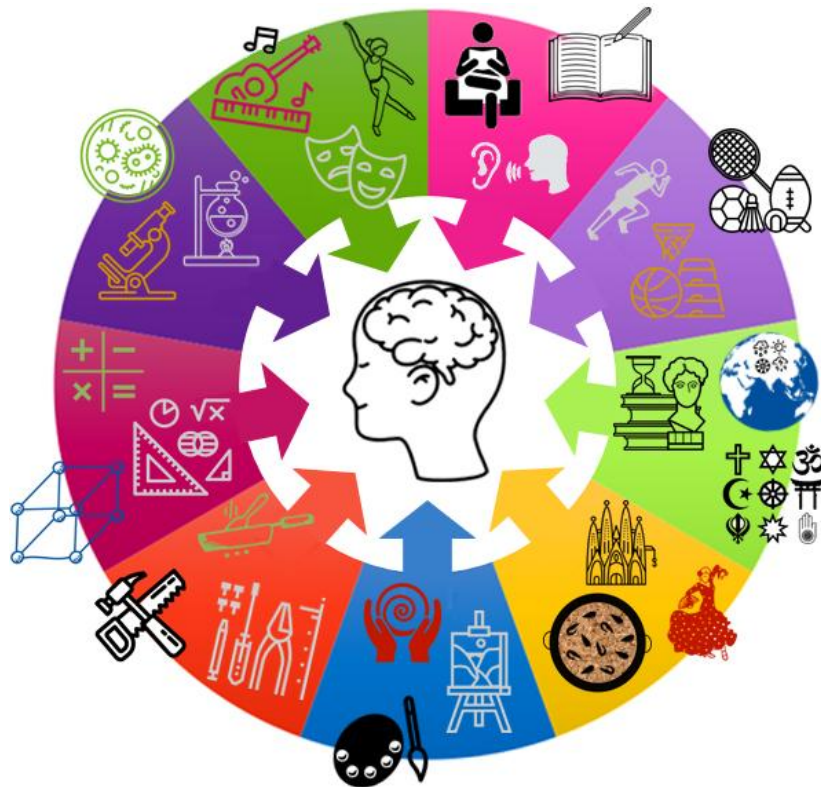


100% book - Year 7 Mainstream

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

Term 1



Swindon Academy 2026-27

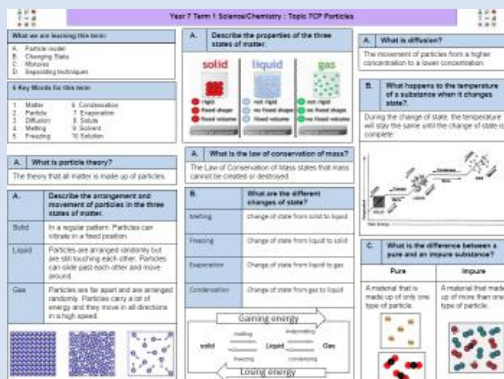
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Tutor Group:	
Tutor & Room:	

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

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

How to use your 100% book of Knowledge Organisers and Quizzable Organisers

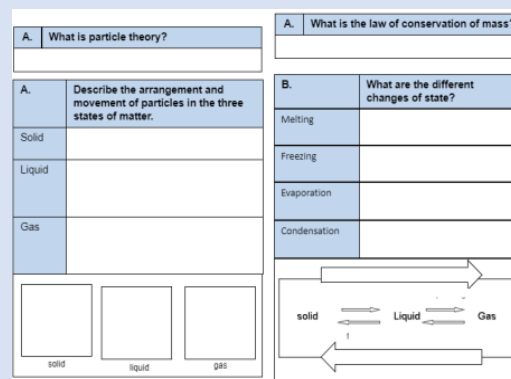
Knowledge Organisers



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.

The screenshot shows the Epraise website interface. On the left is a 'Planner' with a calendar for May 2020. On the right is a 'Knowledge Organiser' for Year 7 Science, showing various topics like 'What is particle theory?', 'What is the law of conservation of mass?', and 'What are the different states of matter?'.

Step 2

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

The screenshot shows a knowledge organiser for 'What is particle theory?' and 'What is the law of conservation of mass?'. The 'Particle theory' section describes the arrangement and movement of particles in solid, liquid, and gas states. The 'Conservation of mass' section explains that mass cannot be created or destroyed. Handwritten notes in a prep book include the date '29th May 2020' and the title 'Particle theory'.

Step 3

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

Handwritten notes in a prep book summarizing the key points from the knowledge organiser. The date '29th May 2020' is written at the top. The title 'Properties of the states of matter' is underlined. The notes define particle theory as 'all matter is made of particles'. They then describe the three states of matter: Solid (regular pattern, particles vibrate in fixed position), Liquid (particles are arranged randomly but are still touching each other, particles can slide past each other and move around), and Gas (particles are far apart and are arranged randomly, particles carry a lot of energy).

Step 4

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

Handwritten notes in a prep book repeating the definitions of solid, liquid, and gas. The notes are written three times for each state: Solid = regular pattern, particles vibrate in fixed position; Liquid = particles are arranged randomly but are still touching each other, particles can slide past each other and move around; Gas = particles are far apart and are arranged randomly, particles carry a lot of energy.

Step 5

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

The screenshot shows a quizzable knowledge organiser for 'What is particle theory?' and 'What is the law of conservation of mass?'. The 'Particle theory' section has a table with columns for 'Solid', 'Liquid', and 'Gas'. The 'Conservation of mass' section has a table with columns for 'Solid', 'Liquid', and 'Gas'. Handwritten notes in a prep book include the date '29th May 2020', the title 'Particle theory', and the definitions of solid, liquid, and gas.

Step 6

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

Handwritten notes in a prep book checking the definitions of solid, liquid, and gas. The notes are written three times for each state: Solid = regular pattern, particles vibrate in fixed position; Liquid = particles are arranged randomly but are still touching each other, particles can slide past each other and move around; Gas = particles are far apart and are arranged randomly, particles carry a lot of energy.

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



ENGLISH Knowledge organiser Year 7 ‘Oliver Twist’: Knowledge Organiser



What we are learning this term:	Plot Breakdown of Oliver Twist	Characters in Oliver Twist
- An introduction to life in Victorian London - An introduction to the life of Charles Dickens - An introduction to the workhouse and the Poor Law - The story and moral of Oliver Twist - Key characters and quotations - How to write a simple analytical paragraph	Oliver is born in the workhouse. When he is a bit older he is nominated to ask for more food because the boys are starving. He is kicked out of the workhouse and sold to the Sowerberry family to be an undertaker's apprentice. He's bullied by Noah, they fight and he is locked up. Oliver runs away to London, meets Dodger and is introduced to Fagin's gang. Oliver is taken out with the gang and is horrified to see Dodger steal a gentleman's handkerchief. Oliver is wrongly arrested for the theft. The gentleman, Mr. Brownlow, takes pity on Oliver and takes him in. The gang plot to get him back in case he reveals information about them. Oliver is abducted by the gang whilst running an errand for Mr. Brownlow. Oliver is used by Sikes in a burglary. They fail and Sikes runs away. Oliver is left behind but the people who live there feel sorry for him and look after him. They are called Fred and Rose Maylie. When Bill and Fagin realise what has happened, they plot to catch Oliver again. Nancy overhears and visits Mr. Brownlow to warn him. Fagin tells Bill about Nancy's betrayal and Bill murders her. Fagin is discovered and sent to prison and Bill dies trying to run away. Oliver discovers who his parents were and joins Mr. Brownlow and the Maylies to live happily ever after.	Oliver He is an orphan who is treated badly by almost everyone he meets. He tries his best to be a good person and experiences ‘horror and alarm’ whenever he sees crimes being committed. Mr. Bumble The corrupt man who runs the workhouse and gives Oliver his name. He is ‘a fat man’ who enjoys power and doesn’t care about the people beneath him. Noah Claypole A ‘malicious and ill-conditioned’ boy who bullies Oliver at the undertakers. Fagin An old man who runs the gang of pickpockets. He seems kind but he gets young boys to do his dirty work for him. Jack Dawkins (The Artful Dodger) A young boy who introduces Oliver to Fagin's gang who has ‘all the airs and manners of a man’ Bill Sikes A ‘rough man’ who has been a criminal for many years. He beats his dog viciously and brutally kills his girlfriend, Nancy. Nancy Bill's girlfriend who risks her life to help Oliver escape from the gang. She loves Bill even though he treats her abusively and she feels guilty about the life of crime she has led. Mr. Brownlow A wealthy older gentleman who takes Oliver in and looks after him. He believes in Oliver's goodness even when it looks like Oliver has stolen from him and eventually finds out the truth about Oliver's parents.
Vocabulary: Key Words	The Big Ideas in Dicken's Oliver Twist	Writing Analytically
morality – a code of right and wrong. People who try to be good can be called moral and people who do bad things can be called immoral. moral - a lesson that can be derived from a story or experience vulnerable – in a situation in which you could be easily harmed. People living on the streets are vulnerable. brutal – very violent or cruel. barbaric – cruel and wild exploit - Taking advantage of someone to benefit from them. corrupt – a word used to describe a person who uses their power in a dishonest or illegal way in order to make life better for themselves. villain – a bad person in a story who harms other people or breaks the law to get what they want. malicious – meant to hurt or upset someone. victim – someone who has been harmed, often by other people. naïve – If someone is naïve if they don't have experience of how complicated life can be and therefore trust people too much. society – the people who live in a certain area. This could be a country, town or small group. workhouse – a place where people who couldn't support themselves were sent to live and work. poverty - being extremely poor	Corruption - Dickens presents corruption from the outset and throughout. - Powerful people are corrupt e.g., Bumbles - Powerless people corrupt others e.g., Dodger, Fagin & Bill Villains' vs victims - Dickens juxtaposes the purest, most vulnerable and innocent of children against the most violent, brutal and selfish criminal. However, he presents the characters of a scale of villainy. Is it just a matter of time before Oliver, if left unchecked, would deteriorate into a man like Bill? Crime - Dickens presents his reader with the realities of the criminal underworld of Victorian London. He shows the reader what the future often holds for destitute orphan children that are abandoned by society. All children may end up like Dodger or Nancy, then like Fagin or even Bill. Poverty - Dickens wants to illustrate what life was really like for poor people in the Victorian era He believed that just because people were poor, that didn't mean they deserved to be treated like criminals. This directly links to Dickens' criticism of The Poor Law of 1834. Historical Context – The Victorian Era and Charles Dickens ‘Oliver Twist’ was written in 1837-39. This is in the Victorian era by Charles Dickens. It was published chapter by chapter in a periodical (magazine). Charles Dickens had to work in harsh conditions as a child when his father was sent to prison. This mirrors the childhood of Oliver and the other boys in the workhouse. Dickens wanted to criticise a new change to The Poor Law which happened in 1834 and created more workhouses and show how hard life was for poor people. Oliver Twist was written in the Victorian era. This means that Queen Victoria was the reigning monarch at the time. Dickens lived and worked through this time period. The novel is a social commentary on the perceptions of society at the time.	What three things must a topic sentence do? – be accurate, focus on one thing, answer the question What is a quotation? - 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 do you do once you have written a topic sentence and matching quote? - explore how the quote proves the point in as much detail as you can.
		Vocabulary: Subject Specific Terminology
		characterisation - the way a writer shows what a character is like irony - figure of speech in which the intended meaning is the opposite of the literal meaning novel – a novel is a long book that tells the story of imaginary people and events topic sentence – the first sentence of your analytical paragraph.



