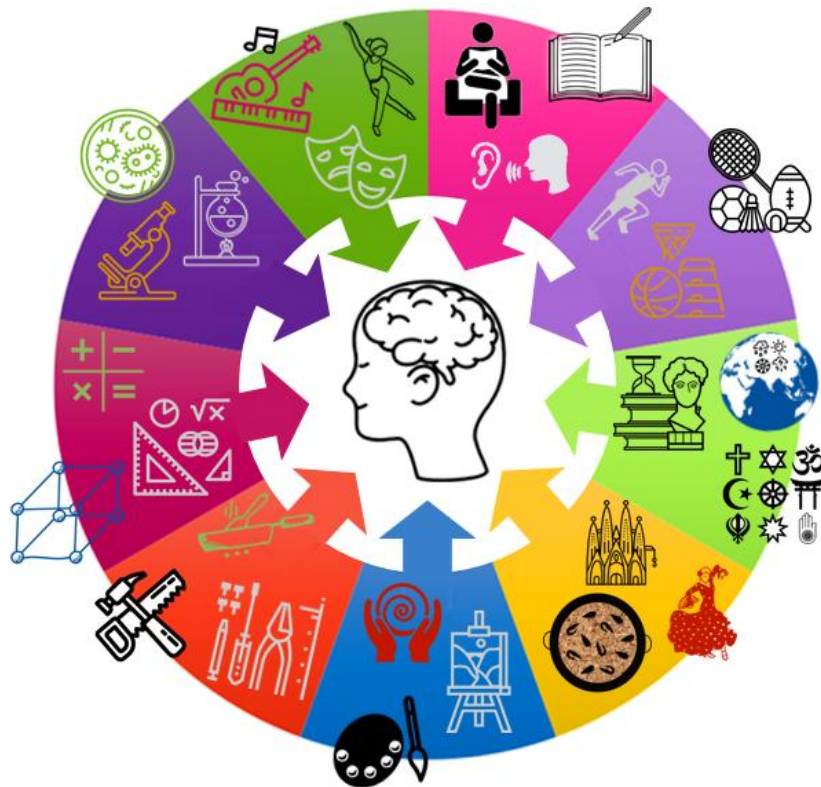


100% book - Year 7 Mainstream

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

Term 2



Swindon Academy 2025-26

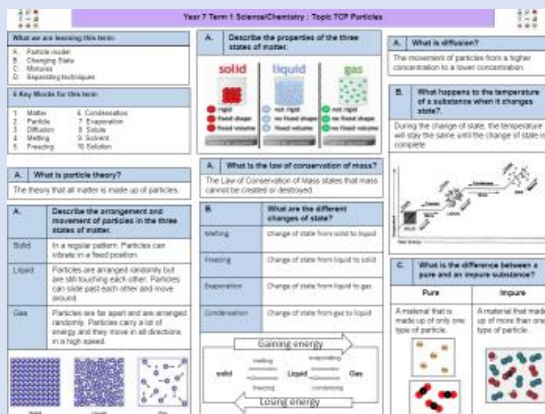
Name:	
Tutor Group:	
Tutor & Room:	

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

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

Using your Knowledge Organiser and Quizzable Knowledge Organiser

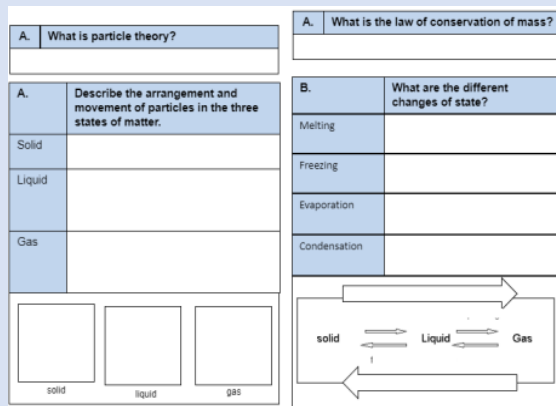
Knowledge Organisers



Knowledge Organisers contain the essential knowledge that you **MUST** know in order to be successful this year and in all subsequent years.

They will help you learn, revise and retain what you have learnt in lessons in order to move the knowledge from your short-term memory to long-term memory.

Quizzable Knowledge Organisers



These are designed to help you quiz yourself on the essential Knowledge.

Use them to test yourself or get someone else to test you, until you are confident you can recall the information from memory.

Top Tip

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

Expectations for Prep and for using your Knowledge Organisers

1. Complete all prep work set in your subject prep book.
2. Bring your prep book to every lesson and ensure that you have completed all work by the deadline.
3. Take pride in your prep book – keep it neat and tidy.
4. Present work in your prep book to the same standard you are expected to do in class.
5. Ensure that your use of SPAG is accurate.
6. Write in blue or black pen and sketch in pencil.
7. Ensure every piece of work has a title and date.
8. Use a ruler for straight lines.
9. If you are unsure about the prep, speak to your teacher.
10. Review your prep work in green pen using the mark scheme.

How do I complete Knowledge Organiser Prep?

Step 1

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

Step 2

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

Step 3

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

Step 4

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

Step 5

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

Step 6

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

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



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: - 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	Plot Breakdown of Oliver Twist 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 _____	Characters in Oliver Twist 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 Corruption - Dickens presents corruption from the outset and throughout. - Powerful people are _____ - Powerless people _____ 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? 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. Poverty - Dickens wants to illustrate _____ He believed that just because people _____ This directly links to Dickens' criticism of The Poor Law of 1834.	Writing Analytically 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? -
morality –		Vocabulary: Subject Specific Terminology
moral -		characterisation -
vulnerable –		irony -
brutal –.		novel –
barbaric –		topic sentence –
exploit -		
corrupt –		
villain –		
malicious –		
victim –		
naïve –		
society –		
workhouse –		
poverty -		



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:

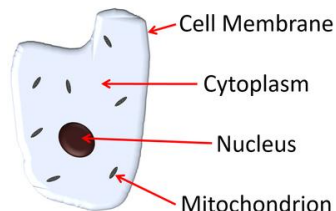
- | | |
|------------------|----------------|
| 1. Multicellular | 6. Tissue |
| 2. Organism | 7. Organ |
| 3. Nucleus | 8. Membrane |
| 4. Magnification | 9. Unicellular |
| 5. Cell | |

A. What are cells?

Cells are the building blocks of all living organisms

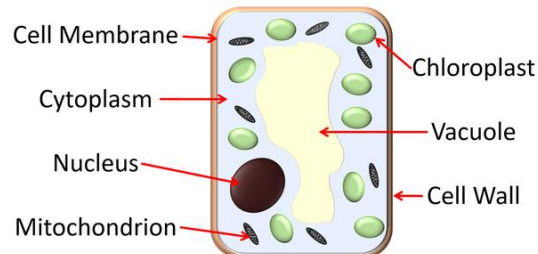
A. What are the main parts of an animal cell?

