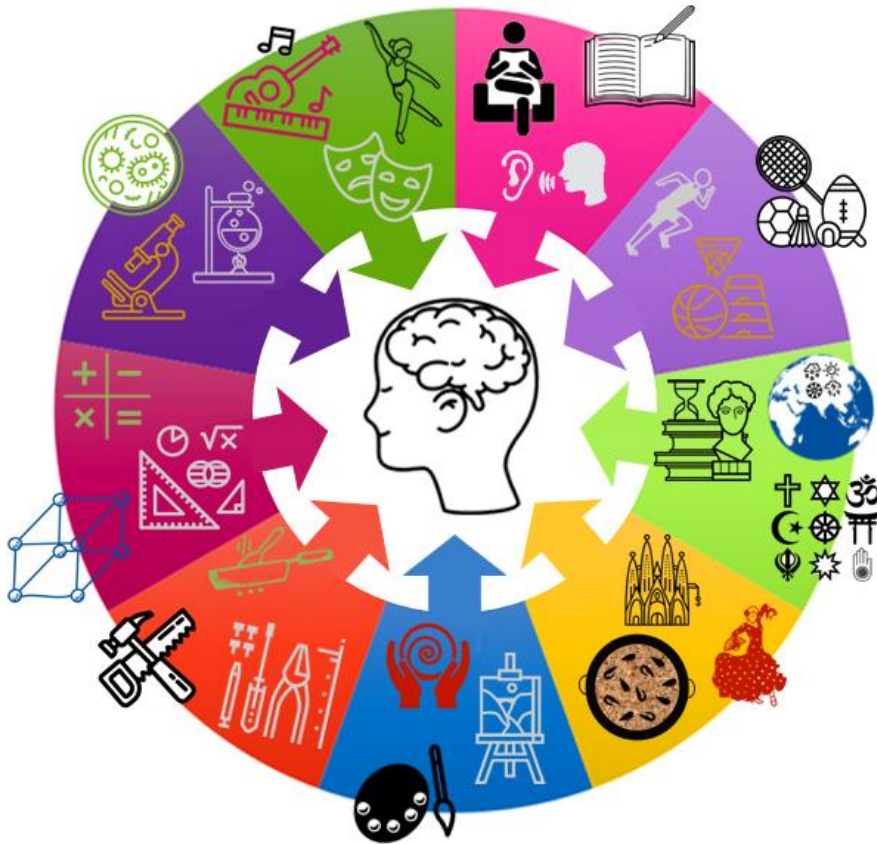


Year 7- Mainstream Knowledge Organisers

Term 5



Swindon Academy 2024-25

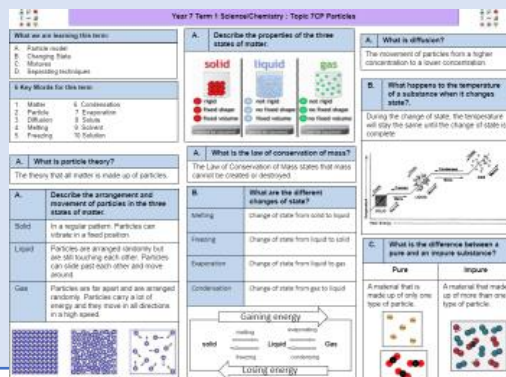
Name:	
Tutor Group:	
Tutor & Room:	

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

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

Using your Knowledge Organiser and Quizzable Knowledge Organiser

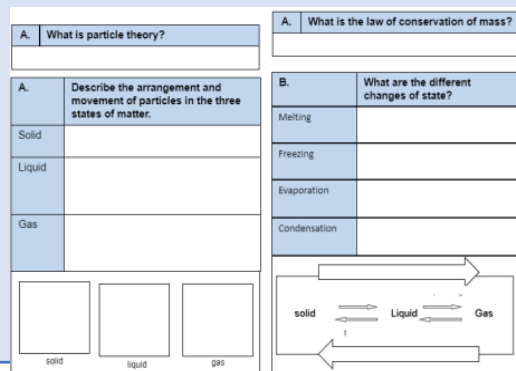
Knowledge Organisers



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

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

Quizzable Knowledge Organisers



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

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



Top Tip

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

Expectations for Prep and for using your Knowledge Organisers

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

Plot Summary		Year 7 English: Sets 2-5	
Act 1: Hermia and Lysander love each other but are not allowed to marry so decide to run away to the forest to get married in secret. Demetrius wants to marry Hermia . Helena loves Demetrius . They follow Hermia and Lysander into the forest.		Who loves Whom	
Act 2: In the forest, Oberon and Titania are arguing. Oberon sees Demetrius and Helena arguing and commands Puck to use the potion on the Athenian man to make him fall in love with Helena . However, the first Athenian man Puck sees is Lysander , so he puts the love potion on him. Lysander falls madly in love with Helena .		Who loves Whom	
Act 3: Puck sees Bottom in the forest and transformed his head into a donkey's head. He puts the love potion on Titania, who falls in love with Bottom. Puck puts the love potion on Demetrius so that he falls in love with Helena . As a result, both men love Helena so there is chaos. Puck eventually drops a herb in Lysander's eyes to put him back to normal.		Who loves Whom	
Acts 4 and 5: Oberon finds Titania and Bottom and decides that he has had enough fun. Puck drops a herb in her eyes, she wakes and leaves with Oberon. The lovers return to Athens where Bottom and the other actors perform their play at the wedding of the three happy couples: Theseus and Hippolyta, Lysander and Hermia and Demetrius and Helena .		Who loves Whom	
Background Information of AMND		Who loves Whom	
A <i>Midsummer Night's Dream</i> (AMND) was written by William Shakespeare in 1595.		Who loves Whom	
Shakespeare wrote lots of light-hearted funny plays: Comedy's.		Who loves Whom	
Shakespeare went to a grammar school where he was taught Ancient Greek.		Who loves Whom	
Shakespeare was a poet and a play write. He wrote multiple plays that were performed in the Globe theatre in London.		Who loves Whom	
His first theatre group was called Lord Chamberlain's Men, later changed to the King's Men (1603) under the patronage of King James I.		Who loves Whom	
The play is set in Ancient Greece and follows the rules of a comedy from Ancient Greece.		Who loves Whom	
When the play was written, Elizabeth 1 st was Queen. The play is written in the Elizabethan era.		Who loves Whom	
Both wealthy and poorer Elizabethan people went to the Globe to watch plays.		Who loves Whom	
Cupid is the ancient god of love. He is usually presented as a baby whose arrows make people fall in love.		Who loves Whom	
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Plot Summary		Who loves Whom	Vocabulary: Key words	Characters in AMND
<u>Act 1:</u>			severe –	<u>Athenians</u> Theseus: _____
			conflict –	Hippolyta: _____
<u>Act 2:</u>			unrequited love –	Egeus: _____ Philostrate: Master of _____
			to mock –	
<u>Act 3:</u>			chaos –	
			captivate –	<u>The Lovers</u> Hermia: the _____
<u>Acts 4 and 5:</u>			infatuated –	Helena: _____
			patriarchy –	Lysander: an _____
			to resolve –	Demetrius: an _____
			forsaken –	
Background Information of AMND			Terminology: Key Words	
A <i>Midsummer Night's Dream</i> (AMND) was written by _____			soliloquy –	<u>Fairies (Mythical characters)</u> Titania: _____ Oberon: _____ Puck: _____ Peasebody/Cobweb/Mustard seed/Moth: Titania's fairies.
Shakespeare wrote lots of light-hearted funny plays: _____.			comedy –	
Shakespeare went to a grammar school where he was taught _____.			play –	
Shakespeare was a poet and a play write. He wrote multiple plays that were performed in the _____ in London.			stage directions –	
His first theatre group was called _____ later changed to the _____ (1603) under the patronage of King James I.			connotations –	<u>The workmen/theatre performers</u> Bottom: _____ Quince: _____ Snug/ Snout/Flute/Starveling: _____
The play is _____ in _____ and follows the rules of a _____ from Ancient Greece.			epitomises –	
When the play was written, _____ was _____. The play is written in the _____ era.			The Love Potion	
Both _____ and poorer _____ people went to the Globe to watch plays.			The _____ is made from a _____ in the _____. The _____ is magical because _____ hit it with _____ when he was _____ at a young girl. When the potion is put on a _____'s _____, they _____ with the _____ person they _____. It is _____.	
_____ is the ancient god of love. He is usually presented as a _____ whose _____ make people fall in _____. 			 'A Midsummer Night's Dream': T Knowledge Organiser	

**What we are learning this term:**

- A. Forces and force diagrams
- B. Balanced and unbalanced forces
- C. Pressure and gravity force
- D. Relationship between speed, distance and time
- E. Relative motion

2 Key Words for this term

- 1. Weight
- 2. Pressure

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 measured in?

