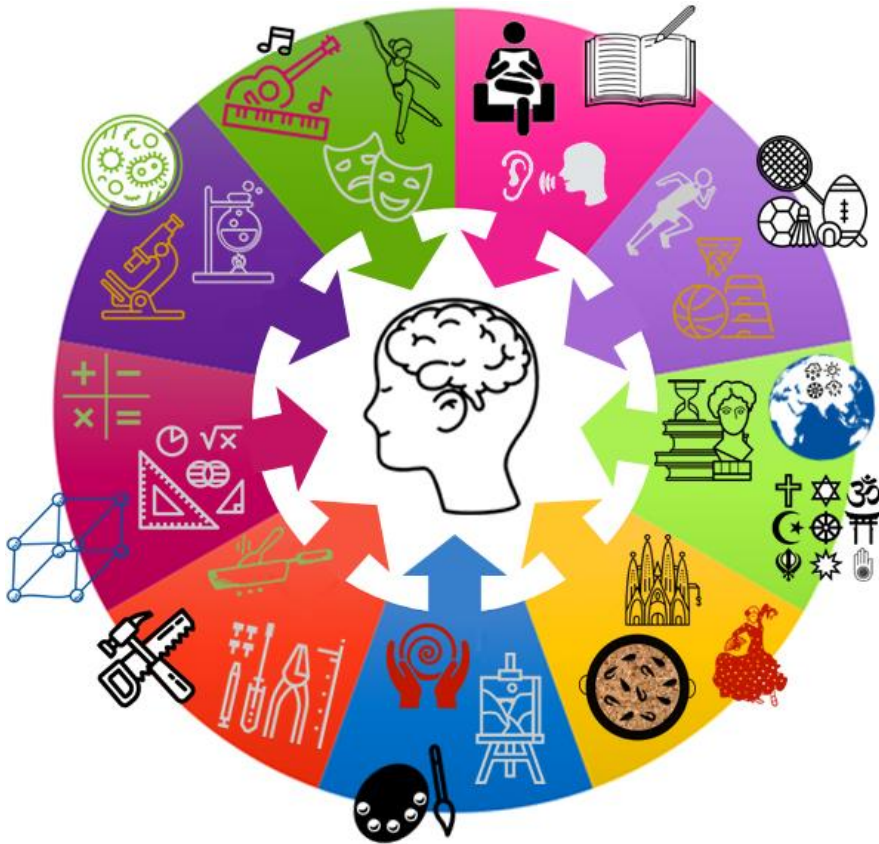


Year 7- Booster Knowledge Organisers

Term 5



Swindon Academy 2023-24

Name:

Tutor Group:

Tutor & Room:

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

If you are determined to learn, no one can stop you."

Using your Knowledge Organiser and Quizzable Knowledge Organiser

Knowledge Organisers

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.

Plot Summary	Who loves Whom
Act 1: Hermia and Lysander love each other but are not allowed to marry so decide to run away to the forest to get married in secret. Demetrius wants to marry Hermia . Helena loves Demetrius . They follow Hermia and Lysander into the forest.	<p>Hermia Lysander Demetrius Helena</p>
Act 2: In the forest, Oberon and Titania are arguing. Oberon sees Demetrius and Helena arguing and commands Puck to use the potion on the Athenian man to make him fall in love with Helena . However, the first Athenian man Puck sees is Lysander , so he puts the love potion on him. Lysander falls madly in love with Helena .	<p>Hermia Lysander Demetrius Helena</p>
Act 3: Puck sees Bottom in the forest and transformed his head into a donkey's head. He puts the love potion on Titania, who falls in love with Bottom. Puck puts the love potion on Demetrius so that he falls in love with Helena . As a result, both men love Helena so there is chaos. Puck eventually drops a herb in Lysander's eyes to put him back to normal.	<p>Hermia Lysander Demetrius Helena Lysander Demetrius</p>
Acts 4 and 5: Oberon finds Titania and Bottom and decides that he has had enough fun. Puck drops a herb in her eyes, she wakes and leaves with Oberon. The lovers return to Athens where Bottom and the other actors perform their play at the wedding of the three happy couples: Theseus and Hippolyta, Lysander and Hermia and Demetrius and Helena .	<p>Hermia Lysander Demetrius Helena</p>

Characters
Athenians Theseus: The Duke of Athens and Hippolyta's fiancé (later husband). Hippolyta: The Queen of the Amazons and Theseus's fiancé (later wife). Egeus: Hermia's father.
The Lovers Hermia: the daughter of Egeus and good friend of Helena. She is in love with Lysander. Helena: in love with Demetrius and a good friend of Hermia. Lysander: an Athenian nobleman who is in love with Hermia. Demetrius: an Athenian nobleman who also loves Hermia, but has wooed Helena in the past.
Fairies (Mythical characters) Titania: The Queen of the Fairies and Oberon's wife. Oberon: The King of the Fairies and Titania's husband. Puck: Oberon's mischievous servant.
The workmen/theatre performers Bottom: a weaver who believes he is a great actor.



Vocabulary: Key words
severe – very strict or harsh
conflict – a serious disagreement, battle or struggle between two sides or ideas.
unrequited love – If a person loves someone who doesn't love them back, the person's love is unrequited
to mock – To mock someone is to make fun of them
chaos – a situation where there is no order and everyone is confused
to resolve – to solve a problem or difficulty

Terminology: Key Words
soliloquy - a speech in a play that the character speaks to himself or herself or to the audience, rather than to the other characters
comedy – a type of play that is comical and ends with a happy ending.
play - a play is a piece of writing which is performed in the theatre.
stage directions - Instructions written into the script of a play

Background Information of AMND
Shakespeare went to a grammar school where he was taught Ancient Greek.
The play is set in Ancient Greece and follows the rules of a comedy from Ancient Greece.
When the play was written, Elizabeth 1 st was Queen. The play is written in the Elizabethan era.
Both wealthy and poorer Elizabethan people went to the Globe to watch plays.
Cupid is the ancient god of love. He is usually presented as a baby whose arrows make people fall in love.



