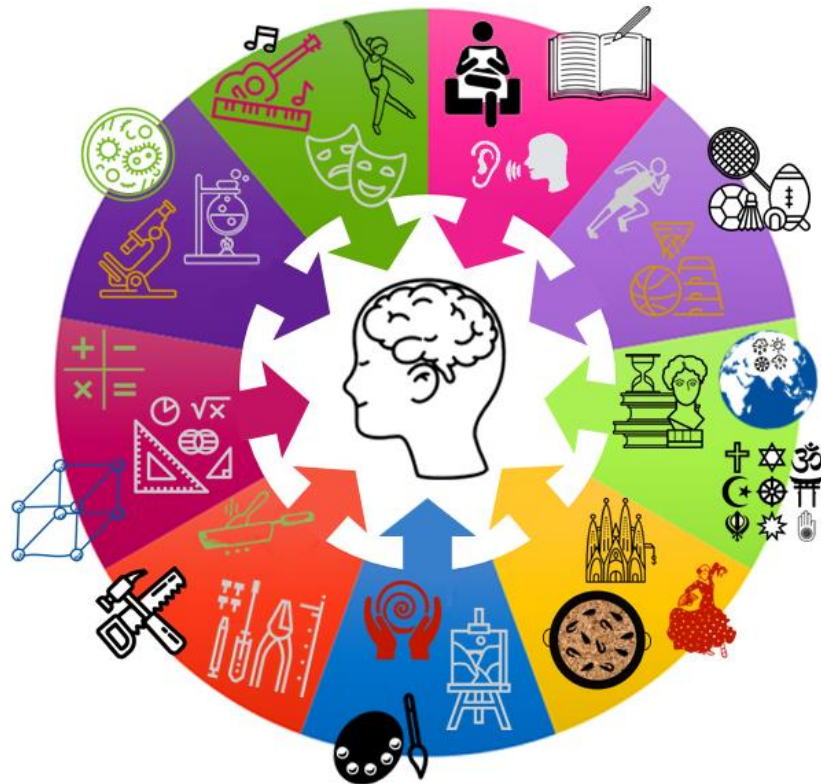


# 100% book - Year 7 Grammar

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



## Term 2

### 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."



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# Using your Knowledge Organiser and Quizzable Knowledge Organiser

## Knowledge Organisers

Year 7 Term 1 Science/Chemistry - Topic TOP Particles

**What are we learning this term:**

- Particle model
- Changing states
- Mixtures
- Separating mixtures

**5 Key Words for this term:**

- Matter
- Particles
- Dissolution
- Mixing
- Freezing
- Condensation
- Solids
- Solvent
- Filtration

**A. What is particle theory?**  
The theory that all matter is made up of particles.

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

solid	liquid	gas
• Particles are packed closely together in a regular pattern.	• Particles are close together but can move past each other.	• Particles are far apart and move randomly.
• Particles vibrate in fixed positions.	• Particles can slide past each other.	• Particles move in all directions.

**B. What happens to the temperature of a substance when it changes state?**  
During the change of state, the temperature will stay the same until the change of state is complete.

**A. What is the law of conservation of mass?**  
The Law of Conservation of Mass states that mass cannot be created or destroyed.

**B. What are the different changes of state?**

Change of State	Energy Change
Melting	Gaining energy
Freezing	Loosing energy
Evaporation	Gaining energy
Condensation	Loosing energy

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

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

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

**A. What is particle theory?**

**A. What is the law of conservation of mass?**

**A. Describe the arrangement and movement of particles in the three states of matter.**

Solid	Liquid	Gas

**B. What are the different changes of state?**

Change of State	Energy Change

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

Pure	Impure

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.

## Expectations for Prep and for using your Knowledge Organisers

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

### 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!

# How do I complete Knowledge Organiser Prep?

## Step 1

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

The screenshot shows the epraise.com website interface. On the left is a 'Planner' for the week of 10th May to 14th May 2020, with columns for different subjects. On the right is a 'New! Year 10 Knowledge Organiser: What is Particle Theory?' which includes sections for 'What is particle theory?', 'Describe the arrangement and movement of particles in the three states of matter', and 'What is the law of conservation of mass?'. It also features diagrams of particle arrangements for solid, liquid, and gas states.

