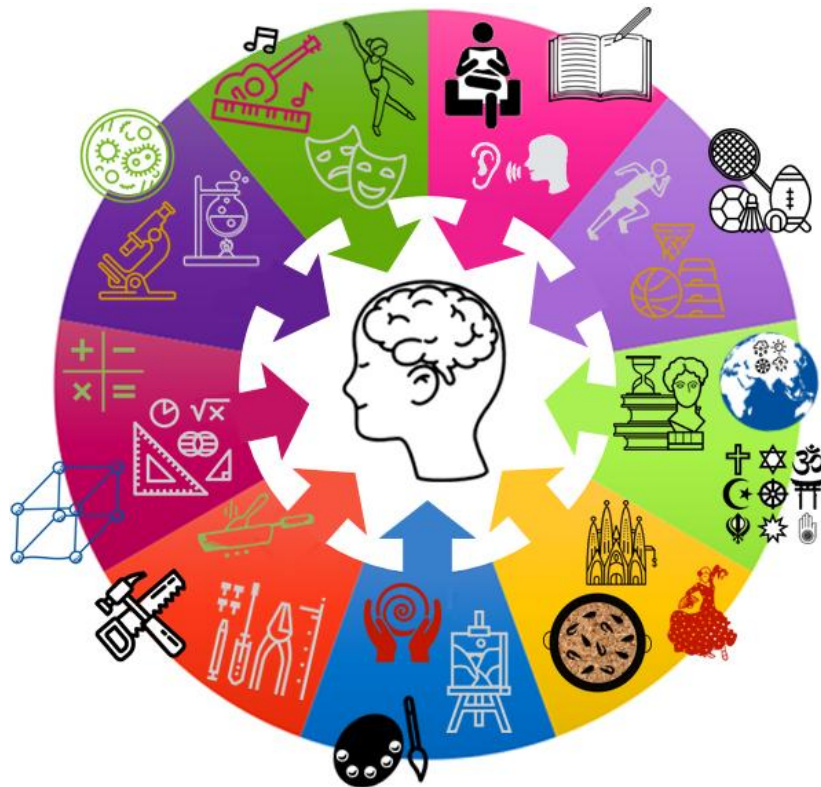


# 100% book - Year 7 Grammar

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

## Term 1



### Swindon Academy 2025-26

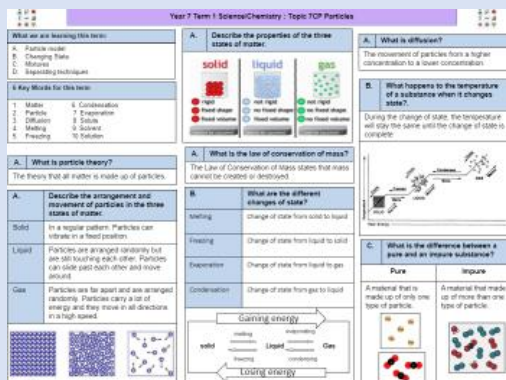
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Tutor Group:	
Tutor & Room:	

"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

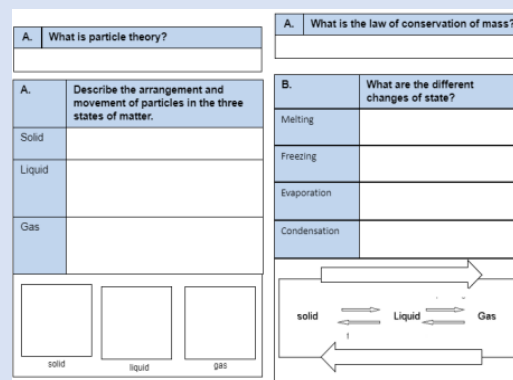
## Knowledge Organisers



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.



What we are learning this term:	Plot Breakdown of Oliver Twist	Vocabulary: Subject Specific Terminology
<ul style="list-style-type: none"><li>An introduction to life in Victorian London</li><li>An introduction to the life of Charles Dickens</li><li>An introduction to the workhouse and the Poor Law</li><li>The story and moral of Oliver Twist</li><li>Key characters and quotations</li><li>How to write a simple analytical paragraph</li></ul>	<p>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.</p> <p>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.</p> <p>Oliver runs away to London, meets Dodger and is introduced to Fagin's gang.</p> <p>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.</p> <p>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.</p> <p>Oliver is abducted by the gang whilst running an errand for Mr. Brownlow.</p> <p>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.</p> <p>When Bill and Fagin realise what has happened, they plot to catch Oliver again. Nancy overhears and visits Mr. Brownlow to warn him.</p> <p>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.</p> <p>Oliver discovers who his parents were and joins Mr. Brownlow and the Maylies to live happily ever after.</p>	<p><b>characterisation</b> - the way a writer shows what a character is like</p> <p><b>irony</b> - figure of speech in which the intended meaning is the opposite of the literal meaning</p> <p><b>novel</b> – a novel is a long book that tells the story of imaginary people and events</p> <p><b>protagonist</b> - he main character</p> <p><b>antagonist</b> - a character in a story who is the chief enemy of the protagonist.</p> <p><b>topic sentence</b> – the first sentence of your analytical paragraph.</p>
Vocabulary: Key Words	Historical Context: Charles Dickens in the Victorian era.	Characters in Oliver Twist
<p><b>morality</b> – a code of right and wrong. People who try to be good can be called <b>moral</b> and people who do bad things can be called <b>immoral</b>.</p>	<p>'Oliver Twist' was written in 1837-39. This is in the Victorian era by Charles Dickens.</p> <p>It was published chapter by chapter in a periodical (magazine).</p> <p>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.</p> <p>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.</p> <p>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.</p>	<p><b>Oliver</b> He is a 'pale, thin' 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.</p>
<p><b>moral</b> - a lesson that can be derived from a story or experience</p>		<p><b>Mr. Bumble</b> The corrupt man who runs the workhouse and gives Oliver his name.</p>
<p><b>vulnerable</b> – in a situation in which you could be easily harmed. People living on the streets are <b>vulnerable</b>.</p>		<p><b>Noah Claypole</b> A 'malicious' boy who bullies Oliver at the undertakers.</p>
<p><b>brutal</b> – very violent or cruel.</p>		<p><b>Fagin</b> An old man who runs the gang of pickpockets. He seems kind but his selfish nature as he gets young boys to do his dirty work for him.</p>
<p><b>barbaric</b> – cruel and wild</p>		<p><b>Jack Dawkins (The Artful Dodger)</b> A young boy who introduces Oliver to Fagin's gang.</p>
<p><b>exploit</b> - Taking advantage of someone to benefit from them.</p>		<p><b>Bill Sikes</b> A 'rough man' who has been a criminal for many years. He beats his dog viciously and brutally kills his girlfriend, Nancy.</p>
<p><b>corrupt</b> – 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.</p>		<p><b>Nancy</b> 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.</p>
<p><b>villain</b> – a bad person in a story who harms other people or breaks the law to get what they want.</p>		<p><b>Mr. Brownlow</b> A wealthy older gentleman who takes Oliver in and looks after him.</p>
<p><b>malicious</b> – meant to hurt or upset someone.</p>	<p><b>The Big Ideas in Dicken's Oliver Twist</b></p> <p><b>Corruption</b> - Dickens presents corruption from the outset and throughout.</p> <ul style="list-style-type: none"><li>Powerful people are corrupt e.g., Bumbles</li><li>Powerless people corrupt others e.g., Dodger, Fagin &amp; Bill</li></ul> <p><b>Villains' vs victims</b> - 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?</p> <p><b>Crime</b> - 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.</p> <p><b>Poverty</b> - 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.</p>	
<p><b>victim</b> – someone who has been harmed, often by other people.</p>		<p><b>Writing Analytically</b></p> <p>What three things must a topic sentence do? – be accurate, focus on one thing, answer the question</p> <p>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.</p> <p>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.</p>
<p><b>naïve</b> – If someone is naïve if they don't have experience of how complicated life can be and therefore trust people too much.</p>		
<p><b>society</b> – the people who live in a certain area. This could be a country, town or small group.</p>		
<p><b>workhouse</b> – a place where people who couldn't support themselves were sent to live and work.</p>		
<p><b>poverty</b> - being extremely poor</p>		