The Love Potion

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

Plot Summary	Who loves Whom
<p>Act 1: Hermia and Lysander _____ each other but are _____ to marry so decide to run away to the forest to get married in secret. Demetrius wants to marry _____. Helena loves _____. They follow _____ and _____ into the forest.</p>	<p>Demetrius</p> <p>Helena</p>
<p>Act 2: In the forest, _____ and _____ are arguing. Oberon sees _____ and _____ arguing and commands Puck to use _____ on the Athenian man to make him _____ with Helena. However, the first Athenian man Puck sees is _____, so he puts the _____ on him. Lysander falls madly in love with _____.</p>	<p>Hermia</p> <p>Lysander</p>
<p>Act 3: Puck sees _____ in the forest and transformed his head into a _____'s head. He puts the _____ on _____, who falls in love with Bottom. Puck puts the love potion on _____ so that he falls in love with _____. As a result, both men love _____ so there is _____. Puck eventually drops a herb in Lysander's eyes to put him back to normal.</p>	<p>Lysander</p> <p>Helena</p> <p>Hermia</p>
<p>Acts 4 and 5: _____ finds _____ and _____ and decides that he has had enough fun. Puck drops a herb in her eyes, she wakes and leaves with Oberon. The lovers return to _____ where Bottom and the other actors perform their play at the wedding of the _____ happy _____: Theseus and Hippolyta, _____ and _____ and _____ and _____.</p>	<p>Demetrius</p>

Characters
<p>Athenians</p> <p>Theseus: _____</p> <p>Hippolyta: _____</p> <p>Egeus: _____</p>
<p>The Lovers</p> <p>Hermia: the daughter of Egeus and _____</p> <p>Helena: in love with Demetrius and _____</p> <p>Lysander: an Athenian nobleman _____</p> <p>Demetrius: an Athenian nobleman who _____</p>
<p>Fairies (Mythical characters)</p> <p>Titania: _____</p> <p>Oberon: _____</p> <p>Puck: _____</p>
<p>The workmen/theatre performers</p> <p>Bottom: _____</p>

Vocabulary: Key words
severe –
conflict –
unrequited love –
to mock –
chaos –
to resolve –

Background Information of AMND
Shakespeare went to a grammar school where he was taught Ancient Greek.
The play is set in Ancient Greece and follows the rules of a comedy from Ancient Greece.
When the play was written, Elizabeth 1 st was Queen. The play is written in the Elizabethan era.
Both wealthy and poorer Elizabethan people went to the Globe to watch plays.
Cupid is the _____. He is usually presented as a baby whose arrows make people _____.

The Love Potion
<p>The love potion is made from a flower in the forest. The flower is magical because Cupid hit it with his arrow when he was aiming at a young girl. When the potion is put on characters' _____.</p> <p>_____.</p> <p>It is very _____.</p>



Terminology: Key Words
soliloquy -
comedy –.
play -
stage directions -



What we are learning in this module:

- A. Cells
- B. Tissues
- C. Organs
- D. Organ systems

9 Key Words for this module:

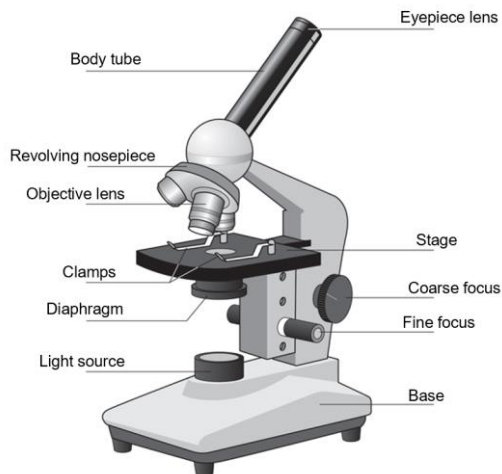
- | | |
|------------------|----------------|
| 1. Multicellular | 6. Tissue |
| 2. Organism | 7. Organ |
| 3. Nucleus | 8. Membrane |
| 4. Magnification | 9. Unicellular |
| 5. Cell | |

A. What are cells?

Cells are the building blocks of all living **organisms**

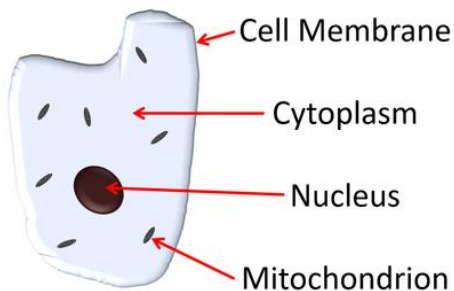
A. How do you calculate magnification?

$$\text{magnification} = \frac{\text{image size}}{\text{actual size}}$$



A. What are the main parts of an animal cell?

Nucleus	Contains the genetic material and controls the cell.
Cell membrane	Controls movement of substances into and out of the cell
Cytoplasm	Where chemical reactions happen
Mitochondrion	Where respiration happens

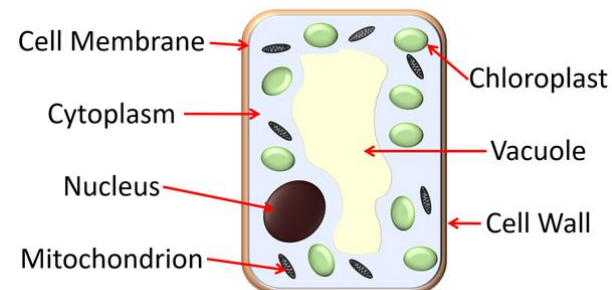


A. How do we use to look at cells?

Microscopes

A. What are the main parts of a plant cell?

Nucleus	Contains the genetic material and controls the cell.
Cell membrane	Controls movement of substances into and out of the cell
Cytoplasm	Where chemical reactions happen
Mitochondrion	Where respiration happens
Cell wall	Supports the cell
Vacuole	Keeps the cell firm
Chloroplasts	Where photosynthesis happens



A. What are unicellular organisms?

Unicellular organisms are made up of just **one** cell.