ENGLISH Knowledge organiser Year 7 'Oliver Twist': Knowledge Organiser



What we are learning this term:	Plot Breakdown of Oliver Twist	Characters in Oliver Twist
- An introduction to life in Victorian London - An introduction to the life of Charles Dickens - An introduction to the workhouse and the Poor Law - The story and moral of Oliver Twist - Key characters and quotations - How to write a simple analytical paragraph	Oliver is born in the workhouse. _____ _____ He is kicked out of the workhouse and sold to the Sowerberry family to be an undertaker's apprentice. _____ Oliver runs away to London, meets Dodger and is introduced to _____. Oliver is taken out with the gang and is horrified to see Dodger steal a gentleman's handkerchief. _____ The gentleman, Mr. Brownlow, _____. The gang plot to get him back in case he reveals information about them. Oliver is abducted by the gang whilst running an errand for _____. Oliver is used by Sikes in a burglary. _____. Oliver is left behind but the people who live there feel sorry for him and look after him. _____ When Bill and Fagin realise what has happened, they plot to catch Oliver again. _____ Fagin tells Bill about Nancy's _____ Oliver discovers who his _____	Oliver Mr. Bumble Noah Claypole Fagin Jack Dawkins (The Artful Dodger) Bill Sikes Nancy Mr. Brownlow
Vocabulary: Key Words	The Big Ideas in Dicken's Oliver Twist	Writing Analytically
morality –	Corruption - Dickens presents corruption from the outset and throughout. - Powerful people are _____ - Powerless people _____	What three things must a topic sentence do? – What is a quotation? - What do you do once you have written a topic sentence and matching quote? -
moral -	Villains' vs victims - Dickens juxtaposes the purest, most vulnerable and innocent of children against the most _____. However, he presents the characters of a _____. Is it just a matter of time before Oliver, if left unchecked, would deteriorate into a man like Bill?	Vocabulary: Subject Specific Terminology
vulnerable –	Crime - Dickens presents his reader with the _____. He shows the reader what the future often holds for destitute _____ that are abandoned by society. All children may end up like Dodger or Nancy, then like Fagin or even Bill.	characterisation -
brutal –.	Poverty - Dickens wants to illustrate _____	irony -
barbaric –	He believed that just because people _____ This directly links to Dickens' criticism of The Poor Law of 1834.	novel –
exploit -		topic sentence –
corrupt –	Historical Context – The Victorian Era and Charles Dickens	
villain –		
malicious –		
victim –		
naïve –		
society –		
workhouse –		
poverty -		

**What we are learning this term:**

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

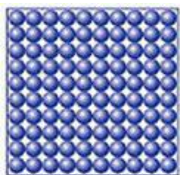
7 Key Words for this term

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

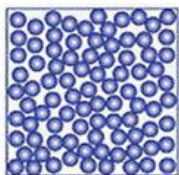
A. What is particle theory?

The theory that all matter is made up of particles.

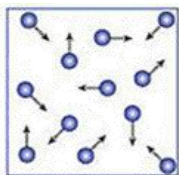
A.	Describe the arrangement and movement of particles in the three states of matter.
Solid	In a regular pattern. Particles can vibrate in a fixed position.
Liquid	Particles are arranged randomly but are still touching each other. Particles can slide past each other and move around.
Gas	Particles are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



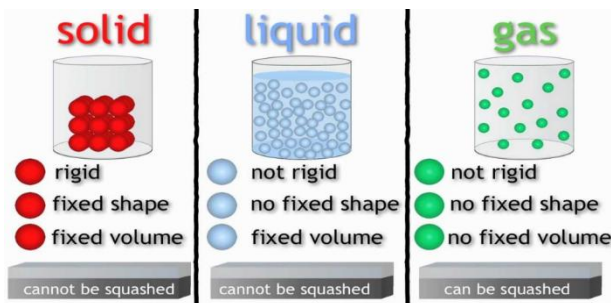
Solid



Liquid

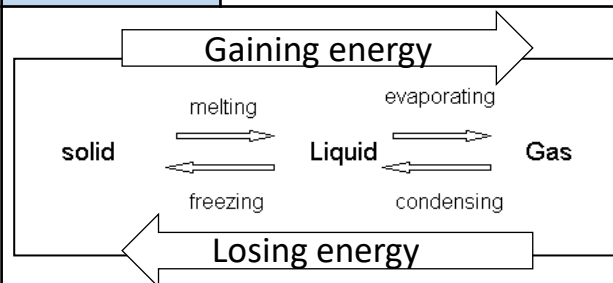


Gas

A. Describe the properties of the three states of matter.**A. What is the law of conservation of mass?**

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

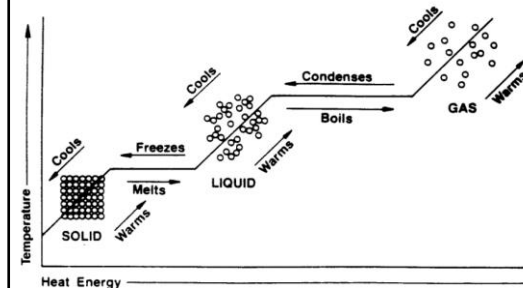
B.	What are the different changes of state?
Melting	Change of state from solid to liquid
Freezing	Change of state from liquid to solid
Evaporation	Change of state from liquid to gas
Condensation	Change of state from gas to liquid

**A. What is diffusion?**

The movement of particles from an area of higher concentration to an area lower concentration.

B. What happens to the temperature of a substance when it changes state?

During the change of state, the temperature will stay the same until the change of state is complete

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

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

**What we are learning this term:**

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

7 Key Words for this term

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.