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?

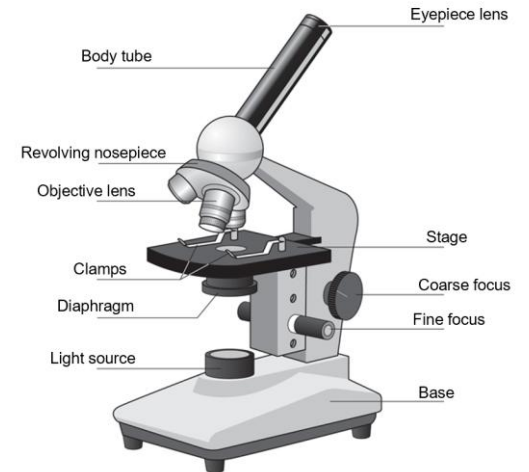
Nucleus	Contains the genetic material and controls what happens inside the cell.
Cell membrane	Controls movement of substances into and out of the cell
Cytoplasm	Jelly-like substance, where chemical reactions happen
Mitochondrion	Where most respiration reactions happen
Cell wall	Made of cellulose, which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



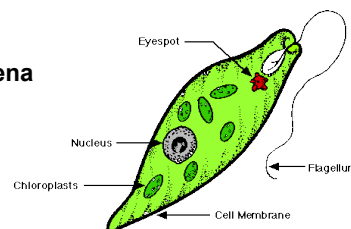
A. How do you calculate magnification?

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

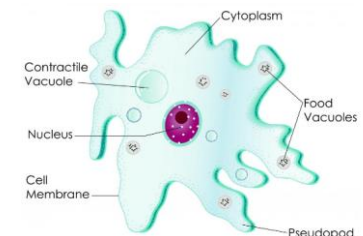
A. What are unicellular organisms?

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

Euglena



Amoeba





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

A. What are cells?

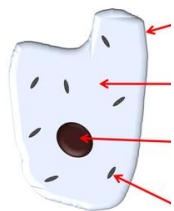
A. What are the main parts of an animal cell?

Nucleus

Cell membrane

Cytoplasm

Mitochondrion



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

Nucleus

Cell membrane

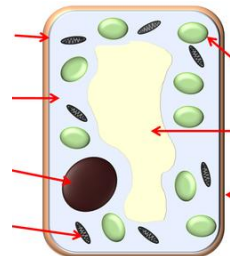
Cytoplasm

Mitochondrion

Cell wall

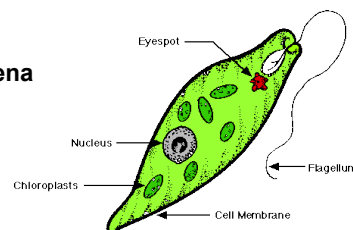
Vacuole

Chloroplasts

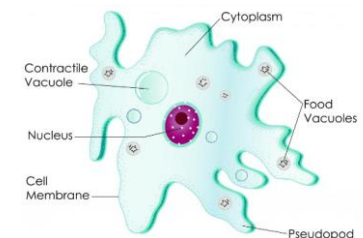


A. What are unicellular organisms?

Euglena

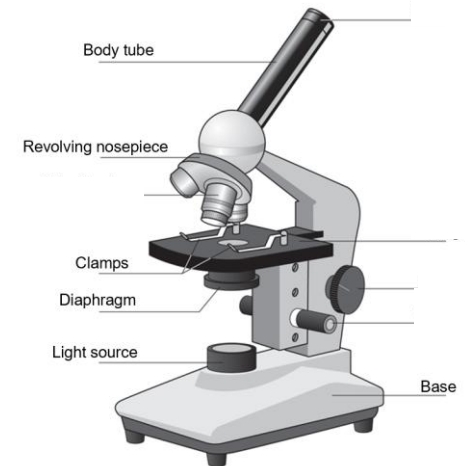


Amoeba



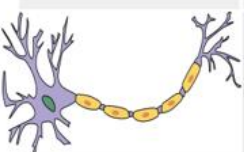
A. How do we use to look at cells?

Parts of a microscope



A. How do you calculate magnification?

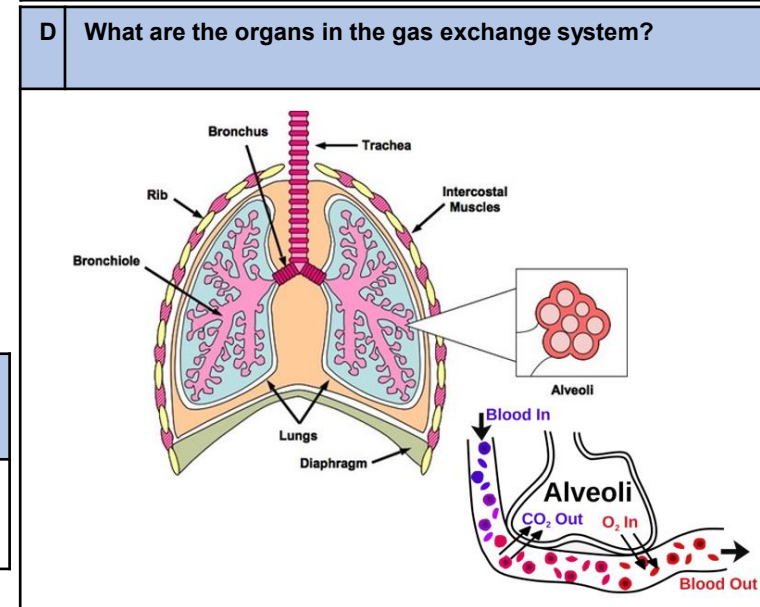
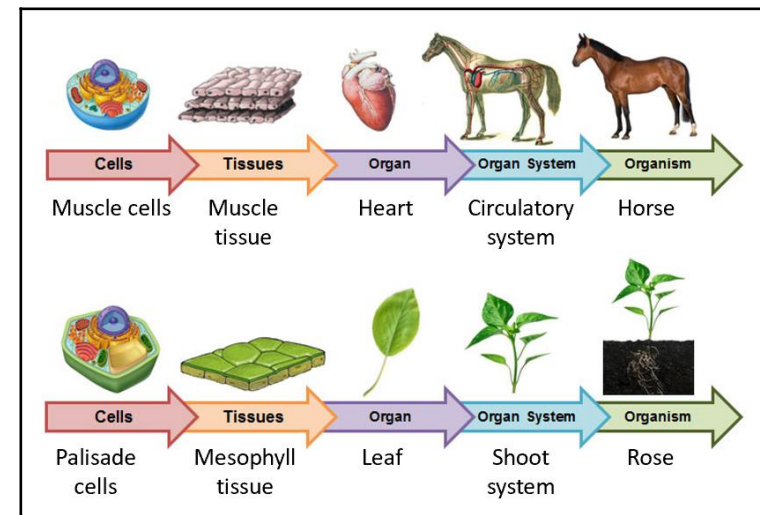


