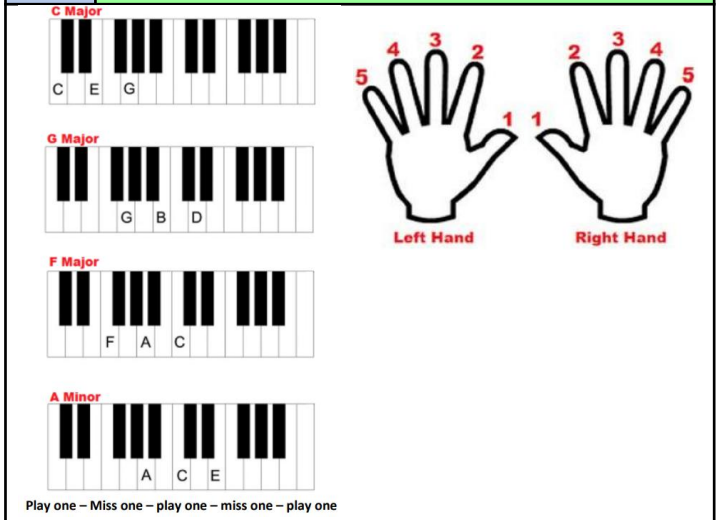
Stave	Name given to 5 lines and 4 spaces where musical notes are written.
Treble Clef	Symbol used to show high pitched notes.
Sharp	When a note is raised by a semitone e.g. C to C sharp.
Flat	When a note is lowered by a semitone e.d. B to B flat.
Chord	3 notes played at the same time.
Middle C	Note in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

C — Layout of a Keyboard/Piano



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.

D — Keyboard chords - Left hand – Right hand

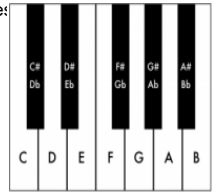


E — Black Keys and Sharps and Flats

There are five different black notes or keys on a piano or keyboard. They occur in groups of two and three right up the keyboard in different pitches. Each one can be a **SHARP** or a **FLAT**. The **#** symbol means a **SHARP** which raises the pitch by a semitone (e.g. C# is higher in pitch(to the right) than C). The *b* symbol means a **FLAT** which lowers the pitch by a semitone (e.g. B*b* is lower in pitch(to the left) than B).

Each black key has two names – C# is the same as D*b* – there's just two different ways of looing at it!

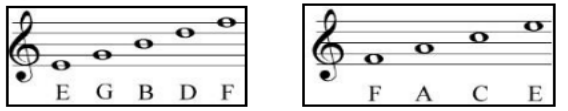
Remember, black notes or keys that are to the **RIGHT** of a white note are called **SHARPS** and black notes to the **LEFT** of a white note are called **FLATS**.



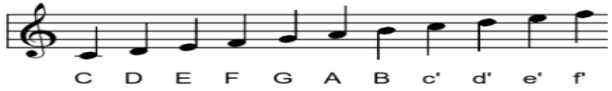
F — Treble Clef & Treble Clef Notation

A **STAVE** or **STAFF** is the name given to the five lines where musical notes are written. The position of notates on the stave or staff shows their **PITCH** (how high or low a note is). The **TREBLE CLEF** is a symbol used to show high-pitched notes on the stave and is usually used for the right hand on a piano or keyboard to play the **MELODY** and used by high pitched instruments such as the flute and violin. The stave or staff is made up of 5 **LINES** and 4 **SPACES**.

Every Green Bus Drives Fast. Notes in the **SPACES** spell **"FACE"**



Notes from **MIDDLE C** going up in pitch (all of the white notes) are called a **SCALE**.



G — Describing music – MAD T SHIRT

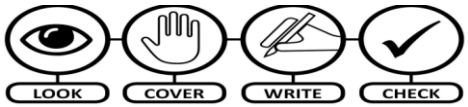
M	A	D	T	S	H	I	R	T
Melody	**Articulation**	**Dynamics**	**Texture**	**Structure**	**Harmony/Tonality**	**Instruments**	**Rhythm**	**Tempo**
The tune	How notes are played	Loud/quiet and any other volume changes	Layers of sound / how they fit together	The sections and organising	Chords used / the mood	Types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

Year 7: Lets Play Keyboard!

Term 3

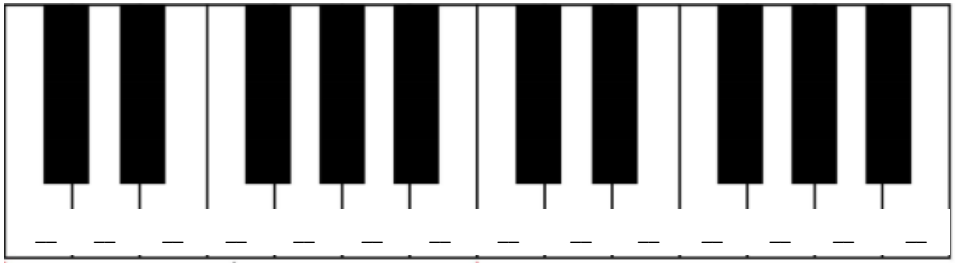
A — What we are learning about this term…