Newtons.

A. What are forces need for?

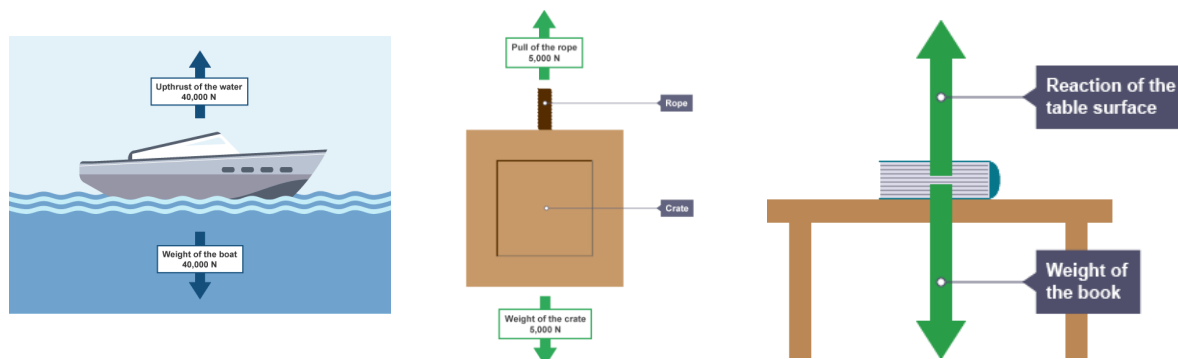
To cause objects to stop or start moving, to speed it up or slow it down. To change an objects direction. To change an objects shape.

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

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

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

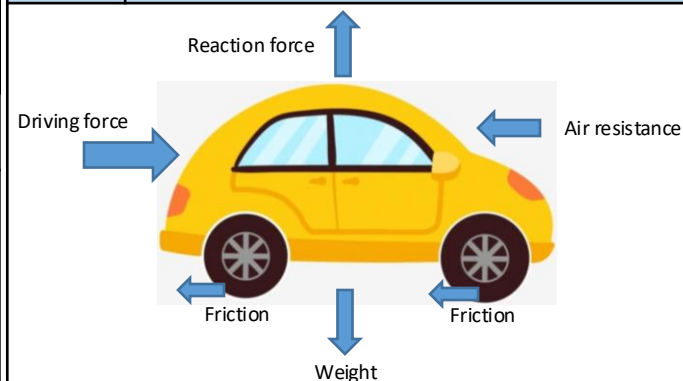
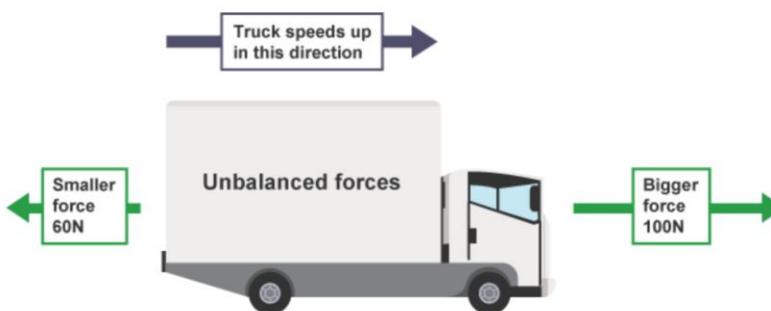
A stationary object starts to move in the direction of the resultant force, or a moving object changes speed and/or direction in the direction of the resultant force

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

A force between two surfaces that are sliding, or trying to slide, across each other.

A. What are force arrows and what do they show?

Forces have a size and a direction. This means we show forces with arrows. The length of the arrows shows how large the force is. The direction the arrow points shows the direction the force pushes or pulls.

A. What do the arrows show on this force diagram?**B. Which direction do objects move if the force is unbalanced?****A. What is air resistance?**

The forces that are opposite to the direction of movement of an object as it passes through the air. Friction between air and the material.

A. What is water resistance?

A type of force that uses friction to slow things down that are moving through water.

**What we are learning this term:**

- A. Forces and force diagrams
- B. Balanced and unbalanced forces
- C. Pressure and gravity force
- D. Relationship between speed, distance and time
- E. Relative motion

2 Key Words for this term

- 1. Weight
- 2. Pressure

A. What are forces ?

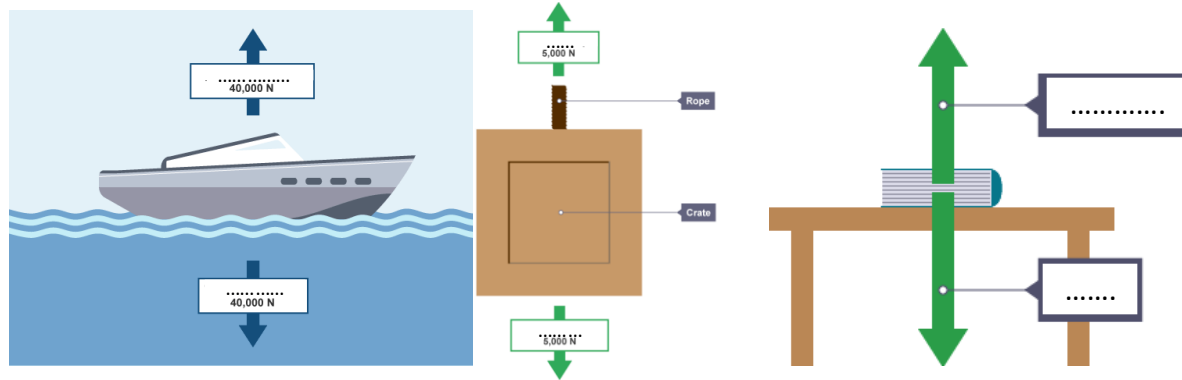
A. What are forces measured in ?

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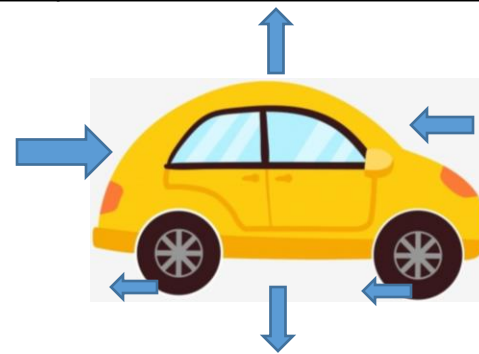
A. What are forces need for?

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

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

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

A.**What are force arrows and what do they show?**

A.**What do the arrows show on this force diagram?****B.****Which direction do objects move if the force is unbalanced?****A.****What is air resistance?**

A.**What is water resistance?**

**C. What is the equation to calculate pressure?**

$$P = \frac{F}{a}$$

$P = \text{Pressure (N/m}^2\text{)}$

$F = \text{Force (N)}$

$a = \text{Area (m}^2\text{)}$

C. What does the size of the pressure depend upon?

The size of the pressure depends on the force applied by the object and the surface area of the object.

C. What is an example of an object which exerts high pressure?

A pin or knife They have a low surface area (at the pointed end), so high pressure.

**C. What is an example of an object which exerts high pressure?**

Snowshoes. Large surface area so low pressure so the person doesn't sink into the snow.

C. What is the equations to calculate gravity force?

$\text{Weight} = \text{mass} \times \text{gravitational field strength (g)}$

On Earth $g = 10 \text{ N/kg}$.

D. What is the equations to calculate speed?

$$\text{speed} = \frac{\text{distance}}{\text{time}}$$

D. What is on the horizontal and vertical axis on a distance time graph?

A distance time graph shows the time on the horizontal axis and the distance on the vertical axis.

D. What does the line look like on a distance time graph if an object is stationary?

If an object is stationary (not moving) the line will be horizontal.