What we are learning in this module:

- A. Cells
- B. Tissues
- C. Organs
- D. Organ systems

9 Key Words for this module:

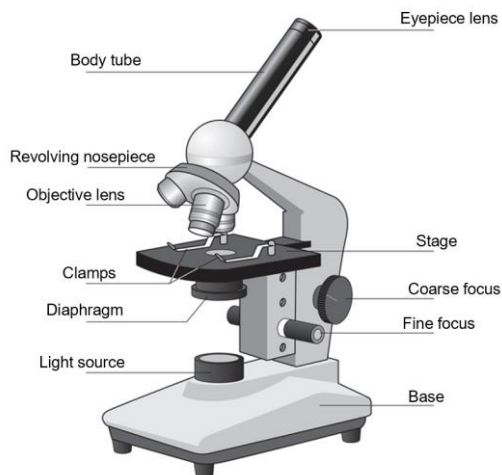
- | | |
|------------------|----------------|
| 1. Multicellular | 6. Tissue |
| 2. Organism | 7. Organ |
| 3. Nucleus | 8. Membrane |
| 4. Magnification | 9. Unicellular |
| 5. Cell | |

A. What are cells?

Cells are the building blocks of all living _____

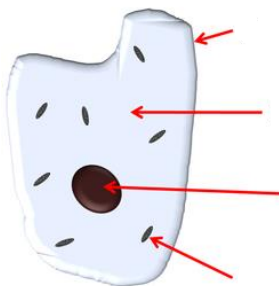
A. How do you calculate magnification?

magnification = _____



A. What are the main parts of an animal cell?

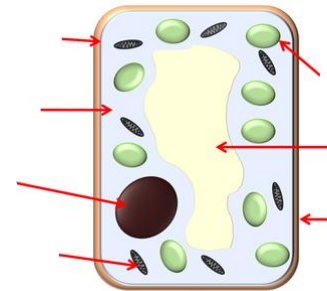
_____	Contains the genetic material and controls the cell.
_____	Controls movement of substances into and out of the cell
_____	Where chemical reactions happen
_____	Where respiration happens



A. How do we use to look at cells?

A. What are the main parts of a plant cell?

_____	Contains the genetic material and controls the cell.
_____	Controls movement of substances into and out of the cell
_____	Where chemical reactions happen
_____	Where respiration happens
_____	Supports the cell
_____	Keeps the cell firm
_____	Where photosynthesis happens



A. What are unicellular organisms?


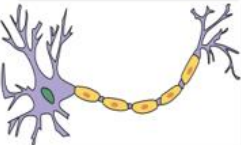



Unicellular organisms are made up of just _____ cell.



B. What are specialised cells?

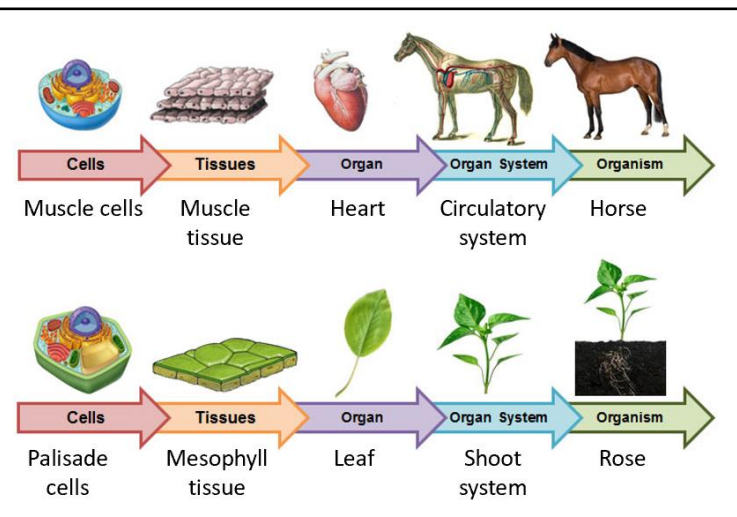
Specialised cells are found in multicellular organisms.

Each specialised cell has a particular function within the organism

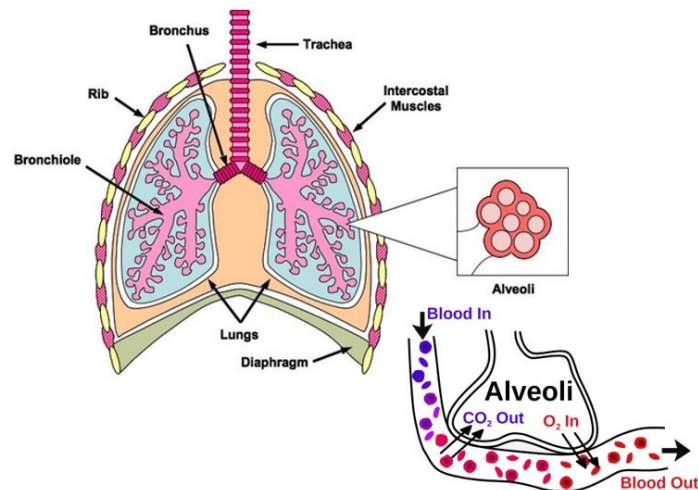
	Type of cell	Function	Special features
Animal cells	 Red blood cells	To carry oxygen	<ul style="list-style-type: none"> • Large surface area, for oxygen to pass through • Contains haemoglobin, which joins with oxygen • Contains no nucleus
	 Nerve cells	To carry nerve impulses to different parts of the body	<ul style="list-style-type: none"> • Long • Connections at each end • Can carry electrical signals
	 Male reproductive cell (sperm cell)	To reach female cell, and join with it	<ul style="list-style-type: none"> • Long tail for swimming • Head for getting into the female cell
Plant cells	 Root hair cell	To absorb water and minerals	<ul style="list-style-type: none"> • Large surface area
	 Leaf cell	To absorb sunlight for photosynthesis	<ul style="list-style-type: none"> • Large surface area • Lots of chloroplasts

B What are the 2 main types of organism?

Unicellular	Consisting of just one cell
Multicellular	Consisting of many cells



D What are the organs in the gas exchange system?



B. What is a tissue?

A group of **cells** working together to perform a particular function

C. What is an organ?

A group of **tissues** working together to perform a particular function

D. What is an organ system?

A group of **organs** working together to perform a particular function


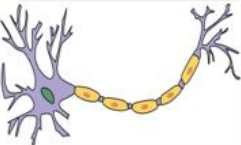



B. How do substances move into and out of cells?

By **diffusion**.

B. What are specialised cells?

Specialised cells are found in multicellular organisms.