## Step 2

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

This screenshot shows a printed knowledge organiser page with handwritten notes. The date '29th May 2020' and the title 'Particle theory' are written in the top right. A diagram at the bottom shows the transitions between solid, liquid, and gas states, with arrows indicating 'Gaining energy' (melting, evaporation, sublimation) and 'Losing energy' (freezing, condensation, deposition).

## Step 3

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

Handwritten notes on lined paper. At the top, the date '29th May 2020' is written. The title 'Properties of the states of matter' is underlined. Below, definitions are written for each state: 'Particle theory = all matter is made of particles', 'Solid = regular pattern particles vibrate in fixed position', 'Liquid = particles are arranged randomly but are still touching each other particles can slide past each other and move around', and 'Gas = Particles are far apart and are arranged randomly. Particles carry a lot of energy'.

## Step 4

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

Handwritten notes on lined paper repeating the definitions from Step 3. Each definition is written three times: 'Solid = regular pattern particles vibrate in fixed position', 'Solid = regular pattern particles vibrate in fixed position', and 'Solid = regular pattern particles vibrate in fixed position'.

## Step 5

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

This screenshot shows a 'quizzable' version of the knowledge organiser. It has a grid for 'What is particle theory?' and 'What are the different changes of state?'. Handwritten answers are provided: 'Self quizzing' for the first question, and 'Arrangement/movement of matter' for the second. Below the grid, the words 'solid', 'liquid', and 'gas' are written in boxes.

## Step 6

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

Handwritten notes on lined paper showing corrections. The definitions from Step 3 are repeated, but with checkmarks and corrections. For example, 'Liquid = particles are arranged randomly but are still touching each other' has a checkmark. 'Gas = Particles are far apart and are arranged randomly. Particles carry a lot of energy' has a checkmark and the word 'far apart' is written above 'are'.

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

What we are learning this term:
<ul style="list-style-type: none"> <li>An introduction to life in Victorian London</li> <li>An introduction to the life of Charles Dickens</li> <li>An introduction to the workhouse and the Poor Law</li> <li>The story and moral of Oliver Twist</li> <li>Key characters and quotations</li> <li>How to write a simple analytical paragraph</li> </ul>

**Vocabulary: Key Words**

<b>morality</b> – a code of right and wrong. People who try to be good can be called <b>moral</b> and people who do bad things can be called <b>immoral</b> .
<b>moral</b> - a lesson that can be derived from a story or experience
<b>vulnerable</b> – in a situation in which you could be easily harmed. People living on the streets are <b>vulnerable</b> .
<b>brutal</b> – very violent or cruel.
<b>barbaric</b> – cruel and wild
<b>exploit</b> - Taking advantage of someone to benefit from them.
<b>corrupt</b> – a word used to describe a person who uses their power in a dishonest or illegal way in order to make life better for themselves.
<b>villain</b> – a bad person in a story who harms other people or breaks the law to get what they want.
<b>malicious</b> – meant to hurt or upset someone.
<b>victim</b> – someone who has been harmed, often by other people.
<b>naïve</b> – If someone is naïve if they don't have experience of how complicated life can be and therefore trust people too much.
<b>society</b> – the people who live in a certain area. This could be a country, town or small group.
<b>workhouse</b> – a place where people who couldn't support themselves were sent to live and work.
<b>poverty</b> - being extremely poor

**Plot Breakdown of Oliver Twist**

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.

**Historical Context: Charles Dickens in the Victorian era.**

'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.