A. What is particle theory?**A. Describe the arrangement and movement of particles in the three states of matter.**

Solid

Liquid

Gas



solid



liquid



gas

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

Solid

Liquid

Gas

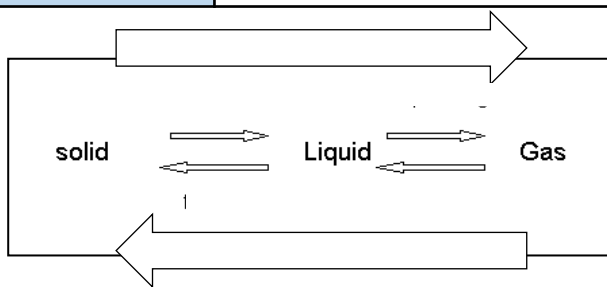
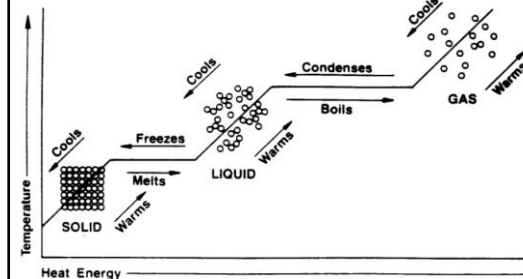
A. What is the law of conservation of mass?**B. What are the different changes of state?**

Melting

Freezing

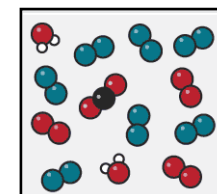
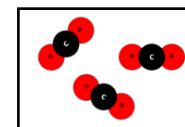
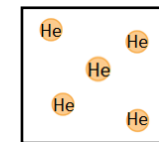
Evaporation

Condensation

**A. What is diffusion?****B. What happens to the temperature of a substance when it changes state?.****C. What is the difference between a pure and an impure substance?**

Pure

Impure

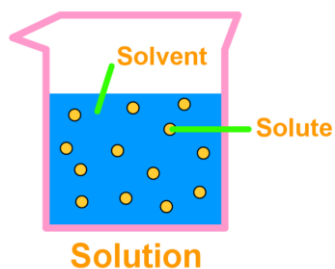




D.	What is a mixture?
A mixture contains different elements or compounds that are not chemically joined to each other.	

D.	What happens when a substance dissolves?
During dissolving, the solvent particles surround the solute particles and move them away from each other, so they are spread out in the solvent.	

D.	What are the different parts of a solution?
Solute	The substance that dissolves into the solvent.
Solvent	The liquid that the solute dissolves into.



D.	What is the difference between a soluble substance and an insoluble substance?
Soluble	A substance that dissolves into a solvent.
Insoluble	A substance does not dissolve into a solvent.

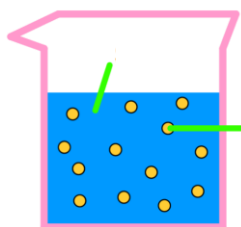
D.	How are different mixtures separated?		
Method	Used to separate:	Apparatus	
Evaporation	Soluble substances from a solution		
Filtration	An insoluble solid from a liquid		
Distillation	The parts of a liquid solution according to their boiling point.		
Chromatography	Mixtures of solutes according to their solubilities in a solvent.		



D.	What is a mixture?

D.	What happens when a substance dissolves?

D.	What are the different parts of a solution?
Solute	
Solvent	



Solution

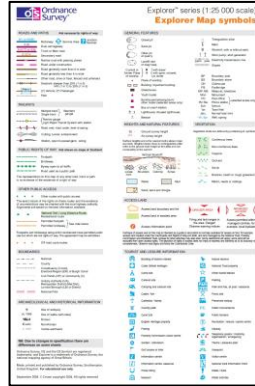
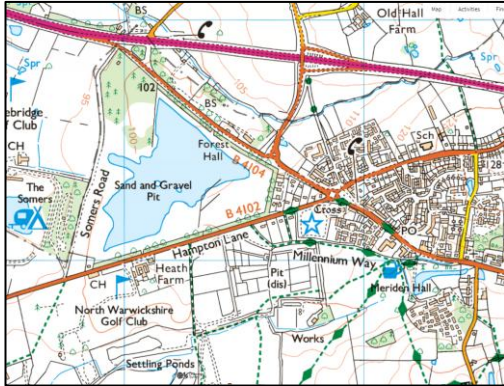
D.	What is the difference between a soluble substance and an insoluble substance?
Soluble	
Insoluble	

D.	How are different mixtures separated?		
Method	Used to separate:	Apparatus	
Evaporation			
Filtration			
Distillation			
Chromatography			

Introduction to geographical skills

Maps and symbols

OS maps use symbols to show human and physical features. Maps have a **title**, **labels**, a **compass rose**, a **scale** and a **key**.



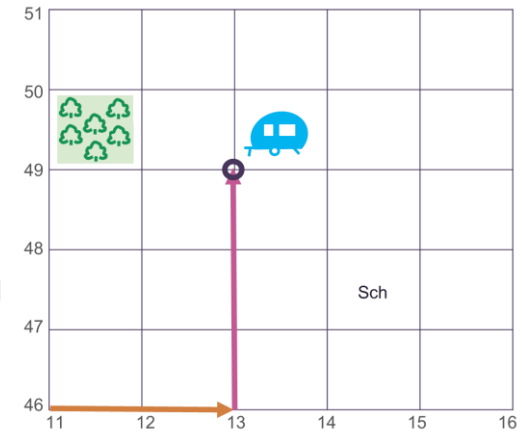
Key vocabulary

- **Continent** – One of the seven large land masses on Earth
- **Longitude** – The lines down the earth showing east or west
- **Latitude** – The lines across the earth showing north and south
- **Eastings** – The grid reference along the bottom
- **Northings** – The grid reference up the side
- **Contour lines** – Brown lines on a map that show height
- **Relief** – The height of the land
- **Topography** - The shape and physical features of an area
- **Altitude** - Height above sea level (measured in metres).
- **OS map** – Ordnance Survey is a map of areas of the UK

Four-figure grid references

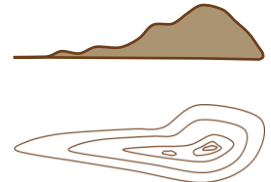
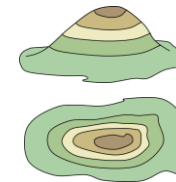
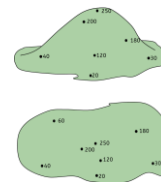
Four-figure grid references are used to describe locations on an OS map.

1. Look at the bottom-left corner of the square.
2. Find the **easting**.
3. Find the **northing**.
4. Write down the four-figure grid reference.



Relief

Height on a 2D map can be shown using three methods:

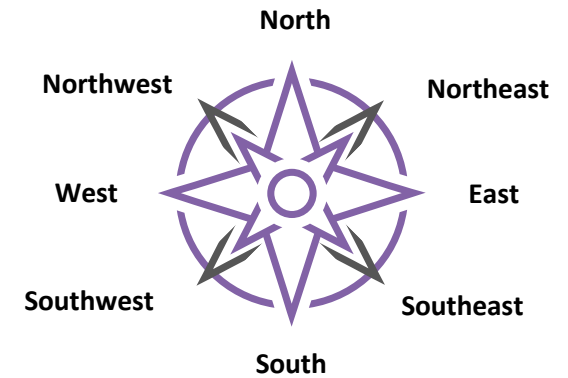


Spot heights – a dot giving the exact height of a specific point.

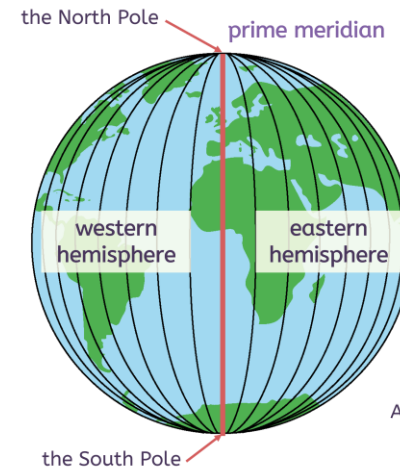
Colour layering - different heights are shown by bands of different colours.
Contour lines – brown lines connecting areas of the same height.

Introduction to geographical skills

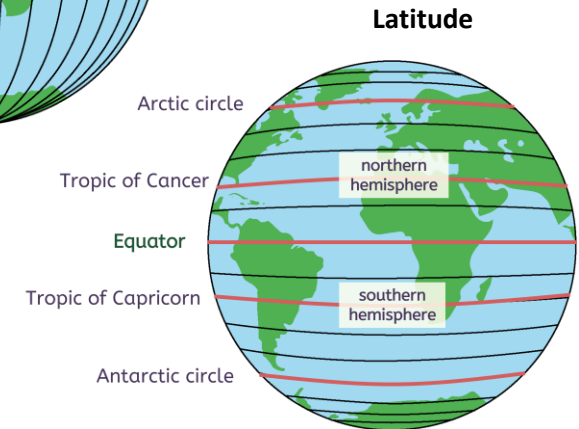
Continents, oceans and countries in the UK