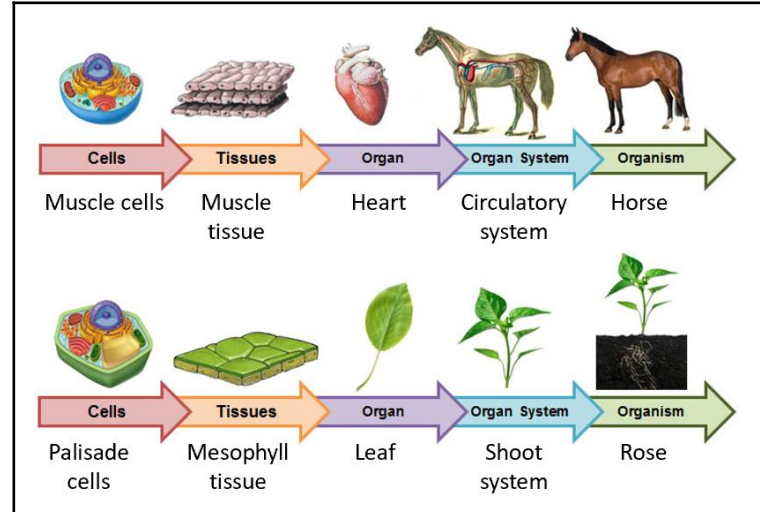
Each specialised cell has a particular function within the organism

	Type of cell	Function	Special features
Animal cells		To carry oxygen	<ul style="list-style-type: none"> Large surface area, for oxygen to pass through Contains haemoglobin, which joins with oxygen Contains no nucleus
		To carry nerve impulses to different parts of the body	<ul style="list-style-type: none"> Long Connections at each end Can carry electrical signals
		To reach female cell, and join with it	<ul style="list-style-type: none"> Long tail for swimming Head for getting into the female cell
Plant cells		To absorb water and minerals	<ul style="list-style-type: none"> Large surface area
		To absorb sunlight for photosynthesis	<ul style="list-style-type: none"> Large surface area Lots of chloroplasts

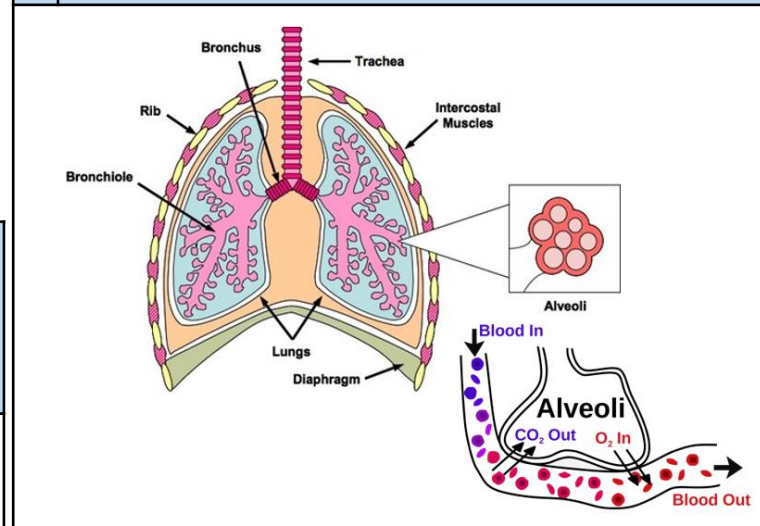
B What are the 2 main types of organism?

_____ Consisting of just one cell

_____ Consisting of many cells



D What are the organs in the gas exchange system?



B. What is a tissue?

A group of _____ working together to perform a particular function

C. What is an organ?

A group of _____ working together to perform a particular function

D. What is an organ system?

A group of _____ working together to perform a particular function

B How do substances move into and out of cells?

By _____.



Geography Knowledge Organiser: Year 7 Term 5 World of work



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

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

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

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

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

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

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

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

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



Geography Knowledge Organiser: Year 7 Term 5 World of work



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

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

E.	Employment structure differences (3)	
Developing countries		
Emerging countries		
Developed countries		

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

F.	Employment structure change in developed countries	
Falling primary and secondary sector (3)		
Growing tertiary sector (2)		

A.	Classifications of employment (2)	
Employment		
Unemployment		

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

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

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

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

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

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

What we are learning this term:

To what extent did England change as a result of the Norman Conquest?

A. Keywords
 B. How did Sundiata Keita seize control of Mali?
 C. What happened on Mansa Musa's pilgrimage to Mecca ?
 D. Why was the capture of Timbuktu important to the Malian Empire?
 E. What was Mansa Musa's legacy?

A.	Can you define these key words?
Mansa	
Pilgrimage	
Hajj	
Scholar	
Sultan	
Astrology	
Mosque	

B. How did Sundiata Keita seize control of Mali?

C.	What happened on Mansa Musa's pilgrimage to Mecca ?
Why did Mansa Musa go?	
How did he prepare?	
What did he do on the road?	
What happened when he met the Sultan?	
What impact did his trip have on Alexandria	

D	Why was the capture of Timbuktu important to the Malian Empire?
Trade	
Learning	
Religion	

E.	What was Mansa Musa's legacy?
Spreading Islam	
Trade	
Timbuktu	

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

B. What do Christians believe about the nativity of Jesus – 5 facts	
1	Jesus was born to the Virgin Mary through immaculate conception which proves to Christians that Jesus was God incarnate (God in human form)
2	Christians believe Jesus to be a Messiah, they believe God sent Jesus to Earth as a Saviour of mankind, which is why Christians celebrate Christmas – to celebrate the birth of their saviour
3	Some Christians choose to look at the birth of Jesus to the Virgin Mary as a metaphor (they don't believe it really happened) to suggest that Jesus is not an ordinary human being.

C. Jesus' Ministry- 4 facts		The Sermon on the Mount - 4 facts
1	During his Ministry Jesus taught Christians the importance of acting lovingly towards others even if his actions went against the law – his key teaching being "love thy neighbour"	This is the longest of the recorded Sermons of Jesus in the New Testament. It focused on Jesus explaining what it means to follow him.
2	Jesus regularly challenged prejudice ideas by helping those who were 'cast outs' in his society. Like in the Good Samaritan	Jesus focused on teaching people what it means to be a member of God's kingdom and the major ideals of Christian life

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

E The Council of Nicaea	
1	This particular group of Bishops decided to introduce the teaching of the Trinity – God as father, son and holy spirit
2	The Roman Emperor Constantine himself converted to Christianity and had a huge impact on religion in the Empire

F St Augustine	
1	He sought to define each aspect of the Trinity to ensure they all had an equal appreciation of greatness
2	Augustine used the idea and notion of love to explain the Trinity and its three parts - he that loves, and that which is loved, and love

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

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

B. What do Christians believe about the nativity of Jesus – 5 facts	
1	Jesus was born to the Virgin Mary through _____ which proves to Christians that Jesus was God incarnate (God in _____ form)
2	Christians believe Jesus to be a _____, they believe God sent Jesus to _____ as a Saviour of mankind, which is why Christians celebrate _____ – to celebrate the birth of their saviour
3	Some Christians choose to look at the birth of Jesus to the Virgin Mary as a metaphor (they don't _____ it really happened) to suggest that Jesus is not an _____.