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



What we are learning this term:	Plot Breakdown of Oliver Twist	Vocabulary: Subject Specific Terminology
<ul style="list-style-type: none"><li>An introduction to life in Victorian London</li><li>An introduction to the life of Charles Dickens</li><li>An introduction to the workhouse and the Poor Law</li><li>The story and moral of Oliver Twist</li><li>Key characters and quotations</li><li>How to write a simple analytical paragraph</li></ul>		characterisation -
		irony -
		novel –
		protagonist -
		antagonist -
Vocabulary: Key Words		topic sentence –
morality –		Characters in Oliver Twist
moral -		Oliver
vulnerable – i		
brutal –	Historical Context: Charles Dickens in the Victorian era.	Mr. Bumble
barbaric –		Noah Claypole
exploit –		
corrupt –		Fagin
		Jack Dawkins (The Artful Dodger)
villain –		Bill Sikes
malicious –	The Big Ideas in Dicken’s Oliver Twist	Nancy
victim –	Corruption -	Mr. Brownlow
naïve –	Villains' vs victims -	Writing Analytically
society –		
workhouse –	Crime -	
poverty –	Poverty -	



## What we are learning in this module:

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

## 9 Key Words for this module:

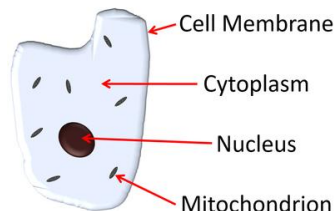
- |                  |                |
|------------------|----------------|
| 1. Multicellular | 6. Tissue      |
| 2. Organism      | 7. Organ       |
| 3. Nucleus       | 8. Membrane    |
| 4. Magnification | 9. Unicellular |
| 5. Cell          |                |

### A. What are cells?

Cells are the building blocks of all living organisms

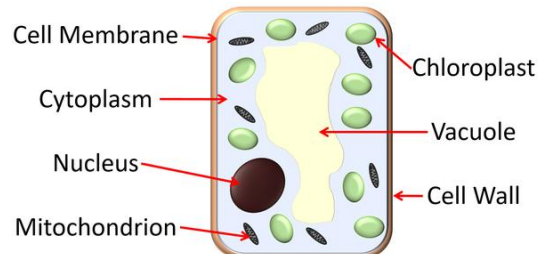
### A. What are the main parts of an animal cell?

Nucleus	Contains the genetic material and controls what happens inside the cell.
Cell membrane	Controls movement of substances into and out of the cell
Cytoplasm	Jelly-like substance, where chemical reactions happen
Mitochondrion	Where most respiration reactions happen



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

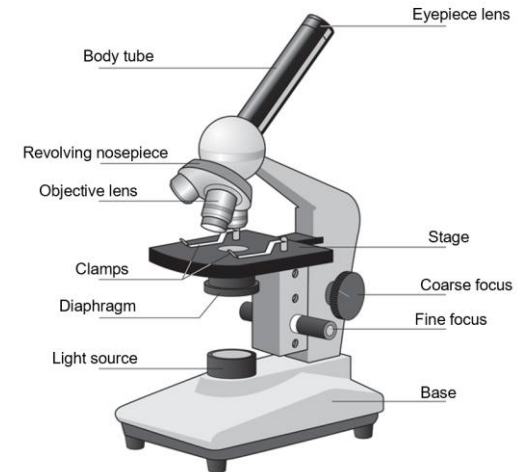
Nucleus	Contains the genetic material and controls what happens inside the cell.
Cell membrane	Controls movement of substances into and out of the cell
Cytoplasm	Jelly-like substance, where chemical reactions happen
Mitochondrion	Where most respiration reactions happen
Cell wall	Made of cellulose, which supports the cell
Vacuole	Contains a liquid called cell sap, which keeps the cell firm
Chloroplasts	Where photosynthesis happens



### A. How do we use to look at cells?

Microscopes

#### Parts of a microscope



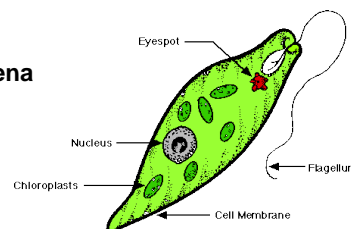
### A. How do you calculate magnification?

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

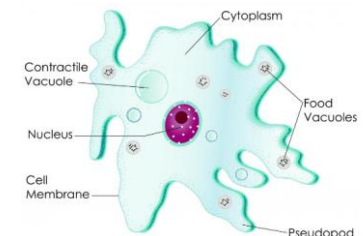
### A. What are unicellular organisms?

Unicellular organisms are made up of just one cell. Unicellular organisms often have structural adaptations to help them survive.

#### Euglena



#### Amoeba



**What we are learning in this module:**

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

**9 Key Words for this module:**

- |    |    |
|----|----|
| 1. | 6. |
| 2. | 7. |
| 3. | 8. |
| 4. | 9. |
| 5. |    |

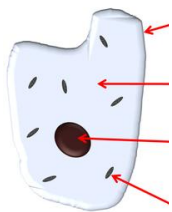
**A. What are cells?****A. What are the main parts of an animal cell?**

Nucleus

Cell membrane

Cytoplasm

Mitochondrion

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

Nucleus

Cell membrane

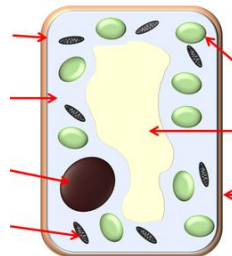
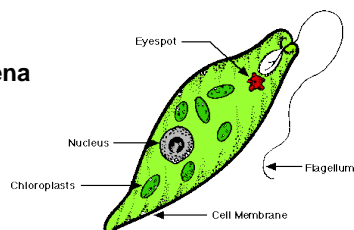
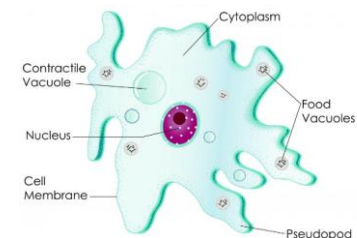
Cytoplasm

Mitochondrion

Cell wall

Vacuole

Chloroplasts

**A. What are unicellular organisms?****Euglena****Amoeba**



**What we are learning this term:**

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

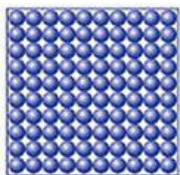
**7 Key Words for this term**

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

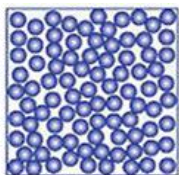
**A. What is particle theory?**

The theory that all matter is made up of particles.

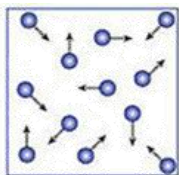
A.	Describe the arrangement and movement of particles in the three states of matter.
Solid	In a regular pattern. Particles can vibrate in a fixed position.
Liquid	Particles are arranged randomly but are still touching each other. Particles can slide past each other and move around.
Gas	Particles are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



Solid



Liquid



Gas

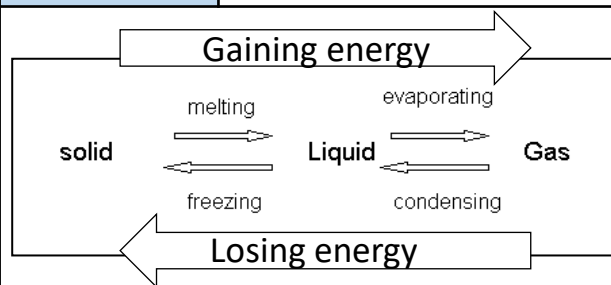
**A. Describe the properties of the three states of matter.**

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

**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

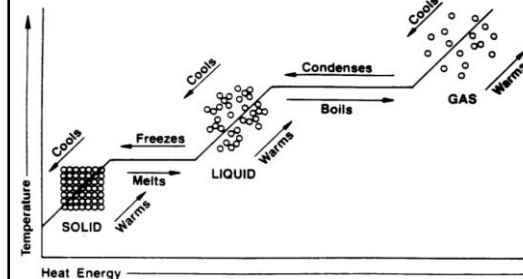


**A. What is diffusion?**

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**

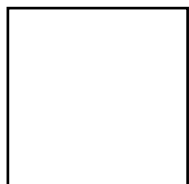
- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.