**The Big Ideas in Dicken's Oliver Twist**

<b>Corruption</b> - Dickens presents corruption from the outset and throughout. <ul style="list-style-type: none"> <li>Powerful people are corrupt e.g., Bumbles</li> <li>Powerless people corrupt others e.g., Dodger, Fagin &amp; Bill</li> </ul>
<b>Villains' vs victims</b> - Dickens juxtaposes the purest, most vulnerable and innocent of children against the most violent, brutal and selfish criminal. However, he presents the characters of a scale of villainy. Is it just a matter of time before Oliver, if left unchecked, would deteriorate into a man like Bill?
<b>Crime</b> - Dickens presents his reader with the realities of the criminal underworld of Victorian London. He shows the reader what the future often holds for destitute orphan children that are abandoned by society. All children may end up like Dodger or Nancy, then like Fagin or even Bill.
<b>Poverty</b> - Dickens wants to illustrate what life was really like for poor people in the Victorian era. He believed that just because people were poor, that didn't mean they deserved to be treated like criminals. This directly links to Dickens' criticism of The Poor Law of 1834.

**Vocabulary: Subject Specific Terminology**

<b>characterisation</b> - the way a writer shows what a character is like
<b>irony</b> - figure of speech in which the intended meaning is the opposite of the literal meaning
<b>novel</b> – a novel is a long book that tells the story of imaginary people and events
<b>protagonist</b> - he main character
<b>antagonist</b> - a character in a story who is the chief enemy of the protagonist.
<b>topic sentence</b> – the first sentence of your analytical paragraph.

**Characters in Oliver Twist**

<b>Oliver</b> He is a 'pale, thin' orphan who is treated badly by almost everyone he meets. He tries his best to be a good person and experiences 'horror and alarm' whenever he sees crimes being committed.
<b>Mr. Bumble</b> The corrupt man who runs the workhouse and gives Oliver his name.
<b>Noah Claypole</b> A 'malicious' boy who bullies Oliver at the undertakers.
<b>Fagin</b> An old man who runs the gang of pickpockets. He seems kind but his selfish nature as he gets young boys to do his dirty work for him.
<b>Jack Dawkins (The Artful Dodger)</b> A young boy who introduces Oliver to Fagin's gang.
<b>Bill Sikes</b> A 'rough man' who has been a criminal for many years. He beats his dog viciously and brutally kills his girlfriend, Nancy.
<b>Nancy</b> Bill's girlfriend who risks her life to help Oliver escape from the gang. She loves Bill even though he treats her abusively and she feels guilty about the life of crime she has led.
<b>Mr. Brownlow</b> A wealthy older gentleman who takes Oliver in and looks after him.

**Writing Analytically**

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.

**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

**Vocabulary: Key Words**

**morality –**

**moral -**

**vulnerable – i**

**brutal –**

**barbaric –**

**exploit –**

**corrupt –**

**villain –**

**malicious –**

**victim –**

**naïve –**

**society –**

**workhouse –**

**poverty –**

**Plot Breakdown of Oliver Twist**

[Empty space for plot breakdown notes]

**Historical Context: Charles Dickens in the Victorian era.**

[Empty space for historical context notes]

**The Big Ideas in Dicken’s Oliver Twist**

**Corruption -**

**Villains' vs victims -**

**Crime -**

**Poverty -**

**Vocabulary: Subject Specific Terminology**

**characterisation -**

**irony -**

**novel –**

**protagonist -**

**antagonist -**

**topic sentence –**

**Characters in Oliver Twist**

**Oliver**

**Mr. Bumble**

**Noah Claypole**

**Fagin**

**Jack Dawkins (The Artful Dodger)**

**Bill Sikes**

**Nancy**

**Mr. Brownlow**

**Writing Analytically**

[Empty space for writing analytical notes]

[Empty space for writing analytical notes]

**What we are learning this term:**

- Male & female reproductive system
- Menstruation, fertilisation, gestation and birth
- Plant reproductive systems
- Variation and types of variation

**6 Key Words for this term**

- Gamete
- Fertilisation
- Variation
- Menstrual
- Pollination
- Reproduction

A.	What are the parts of the female reproductive system?
Ovary	The organ where eggs are produced and where they mature ready for release each month
Oviduct	The small tube leading from each ovary to the uterus – the egg travels along here and fertilisation happens here
Uterus	The organ where an embryo grows into a foetus and eventually a baby
Uterus lining	The wall of the uterus
Cervix	A ring of tissue between the uterus and vagina; this helps keep a foetus in place during pregnancy
Vagina	The organ that is entered by the penis during sexual intercourse and also part of the birth canal