B. What are specialised cells?				
Specialised cells are found in multicellular organisms.				
Each specialised cell has a particular function within the organism				
	Type of cell	Function	Special features	
Animal cells		Red blood cells	To carry oxygen	• Large surface area, for oxygen to pass through • Contains haemoglobin, which joins with oxygen • Contains no nucleus
		Nerve cells	To carry nerve impulses to different parts of the body	• Long • Connections at each end • Can carry electrical signals
		Male reproductive cell (sperm cell)	To reach female cell, and join with it	• Long tail for swimming • Head for getting into the female cell
Plant cells		Root hair cell	To absorb water and minerals	• Large surface area
		Leaf cell	To absorb sunlight for photosynthesis	• Large surface area • Lots of chloroplasts

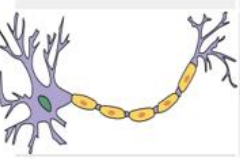
B.	What is a tissue?
A group of cells working together to perform a particular function	
C.	What is an organ?
A group of tissues working together to perform a particular function	
D.	What is an organ system?
A group of organs working together to perform a particular function	

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

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



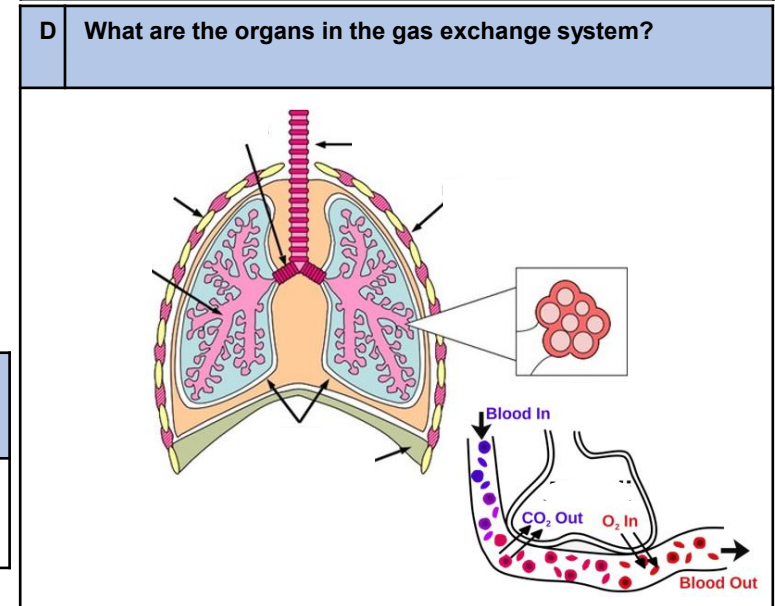
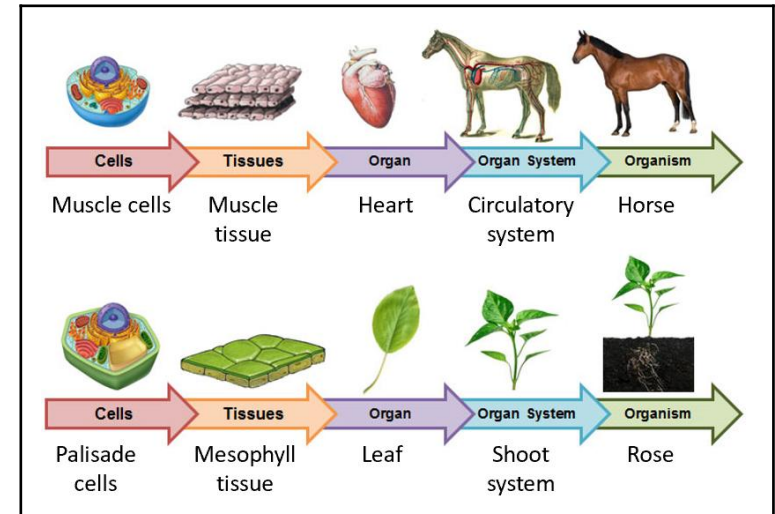


B. What are specialised cells?			
Each specialised cell has a particular function within the organism			
Type of cell	Function	Special features	
Animal cells			
			
			
Plant cells			
			

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	



7.03: Development

Background

	Across the world, the standard of living and quality of life can be very different.
A	Countries therefore have different classifications based on the quality of life within them.
B	How developed a country is can be measured in different ways.
C	Development levels can vary within and between countries. There are many reasons why some countries are more developed than others.
D,E	Countries can become more developed in many ways, including through economic growth from tourism, top-down development projects and bottom-up development projects.

A) Country classification

1 developed	(n) countries with high standards of living, advanced infrastructure and strong economies.
2 emerging	(n) countries transitioning between developing and developed, showing rapid improvements in infrastructure.
3 developing	(n) countries with lower standards of living, less advanced infrastructure and economies that are growing but not yet strong.

B) Measuring development

1 GNI per capita	(n) the average income of a country's citizens.
2 infant mortality rate	(n) the number of babies that do not survive to one year old per 1,000 births.
3 life expectancy	(n) the average number of years a person is expected to live.
4 literacy rate	(n) the percentage of people in a specific age group, typically aged 15 and above, who can read and write.
5 average years of schooling	(n) the average number of years of education that individuals aged 25 and older have completed.
6 Human Development Index (HDI)	(n) a composite measure of development that is used to categorise the development of countries using GNI per capita, life expectancy and average years of schooling.

C) Factors that hinder development

Human	Physical
uneven distribution of income	challenging relief
corruption	extreme climate
conflict	lack of natural resources
low-value goods and services for trade	landlocked
high levels of debt	tectonic hazards
poor education systems	extreme weather
poor healthcare systems	lack of water resources



D and E) Development Projects

D) Top-down project: The Grand Inga Dam DRC

Advantages	Disadvantages
It provides a reliable source of renewable energy for the DRC.	It would flood 22,000 hectares of land in the Bundi Valley.
It provides electricity for Kinshasa at a lost cost.	Natural habitats will be destroyed by the reservoir.
It produces electricity that the DRC can sell the other countries.	35,000 people would be displaced from their homes by the dam reservoir.
It produces electricity to power more coltan and copper mines.	Electricity will be sold to other countries, and many people in rural DRC will still be without electricity.