**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

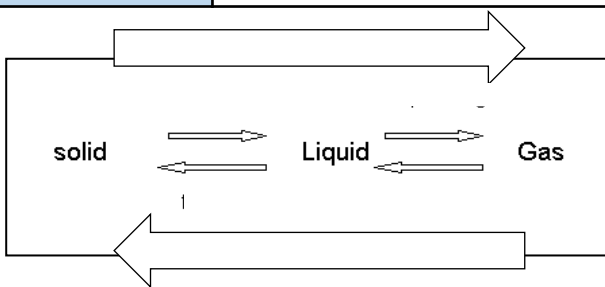
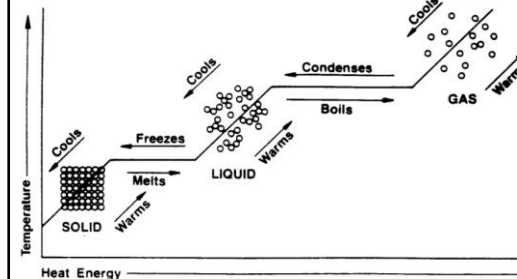
**A. What is the law of conservation of mass?****B. What are the different changes of state?**

Melting

Freezing

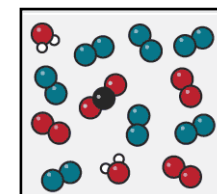
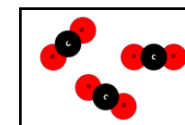
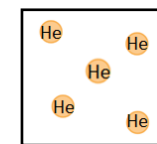
Evaporation

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





## Year 7GS Term 1 Physics : 7.02 Fundamentals in Physics



### What we are learning this term:

- A. Forces
- B. Energy Stores
- C. Energy Pathways

#### A. What are forces?

Forces are pushes or pulls. They can be balanced or unbalanced. If unbalanced they can change the shape of objects and change the way they are moving.

#### A. What are forces need for?

To cause objects to stop or start moving, to speed it up or slow it down. To change an objects direction. To change an objects shape.

#### A. What is an object doing if it has balanced forces?

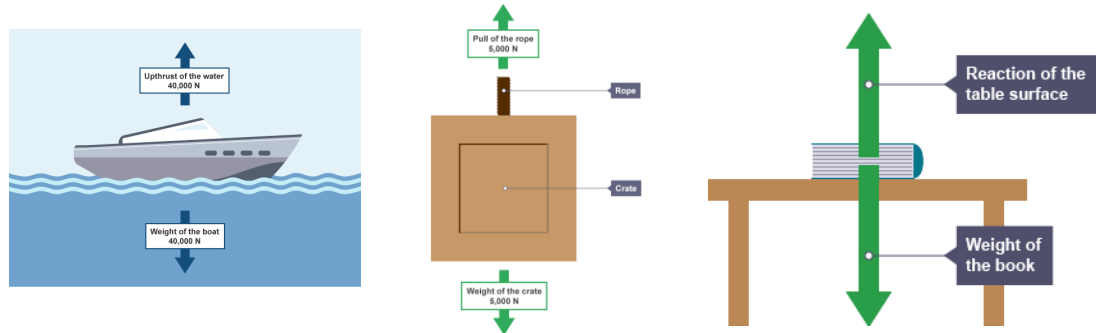
It either stays stationary or travelling at the same speed and direction.

#### A. What is an object doing if it has unbalanced forces?

A stationary object starts to move in the direction of the resultant force, or a moving object changes speed and/or direction in the direction of the resultant force

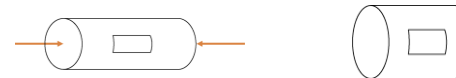
A.

What do the arrows show on this force diagram?



A.

How can forces change an object's shape?



Two pushing forces cause **compression**: the object contracts.



Two pulling forces cause **tension**: the object extends.





**What we are learning this term:**

- A. Forces
- B. Energy Stores
- C. Energy Pathways

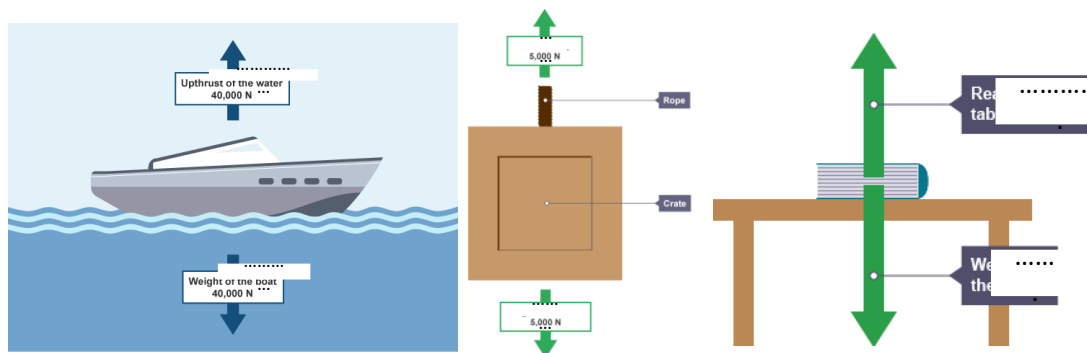
**A. What are forces?**

**A. What are forces need for?**

**A. What is an object doing if it has balanced forces?**

**A. What is an object doing if it has unbalanced forces?**

**A. What do the arrows show on this force diagram?**



**A. How can forces change an object's shape?**



Two pushing forces cause \_\_\_\_\_: the object \_\_\_\_\_.



Two pulling forces cause \_\_\_\_\_: the object \_\_\_\_\_.





# Y7 T1 Biology – 7.03 - Cells and Organisation



## What we are learning in this module:

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

## 9 Key Words for this module:

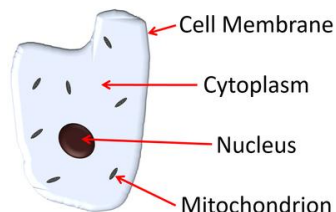
- |                  |                |
|------------------|----------------|
| 1. Multicellular | 6. Tissue      |
| 2. Organism      | 7. Organ       |
| 3. Nucleus       | 8. Membrane    |
| 4. Magnification | 9. Unicellular |
| 5. Cell          |                |

### A. What are cells?

Cells are the building blocks of all living organisms

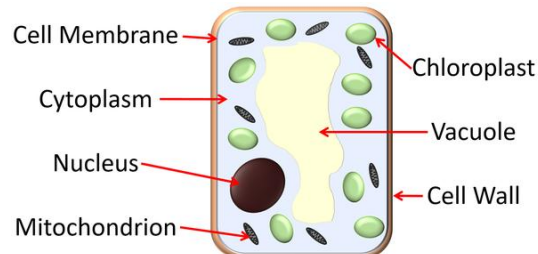
### A. What are the main parts of an animal cell?