D. What does the line look like on a distance time graph if an object is moving at a constant speed?

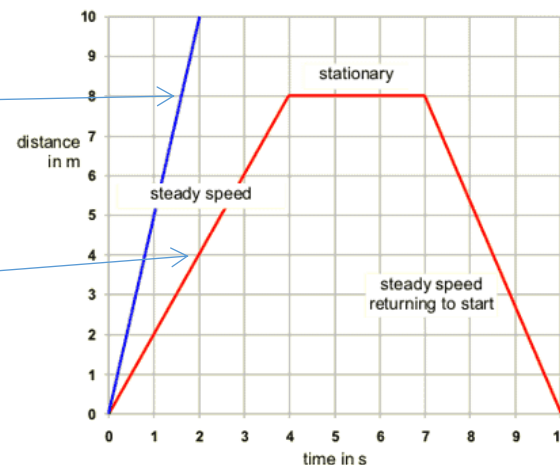
If the line has a diagonal slope the object is moving at a constant speed.

D. What does the steepness (gradient) of the line show?

The steepness (gradient) of the line shows the speed.

Higher
gradient =
faster speed

Lower
gradient =
lower speed

**E. What is relative motion and what is an example of this?**

It is the motion of one thing compared to another.

For example, if you have travelled in a car on the motorway, you may have noticed that other cars passing by appear to move slowly past you, even though you know the actual speeds of the two cars are very high. This is because of their relative motion to each other.

Or maybe, when driving in the car a train doesn't appear to be moving very quickly when in fact it is.

E. How do you calculate relative motion?**Situation****Relative speed**

Objects moving in the same direction towards, or away from, each other

Fastest speed – slowest speed

Objects moving in opposite directions towards, or away from, each other

Add the two speeds together



C. What is the equation to calculate pressure?

--	--

C. What does the size of the pressure depend upon?

--

C. What is an example of an object which exerts high pressure?

--

C. What is an example of an object which exerts high pressure?

--

C. What is the equations to calculate gravity force?

--

D. What is the equations to calculate speed?

--

D. What is on the horizontal and vertical axis on a distance time graph?

--

D. What does the line look like on a distance time graph if an object is stationary?

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D. What does the line look like on a distance time graph if an object is moving at a constant speed?

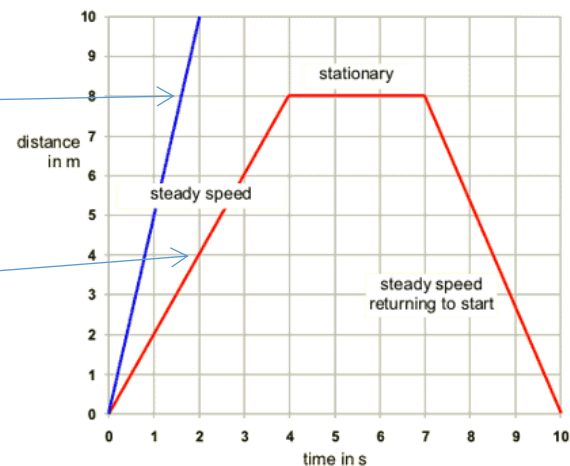
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D. What does the steepness (gradient) of the line show?

--

Higher gradient =
.....

Lower gradient =
.....



E. What is relative motion and what is an example of this?

--

E. How do you calculate relative motion?

Situation	Relative speed
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What we are learning this term:

- A. Photosynthesis
- B. Roots
- C. Leaf adaptations
- D. The importance of photosynthesis

4 Key Words for this term

- | | |
|----------------|-------------------|
| 1. Chloroplast | 3. Xylem |
| 2. Phloem | 4. Photosynthesis |

A.

State the word equation for photosynthesis

Word equation



Carbon dioxide

+

Water

Light

→

Glucose + Oxygen

Chlorophyll

B.

Describe the function of the roots

- Made up of **root hair cells**.
- These cells **absorb** minerals through **active transport** (which requires energy).
- They also **absorb** water through **osmosis** (which doesn't require energy).

Minerals in lower concentration in the soil than in cell cytoplasm

Active transport

Osmosis

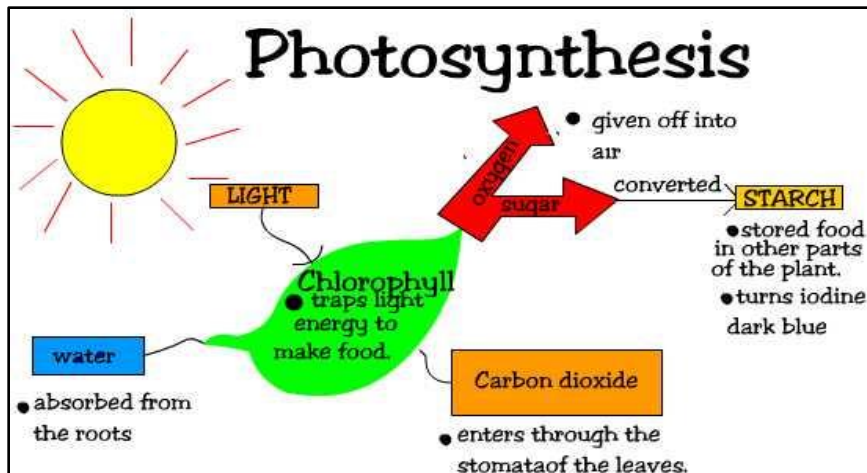
Soil water has a higher concentration than root hair cell sap



A.

Describe testing leaves for starch

1. The leaf is **boiled** to break open cells.
2. Then boiled in **ethanol** to remove the chlorophyll.
3. Finally test with **iodine**. **Blue/black** is a positive result.





What we are learning this term:

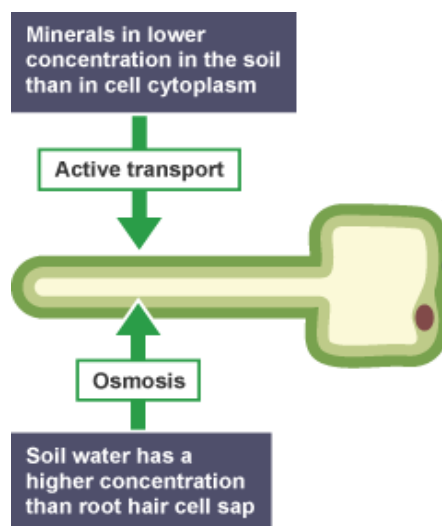
- A. Photosynthesis
- B. Roots
- C. Leaf adaptations
- D. The importance of photosynthesis

4 Key Words for this term

- 1. _____
- 2. _____
- 3. _____
- 4. _____

B. Describe the function of the roots

- Made up of _____
- _____.
- These _____ cells **absorb** _____ through _____ (which requires energy).
- They also **absorb** _____ through _____ (which doesn't require energy).



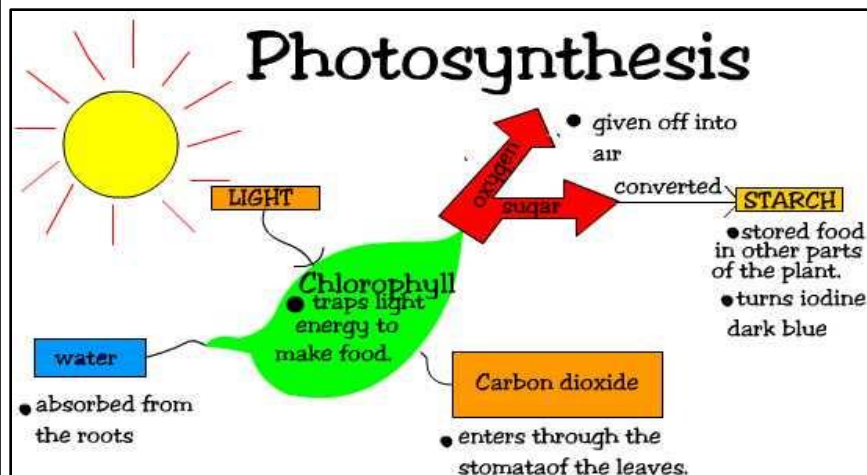
A.

State the word equation for photosynthesis

A.