A.	What are the parts of the male reproductive system?
Testes	The organ where sperm cells are made
Scrotum	The skin that holds the testes
Sperm ducts	The tubes that carry sperm from the testes to the urethra
Glands	These add liquids, including nutrients for the sperm, to the sperm cells from the testes to make semen
Urethra	The tube that carries either urine or semen out of the body through the penis
Penis	The organ that enters the vagina during sexual intercourse
Foreskin	The skin that protects the end of the penis

A. What are the parts to the female reproductive system?

B. What is the menstrual cycle and what happens on each day?

The menstrual cycle prepares the female body for pregnancy by causing eggs to mature and be released. It lasts for 28 days.

Days 1-5	• 'period' happens (menstruation), where uterus lining breaks down.
Days 6-13	• Uterus lining builds up (thickens) to prepare for pregnancy. The egg (ovum) matures in the ovary
Day 14	• Egg (ovum) released from the ovary and travels down the oviduct
Days 15-28	• Uterus lining stays thick, in case the egg is fertilised

A. What are the parts to the male reproductive system?

B. What is fertilisation?

Fertilisation is when a sperm cell and an ovum (egg) fuse. Sperm cells are released into the female reproductive system during sexual intercourse (ejaculation). One sperm cell breaks through the cell membrane and enters the ovum. The nuclei fuse together.

What are the parts to the egg and sperm cell?

B. What is gestation?

The time when the embryo/foetus develops inside the womb between conception and birth.

B. What is the process of birth?

After pregnancy, the foetus is ready to be born.

- The muscles in the wall of the uterus contract, contractions get stronger and faster – 'labour'
- The amniotic sac breaks, which releases some liquid
- Contractions push the baby headfirst through the cervix and out through the vagina

**What we are learning this term:**

- A. Male & female reproductive system
- B. Menstruation, fertilisation, gestation and birth
- C. Plant reproductive systems
- D. Variation and types of variation

**6 Key Words for this term**

1.	4.
2.	5.
3.	6.

A.	What are the main parts of the female reproductive system?
Ovary	
Oviduct	
Uterus	
Uterus lining	
Cervix	
Vagina	

A.	What are the main parts of the male reproductive system?
Testes	
Scrotum	
Sperm ducts	
Glands	
Urethra	
Penis	
Foreskin	

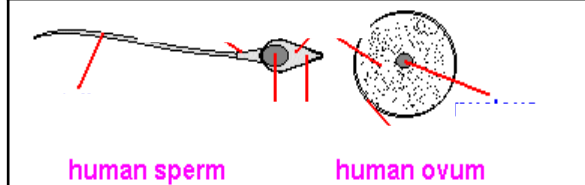
A. What are the parts to the female reproductive system?

B. What is the menstrual cycle and what happens on each day?

Days 1-5	
Days 6-13	
Day 14	
Days 15-28	

B. What is fertilisation?

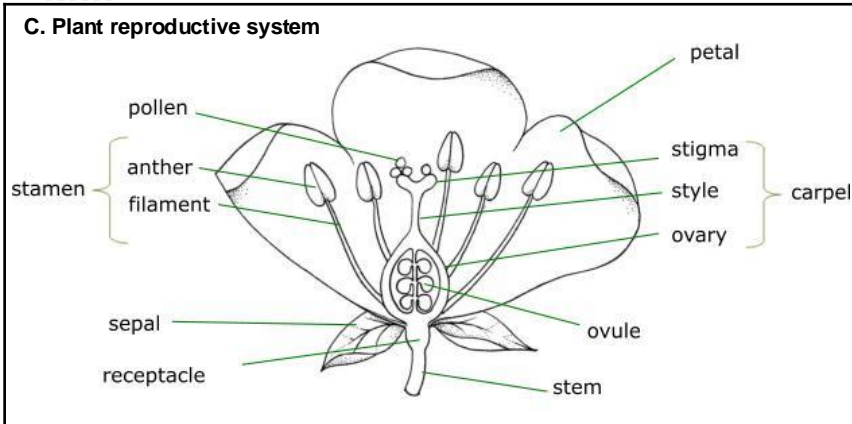
What are the parts to the egg and sperm cell?