Longitude and latitude



Longitude

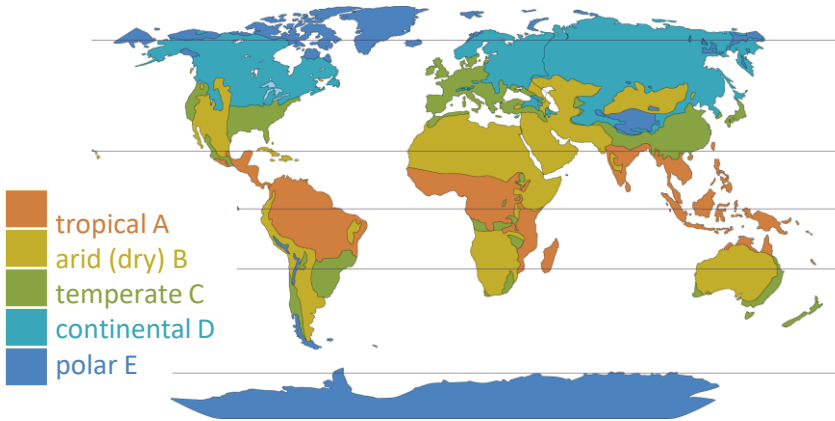


Latitude



Introduction to global climate

Climate zones

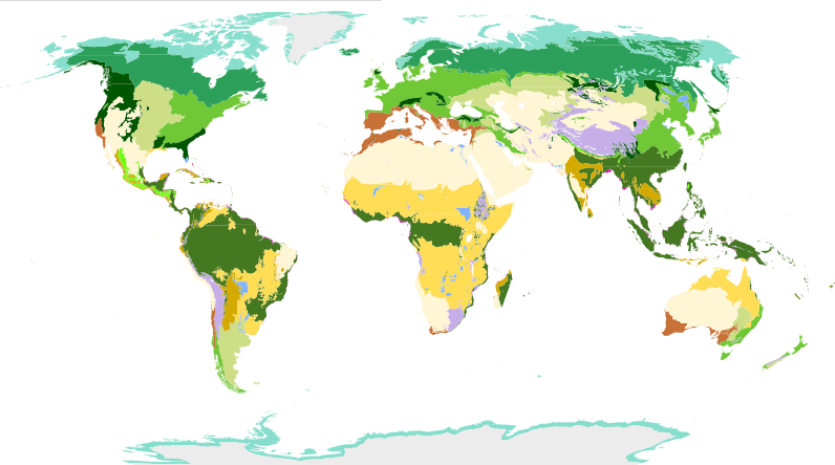


Climate zones are areas in the world that have a similar climate. There are several major climate zones in the world, and the main six are shown on this map. The climate zones generally group together horizontally, following lines of latitude.

Key Vocabulary

- **greenhouse gases** – gases such as carbon dioxide that trap heat within the atmosphere
- **the greenhouse effect** – the natural warming of the planet to its habitable temperature, caused by trapping heat in the Earth's atmosphere
- **the enhanced greenhouse effect** – the unnatural warming of the Earth due to increased greenhouse gases in the atmosphere
- **global warming** – the increase of average temperatures on Earth; this happens naturally but happens faster due to the enhanced greenhouse effect
- **climate change** – the change in the Earth's long-term weather patterns, including precipitation, wind and temperature
- **fossil fuel** – a (chemical) store of energy formed over millions of years from dead plants and animals

Biomes

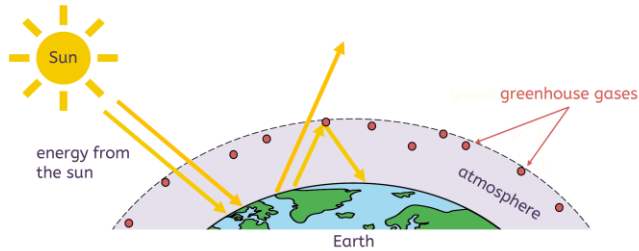


Biomes are areas of the world that, because of similar climates, have similar landscapes and wildlife. Biomes are shown on the map.



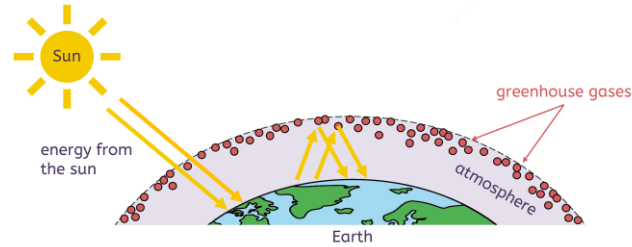
Introduction to global climate

Global warming

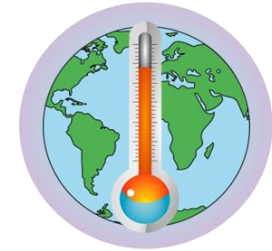


The **greenhouse effect** is the **natural process**, which has always taken place, that keeps the Earth warm. Without it, the Earth would be too cold to live on.

The light and heat energy are trapped in the atmosphere by greenhouse gases, such as carbon dioxide. This warms the Earth.



The **enhanced greenhouse effect** causes an **unnatural increase in temperature**. Human activities (such as burning fossil fuels, transport, waste, agriculture, deforestation) increase the amount of greenhouse gases in the atmosphere. The Earth warms more quickly, and global warming increases.



Accelerated global warming can also lead to other changes in the Earth's long-term weather patterns, such as precipitation, wind and storms. The changes to the Earth's wider climate – not just temperature – are called **climate change**.

The causes of climate change

Climate change is caused by:

- burning fossil fuels for transport and electricity generation, which releases greenhouse gases
- deforestation, which reduces the absorption of greenhouse gases
- agriculture and waste disposal, which release greenhouse gases



deforestation



electricity generation



transport



agriculture

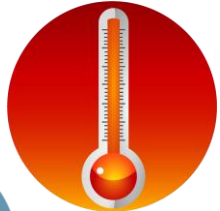
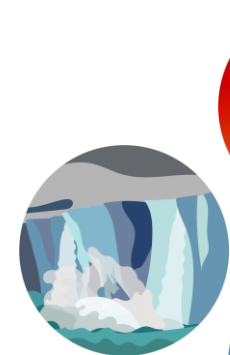


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The effects of climate change

Climate change can cause:

- more extreme weather events, such as heatwaves
- melting sea ice and ice caps
- rising sea levels and flooding of coastal areas



Unit 1 Worldviews c. 1000

A. Keywords:

- 1. Abbasid dynasty (n)** - The line of rulers of the Islamic Empire from 750 to 1258.
- 2. Astrolabe (n)**- A metal instrument that uses the stars to find direction and position.
- 3. Astrology (n)**- Studying the movement of stars and planets and interpreting their influence on the world.
- 4. Astronomy (n)**- The study of space, stars and planets.
- 5. Baghdad (n)**- The capital of the Islamic Empire under the Abbasid dynasty.
- 6. Madrasa (n)**- Muslim school or college
- 7. Byzantine Empire (n)**- The Greek-speaking eastern Roman Empire.
- 8. Caliph (n)**- The religious and political leader of an Islamic empire.
- 9. Christendom (n)**- Christian people or countries as a whole.
- 10. Constantinople (n)** - The capital of the eastern Roman Empire.
- 11. Dynasty (n)** a sequence of rulers from the same family.
- 12. Empire (n)**- A group of countries ruled by a single ruler (Emperor / Empress).
- 13. Innovation (n)** the process of improving something or creating something that is a new technology.
- 14. Empire (n)** a group of countries ruled by a single ruler.
- 16. Apothecary (n)** a person who in the past made and sold medicines.
- 17. Monarch (n)** a king or queen
- 18. Inference (n)** a conclusion drawn from evidence based on what is seen and what is already known.

B. Key people:

- 1. Al-Mansur** - The Abbasid caliph from 754-775.
- 2. Al-Masudi** - An Arab geographer (896-956).
- 3. Al-Razi** - A physician in Baghdad who wrote books on medicine (854-925).
- 4. Emperor Constantine** - Roman Emperor who converted the official religion of the Roman Empire to Christianity in 380 CE and created a new capital at Constantinople.
- 5. Empress Zoe** - Byzantine Empress, 1028-1050.
- 6. Euclid** - A Greek mathematician from the 3rd century BCE.
- 7. Galen** - A Greek doctor from the 2nd century CE.
- 8. Ptolemy** - A Greek astronomer from the 2nd century CE.

Power

The control a person or group has in a country.

For example, powerful empires which existed c.1000 held power through emperors, empresses and caliphs.

This includes threads such as warfare and empire.

Identity

The qualities and characteristics that make a person who they are and what they value as important.

For example, religious beliefs such as Buddhism, Islam and Christianity influenced empires and individuals c.1000.

This includes threads such as women and beliefs.

Connectivity

The act of joining or being linked to somewhere, someone or something else.

For example, people, knowledge and beliefs travelled across continents using trade routes, such as the Silk Roads.

This includes threads such as migration, trade, innovation, medicine and knowledge.

C. Keywords:

- 1. Geometry** - Mathematics that deals with points, lines, angles and shapes.
- 2. House of Wisdom** - A place in Baghdad where scholars met to learn and discuss knowledge.
- 3. Madrasa** - A Muslim school or college.
- 4. Monastery** - A community of monks living together.
- 5. Monk** - A man who commits his whole life to God, living in a monastery.
- 6. Mosque** - A Muslim place of worship.
- 7. Pope** - Head of the Roman Catholic Church.
- 8. Pilgrim** - Someone who travels to a holy place.
- 9. Priest** - The person in charge of the church in each parish.
- 10. Relic** - The remains of a saint's body or belongings.
- 11. Saint** - A person recognised as being holy.
- 12. Silk Roads** - The land route used for trade between China, the Middle East, Europe and North Africa.