C. Jesus' Ministry- 4 facts	The Sermon on the Mount - 4 facts	
1	During his Ministry Jesus taught Christians the importance of acting _____ even if his actions went against the law – his key teaching being “love thy neighbour”	This is the longest of the recorded Sermons of Jesus in the New Testament. It focused on Jesus explaining what it means to _____.
2	Jesus regularly challenged _____ ideas by _____ those who were 'cast outs' in his society. Like in the Good Samaritan	Jesus focused on _____ what it means to be a member of God's kingdom and the major ideals of Christian life

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

E The Council of Nicaea	
1	This particular group of Bishops decided to introduce the teaching of the Trinity – God as father, son and holy spirit
2	The Roman Emperor Constantine himself converted to Christianity and had a huge impact on religion in the Empire

F St Augustine	
1	He sought to define each aspect of the Trinity to ensure they all had an equal appreciation of greatness
2	Augustine used the idea and notion of love to explain the Trinity and its three parts - he that loves, and that which is loved, and love

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



Year 7 Religious Education: Judeo-Christian Foundations



A. Can you define these key words?		B. What do Jews believe and Jewish scripture- 6 main facts	
Key word	Key definition	1	Judaism is a unique religion is that you are born into it. You <u>have to</u> 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		
Aron Hakodesh	A large cupboard that holds the Torah	C. What is Orthodox Judaism- 5 facts	
Tanakh	The Jewish Scriptures	1	Torah is literally given by God to Moses on Mount Sinai
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.
		What is Reform Judaism- 5 facts	
			It believes that the faith is always changing and believe that they should not just blindly follow the Torah.
			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	
Aron hakodesh- symbolises the Ark of the covenant which held the tablets of stone on which had the 10 commandments carved on	Ner Tamid- A light above the aron hakodesh that never goes out
Sefer Torah- a scroll kept inside the aron hakodesh.	Bimah- 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	-They are a minority religion- They have distinct religious practices and customs that are different to the rest of society.
2	-Superiority- People accuse them of being superior because they see themselves as God's chosen people
3	-Christ-killer myth- Some people believe that Jewish people are responsible for god killing (deicide) and the crucifixion of Jesus Christ.



Year 7 Religious Education: Judeo-Christian Foundations



A. Can you define these key words?		B. What do Jews believe and Jewish scripture- 6 main facts	
Key word	Key definition	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	<u>Jews</u> _____ 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 _____	C. What is Orthodox Judaism- 5 facts	
Torah	The _____ of _____ as revealed to _____	1	_____ is literally given by _____ to _____ on Mount _____
Aron Hakodesh	A large _____ that holds the _____	2	Jewish _____ should be _____ followed as the _____ is the word of _____.
Tanakh	The _____	3	_____ men and women dress very _____ and keep most of their _____.
Talmud	The body of _____ and _____ law and legend.	4	_____ men are expected to wear a _____ fringe called a Tzitzit and a _____ as well as _____
Mitzvot	The _____ laws that set the _____ for _____	5	Do not have any _____ contact with those of the _____ sex unless they are _____ family members.
D Features of the synagogue		What is Reform Judaism- 5 facts	
_____ - symbolises the Ark of the covenant which held the tablets of stone on which had the 10 commandments carved on	<u>Ner Tamid</u> - A _____ above the _____ that never _____	1	It believes that the _____ is always _____ and _____ that they should not just _____ follow the _____
<u>Sefer Torah</u> - a _____ kept inside the _____	_____ - A raised platform with a reading desk in the centre where the <u>Sefer Torah</u> is read..	2	It was the _____ to adopt _____
		3	open to _____ as the _____ given in the _____ are mainly about _____ others with _____
		4	They _____ the _____ in the _____ don't really _____ into the _____ today.
		5	They believe anyone should be allowed to join the faith
		F How and why are Jews persecuted?	
		1	-They are a _____ religion- 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	- _____ - _____ myth- Some people believe that _____ people are _____ for god killing (deicide) and the _____ of Jesus Christ. The _____ were actually responsible as _____ did not have the power to _____ people.

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

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

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

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

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

E. Key Verbs across Topics	
tener ser ir hacer jugar ver escuchar comprar vivir hablar deber querer visitar comer beber salir leer trabajar pensar escribir practicar poner pensar lavar sacar arreglar	to have to be to go to do / to make to play to see to listen to buy to live to speak to have to to want / to love to visit to eat to drink to go out to read to work to think to write to practise to put to think to wash to take out to tidy

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

B. Más deportes – More Sports	
al rugby al squash al tenis al voleibol hago surfing hago remo la escalada el boxeo las artes marciales	rugby squash tennis volleyball I do surfing I do rowing rock climbing boxing martial arts

E. Más Pasatiempos – More Hobbies	
hago deporte hago los deberes hago la cama juego a las cartas juego al ajedrez monto en monopatín	I do sport I do my homework I make the bed I play cards I play chess I get on my skateboard

What we are learning this term:

- A. Talking about sports
- B. Talking about your free time
- C. Talking about what you do week / weekends
- D. Arranging to go out
- E. Saying what you are going to do at weekend
- F. Saying how you help at home
- G. Translation practice

6 Key Words for this term

- | | |
|--------------------|--------------------|
| 1. arreglo | 4. los pasatiempos |
| 2. las tareas | 5. mis planes |
| 3. el tiempo libre | 6. ¿Qué haces? |

A. Los Deportes – Sports

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

B. Más deportes – More Sports

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

C. Los Pasatiempos – Hobbies

_____	to dance
_____r	to sing
_____r	to cook
e _____r música	to listen to music
_____r por teléfono	to speak on phone
_____	to go to the pool
_____	to go to the cinema
_____	to go shopping
_____	to play videogames

_____	to play on the computer
_____	to read
_____	to send messages

D. Pasatiempos y Tareas – Hobbies and Housework

_____	to ride a horse
_____	to surf the net
_____	to go out with frnds
_____	to play the guitar
_____	the piano
_____	to watch TV
_____	I love
_____	I don't like
_____	I hate
_____	I prefer
_____	What do you do?
_____	I tidy my bedroom
_____	I go to a football match
_____	I sweep the patio
_____	I do the shopping
_____	I Hoover
_____	I take out rubbish
_____	I lay the table
_____	I clean up the table
_____	I wash up
_____	I wash the car
_____	I iron my uniform