E) Bottom-up project: WECAN DRC

Advantages	Disadvantages
It protects the habitats of 100,000 species of animals and plants.	It is small scale, so it has limited reach.
It empowers indigenous women.	It does not stop illegal logging.
Women earn money from selling fruit and herbs from the trees planted.	The project currently supports only 700 women.
It reduces the impact of climate change through reforestation.	It takes a long time for the full benefits to be achieved.



7.03: Development

Background

- Across the world, the standard of living and quality of life can be very different.
- A Countries therefore have different classifications based on the quality of life within them.
- B How developed a country is can be measured in different ways.
- C Development levels can vary within and between countries. There are many reasons why some countries are more developed than others.
- D,E Countries can become more developed in many ways, including through economic growth from tourism, top-down development projects and bottom-up development projects.

A) Country classification

- 1 developed
- 2 emerging
- 3 developing

B) Measuring development

- 1 GNI per capita
- 2 infant mortality rate
- 3 life expectancy
- 4 literacy rate
- 5 average years of schooling
- 6 Human Development Index (HDI)

C) Factors that hinder development

Human	Physical



D and E) Development Projects

D) Top-down project: [The Grand Inga Dam DRC](#)

Advantages	Disadvantages

E) Bottom-up project: [WECAN DRC](#)

Advantages	Disadvantages



Year 7 History : The Norman Conquest

What we are learning this term:

The crisis of succession for Edward the Confessor following his death and the competition for the Throne. A focus on the Battle of Stamford Bridge and Hastings

A.	Can you define these key words?
Migration	The movement of people from one place to another
Invade	To enter a place an area by force and take control
Succession	The order of taking over and official title or position
Inherit	To receive something from a person who has died
Claimant	A person who believes they have a right to something
Oath	A promise witnessed by God
Illegitimate	A child born to parents who are not married
Conquer	To take control of people or a place by force
Cavalry	A group of soldiers who fight on horses
Archer	A soldier who's main weapon is a bow and arrow
Infantry	A soldier who fights on foot
Coronation	A ceremony in which a new monarch is crowned
Motte and Bailey Castle	A simple castle with a man made hill surrounded by a clear defensive area.
Harrying	To repeatedly attack something
Feudal System	System where someone who holds land gives land in exchange for support
Primogeniture	Being the first born
Source	Something that people made or wrote during the time of study
Interpretation	An opinion about what the past was like

B. Themes and threads

1. Power	2. Identity	3. Connectivity
- The control a person or group has on a country. - For example, the monarchs held complete control and needed a clear line of succession to avoid a foreign claim to the throne. - This includes threads such as succession, warfare, protest, and class system.	- The qualities and characteristics that make a person who they are and what they value as important. - For example, the Normans promoted Christianity in Europe - This includes threads such as women, and beliefs.	- The act of being joined or being linked to somewhere, something, or someone. - For example, England was made of up of many diverse groups who migrated before 1066. - This includes threads such as migration and medicine.