BC =

Before Christ (any year before the year 0)

AD = Anno

Domini (the year of our lord) - used for any year after 0.

Timeline - a visual display of a list of events in chronological order

Chronology - putting events in time order

Decade - 10 years

Century - 100 years

Millenium - 1000 years

Interpretation - an informed opinion on something

Source - Documents, objects, or other items which are used to learn about the past

Unit 1 Worldviews c. 1000

A. Keywords:

B. Key people:

- 1. **Al-Mansur** - The Abbasid caliph from 754-775.
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Power

Identity

Connectivity

C. Keywords:

- 1. **Geometry** - Mathematics that deals with points, lines, angles and shapes.
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BC	AD	Timeline -	Chronology	Decade	Century	Millenium	Interpretation	Source

7.01: Religion Locally and Nationally



Key Vocabulary

1	diversity	Differences between a group or setting.
2	Christianity	The religion that Christians follow.
3	Islam	The religion that Muslims follow.
4	Judaism	The religion that Jewish people follow.
5	Hindu Dharma	The religion that Hindus follow.
6	Sikhi	The religion that Sikhs follow.
7	Buddhism	The religion that Buddhists follow.
8	Humanism	A non-religious tradition followed by Humanists .
9	migration	The movement of people from one place to another.
10	persecution	Unfair or cruel treatment over a long period of time because of race, religion or political beliefs.
11	census	An official survey of the people who live in a country.

Religious and Non-Religious Symbols and Buildings

Follower	Symbol	Building
Christian	 Cross	church
Jewish	 Star of David	synagogue
Muslim	 Crescent Moon	mosque
Hindu	 Aum	mandir
Sikh	 Khanda	gurdwara
Buddhist	 Dharma Wheel	temple
Humanist (non-religious)	 Happy Human	(various)

The Census Data and Key Changes

- | | |
|---|--|
| In 2021, | Between 2001 and 2021, |
| <ul style="list-style-type: none">• More people described themselves as religious than non-religious.• The largest religious group was Christianity, followed by Islam and Hindu Dharma. | <ul style="list-style-type: none">• The number of people choosing to answer the question increased.• The number of people reporting 'no religion' increased.• The number of people reporting Muslim, Hindu, Sikh and Buddhist increased.• The number of people reporting Christian decreased. |

Tools for Studying Religion

Social sciences are a group of subjects that are interested in how people live together in a society. Social scientists study how people change society and how society changes them.

Social scientists collect data in a range of ways, including surveys like the census, as well as looking at evidence of religion in a community's buildings.



1	diversity	
2	Christianity	
3	Islam	
4	Judaism	
5	Hindu Dharma	
6	Sikhi	
7	Buddhism	
8	Humanism	
9	migration	
10	persecution	
11	census	

[illegible]

Tools for Studying Religion

In 2021,	Between 2001 and 2021,
1. The number of people who are 65 years of age or older has increased. 2. The number of people who are 18 years of age or younger has decreased. 3. The number of people who are 18 to 64 years of age has increased.	1. The number of people who are 65 years of age or older has increased. 2. The number of people who are 18 years of age or younger has decreased. 3. The number of people who are 18 to 64 years of age has increased.





1.1.1 Hola, ¿Qué tal?

Hola	Hello
Buenos días/buenas tardes	Good morning/afternoon
Gracias	Thank you
¿Cómo te llamas?	What's your name?
Me llamo	My name is...
¿Cómo se llama?	What is s/he is called?
Se llama...	S/he is called...
Adiós/hasta luego	Good-bye

1.1.3 ¿Cuántos años tienes? - How old are you? How old is he/she?

¿Cuántos años tienes?	How old are you?
Tengo ... años.	I am ... years old.
¿Cuántos años tiene?	How old is s/he?
Tiene ... años.	S/he is ... years old.

1.2 ¿Cuándo es tu cumpleaños? - When is your birthday?

Mi cumpleaños es el...	My birthday is on...
Primero/uno de Dos/tres/cuatro de...	Second/third/fourth of...
Mi cumpleaños es el cinco de marzo	My birthday is the 5 th March

1.1.4 ¿De dónde eres? ¿Dónde vives? - Where are you from? Where do you live?

¿Dónde vives?	Where do you live?
¿De dónde eres? ¿Cuál es tu nacionalidad?	Where are you from? What is your nationality?
Vivo en... Inglaterra/Escocia/Irlanda del Norte/Gales/Francia/ España/Alemania/Portugal/Italia/los Estados Unidos (EEUU)	I live in... England/Scotland/Northern Ireland/Wales/France/Spain /Germany/Portugal/Italy/United States (USA)
Soy...	I am...
inglés/inglesa	English
escocés/escocesa	Scottish
galés/galesa	Welsh
irlandés/irlandesa	Irish
Hablo...	I speak...
español	Spanish
árabe	Arabic
francés	French
alemán	German
Me gustaría hablar...	I would like to speak...

1.3 ¿Qué (no) te gusta hacer? - What do you (not) like doing?

Me gusta (+ infinitive/noun with article) Me gusta bailar/el reguetón	I like I like dancing/I like regueton
No me gusta (+ infinitive/noun with article) No me gusta cantar	I don't like I don't like singing
Me encanta (+ infinitive/noun with article)	I love
Detesto (+ infinitive/noun with article)	I hate
Prefiero (+ infinitive/noun with article)	I prefer
Jugar (al + sport)	To play
Jugar con la consola/a los videojuegos	To play my Xbox
Hacer deporte	To play - to do sport
Comer	To eat



What we are learning this term: A. Countries and Nationalities B. Members of the family C. Colours D. Describing appearance E. Key words across topics F. Translation practice		C. ¿Qué color es? What colour is it? Los colores amarillo/a atigrado/a azul blanco/a dorado/a gris marrón negro/a rojo/a verde dorados/as marrones negros/as Colours Yellow Tabby Blue White Gold Grey Brown Black Red Green Gold Brown black		Key Verbs				
6 Key Words for this term 1. hablar 2. ¿dónde vives? 3. Me llamo 4. el pelo 5. los ojos 6. las mascotas				Ser To be	Tener To have	Hablar To speak	Comer To eat	Vivir To live
				Soy I am	Tengo I have	Hablo I speak	Como I eat	Vivo I live
				Eres You are	Tienes You have	Hablas You speak	Comes You eat	Vives You live
				Es s/he is	Tiene s/he has	Habla s/he speaks	Come s/he eats	Vive s/he lives
				Somos We are	Tenemo We have	Hablamos We speak	Comemos We eat	Vivimos We live
				son They are	tienen They have	hablan They speak	comen They eat	viven They live
A. ¿Dónde vives? Where do you live?		D. Describete – describe yourself		E. Las Mascotas y sus Personalidades – Pets and their Personalities		F. Key Words across Topics?		
Vivo en ... Los países Escocia España Estados Unidos Gales Irlanda ¿De dónde eres? Soy (de) ... ¿Dónde vives? La nacionalidad ¿Cuál es tu nacionalidad? escocés/escocesa español/a Irlandés/a inglés galés	I live in ... Countries Scotland Spain United States England Ireland Where are you from? I'm (from) ... Where do you live? Nationality What nationality are you? Scottish Spanish Irish English Welsh	Los ojos y el pelo ¿De qué color es tu pelo? Tengo ... Tiene ... el pelo castaño el pelo negro el pelo pelirrojo el pelo rubio el pelo corto el pelo largo el pelo liso el pelo ondulado el pelo rizado ¿De qué color son tus ojos? los ojos verdes alto/a bajo/a de talla mediana pelirrojo/a rubio/a	Eyes and hair What colour is your hair? I've got ... He's/She's got brown hair black hair red hair fair hair short hair long hair straight hair wavy hair curly hair What colour are your eyes? green eyes Tall Short medium height/size red-headed Fair/blonde	un caballo un pájaro un perro un conejo un cobayo un gato un pez un ratón una tortuga tranquilo/a mono/a divertido/a atrevido/a de mal humor cariñoso/a serio/a independiente inteligente tonto/a ruidoso/a irritante sometido/a amoroso/a aburrido/a hiperactivo/a perezoso/a tímido/a valiente leal	A horse a bird a dog a rabbit a guinea pig a cat a fish a mouse a tortoise quiet cute funny daring bad tempered affectionate serious independent intelligent silly loud irritating subdued loving boring hyperactive lazy shy brave loyal	to have = tener to be = ser to go = ir to do = hacer to play = jugar to see = ver to listen=escuchar to buy =comprar to live =vivir to speak= hablar to have to = deber to want to=querer to visit = visitar to eat - =comer to drink = beber to go out = salir to read = leer to work = trabajar to think = pensar to write =escribir		
B. ¿Describe tu familia? Describe your family						Me gusta – I like Me encanta – I love Odio - I hate Porque – because Divertido – fun Aburrido – boring Útil – useful Inútil – useless Cómodo – comfy Interesante- interesting Entretenido – entertaining Emocionante – exciting Guay – cool Genial – great Soso – dull Asqueroso – disgusting Malo- bad Bueno - good		
¿Tienes hermanos? un hermano/una hermana. Soy hijo único/a Somos gemelos/as ¿Cómo se llama tu madre/padre? Mi madre/padre se llama abuelos tíos primos	Do you have brothers and sisters? I've got a brother/a sister. I'm an only child We are twins What's the name of your mum/father? My mother/father's name is grandparents aunties/uncles cousins							