Describe testing leaves for starch

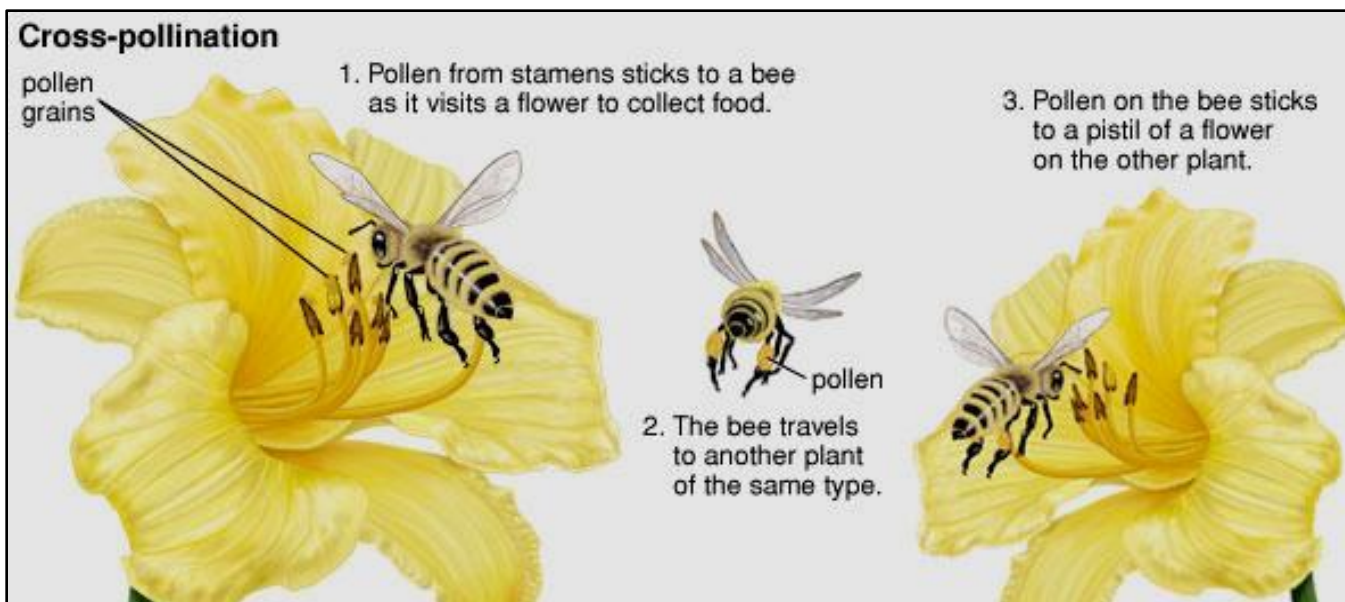
- 1. _____
- 2. _____
- 3. _____





C.	Describe the adaptations of leaves for photosynthesis
Large surface area	To absorb lots of light .
Waxy coat	To prevent water loss and damage .
Palisade cells	Long, thin and contain lots of chloroplasts for photosynthesis .
Stomata	Small holes on the bottom of the leaf which allow carbon dioxide into the leaf and oxygen out.
Guard cells	Control the opening and closing of the stomata.

D.	Explain the importance of plant pollination in food security
<p>Lots of the foods we eat come from plants which reproduce by pollination.</p> <p>So if plant pollination is not occurring enough then food will be less secure.</p>	



D.	Define pollination
<p>Pollination is the transfer of pollen from a male part of a plant to a female part of a plant, enabling later fertilisation and the production of seeds.</p>	

C.

Describe the adaptations of leaves for photosynthesis

Large surface area

Waxy coat

Palisade cells

Stomata

Guard cells

D.

Explain the importance of plant pollination in food security

Cross-pollination

pollen grains

1. Pollen from stamens sticks to a bee as it visits a flower to collect food.

3. Pollen on the bee sticks to a pistil of a flower on the other plant.

2. The bee travels to another plant of the same type.

D.

Define pollination

7.06: The Geography of The Middle East



Background

A	The Middle East is a region that covers western Asia, parts of northern Africa and south-eastern Europe.
B	The Middle East has huge reserves of natural resources.
C	Trade in the Middle East is heavily influenced by the region's vast oil and natural gas reserves, making it a critical part of global energy markets.
D	Saudi Arabia: Some countries in the Middle East are trying to diversify their economies.
E	Yemen: Development can vary between countries within The Middle East.

A) Features of The Middle East

1 region	(n) a large area with common physical or human characteristics.
2 population distribution	(n) how people are spread out over an area.
3 fertile soil	(n) soil rich in nutrients.
4 natural resource	(n) a useful thing or material that is found in nature, such as food, water or wood.
5 colonialism	(n) acquiring control over another country, occupying it with settlers and sometimes exploiting it economically.
6 plain	(n) a broad, flat or gently rolling land area with minimal variation in terrain.
7 peninsula	(n) a landform surrounded by water on three sides but connected to a larger landmass on one side.
8 wadi	(n) a dry riverbed or valley, typically found in arid or semi-arid regions.

B) Natural resources in The Middle East

1 fossil fuel	(n) a natural fuel such as coal or gas. Formed from the remains of living organisms in the geological past.
2 non-renewable	(n) energy which is finite, not sustainable, and takes a long time to replenish.
3 refined	(n) separating and purifying different components of crude oil to produce useful products.
4 extraction	(n) the act of taking something from the ground.
5 crude oil	(n) naturally occurring, unrefined petroleum that can be refined into diesel, petrol etc.
6 energy	(n) a source of usable power.
7 supply	(n) the amount of something producers are willing to sell at a certain price.
8 demand	(n) the amount of something consumers are willing to buy at a certain price.
9 sustainability	(n) meeting the needs of today, while making sure we can meet the needs of the future.

C) Trade

1 trade	(n) the exchange of goods and materials between countries.
2 import	(v) goods brought into a country.
3 export	(v) sending goods to another country for sale.
4 trade route	(n) a passage of travel used by traders, either on land or in the sea.

D) Case study: Diversification in Saudi Arabia

1 diversify	(v) to vary in order to spread the risk or expand.
2 single major industry	(n) a significant portion of a country's economic activity is concentrated within a specific sector.
3 stakeholder	(n) a person who has an interest in something or who is affected by something.
4 climate change	(n) the changes in the Earth's long-term weather patterns, which is being sped up due to global warming.

Factors influencing diversification and development

Diversification in Saudi Arabia	Development in Yemen
the demand for natural resources	famine
the supply of natural resources	infrastructure
switch to renewable energy sources	conflict and corruption
religious pilgrimage	water scarcity
opportunities for tourism	trade

E) Case study: Development in Yemen

1 developed countries	(n) countries with high standards of living, advanced infrastructure and strong economies.
2 developing countries	(n) countries with lower standards of living, less advanced infrastructure and economies that are growing but not yet strong.
3 borders	(n) a real or artificial line that separates geographic areas.
4 corruption	(n) the misuse of power for private gain.
5 civil war	(n) war between citizens of the same country.
6 humanitarian crisis	(n) an event or events that threaten the health, safety or wellbeing of a large group of people.
7 Sykes-Picot agreement	(n) a secret 1916 agreement between the United Kingdom and France to divide up parts of the Middle East for themselves.
8 infrastructure	(n) the basic structure or features of an area or system e.g. roads, schools, hospitals and electric connectivity.