1
2
3
4

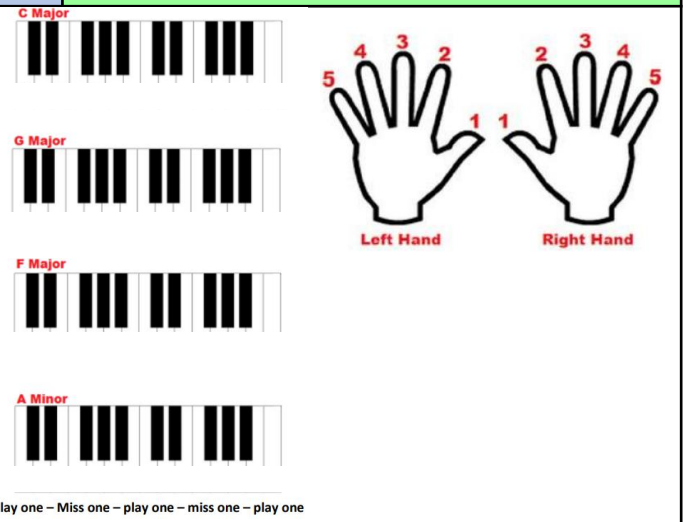


B — Keywords

C — Layout of a Keyboard/Piano

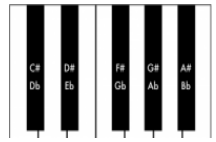


D — Keyboard chords - Left hand – Right hand



E — Black Keys and Sharps and Flats

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 _____ or a **F**_____. The __ symbol means a **SHARP** which raises the pitch by a semitone (e.g. C# is higher in pitch(to the right) than C). The ___ symbol means a **F**_____ which lowers the pitch by a semitone (e.g. B*b* is lower in pitch(to the left) than B).
Each black key has two names
– C# is the same as D*b*
– there's just two different ways of looing at it!
Remember, black notes or keys that are to the **RIGHT** of a white note are called **SHARPS** and black notes to the **LEFT** of a white note are called **FLATS**.



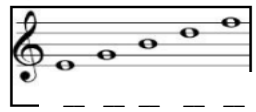
F — Treble Clef & Treble Clef Notation

What is the name of the 5 lines and 4 spaces? S_____

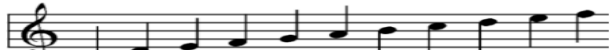
Musical notation shows us how high or low the P_____ of notes are.

High pitch notes are shown by using the symbol T_____ C_____

Every Green Bus Drives Fast. Notes in the **SPACES** spell '_ _ _ _'



Notes from **MIDDLE C** going up in pitch (all of the white notes) are called a **SCALE**.



G — 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 Knowledge organiser Topic: Who Dun'it!

What we are learning this term:

A. Explore the use of new drama techniques
B. Take part in a variety of workshops using the techniques discussed in lessons.
C. Create a Crimewatch using/creating key characters from the dead man's life and highlighting what they think happened the night of our victims demise.

A- Key Words for this term

1. Characterisation – presentation of a fictional character using gesture, posture and stance.
2. Gestures- a movement of part of the body, especially a hand or the head, to express an idea or meaning.
3. Mime- the theatrical technique of suggesting action, character, or emotion without words, using only gesture, expression, and movement:
4. Sound effects- sounds that are created or used in a theatrical production to enhance the action, mood, or atmosphere of a scene.
5. Narration- adding a spoken commentary for the audience about the action onstage.
6. Stimulus- The starting point in a piece of devised drama. This could be in the form of a song, poem, picture or book.
7. Hot seating- The method can be used for developing a role in the drama. A character is questioned by the group about his or her background, behaviour and motivation.
8. Flashback- a scene in a film, novel, etc. set in a time earlier than the main story
9. Cross cutting- device to move between two or more scenes staged in the space at the same time.
10. Devising- Creation of an original performance in response to a stimulus.

B — Evidence Pack! What do we already know about our victim

NAME: JAMES TYLER

Evidence Case 3192.

65128495? What do these numbers mean.

Footprint- found next to body near the lake.

Size 9 work boot.

Lake where body was found.

Wallet with his bank cards in found by body.

C- Thinking questions.

1. Who are you?
2. What do we need to know?
3. Who needs to be interviewed?
4. What is the key point of the story?
5. How does a flashback emphasise the story?
6. How does hot seating help you to understand your character?
7. Why do we use Narration?
8. How does Narration work?

Year 7 Knowledge organiser Topic: Who Dun'it!

What we are learning this term:

A. Explore the use of new drama techniques
B. Take part in a variety of workshops using the techniques discussed in lessons.
C. Create a Crimewatch using/creating key characters from the dead man's life and highlighting what they think happened the night of our victims demise.

A- Key Words for this term

1. Characterisation –
2. - a movement of part of the body, especially a hand or the head, to express an idea or meaning.
3. Mime-
4. -sounds that are created or used in a theatrical production to enhance the action, mood, or atmosphere of a scene.
5. - adding a spoken commentary for the audience about the action onstage.
6. Stimulus- The starting point in a piece of devised drama. This could be in the form of…
7. Hot seating-
8. - a scene in a film, novel, etc. set in a time earlier than the main story
9. Cross cutting-
10. D - Creation of an original performance in response to a stimulus.

B — Evidence Pack! What do we already know about our victim

NAME: What was our victims name?

6512 ? What do these numbers mean?

Evidence Case 3192.

Footprint- found next to body near the lake.

Lake where body was found.

What size was the work book?

Where was this found and what was inside?

C- Thinking questions.

1. Who are you?
2. What do we need to know?
3. Who needs to be interviewed?
4. What is the key point of the story?
5. How does a flashback emphasise the story?
6. How does hot seating help you to understand your character?
7. Why do we use Narration?
8. How does Narration work?

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