Nucleus	Contains the genetic material and controls what happens inside the cell.
Cell membrane	Controls movement of substances into and out of the cell
Cytoplasm	Jelly-like substance, where chemical reactions happen
Mitochondrion	Where most respiration reactions happen



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

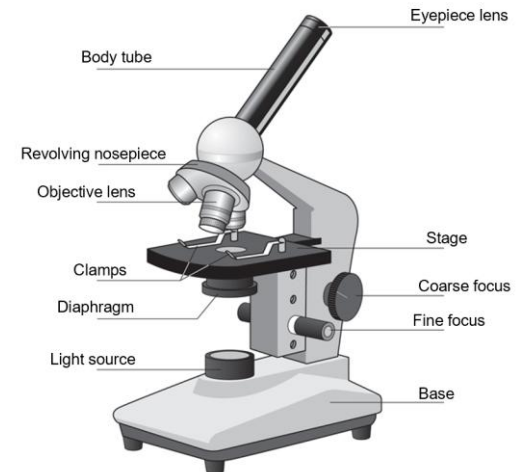
Nucleus	Contains the genetic material and controls what happens inside the cell.
Cell membrane	Controls movement of substances into and out of the cell
Cytoplasm	Jelly-like substance, where chemical reactions happen
Mitochondrion	Where most respiration reactions happen
Cell wall	Made of cellulose, which supports the cell
Vacuole	Contains a liquid called cell sap, which keeps the cell firm
Chloroplasts	Where photosynthesis happens



### A. How do we use to look at cells?

Microscopes

#### Parts of a microscope



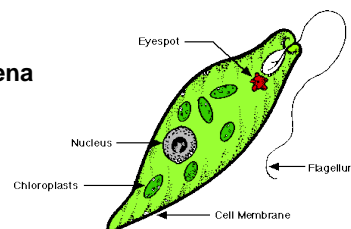
### A. How do you calculate magnification?

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

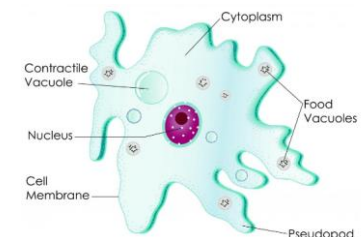
### A. What are unicellular organisms?

Unicellular organisms are made up of just one cell. Unicellular organisms often have structural adaptations to help them survive.

#### Euglena



#### Amoeba



**What we are learning in this module:**

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

**9 Key Words for this module:**

- |    |    |
|----|----|
| 1. | 6. |
| 2. | 7. |
| 3. | 8. |
| 4. | 9. |
| 5. |    |

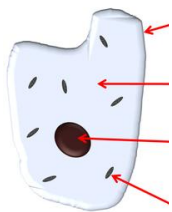
**A. What are cells?****A. What are the main parts of an animal cell?**

Nucleus

Cell membrane

Cytoplasm

Mitochondrion

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

Nucleus

Cell membrane

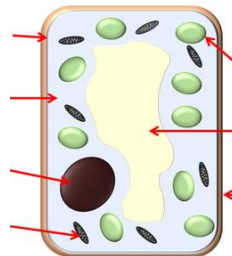
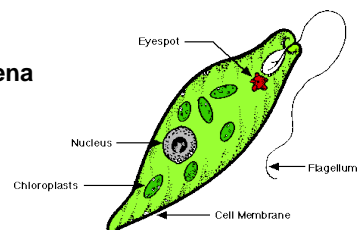
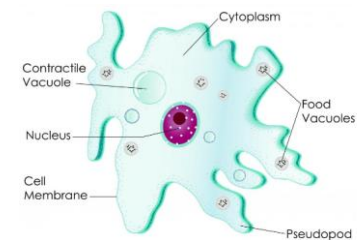
Cytoplasm

Mitochondrion


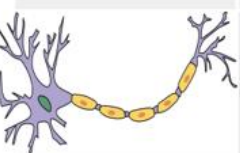



Cell wall

Vacuole

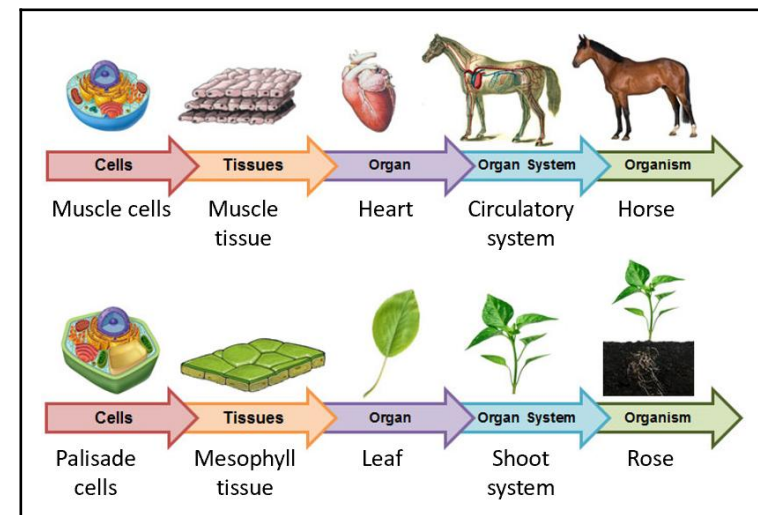
Chloroplasts

**A. What are unicellular organisms?****Euglena****Amoeba**

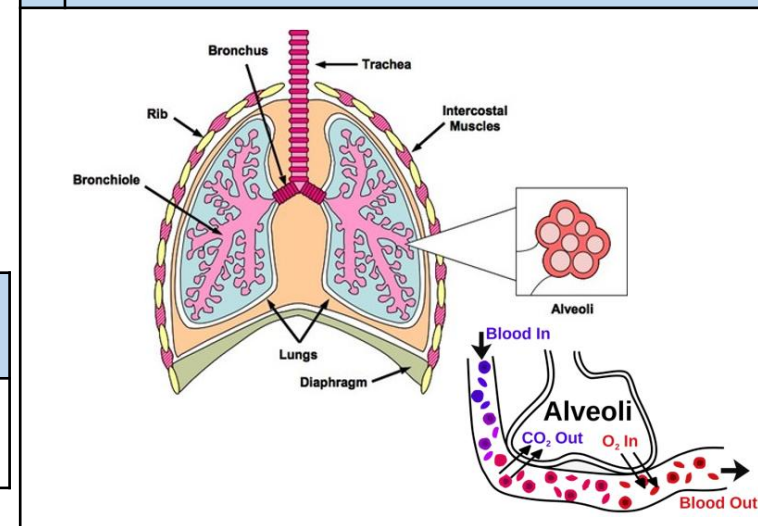


B. What are specialised cells?				
Specialised cells are found in multicellular organisms.				
Each specialised cell has a particular function within the organism				
	Type of cell	Function	Special features	
Animal cells		Red blood cells	To carry oxygen	<ul style="list-style-type: none"> <li>Large surface area, for oxygen to pass through</li> <li>Contains haemoglobin, which joins with oxygen</li> <li>Contains no nucleus</li> </ul>
		Nerve cells	To carry nerve impulses to different parts of the body	<ul style="list-style-type: none"> <li>Long</li> <li>Connections at each end</li> <li>Can carry electrical signals</li> </ul>
		Male reproductive cell (sperm cell)	To reach female cell, and join with it	<ul style="list-style-type: none"> <li>Long tail for swimming</li> <li>Head for getting into the female cell</li> </ul>
Plant cells		Root hair cell	To absorb water and minerals	<ul style="list-style-type: none"> <li>Large surface area</li> </ul>
		Leaf cell	To absorb sunlight for photosynthesis	<ul style="list-style-type: none"> <li>Large surface area</li> <li>Lots of chloroplasts</li> </ul>

B What are the 2 main types of organism?	
Unicellular	Consisting of just one cell
Multicellular	Consisting of many cells




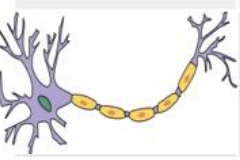



D What are the organs in the gas exchange system?
---



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.