E. Más Pasatiempos – More Hobbies

hago _____	I do sport
hago los _____	I do my homework
hago la _____	I make the bed
_____ a las _____	I play cards
juego al _____	I play chess
_____	I get on my skateboard

Key Verbs

Ser To be	Tener To have	Hablar To speak	Ir To go	Jugar To play
_____ I am	_____ I have	_____ I speak	_____ I go	_____ I play
_____ You are	_____ You have	H_____ You speak	_____ You go	_____ You play
_____s/he is	_____He/she has	_____s/he speaks	_____s/he goes	_____s/he plays
_____ We are	_____s We have	We _____ speak	We _____ go	We _____ play
_____ They are	_____ They have	H_____ They speak	_____ They go	_____ They play

E. Key Verbs across Topics

_____	to have
_____	to be
_____	to go
_____	to do / to make
_____	to play
_____	to see
_____	to listen
_____	to buy
_____	to live
_____	to speak
_____	to have to
_____	to want / to love
_____	to visit
_____	to eat
_____	to drink
_____	to go out
_____	to read
_____	to work
_____	to think
_____	to write
_____	to practise
_____	to put
_____	to think
_____	to wash
_____	to take out
_____	to tidy

F. Key Opinions across topics and Weather

_____	I like
_____	I love
_____	I hate
_____	because
_____	fun
_____	boring
_____	useful
_____	pointless
_____	comfortable
_____	interesting
_____	entertaining
_____	exciting
_____	cool
_____	amazing
_____	dull
_____	disgusting
_____	bad
_____	good
_____	It's sunny
_____	It's cool
_____	It's hot
_____	It's windy
_____	It's cold
_____	It's bad weather
_____	It's good weather
_____	It's raining
_____	It snows
_____	It's foggy
_____	It's stormy



Year 7 Term 2 – E-Safety



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

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

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

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

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

Unauthorised access to computer materials.

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

Unauthorised modification of data.

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

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

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

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

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



Year 7 Term 2 – E-Safety



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

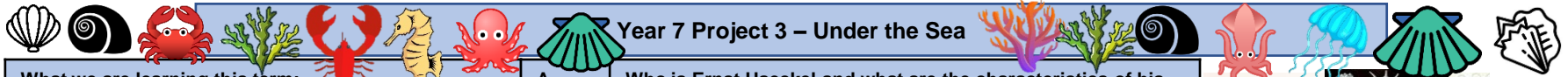
Unauthorised access to computer materials with intent to commit a further crime.	Up to six months in prison and/or a £5000 fine.
Making, supplying or obtaining anything which can be used in computer misuse offences.	Up to a five-year prison sentence and/or an unlimited fine.
Unauthorised access to computer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

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

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



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

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









Year 7 Project 3 – Under the Sea

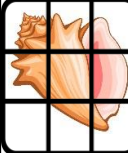
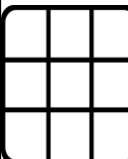
What we are learning this term:



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

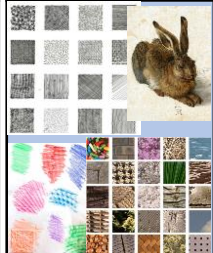
C	Drawing primary sources from observation	
Drawing from a primary source means drawing something from real life		
Observe the objects closely Lay out the basic shape(s) you can see Refine and add detail Add tone to show how light is hitting the object(s)		

F.	How to use glazes and oxides
oxide 	Powder made from minerals Mixed with water and applied to the bisque fired clay Highlights the texture in the clay surface Can be applied thickly or thinly to get different effects
glaze 	Coloured liquid applied to bisque fired clay Can be applied with or over oxides Gives the clay a shiny finished once fired a second time Usually applied in layers

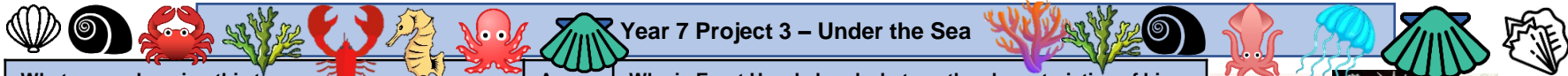
H	How to produce a mixed media outcome
A mixed media artwork uses multiple different materials rather than just one We used collage, ink and pen to create ours	
Step 1	Lay out your drawing using pencil lightly
Step 2	Add newspaper collage
Step 3	Apply an ink wash using varied colours
Step 4	Add tissue paper collage over the wash in places
Step 5	Use black ink or pen to go over your drawing, adding detail and texture using mark making

D	How to work using oil pastels
	Oil pastels are bright, oil-based crayon that is used as a painting and drawing medium Oil pastels can be applied thickly, overlapping to blend colours. White can also be used to blend. Clean the end of the pastel to avoid colour contamination

E	What is a pinch pot and how to make one
	A pinch pot is A small vessel created inserting the thumb into a ball of clay then through 'pinching' the clay into the desired shape. A successful pinch pot has even thickness walls, and a smooth finish. The wet clay can be decorated by additive or subtractive methods



G	What is texture?
	Texture is the surface quality of a particular surface – how it feels to the touch Actual texture is what it actually feels like Visual or implied texture is when a surface appears to have texture but in reality it doesn't





Year 7 Project 3 – Under the Sea

What we are learning this term:

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

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

Who? _____

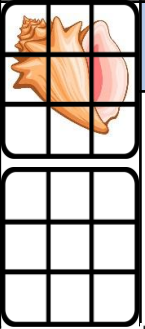
What? _____

Why? _____



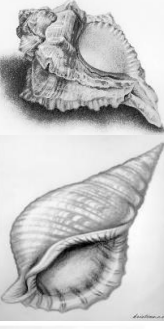
B. How to use the Grid Method for accurate drawing




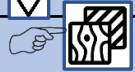


- 1) Use a to draw an equally spaced grid onto your image
- 2) Draw an identical grid onto paper
- 3) Draw in the main of your image, focusing on one square at a time Use a ruler to help you the positioning of lines if needed
- 4) Add main details before he grid on the paper
- 5) Add fine and build in




C Drawing primary sources from observation


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



Key word	Key definition
illustration 	
observation 	
source 	
texture 	
tone 	
outcome 	