A. What are the parts to the male reproductive system?

B. What is gestation?

B. What is the process of birth?



C.	What are the main parts of the plant reproductive system?
Pollen	The male gamete (sex cell)
Stigma	Structure that the pollen sticks to
Style	Connects the stigma to the ovary
Ovary	Produces and stores ovules
Ovule	The female gamete (sex cell)
Anther	Produces the pollen
Filament	Holds the anther to the edge of the flower
Pollen	The male gamete (sex cell)

C.	What is pollination & what are the 2 types?
<p>Pollination is the transfer of pollen from the anthers of one flower to the stigma of another</p> <ul style="list-style-type: none"> <li>In <b>wind pollination</b>, the wind carries the pollen</li> <li>In <b>insect pollination</b>, insects carry the pollen.</li> </ul>	
C.	What is seed dispersal & what are 3 types of seed dispersal?
<p>Plants spread their seeds out so their offspring don't compete with them for light/soil nutrients.</p> <ul style="list-style-type: none"> <li>By animals – they eat the fruit and release the seeds in their waste</li> <li>By wind – for example sycamore seeds</li> <li>By water – for example coconuts</li> </ul>	

C.	How does fertilisation occur in plants?
<p>The pollen makes a pollen tube down the style into the ovary. The nucleus of the pollen cell travels down the tube to get to the ovum and the cells join (fertilisation). The cell made when the pollen and ovum fuse will become a seed, which can become a new plant.</p>	

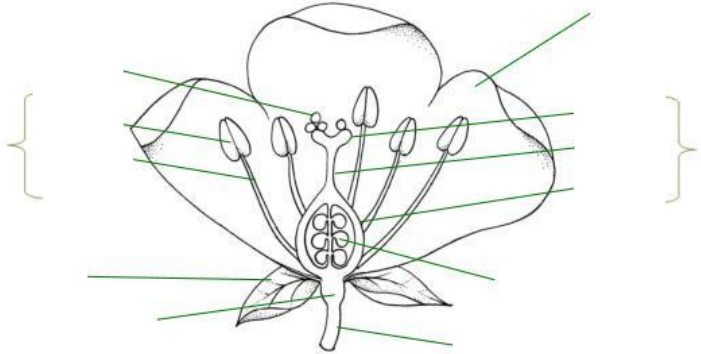
D.	What are the two types of variation and what are examples of these?								
<p><b>Continuous variation</b></p> <ul style="list-style-type: none"> <li>Variation which can have any value, within a range</li> <li>Due to a combination of environmental and inherited variation</li> </ul>	<p><b>Discontinuous variation</b></p> <ul style="list-style-type: none"> <li>Variation with discrete (separate) categories</li> <li>Physical, it is usually inherited</li> </ul>								
<table border="1"> <thead> <tr> <th>Plant examples</th> <th>Animal examples</th> </tr> </thead> <tbody> <tr> <td>Height Size of leaves</td> <td>Height Skin/fur colour Size of horns</td> </tr> </tbody> </table>	Plant examples	Animal examples	Height Size of leaves	Height Skin/fur colour Size of horns	<table border="1"> <thead> <tr> <th>Plant examples</th> <th>Animal examples</th> </tr> </thead> <tbody> <tr> <td>Flower colour e.g. pea plants have either white or red flowers</td> <td>Eye colour Blood group Lobed/lobe-less ears</td> </tr> </tbody> </table>	Plant examples	Animal examples	Flower colour e.g. pea plants have either white or red flowers	Eye colour Blood group Lobed/lobe-less ears
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Flower colour e.g. pea plants have either white or red flowers	Eye colour Blood group Lobed/lobe-less ears								

D.	What is variation?												
<p>Differences between living things of the same species is called variation. It can be caused by environmental or genetic factors, or both.</p>													
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D.	What types of graph would you draw for continuous and discontinuous variation?
<p><b>Continuous variation: Line graphs</b> Because it falls on a continuous spectrum it is represented using line graphs.</p>	<p><b>Discontinuous variation: Bar graphs</b> Because of its categories, it is represented using bar graphs, such as this one for blood group</p>



C. What are the parts to the plant reproductive system?



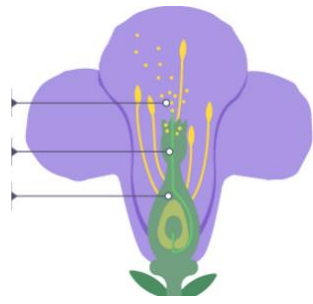
C. What are the main parts of the female reproductive system?