G. Translation Practice	
I am tall	S a
My brother is English	M h e l
My sister is Scottish	M h e e
My mum is tall and blonde	M m e a y r
My dad is short and fat	M p e b y g
My brother is tall and thin	M h e a y d
I have the eyes blue and the hair brown and curly	T l o a y e p m y r
She has the hair wavy and ginger	T e p o y p
They have green eyes	T l o v
I am an only child	S h u
My mum is funny	M m e d
My sister is irritating	M h e i
I have green eyes	T l o v
I don't have blue eyes	N t l o a
My dog is black	M p e n
My cat is white	M g e b
I have 3 dogs	T t p
I don't have any pets	N t m

H . Key Questions: Answer the following in your own words. Use these model answers	
¿Cómo eres? Describe your appearance	Soy bastante alto y delgado. Tengo los ojos azules y el pelo negro.
¿Cómo es tu familia? What's your family like	Vivo con mis padres. Mi padre se llama Bill y mi madre se llama Emily. Mi padre es alto y gordo pero mi madre es alta y delgada. Mi madre tiene el pelo pelirrojo pero mi padre tiene el pelo marrón y ondulado.
¿Tienes animales? Do you have any pets?	Si, tengo un perro que se llama Fido. Mi perro es negro y es muy leal y cariñoso.
¿Cómo es tu madre?	Mi madre tiene el pelo rubio y los ojos azules. No es muy alta y es muy divertida como yo.

I. Key Questions: Translate these model answers using the KO	
¿Cómo eres? Describe your appearance	I am quite short and a little fat. I have green eyes and black hair
¿Cómo es tu familia? What's your family like	I live with my parents and my grandparents. My dad is called Bob and my mum is called Emily. My dad is short and fat and my mum is short and slim. My mum has brown hair and my dad has short blonde hair. I have short curly black hair and green eyes.
¿Tienes animales? Do you have any pets?	Yes, I have a white cat. My cat is very serious and is bad tempered. My sister has a black guinea pig called Coco. Coco is very funny.
¿Cómo es tu madre?	My mum is very short with long black hair. She has green eyes and is very serious.

J. Key Grammar	
Words for THE and A	The = el or la or los or las – depending on if it's masculine/feminine/plural A = un or una – if it's masculine or feminine
Using the verbs "to be" and "to have" correctly	Tengo = I have (you just need one word in Spanish not 2 like in English) but remember each person needs a different word eg he has = tiene, we have = tenemos
Adjective placement Adjective agreement	Remember adjectives go after the noun Remember adjectives have to agree with the noun in number and gender Eg ojos azules –eyes blue, pelo negro - black hair
Use porque to describe your opinions Use singular and plurals correctly	Quiero a mi madre porque es muy divertida = I love my mum because she's very funny Mis gatos son blancos – My cats are white Mis tortugas son rojas – My tortoises are red

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 63°C and cold foods should be kept below 5°C.

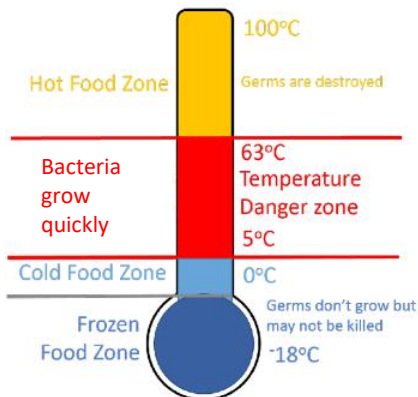
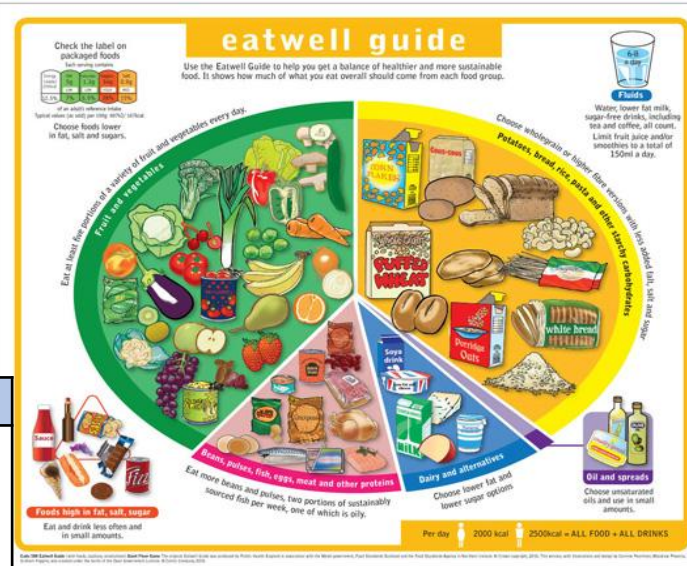


Image: TAFE NSW

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
Food miles	The distance a food has travelled from the producer to consumer.
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

Intensive farming – bad for the environment, uses chemical fertilisers and pesticides. Gives a high yield (amount of food).

Organic farming – "natural" farming, is slower and more expensive to do.

Reared food – animals kept on a farm, bred and raised for use i.e cows to give milk

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.

Caught food – animals hunted in the wild i.e fish, game animals

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 be 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 yield i.e more seeds.

Y9 Food technology

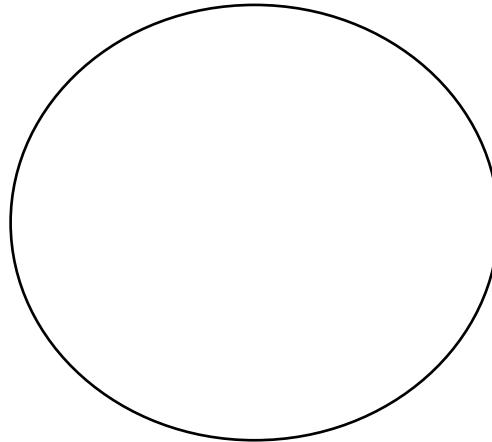
What we are learning this term:

1. Health, safety and hygiene in the kitchen
2. The Eatwell guide and nutrients
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5. Food fortification and modification
6. Practical skills

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

- 1 F _____ and _____
- 2 C _____ provides _____
- 3 _____
- 4 _____ - provides vitamins, minerals (calcium)
- 5 **Fats and Oils**

Divide the circle below into 5 sections as on the eatwell guide and annotate it with one healthy eating guideline .



E.	Keywords
Food miles	The distance a food has _____ from the producer to consumer.
Cross contamination	
	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	
Allergen	
	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 _____ (wheat), similar to an intolerance but more dangerous.
	When someone does not eat anything that comes from an animal including eggs, milk, honey.

A.	What are the nutrients required in the diet?
Carbohydrates	To give the body _____ e.g bread.
Protein	To _____ the body, and to give energy e.g eggs.
Fats	To insulate your body, give you _____, and protect your organs i.e butter.
Vitamins	For general body health and function i.e carrots for _____.
Minerals	For general body health and function i.e iron to make _____.
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 _____.	

Annotate the thermometer to show key food safety temperatures.



c.	Food origins		
	_____ Food - plants i.e _____	_____ food – animals kept on a farm, bred and raised for use i.e _____	_____ food – animals hunted in the wild i.e _____
	_____ farming – bad for the environment, uses chemical fertilisers and pesticides. Gives a high yield (amount of food). Organic farming – "natural" farming, is _____ and more expensive to do.	Intensive (battery) farming – animals are kept indoors all year round in small cages, poor treatment. Lots of _____ produced. Free _____ – animals have a large amount of space and outdoor space, good living conditions. Expensive and slow.	Trawling – large nets _____ 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 _____.

c.	Influences on food choice
List 3 influences that might change a person's choice of food: 1. 2. 3.	



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	
							

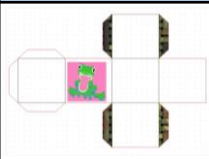
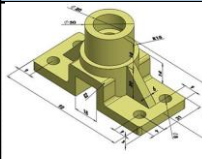
B.	Materials
Timbers come from trees	
	Scots pine – which you used for your maze frame – is a softwood Softwoods come in planks and boards

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.