5th January 1066

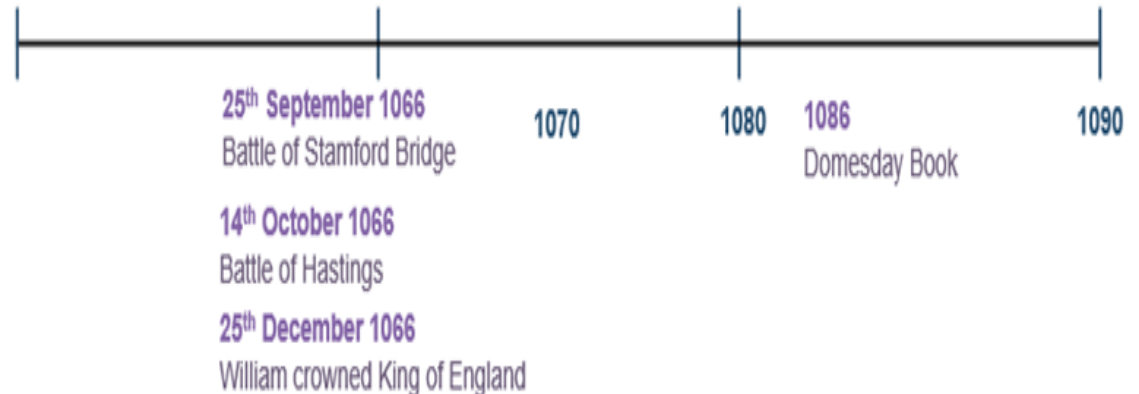
Death of Edward the Confessor

6th January 1066

Harold Godwinson crowned King of England

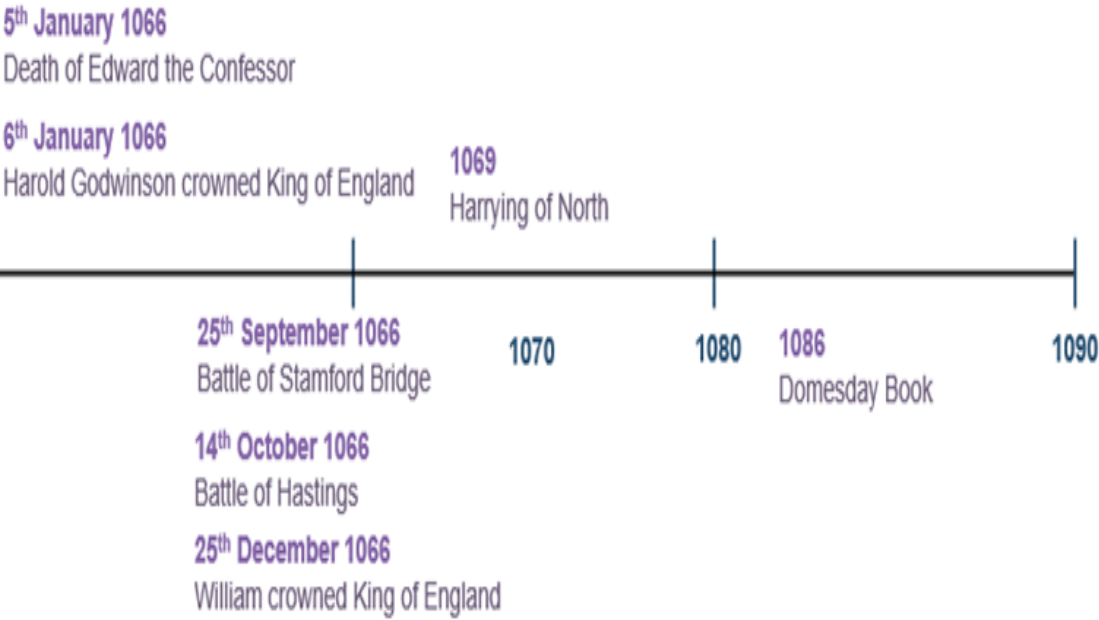
1069

Harrying of North



Year 7 History : The Norman Conquest	
What we are learning this term:	
The crisis of succession for Edward the confessor following his death and the competition for the Throne. A focus on the Battle of Stamford Bridge and Hastings	
A.	Can you define these key words?
Migration	
Invade	
Succession	
Inherit	
Claimant	
Oath	
Illegitimate	
Conquer	
Cavalry	
Archer	
Infantry	
Coronation	
Motte and Bailey Castle	
Harrying	
Feudal System	
Primogeniture	
Source	
Interpretation	

B. Themes and threads		
1. Power	2. Identity	3. Connectivity



7.03: Judaism



Key Vocabulary

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

Holy Books introduced

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

Tools for Studying Religion

Theology is the study of God and ideas about God. Theologians look at how ideas about God influence beliefs in religions and the actions people will do.



Social Scientists use evidence to see how people are influenced by society. Social Scientists look at patterns in what people believe about God and how this may change due to time and place.



7.03: Judaism



Key Vocabulary

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

Holy Books introduced

The Tanakh	
The Torah	
Nevi'im	
Ketuvim	
Talmud	

Tools for Studying Religion





What we are learning this term:		C. ¿Qué color es? What colour is it?		Key Verbs						
A. School subjects and adjectives B. Opinions of school subjects C. Describing the school day D. Key words across topics E. Telling the time F. Daily Routine G. Translation practice		<u>Los colores</u> amarillo/a atigrado/a azul blanco/a dorado/a gris marrón negro/a rojo/a verde dorados/as marrones negros/as	<u>Colours</u> yellow tabby blue white gold grey brown black red green gold brown black	Ser To be	estudiar To study	Pensar To think	Escribir To write	Vivir To live		
6 Key Words for this term				Soy I am	Estudio I study	Pienso I think	Escribo I write	Vivo I live		
1. estudiar 2. asignaturas 3. Pienso que...				4. el horario 5. las instalaciones 6. profesor(a)		Eres You are	Estudias You study	Piensas You think	Escribes You write	Vives You live
						Es s/he is	Estudia He/she studies	Piensa s/he thinks	Escribe s/he writes	Vive s/he lives
						Somos We are	Estudiamos We study	Pensamos We think	Escribimos We write	Vivimos We live
						son They are	Estudian They study	Piensan They think	Escriben They write	viven They live
A. Key Opinions		D. Las Instalaciones - Facilities		E. Describe tus asignaturas		F. La hora – Telling the Time				
Me gusta Me encanta Odio porque divertido/a aburrido/a útil inútil cómodo/a interesante entretenido/a emocionante guay genial soso asqueroso/a malo bueno	I like I love I hate because... fun boring useful pointless comfortable interesting entertaining exciting cool amazing dull disgusting bad good	el aula la biblioteca el patio los laboratorios el salón de actos el despacho de la directora un campo de fútbol un comedor un gimnasio una piscina unas clases hay no hay tiene no tiene en mi instituto alumnos mixto el salón de los profesores	the classroom the library the patio the laboratories the hall the Head's office the football pitch the dining room the gym the pool some classes there is / there are there isn't it has it doesn't have in my school students mixed the staffroom	el inglés las matemáticas la música la religión la tecnología Odio ... Detesto ... Mi asignatura favorita Pienso que ... (los profesores) son aburrido/a/ bueno/a/buenos/as divertido/a/ difícil/es fácil/es interesante/s relajante/s simpático/a/os/as –	English Maths Music R.E. design technology I hate ... I detest ... favourite subject I think that ... (the teachers) are aburrido/a/ good fun difficult easy interesting relaxing nice	Es la Son las y media y cuarto menos cuarto uno dos tres cuatro cinco seis siete ocho nueve diez once doce trece catorce quince dieciséis diecisiete dieciocho diecinueve veinte veintiuno veintidos veintitres veinticuatro ¿Qué hora es? la hora El reloj	It is... It is...(plural) half past quarter past quarter to one two three four five six seven eight nine ten eleven twelve thirteen fourteen fifteen sixteen seventeen eighteen nineteen twenty twenty one twenty two twenty three twenty four What time is it? the hour / time The clock			
B. Key verbs across topics		E. Describe tus asignaturas?		lunes martes miércoles jueves viernes sábado domingo		Monday Tuesday Wednesday Thursday Friday Saturday Sunday				
tener ser ir hacer jugar ver escuchar comprar vivir hablar deber querer visitar escribir	to have to be to go to do/to make to play to see to listen to buy to live to speak to have to to want / to love to visit to write	<u>Las asignaturas</u> las ciencias la educación física el español el francés la geografía la historia la informática	<u>School subjects</u> Science P.E. Spanish French Geography History ICT	empezar terminar La hora de comer		To start To finish The lunch hour				



G. Translation Practice	
I study Spanish	E e
I don't study French	N e f
What do you study?	¿Q e?
Music is interesting	M e i
I like my teacher	M g m p
I hate my teacher	O m p
I think that science is difficult	P q l c s d
Do you like maths?	¿T g l m?
RE is useful	L r e u
PE is boring	L e f e a
The Maths are difficult	L m s d
English is easy	E l e f
Spanish is fun	E e e d
History is boring but easy	L h e a p f
My subject favourite is Spanish	M a f e e
Because the teachers are interesting	P l p s l
I like science because they are interesting and nice	M g l c p s l y s
But I prefer maths because they are fun and relaxing	P p l m p s d y r

H . Key Questions: Answer the following in your own words. Use these model answers	
¿Qué estudias en el colegio?	Estudio muchas asignaturas. Estudio el español, el inglés, las matemáticas, las ciencias y mucho más. ¿Y tú? ¿Qué estudias?
¿A qué hora estudias el español?	Normalmente estudio el español los lunes y miércoles. Las clases de español empiezan a las nueve y media y duran una hora. Me gustaría estudiar español todos los días porque es un idioma muy útil y muy importante.
¿Qué asignaturas te gustan y no te gustan? What subjects do you like/dislike	Me encantan las ciencias porque son fenomenales pero no me gustan las matemáticas porque son difíciles y aburridas. Pienso que prefiero la cocina porque me encanta comer.
¿Cómo es tu colegio? Describe your school	Mi colegio es bastante grande y muy moderno. Las clases empiezan a las ocho y veinte y terminan a las cuatro menos veinticinco. Tenemos una cantina, una sala de informática, un patio. Pienso que me gusta mi colegio porque es moderno y divertido