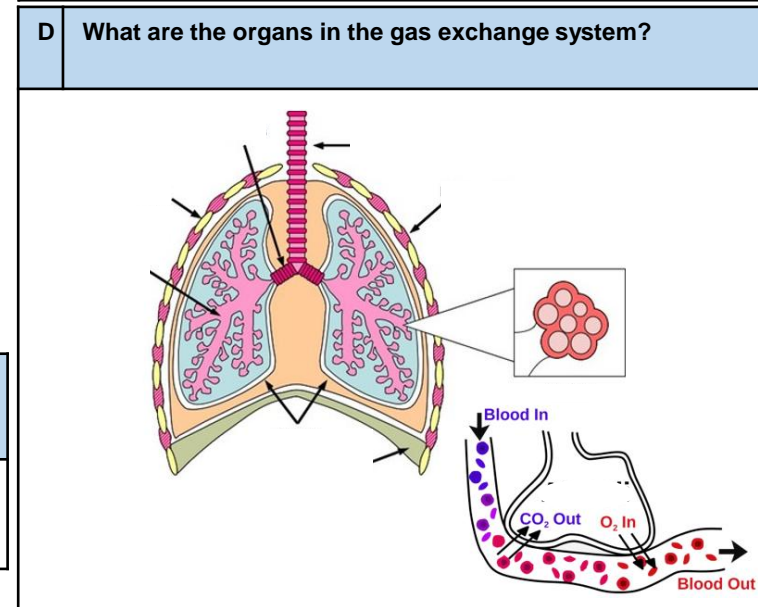
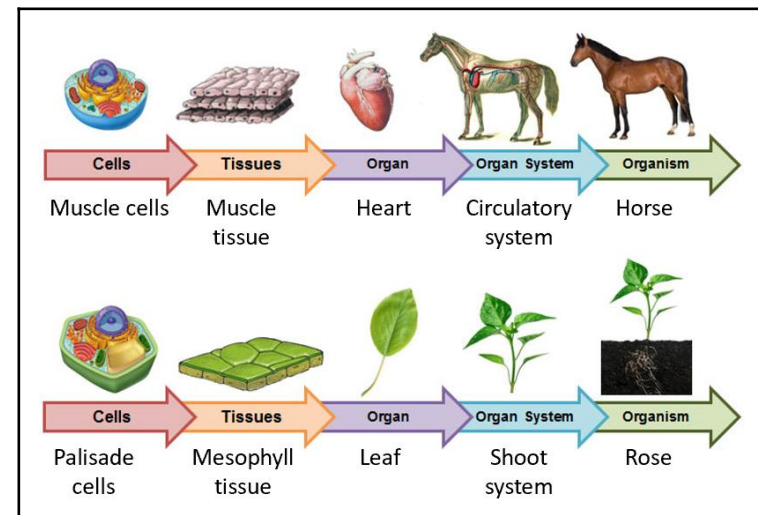


B. What are specialised cells?			
Each specialised cell has a particular function within the organism			
	Type of cell	Function	Special features
Animal cells			
			
			
Plant cells			
			

B.	What is a tissue?
C.	What is an organ?
D.	What is an organ system?

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

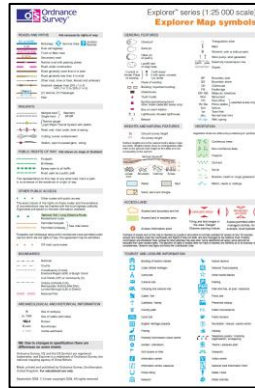
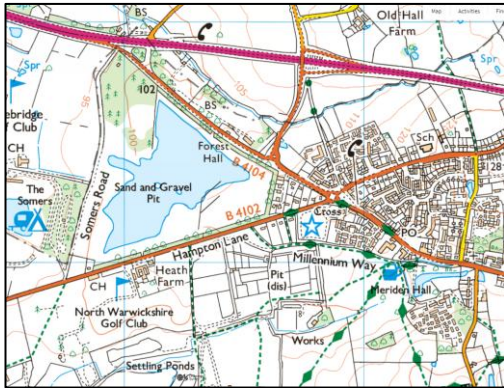
B	What are the 2 main types of organism?
Unicellular	
Multicellular	



# 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**.



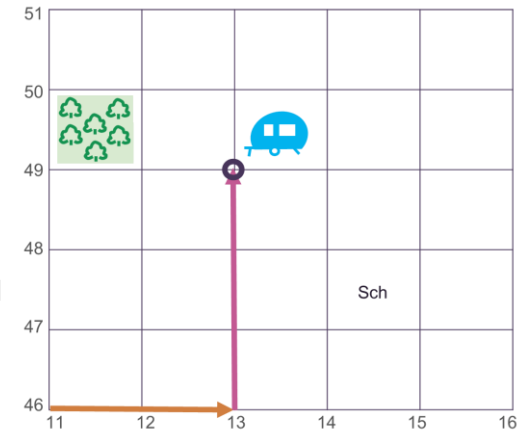
## Key vocabulary

- **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

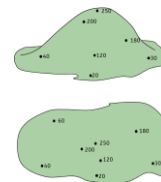
Four-figure grid references are used to describe locations on an OS map.

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.

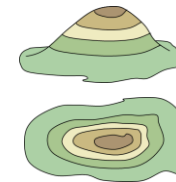


## Relief

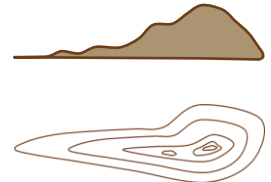
Height on a 2D map can be shown using three methods:



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



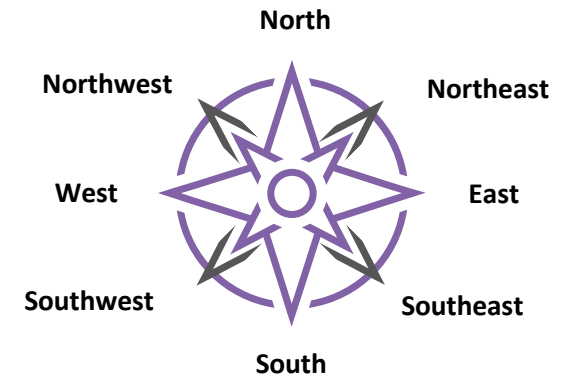
Colour layering - different heights are shown by bands of different colours.



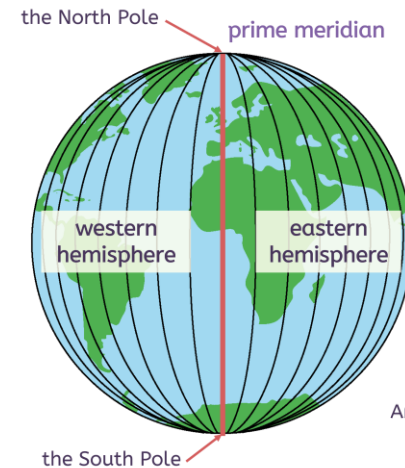
Contour lines – brown lines connecting areas of the same height.

# Introduction to geographical skills

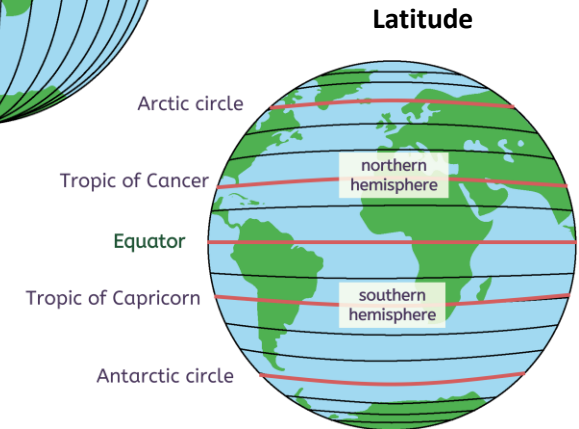
## Continents, oceans and countries in the UK