Pollen	
Stigma	
Style	
Ovary	
Ovule	
Anther	
Filament	
Pollen	

C. What is pollination & what are the 2 types?

C. What is seed dispersal & what are 3 types of seed dispersal?

C. How does fertilisation occur in plants?



D. What are the two types of variation and what are examples of these?

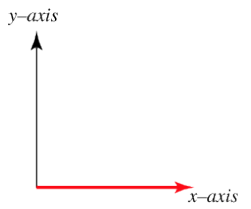
Plant examples	Animal examples	Plant examples	Animal examples

D. What is variation?

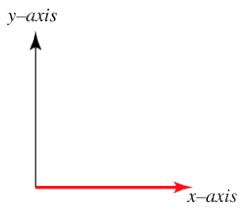
	Plant examples	Animal examples
Inherited variation		
Environmental variation		
Variation caused by a combination of genes and environment		

What types of graph would you draw for continuous and discontinuous variation?

Continuous variation:



Discontinuous variation



**What we are learning this term:**

- A. Chemical reactions
- B. Conservation of mass
- C. Word equations
- D. Acids and alkali
- E. pH scale
- F. Reactions of acids and alkalis

**5 Key Words for this term**

1. Reactant	4. Neutralisation
2. Product	5. Compound
3. Salt	

**A. What are chemical reactions?**


Chemical reactions are rearrangements of atoms. The substances that react together are called the reactants. The substances that are formed in the reaction are called the products.


**B. What is conservation of mass?**

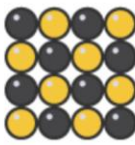
The law of conservation of mass states: Mass cannot be created nor destroyed by chemical reactions (or physical transformations). The mass of the products in a chemical reaction must equal the mass of the reactants. No mass can be lost or made.

**B. What is an example of this?**

As shown in the diagram below, the iron particles and sulphur particles are not lost or created, there is still the same number of them, so the mass stays the same, just a different chemical is made.

  
**Iron**

  
**Sulfur**

  
**Iron sulfide**

**C. What are word equations?**

These show the names of each substance that is involved in a chemical reaction. The reactants are shown on the left. The products are shown on the right.

**Reactants** → **Products**

They must not contain any chemical symbols of any formulae, only words.

For example, in a neutralisation reaction: **acid + alkali** → **salt + water**

So, if sulphuric acid and sodium hydroxide reacted together (reactants) to form sodium sulphate and water (products), what would the word equation look like?

**Sodium Hydroxide + Sulphuric Acid** → **Sodium Sulphate + Water**

**C. Examples of word equations**

copper + oxygen → copper oxide

hydrochloric acid + magnesium → magnesium chloride + hydrogen

copper + sulphur → copper sulphide

zinc + oxygen → zinc oxide

sodium + hydrochloric acid → sodium chloride

iron + oxygen → iron oxide


nitric acid + iron oxide → iron nitrate + water

copper oxide + hydrochloric acid → copper chloride + water

**D. What is the difference between bases and alkalis?**

**Bases** are a family of chemicals which neutralise alkalis (more on neutralisation in part F.)

**Alkalis** are a type of base. Therefore all alkalis are bases. Alkalis dissolve in water and often contain OH<sup>-</sup> ions.




**D. What are acids?**

**Acids** are a family of chemicals. **Acids contain H<sup>+</sup> ions**, when dissolved in water. This is hydrogen which has lost an electron.

**D. What is an example of an acid?**

Examples are lemon juice, vinegar and Coca Cola. Hydrochloric acid, sulphuric acid and nitric acid. There is also acid in our stomach!