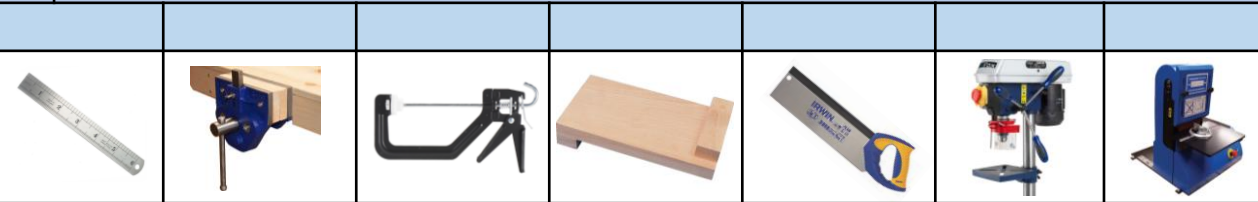
Year 7 PRODUCT DESIGN Rotation Knowledge Organiser



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 _____

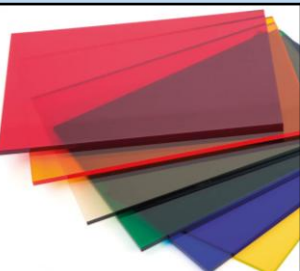
Manufactured Boards come from _____



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

Manufactured Boards come in _____

Polymers come from _____



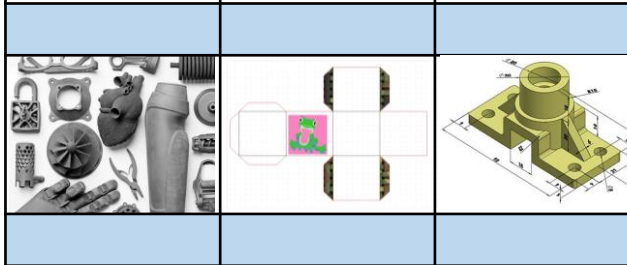
Acrylic – which you used as your lid for your maze – is a **polymer**

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.....



Year 7 Graphic Communication Rotation Knowledge Organiser



What we are learning this term:

A. Fonts B. Typography C. Key Words D. Alan Fletcher E. The design process

A.		Fonts – appearance and style of text				
Font classifications				Font Styles		
Serif	Serif Examples	Sans Serif	Sans serif Examples	Regular	Bold	Italic
Text style that has small “feet” or lines at the ends of letters	- Times New Roman - Baskerville Old Face	Text style that has no extra lines, clean and simple	- Arial - Comic Sans	ABC “Original”	ABC “Thicker”	<i>ABC</i> “Slanted”

B. **Typography** – how we **arrange** and use fonts to make text look good and easy to read.

Alignment of text

Typography is how we arrange and use fonts to make text look good and easy to read. Font, the style of letters Typography, how we use those fonts together. Picking the right font for the job (link back to serif/sans serif). Space between letters and lines. Too squashed = hard to read. Too spread out = looks odd

Typography is how we arrange and use fonts to make text look good and easy to read. Font, the style of letters Typography, how we use those fonts together. Picking the right font for the job (link back to serif/sans serif). Space between letters and lines. Too squashed = hard to read. Too spread out = looks odd

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▸ Left aligned

◦ Centered aligned

◦ Right aligned

Line Spacing - Space between letters and lines

Motivated Scheduling Coordinator with experience in overseeing the booking of patient appointments and extraneous testing upon discharge from numerous medical departments.

Motivated Scheduling Coordinator with experience in overseeing the booking of patient appointments and extraneous testing upon discharge from numerous medical departments.

experience in overseeing the booking of patient appointments and extraneous testing upon discharge from numerous medical departments.

Hierarchy - the way text is organised to show what is most important

Big = titles

Medium = headings

Small = body text

Can use colour, size and orientation to help make the text stand out more.

C. **Key Words**

Graphic Communication

Using images and text to share a message or idea, like posters, logos, or advertisements.

Graphic Design

It is the **outcome** of graphic design.

Iterative

Repeating steps again and again to improve the result.

Design Brief

A design brief is a short description of what you need to design and make. It explains the task and what is required.

Specification

A list of things your design should do or be.

Concept Board

A collection of images, colours, fonts, textures, and ideas that inspire your design.



Initial Designs

Your first ideas for a product or project. They are quick sketches that show different possible solutions before you choose and develop the best one.

D. **Alan Fletcher**

Alan Fletcher was a British graphic designer and co-founder of Pentagram, known for his creative use of typography. His work combined words and images in clever ways, inspiring designers to make text both clear and visually exciting.



E. **The Design Process**

Empathise

Who are the users?
What matters to them?

Define

What are their needs and insight?

Ideate

Concept board & produce solutions.

Prototype

Create representations of the design

Test/Feedback

Share designs for feedback



Year 7 Graphic Communication Rotation Knowledge Organiser

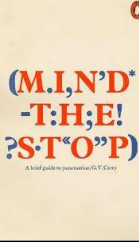


What we are learning this term:							
A. Fonts		B. Typography		C. Key Words	D. Alan Fletcher	E. The design process	
A.	F _____ – appearance and style of text						
Font C _____				Font S _____			
_____	Serif Examples	_____	Sans serif Examples	_____	_____	_____	
Text style that has small “feet” or lines at the ends of letters	- _____ - Baskerville Old Face	Text style that has no extra lines, clean and simple	- _____ - Comic Sans	ABC “Original”	ABC “Thicker”	ABC “Slanted”	
B.	Typography – how we _____ and use fonts to make text look good and easy to read.			C.		Key Words	
_____ of text				Graphic Communication	_____		
Typography is how we arrange and use fonts to make text look good and easy to read. Font, the style of letters Typography, how we use those fonts together. Picking the right font for the job (link back to serif/sans serif). Space between letters and lines. Too squashed = hard to read. Too spread out = looks odd	Typography is how we arrange and use fonts to make text look good and easy to read. Font, the style of letters Typography, how we use those fonts together. Picking the right font for the job (link back to serif/sans serif). Space between letters and lines. Too squashed = hard to read. Too spread out = looks odd	Typography is how we arrange and use fonts to make text look good and easy to read. Font, the style of letters Typography, how we use those fonts together. Picking the right font for the job (link back to serif/sans serif). Space between letters and lines. Too squashed = hard to read. Too spread out = looks odd	Graphic _____	It is the outcome of graphic design.			
◦ Left aligned	◦ Centered aligned	◦ Right aligned	Iterative	_____			
Line Spacing - _____				_____	A design brief is a short description of what you need to design and make. It explains the task and what is required.		
Motivated Scheduling Coordinator with experience in overseeing the booking of patient appointments and extraneous testing upon discharge from numerous medical departments.	Motivated Scheduling Coordinator with experience in overseeing the booking of patient appointments and extraneous testing upon discharge from numerous medical departments.	experience in overseeing the booking of patient appointments and extraneous testing upon discharge from numerous medical departments.	Specification	A list of things your design should do or be.			
Hierarchy - _____	_____	_____	_____	Concept board – James and the giant peach			

D.

Alan Fletcher

Alan Fletcher was a British _____ and co-founder of Pentagram, known for his creative use of typography. His work combined words and images in clever ways, inspiring designers to make text both clear and _____.



E.

The Design Process

Empathise

Who are the users?
What matters to them?

What are their needs and insight?

Concept board & produce solutions.

Create representations of the design

Test/Feedback

Share designs for feedback

A

What we are learning about this term...

1

Pulse

2

Rhythm

3

Compose

4

Duration

5

Note Values (Semibreve, Minim, Crotchet, Quaver)

6

Rest






LOOK

COVER

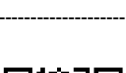
WRITE

CHECK

C - Useful links: practice at home!

These QR codes will take you to YouTube to be able to practice clapping some rhythms we are learning in this term!

Level 1 ----->





Level 2 ---->



Try out this rhythm game.

B

Keywords

Pulse

Continuous, regular and steady beats: 'The main beat'

Rhythm

How sounds are grouped together e.g. duration/accent

Duration

The lengths of different sounds (long or short)

Accent >

Gives emphasis to a certain musical beat which is performed more noticeably (louder) than the others

Composing

Writing your own music / rhythms

Rests

No sound / silence in the music

Percussion

Instruments you hit, scrape or shake

D Time Signatures and Counting Beats

A TIME SIGNATURE tells us how many beats (and what type of beats) there are in each BAR of music and is made up of two numbers at the beginning of a piece of music.

Top Number = HOW MANY BEATS

Bottom Number = TYPE OF BEAT

2/4 = TWO CROTCHET beats per BAR



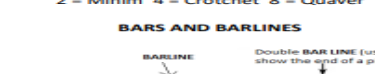
e.g. a MARCH

3/4 = THREE CROTCHET beats per BAR



e.g. a WALTZ

4/4 = FOUR CROTCHET beats per BAR



Bottom Numbers:

2 = Minim 4 = Crotchet 8 = Quaver

BARS AND BARLINES





The rhythm grid below shows basic rhythm values in 4/4 time. You should know the note values and be able to play them. Try using the "Remember it" name and clapping it. This actually helps you understand the beat value.