7.06: The Geography of The Middle East



Background

A

B

C

D

E

A) Features of The Middle East

1 region

2 population distribution

3 fertile soil

4 natural resource

5 colonialism

6 plain

7 peninsula

8 wadi

B) Natural resources in The Middle East

1 fossil fuel

2 non-renewable

3 refined

4 extraction

5 crude oil

6 energy

7 supply

8 demand

9 sustainability

C) Trade

1 trade

2 import

3 export

4 trade route

D) Case study: Diversification in Saudi Arabia

1 diversify

2 single major industry

3 stakeholder

4 climate change



Factors influencing diversification and development

Diversification in Saudi Arabia

Development in Yemen

E) Case study: Development in Yemen

1 developed countries

2 developing countries

3 borders

4 corruption

5 civil war

6 humanitarian crisis

7 Sykes-Picot agreement

8 infrastructure



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

What we are learning this term:		C.	What happened on Mansa Musa’s pilgrimage to Mecca ?		
To what extent did England change as a result of the Norman Conquest? A. Keywords B. How did Sundiata Keita seize control of Mali? C. What happened on Mansa Musa’s pilgrimage to Mecca ? D. Why was the capture of Timbuktu important to the Malian Empire? E. What was Mansa Musa’s legacy?		Why did Mansa Musa go on Hajj?	<ul style="list-style-type: none">Mansa Musa was a devoted Muslim who need to complete the Hajj pilgrimage. One of the 5 pillars of Islam that all Muslims must do .Mansa Musa wanted to show how powerful and wealthy he and his kingdom was.He wanted scholars to learn new things about the world.		
		How did he prepare?	He gathered 60 000 followers, including staff, nobles and scholars. He brought 12 000 slaves each carrying gold . He brought a huge amount of gold to give out to the poor.		
		What did he do on the road?	He gave large amounts of gold dust to anyone he passed. This would have changed their lives and would be worth more money than they would have had their whole lives. Every Friday he built a new mosque so he could pray in it.		
		What happened when he met the Sultan?	<ul style="list-style-type: none">Mansa Musa refused to bow before the Sultan saying he only bowed before Allah.Mansa Musa showed he was wise, magnificent and had a good knowledge of Islam.		
		What impact did his trip have on Cairo?	Mansa Musa gave out so much money to the people of Cairo it caused the value of money to drop and caused a financial crisis.		
A.	Can you define these key words?	D.	Why was the capture of Timbuktu important to the Malian Empire?		
Mansa	An African word for king	Trade	<ul style="list-style-type: none">Timbuktu was a key trading city and it controlled all goods passing throughSalt was traded here that was essential for crossing the desertGold from gold mines was traded hereIvory, copper, and slaves were also traded here.	E.	What was Mansa Musa’s legacy?
Pilgrimage	A special journey to a holy site for religious reasons				
Hajj	A pilgrimage to the city of Mecca that all Muslims must make once in their lives				
Annexation	To add conquered territory to your own territory.				
Caravan	A group of people travelling together across a desert in Asia or North Africa	Religio	<ul style="list-style-type: none">Scholars were interested in learning new things and many of them came to TimbuktuScholars of law, history and theology turned the Sankore mosque into a great madrasa (school).Scholars who had been on the Hajj returned with new ideas. These were about things such as Science, Maths and Islam	Spreading Islam	<ul style="list-style-type: none">Mansa Musa’s was a deeply devoted Muslim and encouraged of scholars to study IslamMansa Musa Spent money building mosques across the empire.Mansa Musa was responsible for the spread of Islam throughout West Africa.He believed that an empire was not just formed by military conquest but need to unite people in a religion bigger than themselves.However, it was mainly the wealthy and educated that practiced IslamMany of Musa’s subjects were angry about the idea of being converted to Islam and stuck to their traditional religions (despite them being illegal).
Scholar	An educated person who research and learns things				
Sultan	An Islamic king of Egypt				
Astrology	The discovery and recording of space, stars and planets				
Diplomatic	Being careful not to hurt someone's feelings	Trade	Many new mosques were built spreading Islam over the Malian Empire	Trade	<ul style="list-style-type: none">Mansa Musa made Mali famous. In 1357 he was depicted in the Catalan Atlas, one of the most famous world maps from Medieval Europe.Mansa Musa made Mali at the centre of the Trans-Saharan trade route he had established across his empire.Camel caravans traded a huge amount of goods such as:—gold, copper, iron, horses, salt, textiles, leather goods, ivory, and slaves.
Enslaved	To force someone to remain in a condition such as slavery				
Griot	People in West Africa who passed on their society’s history through stories, poems, and music				
Legacy	How someone or something is remembered				
Makkah	The holy city of Islam in Saudi Arabia	Timbuktu			<ul style="list-style-type: none">Mansa Musa transformed the already powerful trade city of Timbuktu, making it the centre of his kingdom.It had one of the largest collections of books in Africa, unseen since the destruction of the ancient Library of Alexandria in Egypt.It was also a centre of learning and architectural innovation.A Sudanese proverb states: ‘salt comes from the north, gold from the south, and silver from the country of the white men, but the word of God and the treasures of wisdom are only to be found in Timbuktu.’
Merchant	Someone who buys goods and sells them for a profit.				
Pilgrimage	A journey typically taken to a site of religious importance.				
Mosque	An Islamic religious building of worship				

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		Why did Mansa Musa go?				
		How did he prepare?				
		What did he do on the road?				
		What happened when he met the Sultan?				
A.	Can you define these key words?	What impact did his trip have on Alexandria				
Mansa		D . Why was the capture of Timbuktu important to the Malian Empire?				
Pilgrimage						
Hajj						
Annexation						
Caravan						
Scholar		Trade	E. Spreading Islam			
Sultan						
Astrology			Learning		Trade	
Diplomatic						
Enslaved		Religion		Timbuktu		
Griot						
Legacy						
Makkah						
Merchants						
Pilgrimage						
Mosque						

7.04: Christianity



Key Vocabulary

1	Jesus	The most important figure in Christianity, believed to be the Son of God.
2	Mary	The mother of Jesus.
3	Ministry	The work of a religious person.
4	Crucifixion	The execution of Jesus, by the Romans, on a cross.
5	Resurrection	Jesus rising from the dead three days after his crucifixion.
6	Ascension	Jesus' ascent to heaven, 40 days after his resurrection.
7	Mary Magdalene	A follower of Jesus who witnessed his resurrection.
8	The Great Commission	Jesus' instruction to his followers to spread his teachings to all people.
9	Apostles	The twelve main followers of Jesus who spread his message.
10	St Paul	An early Christian leader who wrote many letters in the New Testament.
11	Phoebe	A deaconess mentioned in the New Testament who helped the early church.
12	Lydia	A businesswoman and early Christian supporter of Paul.
13	Nicene Creed	A statement of Christian faith.
14	Trinity	The Christian belief in one God in three persons: Father, Son and Holy Spirit.
15	Reformation	A movement in the 16 th century that led to the creation of Protestant churches.
16	Protestant	A branch of Christianity that broke away from the Catholic Church during the Reformation.
17	Catholic	The largest branch of Christianity, led by the Pope.
18	Pope	The leader of the Catholic Church.
19	Messiah	One expected to save and lead the people. Christians believe this to be Jesus.
20	Salvation	Being saved from sin and its consequences.
21	Sermon on the Mount	A collection of teachings by Jesus covering topics like love, prayer and moral guidance.
22	The Lord's Prayer	A prayer taught by Jesus to his disciples, summarising key beliefs in the Christian faith.
23	Denomination	A specific branch of group within Christianity.
24	Sacrament	An important ritual that represents an important part of the faith.

Holy Books introduced

The Bible	The most important book in Christianity. It is divided into two main parts: the Old Testament, which contains the history and teachings of the Jewish faith, and the New Testament, which focuses on the life, teachings, death and resurrection of Jesus and the early Christian community.
The Gospels	These are four books in the Bible which contain the accounts of the life of Jesus. They are written by Matthew, Mark, Luke and John.

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.



7.04: Christianity



Key Vocabulary

1	Jesus
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4	Crucifixion
5	Resurrection
6	Ascension
7	Mary Magdalene
8	The Great Commission
9	Apostles
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13	Nicene Creed
14	Trinity
15	Reformation
16	Protestant
17	Catholic
18	Pope
19	Messiah
20	Salvation
21	Sermon on the Mount
22	The Lord's Prayer
23	Denomination
24	Sacrament