**D. What is the difference between a strong and weak acid? What are some examples of each?**

**Strong acids** like hydrochloric acid are very corrosive this means they destroy skin cells and cause burns

**Weak acids** like vinegar are safe to eat but are still irritant to sensitive parts of the body.

**What we are learning this term:**

- A. Chemical reactions
- B. Conservation of mass
- C. Word equations
- D. Acids and alkali
- E. pH scale
- F. Reactions of acids and alkalis

**5 Key Words for this term**

1.	4.
2.	5.
3.	

**A. What are chemical reactions?**

**B. What is conservation of mass?**

**B. What is an example of this?**

**C. What are word equations?**

Reactants  $\rightarrow$  Products

For example, in a neutralisation reaction: **acid + alkali**  $\rightarrow$  +  
 So, if sulphuric acid and sodium hydroxide reacted together (reactants) to form sodium sulphate and water (products), what would the word equation look like?  
 +  $\rightarrow$  +

**C. Examples of word equations**

copper + oxygen  $\rightarrow$  .....

hydrochloric + magnesium  $\rightarrow$  magnesium + .....  
 acid .....

copper + sulphur  $\rightarrow$  .....

..... + .....  $\rightarrow$  zinc oxide

sodium + hydrochloric acid  $\rightarrow$  .....

..... + .....  $\rightarrow$  iron oxide

nitric + iron  $\rightarrow$  ..... + water  
 acid oxide .....

copper + hydrochloric  $\rightarrow$  ..... + .....  
 oxide acid .....

**D. What is the difference between bases and alkalis?**

**D. What are acids?**





**D. What is an example of an acid?**

**D. What is the difference between a strong and weak acid? What are some examples of each?**



**A. What is the law of conservation of energy?**  
Energy can not be destroyed or created, only transferred.

**A. What are the five pathways that transfer energy between stores?**

	Forces
	Heating
	Radiation
	Electric currents

**B. What is the difference between a conductor and in insulator?**  
A conductor allows energy transfer to occur through it whereas an insulator does not.

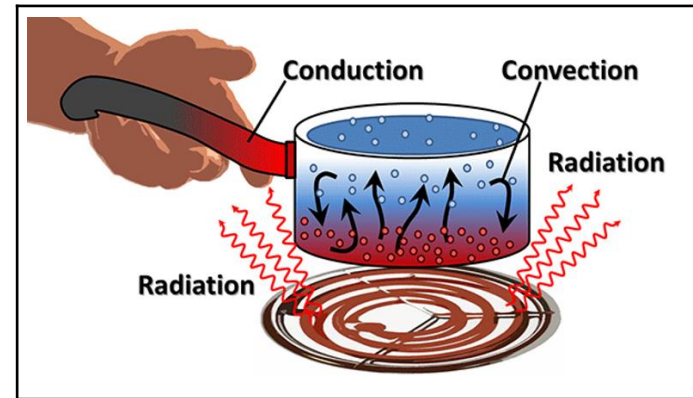
**B. In which direction does heating transfer energy ?**  
From the hot to cold.

**B. Describe the main steps in conduction.**  
1. Particles gain energy and vibrate  
2. they pass vibrations (and therefore energy) to adjacent particles

**B. Describe the main steps in convection.**  
1. Particles in a fluid gain energy and move further apart.  
2. This makes the fluid less dense, causing it to rise.

**C. What is the equation for power?**  
$$\text{power(W)} = \frac{\text{energy transferred (J)}}{\text{time (s)}}$$

**C. What is power?**  
The rate at which energy is transferred.



**C. What are the units of power?**  
Watt (W)      Joule per second (J/s)

**C. What does the power rating of an appliance tell you?**  
The amount of energy the appliance transfers every second.

**B. Describe the three methods of energy transfer through heating.**

Method	Medium	Description
Conduction	Solids	Heat energy is transferred via particle vibrations.
Convection	Liquids and gases.	Heat energy is transferred by a convection current.
Radiation	Does not need a medium	Heat is transferred via infrared waves.