I. Key Questions: Translate these model answers using the KO	
¿Qué estudias en el colegio? What do you study at school?	I study a lot of interesting subjects. I study English, Maths, Science and RE. I also study PE, Music and Geography. What about you? What subjects do you study?
¿A qué hora estudias el español? At what time do you study Spanish?	I study Spanish Thursdays and Friday at 10.30 in the morning. The classes last an hour. I would like to study Spanish all day because it's a fantastic subject and very interesting.
¿Qué asignaturas te gustan y no te gustan? What subjects do you like/dislike	I love maths because it's fun but I don't like art because it's boring. I love Spanish because the teacher is fun but I hate PE because it's not exciting and I think that it's not relaxing.
¿Cómo es tu colegio? Describe your school	My school is quite modern and very big. The classes start at 8.30 and finish at 4. We have a canteen, lots of maths rooms, science rooms and computer suites

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 <i>eg he has = tiene, we have = tenemos</i>
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 blues, pelo negro - black hair
Use porque to describe your opinions Use singular and plurals correctly	Me gusta el inglés porque es fácil BUT Me gusta N las matematicas porque SON facil ES



What we are learning this term:		C. ¿Qué color es? What colour is it?		Key Verbs				
A. School subjects and adjectives B. Opinions of school subjects C. Describing the school day D. Key words across topics E. Telling the time F. Daily Routine G. Translation practice		Los colores _____ azul blanco/a _____ gris _____ negro/a _____ verde _____ marrones _____	Colours yellow tabby _____ gold _____ brown _____ red _____ gold _____ black	Ser To be	estudiar To study	Pensar To think	Escribir To write	Vivir To live
6 Key Words for this term				Soy	Estudio	Pienso I _____	Escribo _____	Vivo I live
1. estudiar 2. asignaturas 3. Pienso que...		4. el horario 5. las instalaciones 6. profesor(a)		Eres You are	Estudias _____	Piensas _____	Escribes You write	Vives You live
				Es s/he is	Estudia _____	Piensa _____	Escribe s/he writes	Vive _____
				Somos We are	Estudiamos _____	Pensamos We think	Escribimos We write	Vivimos We live
				son They are	Estudian _____	Piensan They think	Escriben _____	viven _____
A. Key Opinions		D. Las Instalaciones - Facilities		E. Describe tus asignaturas			F. La hora – Telling the Time	
Me gusta Me encanta _____ divertido/a _____ útil _____ i _____ emocionante guay genial _____ asqueroso/a malo bueno	_____ I hate because... _____ boring _____ pointless comfortable interesting entertaining _____ dull _____ _____	los laboratorios el salón de actos el despacho de la directora _____ _____ _____ hay no hay tiene no tiene _____ _____ _____ _____	the classroom the library the patio _____ _____ _____ the football pitch the dining room the gym the pool some classes _____ _____ _____ in my school students mixed the staffroom _____ _____ _____ _____	_____ _____ _____ _____ _____ Odio ... Detesto ... Mi asignatura favorita Pienso que ... (los profesores) son aburrido/a/ _____ _____ _____ interesante/s relajante/s _____ _____ _____ jueves viernes sábado domingo _____ _____ _____ _____	English Maths Music R.E. design technology _____ _____ _____ good fun difficult easy interesting _____ nice _____ Monday Tuesday Wednesday _____ _____ _____ To start To finish The lunch hour	Es la Son las _____ half past quarter past quarter to _____ uno dos tres cuatro cinco seis _____ seven eight nine ten _____ fourteen fifteen sixteen seventeen _____ dieciocho diecinueve veinte veintuno veintidos veintitres Veinticuatro _____ twenty four What time is it? the hour / time The clock	_____ _____ half past quarter past quarter to _____ _____ _____ _____ _____ _____ seven eight nine ten _____ fourteen fifteen sixteen seventeen _____ _____ _____ _____ _____ twenty four What time is it? the hour / time The clock	
B. Key verbs across topics		E. Describe tus asignaturas?						
_____ ir hacer jugar _____ _____ vivir hablar deber querer _____ _____	to have to be _____ _____ to see to listen to buy _____ _____ to visit to write	la geografía la historia la informática	Las asignaturas _____ _____ _____ la geografía la historia la informática	School subjects Science P.E. Spanish French _____ _____ _____				

ART Year 7 Term 1:Topic = Remembrance Poppies

What we are learning this term:	
A. About Paul Cummins installation 'Blood Swept Lands and Seas of Red'	
B. How to use the Grid method for accurate drawing	
C. Using clay to create a ceramic poppy – slab method for accurate drawing	
D. Using poster paint to decorate your sculpture	

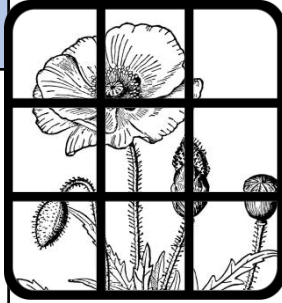
6 Key Words for this term
1. Remembrance
2. Sculpture
3. Installation
4. Decoration
5. Line
6. Ceramic



A.	About Paul Cummins and his installation 'Blood Swept Lands and Seas of Red'
What?	He installed 888000 clay poppies at the Tower of London in 2014 covering 16 acres
Why?	Each one represented a service/man woman who died during WW1 (1914-18)
How?	Each one was made by hand using clay, fired in the kiln and painted before going on display



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



C.	Using clay to create a ceramic poppy using the slab method
----	--

Clay is a **material** used by artists. It is made from minerals. It is found underground. There are many different types of clay.