Holy Books introduced

The Bible

The Gospels

Tools for Studying Religion





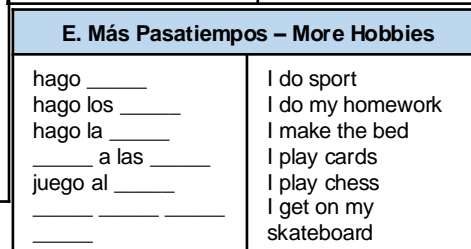
What we are learning this term:		C. Los Pasatiempos – Hobbies		Key Verbs					
A. Talking about sports B. Talking about your free time C. Talking about what you do week / weekends D. Arranging to go out E. Saying what you are going to do at weekend F. Saying how you help at home G. Translation practice		bailar cantar cocinar escuchar música hablar por teléfono ir a la piscina ir al cine ir de compras jugar los videojuegos jugar en el ordenador leer mandar mensajes to dance to sing to cook to listen to music to speak on phone to go to the pool to go to the cinema to go shopping to play videogames to play on the computer to read to send messages		<u>Ser</u> <u>To be</u>	<u>Tener</u> <u>To have</u>	<u>Hablar</u> <u>To speak</u>	<u>Ir</u> <u>To go</u>	<u>Jugar</u> <u>To play</u>	
6 Key Words for this term				Soy I am	Tengo I have	Hablo I speak	Voy I go	Juego I play	
				Eres You are	Tienes You have	Hablas You speak	Vas You go	Juegas You play	
				Es s/he is	Tiene He/she has	Habla s/he speaks	Va s/he goes	Juega s/he plays	
1. arreglo 2. las tareas 3. el tiempo libre	4. los pasatiempos 5. mis planes 6. ¿Qué haces?			Somos We are	Tenemos We have	Hablamos We speak	Vamos We go	Jugamos We play	
A. Los Deportes – Sports				son They are	Tienen They have	Hablan They speak	Van They go	Juegan They play	
¿Qué deportes practicas? Practico... el atletismo el ciclismo la equitación el esquí la gimnasia la natación el patinaje la vela el hockey juego juega juegan al bádminton al baloncesto al cricket al fútbol	What sports do you practise? I practise... athletics cycling horseriding ski ing gymnastics swimming skating sailing hockey I play He/she plays they play badminton basketball cricket football	D. Pasatiempos y Tareas – Hobbies and Housework		E. Key Verbs across Topics		F. Key Opinions across topics and Weather			
		montar a caballo navegar por internet salir con mis amigos tocar la guitarra el piano ver la televisión Me encanta No me gusta detesto / Odio prefiero ¿Qué haces? Arreglo mi dormitorio Voy a un partido de fútbol Barro el patio Hago la compra Paso la aspiradora Saco la basura Pongo la mesa Quito la mesa Friego los platos Lavo el coche Plancho mi uniforme	to ride a horse to surf the net to go out with frnds to play the guitar the piano to watch TV I love I don't like I hate I prefer What do you do? I tidy my bedroom I go to a football match I sweep the patio I do the shopping I Hoover I take out rubbish I lay the table I clean up the table I wash up I wash the car I iron my uniform						
B. Más deportes – More Sports		E. Más Pasatiempos – More Hobbies		tener ser ir hacer jugar ver escuchar comprar vivir hablar deber querer visitar comer beber salir leer trabajar pensar escribir practicar poner pensar lavar sacar arreglar		to have to be to go to do / to make to play to see to listen to buy to live to speak to have to to want / to love to visit to eat to drink to go out to read to work to think to write to practise to put to think to wash to take out to tidy		Me gusta Me encanta Odio porque divertido/a aburrido/a útil inútil cómodo/a interesante entretenido/a emocionante guay genial soso asqueroso/a malo bueno Hace sol Hace fresco Hace calor Hace viento Hace frio Hace mal tiempo Hace buen tiempo Llueve Nieva Hay niebla Hay tormenta	
al rugby al squash al tenis al voleibol hago surfing hago remo la escalada el boxeo las artes marciales	rugby squash tennis volleyball I do surfing I do rowing rock climbing boxing martial arts	hago deporte hago los deberes hago la cama juego a las cartas juego al ajedrez monto en monopatín	I do sport I do my homework I make the bed I play cards I play chess I get on my skateboard						



G. Translation Practice	
I like to play football	M g j a f
I don't like to play cricket	N m g j a c
I love to read books	M e l l
I don't like to do my homework	N m g h m d
I love to dance with my friends	M e b c m a
I hate to sing	O c
Because it's boring and useless	P e a y u
Because it's stupid and silly	p e e y t
Because it's great and exciting	P e g y e
I play football but he plays cricket	J a f p j a c
They play basketball but she plays rugby	J a b p e j a r
They do sailing but I do athletics	H l v p y h e a
We do gymnastics but she does horse-riding	H l g p e p l e
I do my homework but he doesn't do his homework	H m d p e n h s d
I am going to the sports centre	V a p
They are going to the town centre	V a c c
We are going to the shops	V a l t
She is going to play basketball	V a j a b

H . Key Questions: Answer the following in your own words. Use these model answers	
¿Qué te gusta hacer en tu tiempo libre?	En mi tiempo libre me gusta jugar al fútbol con mis amigos en el parque porque es muy divertido y genial después del colegio. También, me encanta bailar en el colegio y bailo en un club de baile lunes y miércoles porque es chulo e interesante
¿Qué no te gusta hacer en tu tiempo libre?	No me gusta hacer mis deberes en mi tiempo libre, aunque es importante hacer los deberes. No me gusta jugar al rugby porque me encanta más jugar al fútbol. No me gusta jugar con videojuegos porque son muy aburridos y tontos pero mi hermano le gusta jugar con videojuegos.
¿Qué haces en casa?	En mi casa hago muchas tareas.. Cada semana, arreglo mi dormitorio, pero no me gusta porque es aburrido. También lavo el coche para mi padre y me gusta porque es genial.
¿Qué vas a hacer este fin de semana?	El fin de semana próximo, voy a jugar al baloncesto con mis amigos por la mañana. También, con mi amigo James, vamos a ver un poco la televisión y jugar con los videojuegos. No voy a hacer mis deberes.
I. Key Questions: Translate these model answers using the KO	
¿Qué te gusta hacer en tu tiempo libre?	In my free time I love to play tennis with my friends at school because it's really fun and exciting. I also love to sing and dance with my friends. I sing in a club after school. I love to sing in the club after school because it's important for me to have fun.
¿Qué no te gusta hacer en tu tiempo libre?	I don't like to play football in my free time because it's very boring but my brother loves to play football with his friends in his free time. I prefer to sing and dance with my Friends. I also don't like to do my homework but it is necessary.
¿Qué haces en casa?	At home I do many tasks. Every day, I tidy my bedroom and I lay the table. I also take out the rubbish but it's very boring and dirty. I like to help my parents. I love to wash the car too because it's fun.
¿Qué vas a hacer este fin de semana?	This weekend I am going to play volleyball with my Friends in the morning. In the afternoon we are going to go to the swimming pool for a party. In the evening I am going to read my books and do my homework.

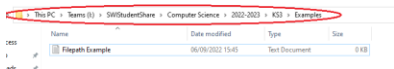

J. Key Grammar	
Using radical changing verb jugar correctly	Juego,juegas,juega,jugamos,jugáis,juegan
Using the new verbs IR and HACER (to go and to do)	Voy, vas, va, vamos, vais, van Hago, haces, hace, hacemos, hacéis, hacen
Using IR A for future actions eg VOY A = I am going to	Voy a jugar al fútbol – I am going to play football Vamos a practicar la vela – we are going to do sailing
Using me gustaría to add an additional tense (I would like)	Me gustaría vivir en España – I would like to live in Spain
Saying to the	Use AL or A LA Al museo A la playa





Year 7 Term 5 – Combined



A Folder Handling	
Folders	Folders are areas on our computer which can hold items/ files.
Ctrl + Shift + N	Shortcut to make a new folder
File Path	<p>The route taken to get to a specific folder:</p> 
Locating Folders	<p>Click on the search bar in the folder window and type in the name of the folder:</p> 
Renaming a file	F2

What we are learning this term:			
A. Folder Handling		B. Cyberattack Motivations	C. Online Dangers
		D. File Handling	
B. Cyberattack Motivations		C. Online Dangers	
Committing a cyberattack in order to...		Lootboxes	Virtual Treasure Chests containing undisclosed items, designed to be addictive. This is effectively a game of chance and therefore gambling, if purchased for real money.
		Misinformation	False or inaccurate information which is meant to deceive or trick people.
Cybercrime		Grooming	A form of abuse that involves manipulating someone until they're isolated, dependent, and more vulnerable to exploitation.
		Cyberbullying	The use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature.
Cyberespionage		D. File Handling	
		Keyboard shortcuts	
Hacktivism		Select All	Ctrl+A
		Paste	Ctrl+V
		Cut	Ctrl+X
Cyberwarfare		Save	Ctrl+S



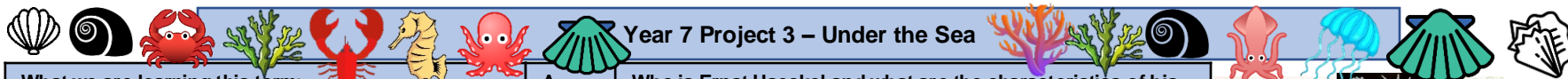
Year 7 Term 3 – Combined



A	Folder Handling		What we are learning this term:			
			A. Folder Handling B. Cyberattack Motivations C. Online Dangers D. File Handling			
Folders						
Ctrl + Shift + N						
File Path						
Locating Folders						
Renaming a file						

B.		Cyberattack Motivations		C.		Online Dangers	
						Virtual Treasure Chests containing undisclosed items, designed to be addictive. This is effectively a game of chance and therefore gambling, if purchased for real money.	
		Committing a cyberattack in order to...		Misinformation			
		Cybercrime				A form of abuse that involves manipulating someone until they're isolated, dependent, and more vulnerable to exploitation.	
				Cyberbullying			
		Cyberespionage					
				Raise awareness of a political or social problem.			
		Cyberwarfare					

D.		File Handling	
Keyboard shortcuts			
Select All			
Paste			
Cut			
Save			



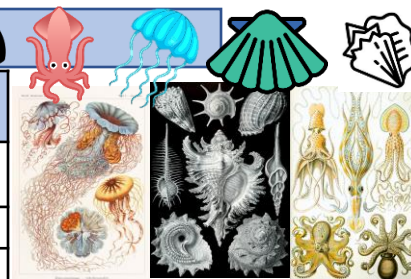
Year 7 Project 3 – Under the Sea

What we are learning this term:

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

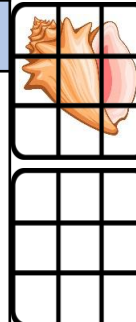
A. Who is Ernst Haeckel and what are the characteristics of his work?