## Longitude and latitude



Longitude

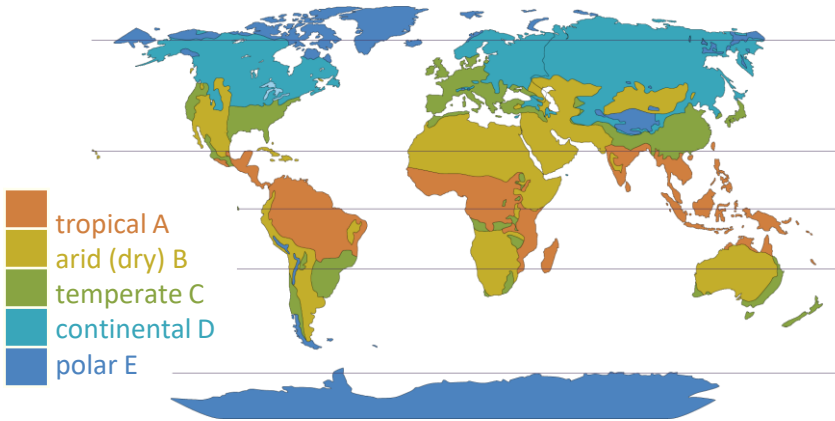


Latitude



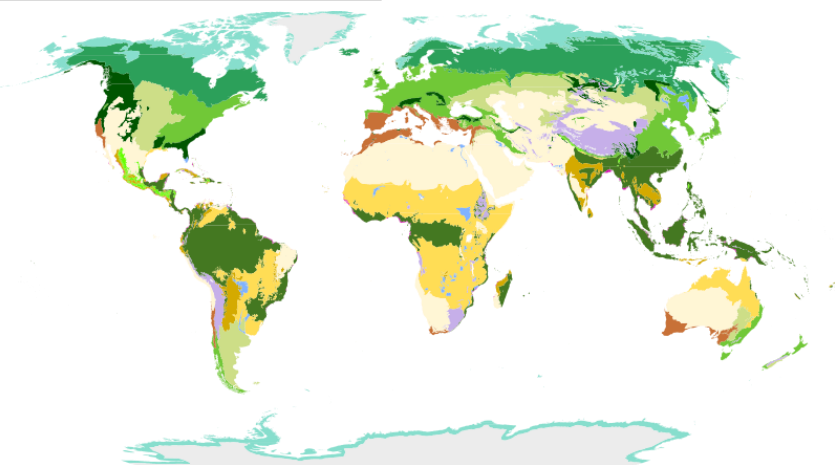
# Introduction to global climate

## 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.

## Biomes



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

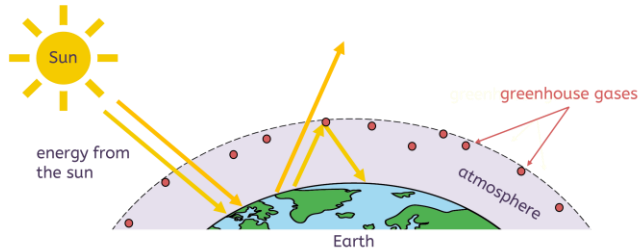
## Key Vocabulary

- **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



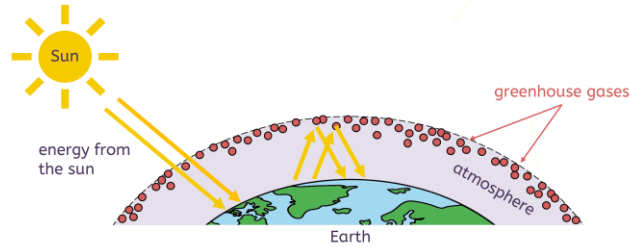
# Introduction to global climate

## Global warming

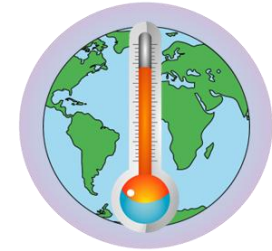


The **greenhouse effect** is the **natural process**, which has always taken place, that keeps the Earth warm. Without it, the Earth would be too cold to live on.

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

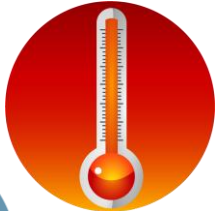
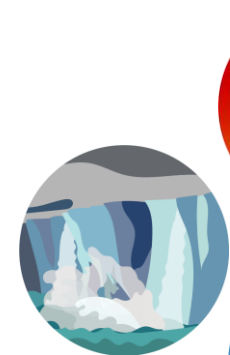


waste

## 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

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B. Key people:

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Power	
Identity	
Connectivity	



BC	AD	Timeline -	Chronology	Decade	Century	Millenium	Interpretation	Source

# 7.01: Religion Locally and Nationally










## Key Vocabulary

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

## The Census Data and Key Changes

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

## 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)

## 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,
<p>1. The number of people who are 65 years of age or older has increased by 1.5 million.</p> <p>2. The number of people who are 65 years of age or older has increased by 1.5 million.</p>	<p>1. The number of people who are 65 years of age or older has increased by 1.5 million.</p> <p>2. The number of people who are 65 years of age or older has increased by 1.5 million.</p>



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	
6 Key Words for this term	
1. hablar	4. el pelo
2. ¿dónde vives?	5. los ojos
3. Me llamo	6. las mascotas

### A. ¿Dónde vives? Where do you live?

Vivo en ... Los países	I live in ... Countries
Escocia	Scotland
España	Spain
Estados Unidos	United States
Gales	England
Irlanda	Ireland
¿De dónde eres?	Where are you from?
Soy (de) ...	I'm (from) ...
¿Dónde vives?	Where do you live?
La nacionalidad	Nationality
¿Cuál es tu nacionalidad?	What nationality are you?
escocés/escocesa	Scottish
español/a	Spanish
Irlandés/a	Irish
inglés	English
galés	Welsh

### B. ¿Describe tu familia? Describe your family

¿Tienes hermanos?	Do you have brothers and sisters?
un hermano/una hermana.	I've got a brother/a sister.
Soy hijo único/a	I'm an only child
Somos gemelos/as	We are twins
¿Cómo se llama tu madre/padre?	What's the name of your mum/father?
Mi madre/padre se llama	My mother/father's name is
abuelos	grandparents
tíos	aunties/uncles
primos	cousins

C. ¿Qué color es? What colour is it?	
Los colores	Colours
amarillo/a	Yellow
atigrado/a	Tabby
azul	Blue
blanco/a	White
dorado/a	Gold
gris	Grey
marrón	Brown
negro/a	Black
rojo/a	Red
verde	Green
dorados/as	Gold
marrones	Brown
negros/as	black

### D. Descríbete – describe yourself

Los ojos y el pelo	Eyes and hair
¿De qué color es tu pelo?	What colour is your hair?
Tengo ...	I've got ...
Tiene ...	He's/She's got
el pelo castaño	brown hair
el pelo negro	black hair
el pelo pelirrojo	red hair
el pelo rubio	fair hair
el pelo corto	short hair
el pelo largo	long hair
el pelo liso	straight hair
el pelo ondulado	wavy hair
el pelo rizado	curly hair
¿De qué color son tus ojos?	What colour are your eyes?
los ojos verdes	green eyes
alto/a	Tall
bajo/a	Short
de talla mediana	medium
pelirrojo/a	height/size
	red-headed
	Fair/blonde

Key Verbs				
Ser To be	Tener To have	Hablar To speak	Comer To eat	Vivir To live
Soy I am	Tengo I have	Hablo I speak	Como I eat	Vivo I live
Eres You are	Tienes You have	Hablas You speak	Comes You eat	Vives You live
Es s/he is	Tiene 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

E. Las Mascotas y sus Personalidades – Pets and their Personalities		F. Key Words across Topics?	
un caballo	A horse	to have = tener	Me gusta – I like
un pájaro	a bird	to be = ser	Me encanta – I love
un perro	a dog	to go = ir	Odio - I hate
un conejo	a rabbit	to do = hacer	Porque – because
un cobayo	a guinea pig	to play = jugar	Divertido – fun
un gato	a cat	to see = ver	Aburrido – boring
un pez	a fish	to listen=escuchar	Útil – useful
un ratón	a mouse	to buy =comprar	Inútil – useless
una tortuga	a tortoise	to live =vivir	Comodo – comfy
tranquilo/a	quiet	to speak= hablar	Interesante- interesting
mono/a	cute	to have to = deber	Entretenido – entertaining
divertido/a	funny	to want to=querer	Emocionante – exciting
atrevido/a	daring	to visit = visitar	Guay – cool
de mal humor	bad tempered	to eat - =comer	Genial – great
cariñoso/a	affectionate	to drink = beber	Soso – dull
serio/a	serious	to go out = salir	Asqueroso – disgusting
independiente	independent	to read = leer	Malo- bad
inteligente	intelligent	to work = trabajar	Bueno - good
tonto/a	silly	to think = pensar	
ruidoso/a	loud	to write =escribir	
irritante	irritating		
sometido/a	subdued		
amoroso/a	loving		
aburrido/a	boring		
hiperactivo/a	hyperactive		
perezoso/a	lazy		
tímido/a	shy		
valiente	brave		
leal	loyal		