Steps for making your poppy:

1. Roll out the clay using a rolling pin, wooden board and slats
2. Use a template or a cutter to cut the poppy shapes
3. Join piece using **score and slip**
4. Decorate the clay using **additive** and **subtractive** techniques
5. Fire the **sculpture** in the **kiln**
6. **Decorate** the ceramic sculpture using poster paint

What each tool is used for:

Rolling pin	Rolling the clay out into a slab
Wooden board	Stops the clay sticking and minimises dust
slats	Stops the clay being rolled too thin

States of working with clay

Plastic	Very flexible, high moisture content, easy to shape
Leather-hard	Partially dried out, can still be carved but no longer shaped
Bone dry	No moisture. Can't be altered
Bisque fired ceramic	After first firing (lower temperature), waterproof After second firing (higher temperature). Delicate



G.	Key words and definitions
Remembrance	the action of remembering the dead.
Sculpture	A 3dimensional artwork
Installation	Placing a particular artwork in a specific place
Decorate	To make something more appealing or visually attractive
Line	A continuous mark with width, length and direction
Ceramic	made of clay and permanently hardened by heat.
Detail	The small parts of something
Accuracy	How similar a drawing is to the source
Source	What you are drawing or working from
Construct	To build
Score and slip	Method for joining clay
Kiln	The oven used to fire the clay
composition	How the elements of an artwork are arranged
outline	the outer edge or line



What we are learning this term:	
A. About Paul Cummins installation 'Blood Swept Lands and Seas of Red'	
B. How to use the Grid method for accurate drawing	
C. Using clay to create a ceramic poppy – slab method for accurate drawing	
D. Using poster paint to decorate your sculpture	

6 Key Words for this term
1. Remembrance
2. Sculpture
3. Installation
4. Decoration
5. Line
6. Ceramic



A.	About Paul Cummins and his installation 'Blood Swept Lands and Seas of Red'
What?	He installed 888000 clay poppies at the Tower of London in 2014 covering 16 acres
Why?	Each one represented a service/man woman who died during WW1 (1914-18)
How?	Each one was made by hand using clay, fired in the kiln and painted before going on display



B.	What are the stages of drawing using the grid method?
----	---



C.	Using clay to create a ceramic poppy using the slab method
----	--

Clay is a **material** used by artists. It is made from minerals. It is found underground. There are many different types of clay.

Explain the steps for making your poppy including materials and techniques

- 1
- 2
- 3
- 4
- 5
- 6

Explain what each tool is used for:

Rolling pin	
Wooden board	
slats	

What are each of the States of working with clay

Plastic	
Leather-hard	
Bone dry	
Bisque fired ceramic	



G.	Add definitions for the key words	
Remembrance		
Sculpture		
Installation		
Decorate		
Line		
Ceramic		
Detail		
Accuracy		
Source		
Construct		
Score and slip		
Kiln		
composition		
outline		

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?

Ctrl + C

What is the shortcut for paste?

Ctrl + V

What does this symbol stand for?



Photoshop

What does this symbol mean?



Cropping

D | Key words

Graphics	Visual images or designs on a surface which communicate a message such as a brand advertisement or logo.
Typography	The arrangement of type to make written language legible.
Font	The term 'font' refers to a specific style of typeface such as its size and weight, it can come in regular, bold or <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 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	
							

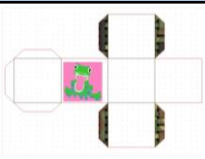
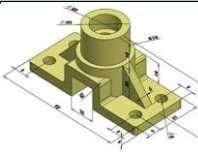
B.	Materials
Timbers come from trees	
	Scots pine – which you used for your maze frame – is a softwood Softwoods come in planks and boards

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 _____

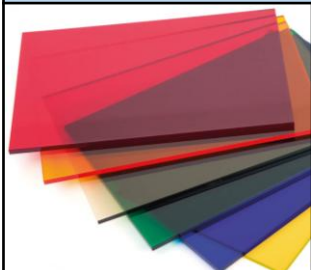
Manufactured Boards come from _____



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

Manufactured Boards come in _____

Polymers come from _____



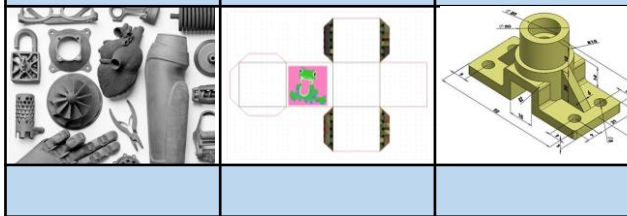
Acrylic – which you used as your lid for your maze – is a **polymer**

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.....

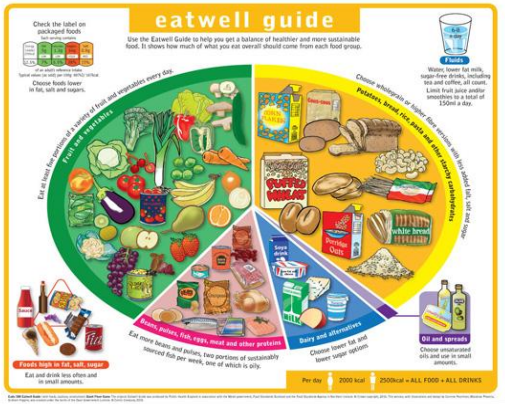
What we are learning this term:

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

6 Key Words for this term

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

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



Year 7 Term 1 : Topic = Healthy Eating and High Skills

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

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



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

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

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

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

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

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

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

Rule	Why it is important
1 Wash your hands in hot soapy water	1 to kills germs and bacteria
2 tie back your hair	2 to stop hair getting into the food
3 wear an apron	3 to protect yourself and your food from contamination
4 use oven gloves when handling hot food	4 to avoid burning yourself
5 wash your hands after handling meat	5 to avoid giving yourself or others food poisoning

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

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	

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

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



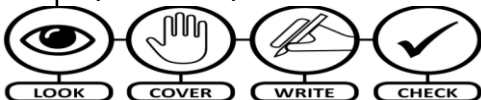


Year 7: Find Your Voice (Elements and Singing)

Term 2

A What we are learning about this term...

- 1 Elements of Music
- 2 Singing Technique
- 3 Using Graphic scores as notation
- 4 Singing with confidence
- 5 Major/ Minor tonality



C - Useful links: practice at home!

These QR codes will take you to YouTube to be able to sing along!

Disney Song
Sing Along! ----->



Check out this
vocal warm
up!

E - Major and Minor Tonality

Major and Minor mean **happy** or **sad** sounding music – or mood!
Check out the links below by scanning the QR codes to learn more and complete a major or minor quiz!



Game 1



Major/ Minor
Movie Quiz!