Who?	philosopher, physician, professor, marine biologist, and artist who discovered, described and named thousands of new species,
What?	Beautifully detailed natural history illustrations depicting mostly marine life
Why?	To document and record newly discovered species of animals and plants



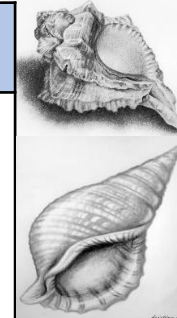
B. How to use the Grid Method for accurate drawing

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



C Drawing primary sources from observation

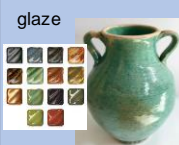
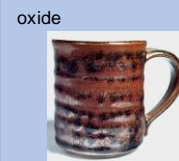
Drawing from a primary source means drawing something from real life
Observe the objects closely
Lay out the basic shape(s) you can see
Refine and add detail
Add tone to show how light is hitting the object(s)



Key word	Key definition
illustration	a drawing, painting or printed work of art which visually represents or explains something
observation	the action of closely looking at something
source	Where something originates from
texture	the feel or appearance of a surface
tone	Lightness and darkness within an artwork
outcome	The final piece produced as a result of an art project

F. How to use glazes and oxides

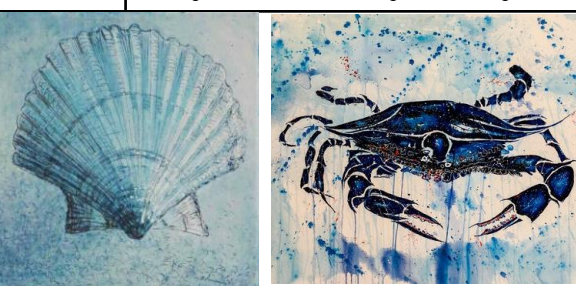
oxide	Powder made from minerals Mixed with water and applied to the bisque fired clay Highlights the texture in the clay surface Can be applied thickly or thinly to get different effects
glaze	Coloured liquid applied to bisque fired clay Can be applied with or over oxides Gives the clay a shiny finished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



H How to produce a mixed media outcome

A mixed media artwork uses multiple different materials rather than just one
We used collage, ink and pen to create ours

Step 1	Lay out your drawing using pencil lightly
Step 2	Add newspaper collage
Step 3	Apply an ink wash using varied colours
Step 4	Add tissue paper collage over the wash in places
Step 5	Use black ink or pen to go over your drawing, adding detail and texture using mark making



D How to work using oil pastels

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



E What is a pinch pot and how to make one

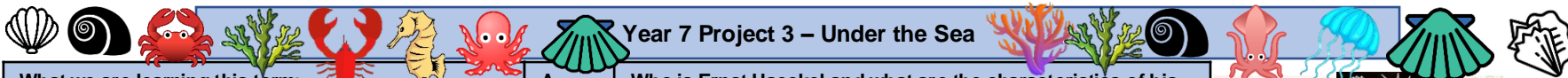
A pinch pot is A small vessel created inserting the thumb into a ball of clay then through 'pinching' the clay into the desired shape.
A successful pinch pot has even thickness walls, and a smooth finish.
The wet clay can be decorated by additive or subtractive methods



G What is texture?

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





What we are learning this term:

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

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

Who?

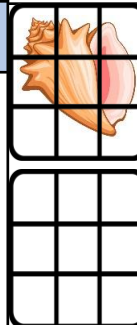
What?

Why?



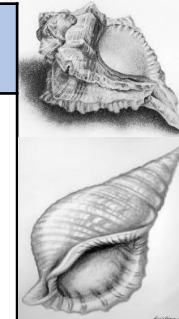
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- Draw in the main of your image, focusing on one square at a time Use a ruler to help you the positioning of lines if needed
- Add main details before the grid on the paper
- Add fine and build in



C Drawing primary sources from observation

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



F. How to use glazes and oxides

oxide	Powder made from Mixed with and applied to the bisque fired clay Highlights the in the clay surface Can be applied or to get different effects
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Visual or implied texture is

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Step 2	<input type="text"/>
Step 3	<input type="text"/>
Step 4	<input type="text"/>
Step 5	<input type="text"/>



Key word	Key definition
illustration	
observation	
source	
texture	
tone	
outcome	

D. How to work using oil pastels

	Oil pastels are bright, oil-based crayon that is used as a painting and drawing medium Oil pastels can be applied thickly, overlapping to blend colours. White can also be used to blend. Clean the end of the pastel to avoid colour contamination
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E. What is a pinch pot and how to make one

	A pinch pot is
	A successful pinch pot has
	The wet clay can be decorated by






Year 7 PRODUCT DESIGN Rotation Knowledge Organiser





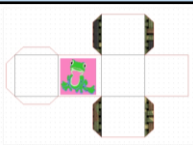
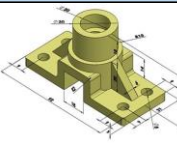






What we are learning this term:



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>Scots pine – which you used for your maze frame – is a softwood</p> <p>Softwoods come in planks and boards</p>
Manufactured Boards come from wood pulp	
	<p>Plywood – which you used as your base, insert and maze walls – is a manufactured board</p> <p>Manufactured Boards come in sheets</p>
Polymers come from crude oil	
	<p>Acrylic – which you used as your lid for your maze – is a polymer</p> <p>Polymers come in sheets, graduals and filament</p>

C.	Modelling	
Creating a 3D representation of your product before you manufacture it.		
You can use a variety of different materials and computer programs to create a mock up model or prototype such as;		
		
Cardboard	Foamboard	Scrap Wood
		
3D Printing	2D Design	Solidworks
Modelling is used to test a product before manufacture, to see what works and what doesn't.		
Advantages		Disadvantages
Allows a designer to physically handle or view from all sides		Can be time-consuming and complicated
Changes can be made quickly and easily		Testing can be unreliable as they don't use the same materials as the end product

D.	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.
<p>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.</p> <p>When writing an evaluation it is important to include the following three things:</p> <ol style="list-style-type: none"> Positives – what works well Negatives – what doesn't work well Possible improvements – how could you make it better? <p>For example:</p> <p>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.</p>	



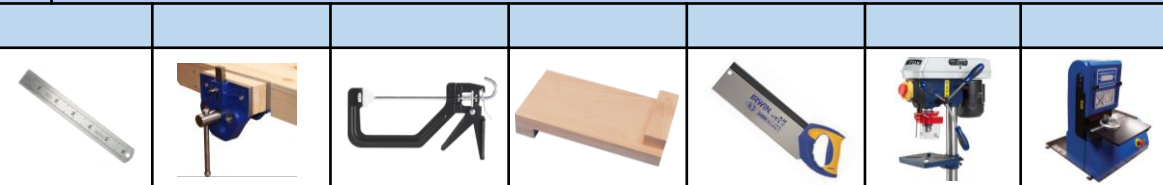
Year 7 PRODUCT DESIGN Rotation Knowledge Organiser



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 _____



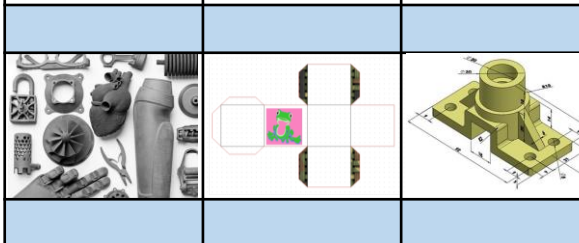
Acrylic – which you used as your lid for your maze – is a **polymer**

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 Term 1 : Topic = Healthy Eating and High Skills

What we are learning this term:

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

6 Key Words for this term

- 1 Hygiene
- 2 Health
- 3 Food Poisoning
- 4 Cuisine
- 5 Sensory
- 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.

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?