Basic Rhythm Values in 4/4 time

	Beat 1	Beat 2	Beat 3	Beat 4
Technical name SEMI BREVE (4 beats)				
Remember it... Hold for 4 beats				
Technical name Minim (2 beats)				
Remember it... L - ong				
Technical name Crotchet (1 beat)				
Remember it... tea				
Technical name Quavers (1/2 beat)				
Remember it... Cof - fee				

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



A What we are learning about this term....

1
2
3
4
5
6

B Keywords

C - Useful links: practice at home!

These QR codes will take you to YouTube to be able to practice clapping some rhythms we are learning in this term!

Level 1 ----->



Level 2 ---->



Try out this
r_____ game.



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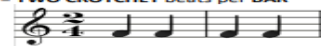
D Time Signatures and Counting Beats

A **TIME SIGNATURE** tells us how many beats (and what type of beats) there are in each **BAR** of music and is made up of two numbers at the beginning of a piece of music.



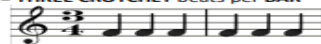
Top Number = **HOW MANY BEATS**
Bottom Number = **TYPE OF BEAT**

2/4 = **TWO CROTCHET** beats per **BAR**



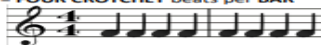
e.g. a **MARCH**

3/4 = **THREE CROTCHET** beats per **BAR**



e.g. a **WALTZ**

4/4 = **FOUR CROTCHET** beats per **BAR**



Bottom Numbers:
2 = Minim 4 = Crotchet 8 = Quaver

BARS AND BAR LINES

Double **BAR LINE** (used to show the end of a piece)

one **BAR**

E Basic Rhythm Values in 4/4 time

	Beat 1	Beat 2	Beat 3	Beat 4
Technical name				
Remember it...				
Technical name				
Remember it...				
Technical name				
Remember it...				
Technical name				
Remember it...				

F

Describing Music – MAD T SHIRT

M

A

D

T

S

H

I

R

T

M_____

A_____

D_____

T_____

S_____

H_____/T_____

I_____

R_____

T_____



What we are learning this term:

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

A- Key Words for this term

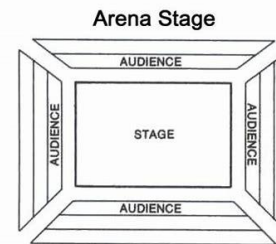
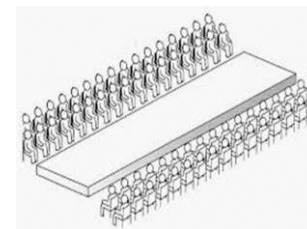
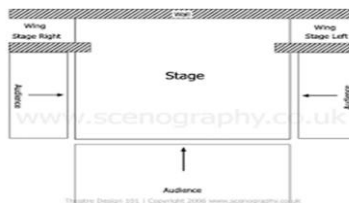
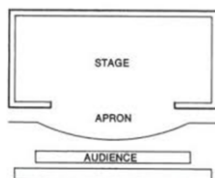
1. Improvisation- create a scene without prior planning or a script.
2. Characterisation – presentation of a fictional character using gesture, posture and stance.
3. Body Language- The conscious and unconscious movements and postures by which attitudes and feelings are communicated
4. Facial Expressions-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

C- Why is blocking important in drama?

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

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

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



C- Thinking questions.

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

What we are learning this term:

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

Key Words for this term

- Improvisation-
- C - presentation of a fictional character using gesture, posture and stance.
- B L - The conscious and unconscious movements and postures by which attitudes and feelings are communicated
- Facial Expressions-
- A - The way you pronounce certain words, often showing where you are from.
- T - The emotion that you put into your voice.
- Blocking-
- D - Creation of an original performance in response to a stimulus.

C- Why is blocking important in drama?

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

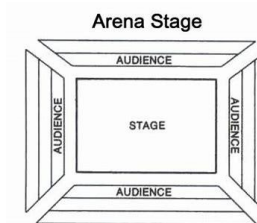
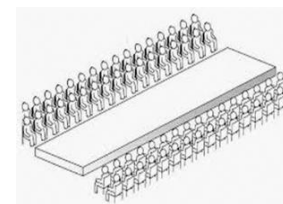
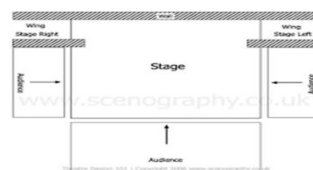
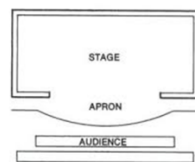
Write the definition for these four stage layouts, where the entrances and exits happen and what (if any) set/scenery can be used.

1 End On-

2 Thrust-

3 Traverse-

4 In The Round/Arena-



Thinking questions.

- How am I showing my character?
- What is my body language?
- How is it different to my normal?
- What is my character feeling?
- Do my facial expressions match this?
- What is my posture like?
- How do I walk?
- What implications are there for blocking?
- What are the positives for each stage?
- What are the negatives for each stage?
- Which stage layout do you like the best? Why?



Subject	Reading	Watching	Other Opportunities
English	Read: https://www.bl.uk/romantics-and-victorians/articles/oliver-twist-and-the-workhouse	Watch: https://www.youtube.com/watch?v=6NS9t6NO0Q0	https://dickensmuseum.com/
Maths	Read: : How to use maths in the real world	Website: The Scale of the Universe. How do all things compare in size? www.scaleofuniverse.com	Research: Alan Turing and Algebra. How did he use this to break the Nazi Enigma Machine and their codes?
Science	Read 100 Things to Know about Science	Watch Lots of demonstrations of how particles behave https://www.youtube.com/watch?v=OOI5yVVxMQE	Get someone to spray perfume/deodorant at one side of the room and see how long it takes for the particles to diffuse across the room. What happens if you stand nearer to them? Or they spray more?
Geography	Read What's Where on Earth: Our World As You've Never Seen It Before 	Watch: BBC iPlayer - The Blue Planet	Visit: Count how much litter you see in your local area. Make a note of this and bring in to compare the levels of litter in different areas of Swindon #weargloves
History	Read - The Map of Knowledge – Chapter entitled Baghdad	Watch: Medieval Islamic civilisations - Medieval Islamic civilisations - KS3 History - homework help for year 7, 8 and 9. - BBC Bitesize	Visit: The Richard Jefferies Museum of rural life at Coate Water. SN3 6AA
Spanish	Read: Find out about every Spanish speaking country in the world: https://baselang.com/blog/travel/spanish-speaking-countries/	Watch: this video about Spanish speaking countries: https://www.youtube.com/watch?v=HH7QNkYyVbc	Check out how many Spanish destinations EasyJet Fly to. Find out a little bit about each destination: https://www.easyjet.com/en
Art	Read: How to use texture in art https://www.bbc.co.uk/bitesize/guides/zx77h39/revision/1	Watch: Surface texture techniques https://www.youtube.com/watch?v=2Y3wFUKqLXQ	Try visiting an art gallery to see how an artist has created artwork in real life. The Tate website is an amazing tool to find 100's of established artists https://www.tate.org.uk/art

SWINDON ACADEMY READING CANON

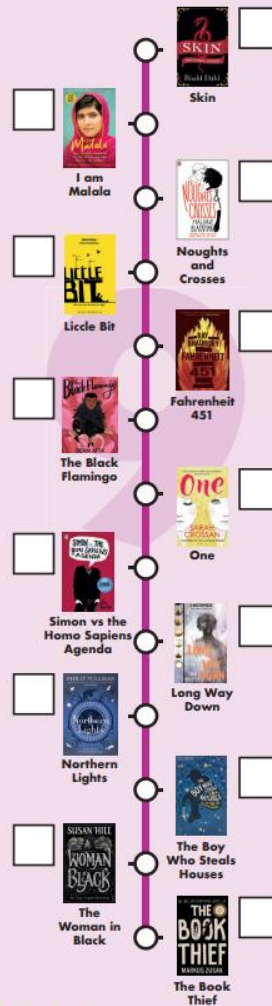
Year 7



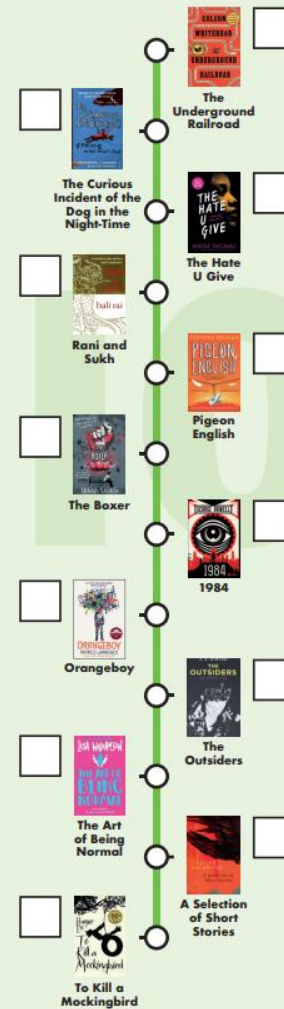
Year 8



Year 9



Year 10



#ReadingisPower