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 apperance	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 llamo 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 apperance	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 singlar 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

[illegible]



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

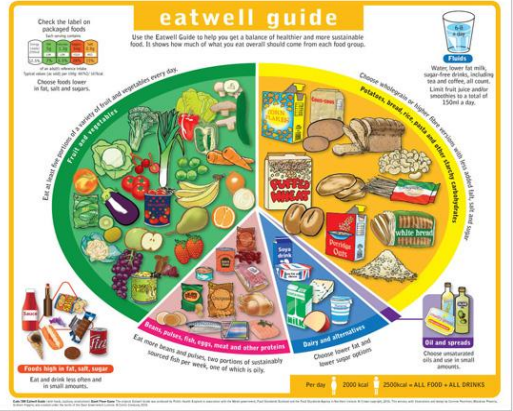
Year 7 Term 1 : Topic = Healthy Eating and High Skills	
B.	What are the 5 different sections of the Eatwell plate?
1	
2	
3	
4	
5	

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

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



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



C.	Can you list 5 health, safety and hygiene rules and explain the importance of them?
Rule	Why it is important
• 1	• 1
• 2	• 2
• 3	• 3
• 4	• 4
• 5	• 5







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





# 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	
							





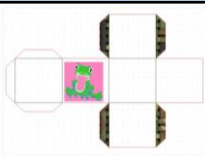
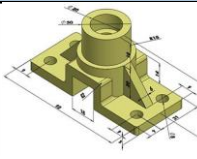
B.	Materials
Timbers come from trees	
	<p><b>Scots pine</b> – which you used for your maze frame – is a <b>softwood</b></p> <p><b>Softwoods</b> come in planks and boards</p>

Manufactured Boards come from wood pulp	
	<p><b>Plywood</b> – which you used as your base, insert and maze walls – is a <b>manufactured board</b></p> <p><b>Manufactured Boards</b> come in sheets</p>

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





C.	Modelling
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
<b>Specification</b> 	A specific list of things that your product should be or do.
<b>Modelling</b> 	A way of making a 3D representations of your proposed design. To see what went well and how it can be improved.
<b>Sustainable</b> 	Limited negative impact on the environment.
<b>Manufacture</b> 	Making a product using tools and machinery.

E.	Evaluation of Products
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<b>Evaluate</b> 	To judge and give an opinion.
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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 \_\_\_\_\_

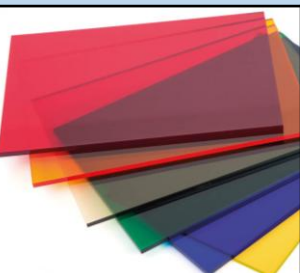
Manufactured Boards come from \_\_\_\_\_



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

**Manufactured Boards** come in \_\_\_\_\_

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



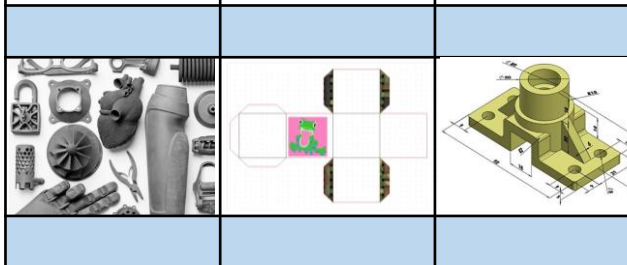
**Acrylic** – which you used as your lid for your maze – is a **polymer**

**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;

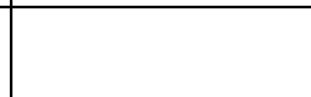
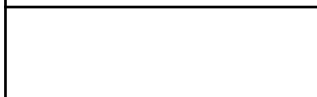


Modelling is used to \_\_\_\_\_ before manufacture, to see what works and what doesn't.

#### 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

## What are we learning this term?

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

### A | Personification

What is personification?

Personification makes sentences more exciting by:

- describing objects as if they are *people*
- describing objects as if they have *feelings*



How does Paul Thurlby use personification?

Paul Thurlby personifies his letters by giving the turning the letters that he works with into characteristics so that you can clearly see an emotion.

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

Serif: Serif is a traditional style font. It usually has flicks on the end of each letter.	A
Sans Serif: Sans serif fonts are modern in style; Sans serif fonts good for large pieces of text.	A
Script: Script font often resembles everyday handwriting.	A
Decorative: decorative fonts are unique in style and have an artistic flair. They are often hard to read.	A

### C | Computer skills

What is the shortcut for copy?

Cntrl + C

What is the shortcut for paste?

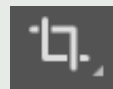
Cntrl + V

What does this symbol stand for?



Photoshop

What does this symbol mean?



Cropping

### D | Key words

Graphics	Visual images or designs on a surface which communicate a message such as a brand advertisement or logo.
Typography	The arrangement of type to make written language legible.
Font	The term 'font' refers to a specific style of typeface such as its size and weight, it can come in regular, <b>bold</b> or <i>italic</i> .
Photoshop	A software for editing photos and graphics. It is used for image editing, making illustrations or web design.

### E | Evaluation

Evaluation: To judge or give an opinion

Designers will evaluate their products to see what works well and what doesn't. This way they can make any improvements on their current designs to ensure a high-quality product.

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

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

For example:

My word sticker looks great, the colours are bright which appeals to the audience. However, some of the letters are hard to read. One improvement I could make is to simplify the personification on some of the letters to make the final word clearer and easier to read.

# YEAR 7 GRAPHIC COMMUNICATION

## What are we learning this term?

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

### A | Personification

What is personification?



How does Paul Thurlby use personification?

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

Serif:	
Sans Serif:	
Script:	
Decorative:	

### C | Computer skills

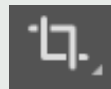
What is the shortcut for copy?

What is the shortcut for paste?

What does this symbol stand for?



What does this symbol mean?



### D | Key words

Graphics	
Typography	
Font	
Photoshop	

### E | Evaluation

Evaluation: To judge or give an opinion

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

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

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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

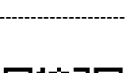


WRITE

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

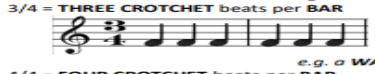
Bottom Number = TYPE OF BEAT

2/4 = TWO CROTCHET beats per BAR



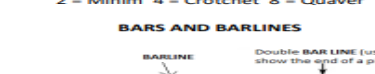
e.g. a MARCH

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 BAR LINES





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.



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.

### D Time Signatures and Counting Beats

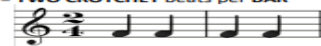
A **TIME SIGNATURE** tells us how many beats (and what type of beats) there are in each **BAR** of music and is made up of two numbers at the beginning of a piece of music.