B Keywords

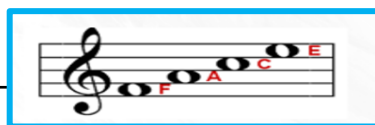
Thin Texture	Not many sounds/layers
Thick Texture	Many sounds/ layers
Round	singing/playing the same thing, starting at different times
Graphic Score	Where pictures and symbols are used instead of notes on the stave
Warm up	An important exercise for singers to prepare their voice for singing
Pulse	The steady beat in music
Rhythm	Combination of long and short notes to create interesting patterns
Octave	Distance of 8 notes (e.g. C to C)

D Treble Clef Notes and Octave

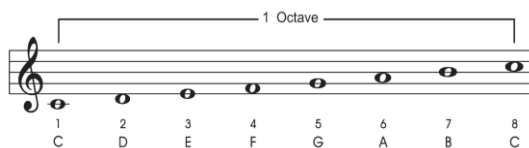
Every Good Boy Deserves Football



Every Good Boy Deserves Football



...in the space!



F 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				

M

A

D

T

S

H

I

R

T

Melody

Articulation

Dynamics

Texture

Structure

Harmony/Tonality

Instruments

Rhythm

Tempo

The tune

How notes are played

Loud/quiet and any other volume changes

Layers of sound / how they fit together

The sections and organising

Chords used / the mood

Types of instruments heard

Pattern of notes

The speed

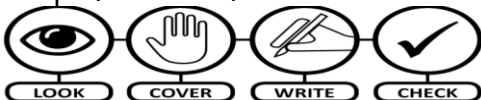


Year 7: Find Your Voice (Elements and Singing)

Term 2

A What we are learning about this term...

- 1 Elements of Music
- 2 Singing Technique
- 3 Using Graphic scores as notation
- 4 Singing with confidence
- 5 Major/ Minor tonality



C - Useful links: practice at home!

These QR codes will take you to YouTube to be able to sing along!

Disney Song Sing Along! ----->



Check out this vocal warm up!

E - Major and Minor Tonality

What does Major and Minor Mean?

Major is _____

Minor is _____



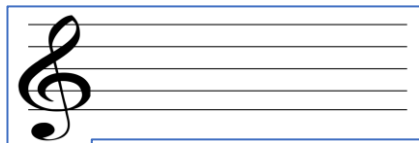
Game 1



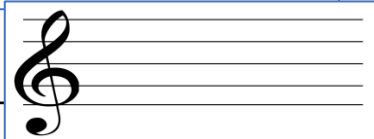
Major/ Minor Movie Quiz!

B Keywords

D Treble Clef Notes and Octave

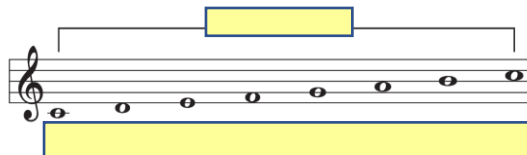


... Draw EGBDF on the lines!



... Draw FACE in the space!

Complete The gaps!



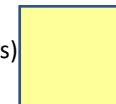
F

Practice your note drawing skills!

1. Draw the note TEA (crotchet)



2. Coffee (pair of quavers)



3. Now draw this rhythm in note values (TEA TEA COFFEE COFFEE)



4. COFFEE COFFEE COCACOLA TEA



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 _____



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

What we are learning this term:

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

A- Key Words for this term

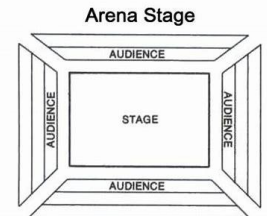
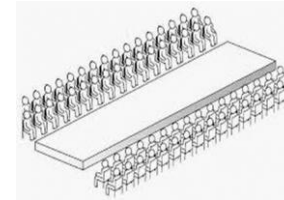
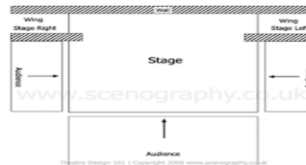
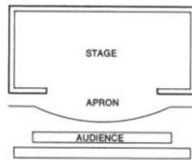
- 1. Improvisation- create a scene without prior planning or a script.
- 2. Characterisation – presentation of a fictional character using gesture, posture and stance.
- 3. Body Language- The conscious and unconscious movements and postures by which attitudes and feelings are communicated
- 4. Facial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

C- Why is blocking important in drama?

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

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

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



C- Thinking questions.

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



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



What we are learning this term:

- 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 .

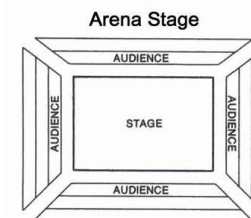
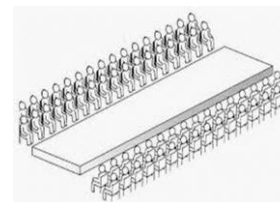
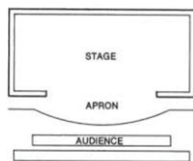
Write the definition for these four stage layouts, where the entrances and exits happen and what (if any) set/scenery can be used.

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?

SWINDON ACADEMY READING CANON

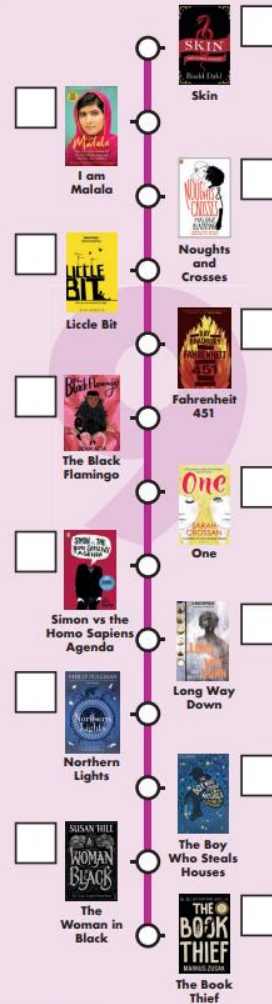
Year 7



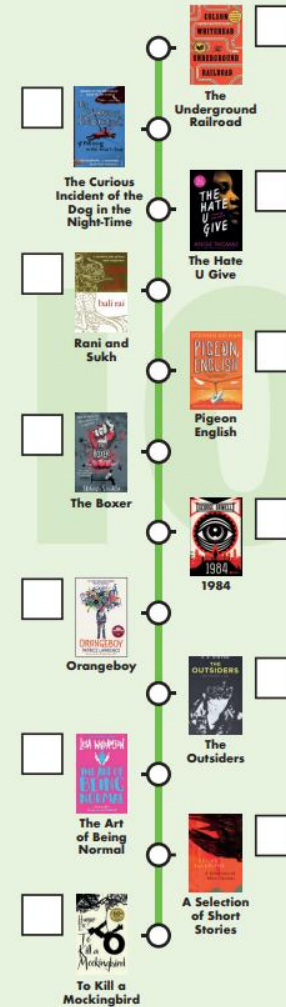
Year 8



Year 9



Year 10



#ReadingisPower