F. How to use glazes and oxides

oxide

 Powder made from
 Mixed withand applied to the bisque fired clay
 Highlights the in the clay surface
 Can be appliedor 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	

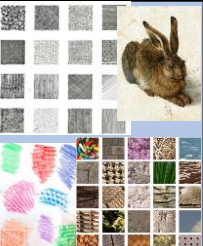
D How to work using oil pastels


 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





Year 7 PRODUCT DESIGN Term 5 Knowledge Organiser



What we are learning this term:

A. Workshop Tools B. Materials C. Modelling D. Data Analysis & Evaluation

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

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

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

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

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

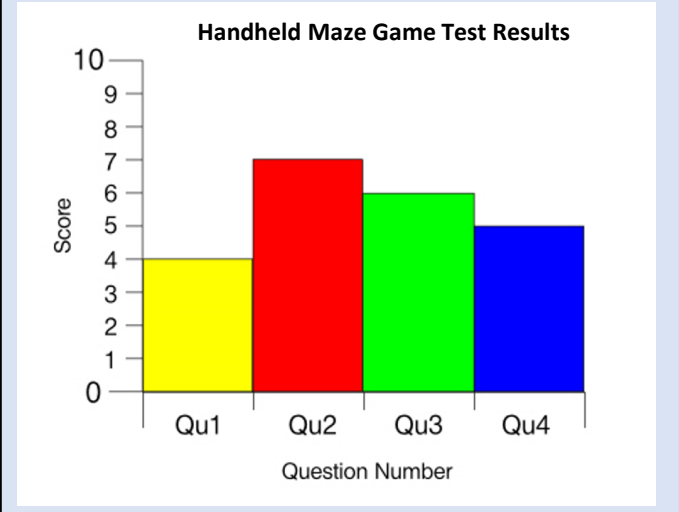
D. Data analysis

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.



Year 7 PRODUCT DESIGN Term 5 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 planks and boards

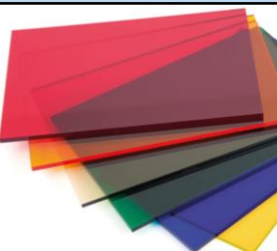
Manufactured Boards come from _____



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

Manufactured Boards come in sheets

Polymers come from _____



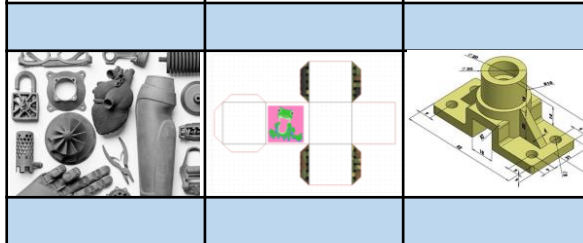
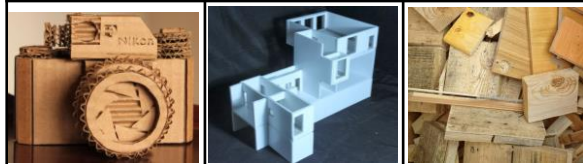
Acrylic – which you used as your lid for your maze – is a **polymer**

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.

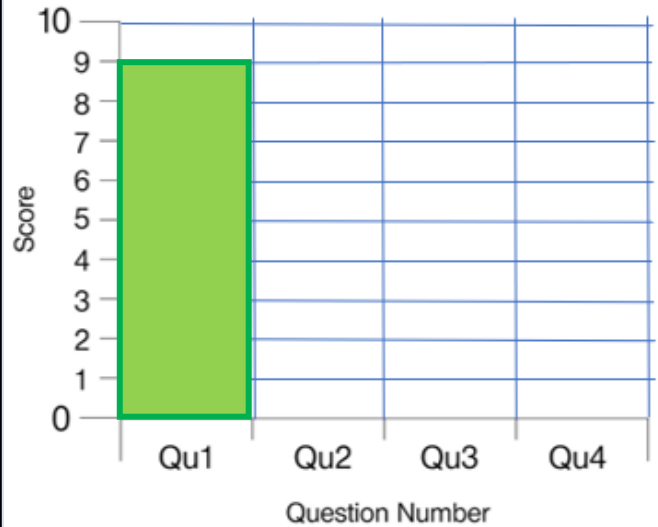
Advantages	Disadvantages

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.

Year 7 Term 5 : 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
- 2 Health
- 3 Food Poisoning
- 4 Cuisine
- 5 Sensory Analysis
- 6 Preparation

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

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



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

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

Some examples in this photo include:

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



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

In this photo you can see a number of **carbohydrate** foods. Carbohydrates give out body energy.

Some examples in this photo include:

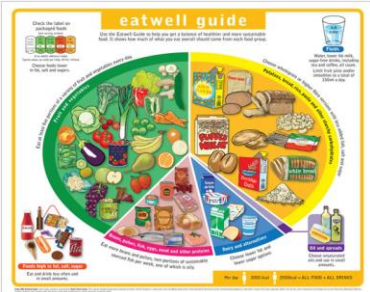
1. Bread
2. Pasta
3. Rice
4. Potatoes
5. Bananas

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

Carbohydrates Foods that are eaten to give the body energy

Protein Food that are eaten to build and repair muscles and cells

Fats Food that are eaten to protect your vital organs and insulate your body.



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

Rule

- 1 Wash your hands in hot soapy water
- 2 tie back your hair
- 3 wear an apron
- 4 use oven gloves when handling hot food
- 5 wash your hands after handling meat

Why it is important

- 1 to kills germs and bacteria
- 2 to stop hair getting into the food
- 3 to protect yourself and your food from contamination
- 4 to avoid burning yourself
- 5 to avoid giving yourself or others food poisoning

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

Year 7 Term 5 : 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
- 2 Health
- 3 Food Poisoning
- 4 Cuisine
- 5 Sensory Analysis
- 6 Preparation

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



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

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

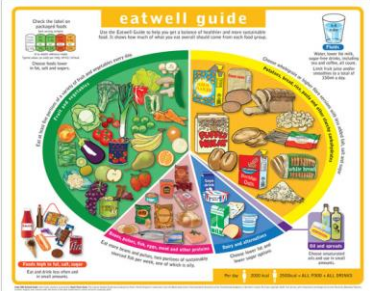


B. What nutritional foods are in the top picture? Can you list 5 of the food that you can see?

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

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

Carbohydrates	F
Protein	
Fats	



C.	Can you list 5 health, safety and hygiene rules and explain the importance of them?	
Rule	Why it is important	

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



What we are learning this term:

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

7 Key Words for this term

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

A Instrument families



C Playing the Keyboard

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

D What are the musical elements?