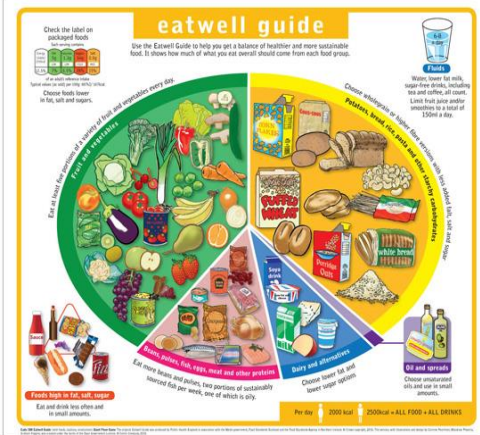
Rule

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

Why it is important

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

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



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

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

- 1
- 2
- 3
- 4
- 5



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?

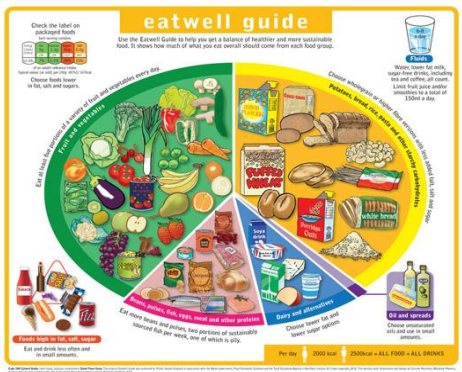
Rule

- 1
- 2
- 3
- 4
- 5

Why it is important

- 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	



YEAR 7 GRAPHIC COMMUNICATION

What are we learning this term?

A Personification	B Typography	C Computer skills	D Key words	E Evaluation
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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 Music: Descriptive Music and the Orchestra

Term 5 

What we are learning this term:

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

7 Key Words for this term

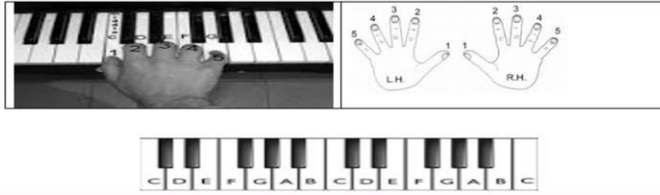
- | | | |
|------------|---------------|-----------|
| 1 Pulse | 4 Sequence | 7 Ternary |
| 2 Rhythm | 5 Ground Bass | |
| 3 Ostinato | 6 Binary | |

A Instrument families



C Playing the Keyboard

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



D What are the musical elements?

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

E What are the music symbols?

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

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

G How to read music – treble clef and Bass Clef



B How to write a perfect Evaluation?

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



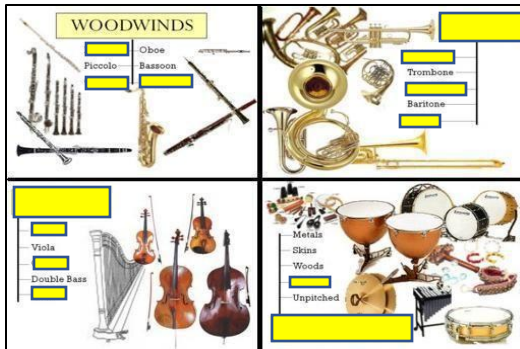
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- Playing the Keyboard – left hand / right hand
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- What are the music symbols – Note Values
- Keywords
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7 Key Words for this term

- 1 [] 4 Sequence []
- 2 Rhythm []
- 3 [] 6 []

A Instrument families



C Playing the Keyboard

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



D What are the musical elements?

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

E What are the music symbols?

Notes	Name	Rest	Name
[]	Semibreve/whole note	[]	Semibreve/whole note rest
[]	[]	[]	[]
[]	Crotchet/quarter note	[]	[]
[]	[]	[]	[]
[]	[]	[]	[]

F

Keywords

An **arrangement of a set of notes** starting from the lowest and raising to the highest

A **short theme in the bass**, which is constantly repeated as the other parts of the music change and develop

A person who **writes music**
Write or create (a piece of music)

Structure of music split into **2 sections**, A and B.

Structure of music split into **3 sections**, A, B and A repeated.

A **lack of harmony** among musical notes (clashing/tense sound)

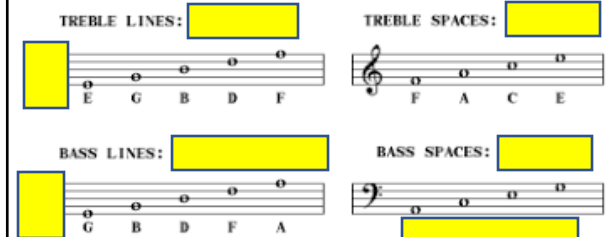
The **regular beat** throughout the music

The **pattern of long and short** sounds and silence in music

A **repeating** rhythmic pattern in music
A short **repeated tune** (melody)

Several **repetitions** of a **melodic phrase** in different pitches - moving up or down by steps

G How to read music – treble clef and Bass Clef



B How to write a perfect Evaluation?

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



Year 7 Knowledge organiser Topic: Greek Theatre



What we are learning this term:

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

Reasons why a chorus is important:

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



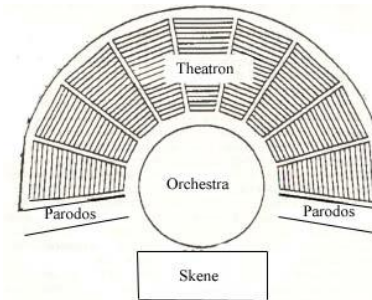
B.

How many Greek Myths do you already know?

- The Bacchae
- Clash of the Titans
- The Trojan Horse
- The Frogs
- Pandora's Box
- Theseus and the Minotaur
- The abduction of Aphrodite by Hades
- Oedipus
- The Labors of Hercules
- Icarus

Key Words

1	Chorus
2	Mask
3	Tragedy
4	Dionysus
5	Dithyramb



Parts of a Greek Theater

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



F.

Why is Greek theatre important?

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

What was the festival of Dionysus?

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

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

Greek theatrical terms:

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



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B.

How many Greek Myths do you already know?

1

2

3

4

5

6

7

8

9

10

0

Key Words

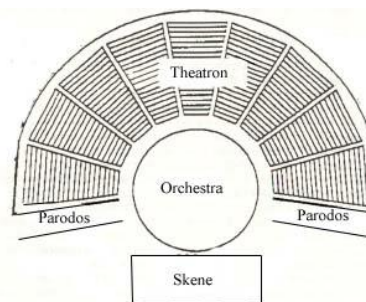
1

2

3

4

5



Parts of a Greek Theater

Thinking questions.

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- What is my body language?
- How is it different to my normal?
- What is my character feeling?
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SWINDON ACADEMY READING CANON

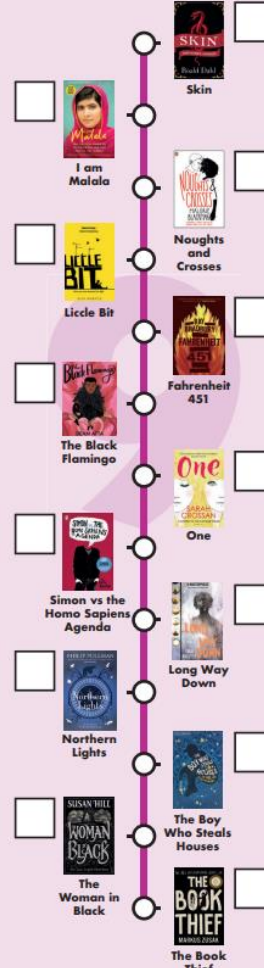
Year 7



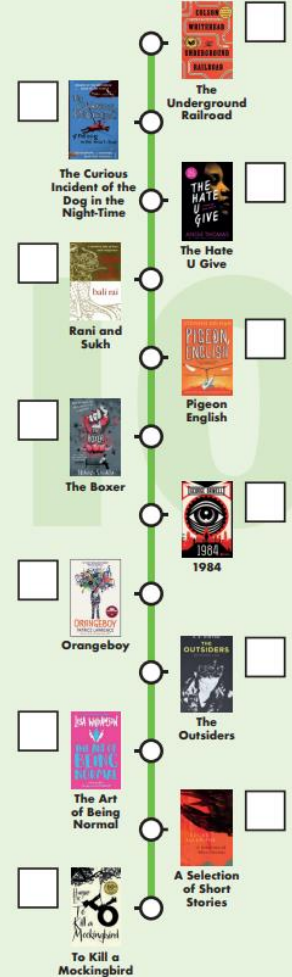
Year 8



Year 9



Year 10



#ReadingisPower