Top Number = **HOW MANY BEATS**

Bottom Number = **TYPE OF BEAT**

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



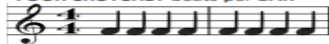
e.g. a **MARCH**

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

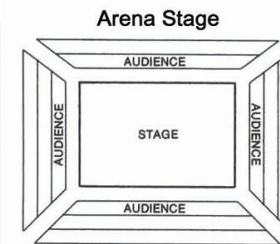
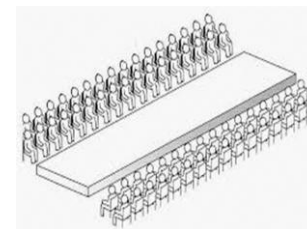
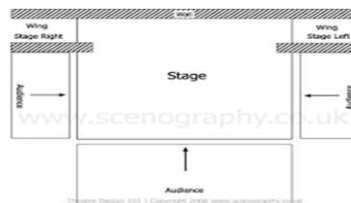
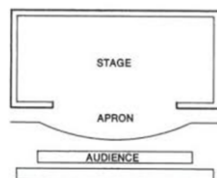
1. Improvisation- create a scene without prior planning or a script.
2. Characterisation – presentation of a fictional character using gesture, posture and stance.
3. Body Language- The conscious and unconscious movements and postures by which attitudes and feelings are communicated
4. Facial Expressions- 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

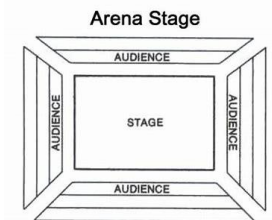
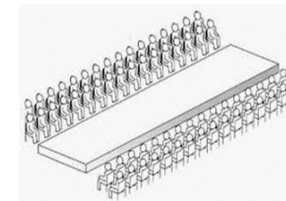
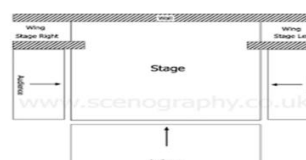
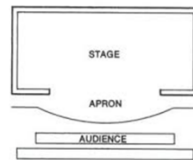
Write the definition for these four stage layouts, where the entrances and exits happen and what (if any) set/scenery can be used.

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?

# Sentence Stems: Year 5 to Year 9



## Listen and Mark

Pay close attention to others and point out important moments.

- I notice you used the word \_\_\_\_, which made me wonder \_\_\_\_.
- When you said \_\_\_\_, it made me think about \_\_\_\_.
- Did anyone notice what \_\_\_\_ said about \_\_\_\_? This seems important because \_\_\_\_.

## Defend and Unpack

Defend your perspective and explain your thought process.

- I understand your perspective, but have you thought about \_\_\_\_?
- I actually think this because, firstly, \_\_\_\_ . (Secondly, Thirdly).
- Actually, [evidence] suggests that \_\_\_\_.

## Introduce and Invite

Begin your contribution and encourage others to participate.

- I think that \_\_\_\_ because \_\_\_\_.
- \_\_\_\_, what do you think?
- We should discuss \_\_\_\_ because \_\_\_\_.

## Build and Support

Add to others' ideas and bolster points by giving evidence.

- You said \_\_\_\_, and I want to add that by saying \_\_\_\_.
- \_\_\_\_ supports the idea that \_\_\_\_.
- The points made by \_\_\_\_ and \_\_\_\_ link together because \_\_\_\_.

## Challenge and Verify

Disagree and ask others to prove or clarify information.

- You said \_\_\_\_ . How do you know?
- I think you said \_\_\_\_ . Is that right?
- I disagree with what you said about \_\_\_\_ because \_\_\_\_.


## Summarise and Map

Draw together big themes and track the discussion.

- Our main findings were \_\_\_\_.
- On the whole, we believe that \_\_\_\_.
- Initially, we thought \_\_\_\_, but we eventually decided \_\_\_\_.





Subject	Reading	Watching	Other Opportunities
<b>English</b>	Read: <a href="https://www.bl.uk/romantics-and-victorians/articles/oliver-twist-and-the-workhouse">https://www.bl.uk/romantics-and-victorians/articles/oliver-twist-and-the-workhouse</a>	Watch: <a href="https://www.youtube.com/watch?v=6NS9t6NO0QO">https://www.youtube.com/watch?v=6NS9t6NO0QO</a>	<a href="https://dickensmuseum.com/">https://dickensmuseum.com/</a>
<b>Maths</b>	Read: : How to use maths in the real world	Website: The Scale of the Universe. How do all things compare in size? <a href="http://www.scaleofuniverse.com">www.scaleofuniverse.com</a>	Research: Alan Turing and Algebra. How did he use this to break the Nazi Enigma Machine and their codes?
<b>Science</b>	Read 100 Things to Know about Science	Watch Lots of demonstrations of how particles behave <a href="https://www.youtube.com/watch?v=OOI5yVVxMQE">https://www.youtube.com/watch?v=OOI5yVVxMQE</a>	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?
<b>Geography</b>	Read What's Where on Earth: Our World As You've Never Seen It Before 	Watch: <a href="#">BBC iPlayer - The Blue Planet</a>	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
<b>History</b>	Read - The Map of Knowledge – Chapter entitled Baghdad	Watch: <a href="#">Medieval Islamic civilisations - Medieval Islamic civilisations - KS3 History - homework help for year 7, 8 and 9. - BBC Bitesize</a>	Visit: The Richard Jefferies Museum of rural life at Coate Water. SN3 6AA
<b>Spanish</b>	Read: Find out about every Spanish speaking country in the world: <a href="https://baselang.com/blog/travel/spanish-speaking-countries/">https://baselang.com/blog/travel/spanish-speaking-countries/</a>	Watch: this video about Spanish speaking countries: <a href="https://www.youtube.com/watch?v=HH7QNkYyVbc">https://www.youtube.com/watch?v=HH7QNkYyVbc</a>	Check out how many Spanish destinations EasyJet Fly to. Find out a little bit about each destination: <a href="https://www.easyjet.com/en">https://www.easyjet.com/en</a>
<b>Art</b>	Read: How to use texture in art <a href="https://www.bbc.co.uk/bitesize/guides/zx77h39/revision/1">https://www.bbc.co.uk/bitesize/guides/zx77h39/revision/1</a>	Watch: Surface texture techniques <a href="https://www.youtube.com/watch?v=2Y3wFUKqLXQ">https://www.youtube.com/watch?v=2Y3wFUKqLXQ</a>	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 <a href="https://www.tate.org.uk/art">https://www.tate.org.uk/art</a>

# SWINDON ACADEMY READING CANON

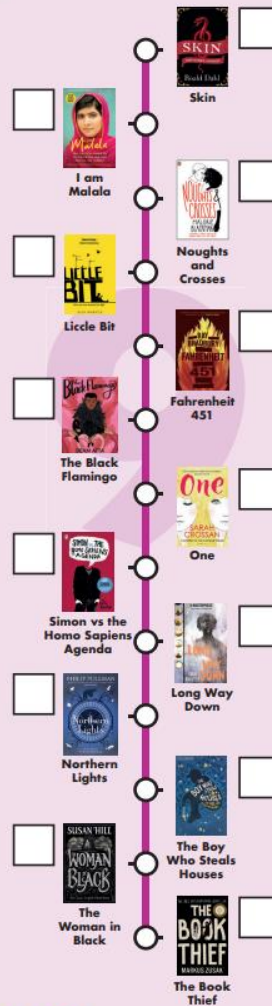
## Year 7



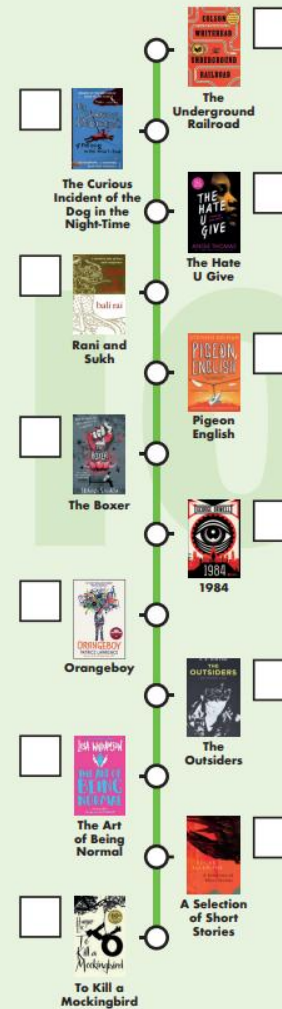
## Year 8



## Year 9



## Year 10



#ReadingisPower