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

E What are the music symbols?

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

F Keywords

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

B How to write a perfect Evaluation?

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

G How to read music – treble clef and Bass Clef

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

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



What we are learning this term:

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

7 Key Words for this term

- 1 4 Sequence
- 2 Rhythm
- 3 6

A Instrument families

WOODWINDS

- Oboe
- Piccolo
- Bassoon

BRASS

- Trombone
- Baritone

STRINGS

- Viola
- Double Bass

PERCUSSION

- Metals
- Skins
- Woods
- Unpitched

C Playing the Keyboard

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

D What are the musical elements?

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

E What are the music symbols?

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

B How to write a perfect Evaluation?

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

F Keywords

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

G How to read music – treble clef and Bass Clef

TREBLE LINES:

TREBLE SPACES:

BASS LINES:

BASS SPACES:

."/>



Year 7 Knowledge organiser Topic: Greek Theatre



What we are learning this term:

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

Reasons why a chorus is important:

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



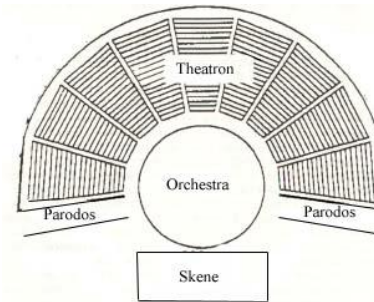
B.

How many Greek Myths do you already know?

- 1 The Bacchae
- 2 Clash of the Titans
- 3 The Trojan Horse
- 4 The Frogs
- 5 Pandora's Box
- 6 Theseus and the Minotaur
- 7 The abduction of Aphrodite by Hades
- 8 Oedipus
- 9 The Labors of Hercules
- 10 Icarus

Key Words

1	Chorus
2	Mask
3	Tragedy
4	Dionysus
5	Dithyramb



Parts of a Greek Theater

D. Thinking questions.

- 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 is my gait like?
- 9. How do I react to the other characters?
- 10. How close do I stand to others?



F.

Why is Greek theatre important?

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

What was the festival of Dionysis?

A festival in ancient Greece in honor of Dionysus (also called Bacchus), the son of Zeus and god of wine, fertility, and drama. There were a series of Dionysian festivals: the Oschophoria, the rural or COUNTRY DIONYSIA, the Lenaea, the ANTHES-TERIA, the urban Dionysia, and the most famous—the City or Great Dionysia.

The Great Dionysias were held in the spring (March or April) in Athens for five or six days, and their centerpieces were the performances of new tragedies, comedies, and satyric dramas. These took place in the Theater of Dionysus on the side of the Acropolis and were attended by people from throughout the country. The earliest tragedy that survives is *Persai* by Aeschylus, from the year 472 B.C.E. The dramatists, actors, and singers were considered to be performing an act of worship of the god, and Dionysus was thought to be present at the productions.

Greek theatrical terms:

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



Year 7 Knowledge organiser Topic: Greek Theatre



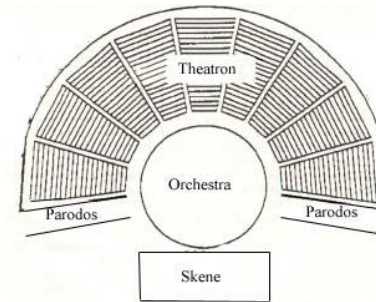
What we are learning this term:
<p>A. Greek Theatre techniques.</p> <p>B. How to perform as a Greek chorus.</p> <p>C. How to perform different Greek myths using Greek theatre techniques.</p>
Reasons why a chorus is important:
<ol style="list-style-type: none"> 1. To maintain ceremony and 2. To connect with the and with questions and responses. 3. To establish a mood with and chanting. 4. Re-enforces the keyof the play.



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

B.	How many Greek Myths do you already know?
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	

Key Words	
1	
2	
3	
4	
5	



Parts of a Greek Theater



- | Thinking questions. |
|---|
| <ol style="list-style-type: none"> 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 is my gait like? 9. How do I react to the other characters? 10. How close do I stand to others? |

F.	Why is Greek theatre important?
	<p>Greek theatre has influencedin many areas. Actors with costumes, special effects, the use of satire, and even the shape of the theatre itself are all lasting influences.</p>
What was the festival of Dyonysis?	
<p>A festival in ancient Greece in honour of Dionysus (also called Bacchus), the son of Zeus and god of wine, fertility, and drama. There were a series of Dionysian festivals: the Oschophoria, the rural or COUNTRY DIONYSIA, the Lenaea, the <u>ANTHESTERIA</u>, the urban Dionysia, and the most famous—the City or Great Dionysia.</p> <p>The Great Dionysias were held in the spring (March or April) in Athens for five or six days, and their centerpieces were the performances of new tragedies, comedies, and satyric dramas. These took place in the Theater of Dionysus on the side of the Acropolis and were attended by people from throughout the country. The earliest tragedy that survives is <i>Persai</i> by Aeschylus, from the year 472 B.C.E. The dramatists, actors, and singers were considered to be performing an act of worship of the god, and Dionysus was thought to be present at the productions.</p>	

SWINDON ACADEMY READING CANON

Year 7



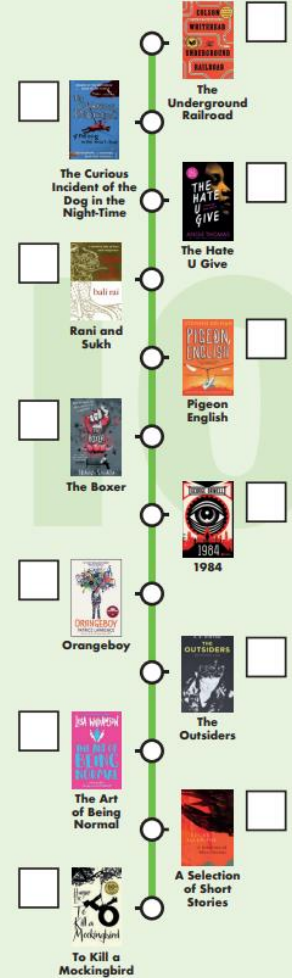
Year 8



Year 9



Year 10



#ReadingisPower