**C. How many Watts are in a kilowatt?**  
1000

**C. Define a kilowatt hour.**  
The amount of energy transferred by a 1kW appliance in an hour.



**A.** What is the law of conservation of energy?

**A.** What are the five pathways that transfer energy between stores?

	
	Heating
	Radiation
	Electric currents

**B.** What is the difference between a conductor and in insulator?

**B** In which direction does heating transfer energy ?

**B.** Describe the main steps in conduction.

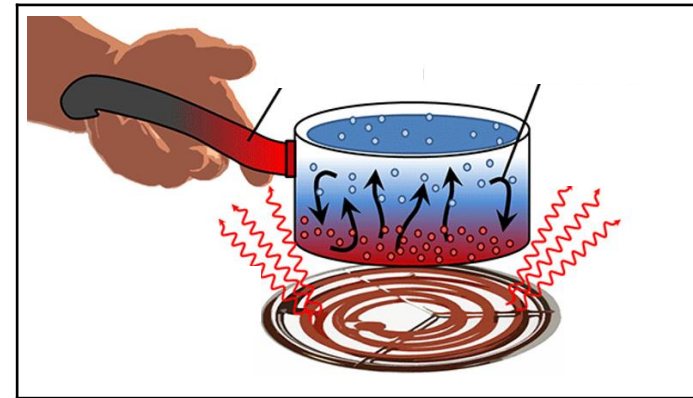
- 1.
- 2.

**B.** Describe the main steps in convection.

- 1.

**C.** What is the equation for power?

**C.** What is power?



**C.** What are the units of power?

**C.** What does the power rating of an appliance tell you?

**B.** Describe the three methods of energy transfer through heating.

Method	Medium	Description
Conduction		
Convection		
Radiation		

**C.** How many Watts are in a kilowatt?

1000

**C.** Define a kilowatt hour.

# 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.

## B) Measuring development

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

## 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.

## A) Country classification

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

## 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

### 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



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- 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.

## 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)

## A) Country classification

- 1 developed
- 2 emerging
- 3 developing

## 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





**What we are learning this term:**

**How the Normans conquered and achieved control over England between 1066 and 1087.**

- A. Keywords
- B. Who should become King after Edward the Confessors death?
- C. How did William win the Battle of Hastings
- D. What were Williams methods of control over the Anglo-Saxons?
- E. Who was in the feudal system and what were their responsibilities?

**C. How did William win the battle of Hastings?**

**1.Luck**

At a key moment in the battle, Harold was killed.

**2.Leadership**

William was very brave. At a difficult time in the battle he led his men back up the hill to attack the English.

**3.Preparation**

William had assembled a great army and a great store of weapons.

The wind had changed at the right time for William. He was able to cross the sea and land in Hastings while Harold was still fighting.

William encouraged his men to use the clever trick of retreating to make the English come down from the hill. Then the Normans could surround and kill them.

William had built many ships to carry his forces across the sea.

Some of Harold's best soldiers had been killed fighting the Norwegians in the north.

William skilfully arranged his army in rows- archers, foot-soldiers and cavalry- for the attack.

William had a large force of knights on horses (cavalry) which gave the Normans a lot of attacking power.

Harold's men were exhausted by the time they got to Hastings and were not ready for the battle.

William skilfully arranged his army in rows- archers, foot-soldiers and cavalry- for the attack.

**D.**

**What were Williams methods of control over the Anglo-Saxons?**

Harrying of the North

William needed to deal with resistances from the people in the North of England. William sent his trusted friend, Earl Robert, and 900 hundred soldiers to rule Durham in the North of England. They were brutally murdered. William acted quickly and brutally to deal with the rebels. This was known as the 'Harrying of the North'. During the harrying of the North many homes were destroyed and William ordered that all crop, cattle and food be burned, so that the whole region had nothing to live on.

The Feudal System

**The feudal system** was a way of organising society into different groups based on their roles. It had the king at the top with all of the control, and the peasants at the bottom doing all of the work.

Castles

Many English people were unhappy with William, so the Normans realised they needed to build castles for protection. They were used to control unrest, and as a key symbol of power to remind the English who was now in power. They were easy to build and easy to defend.

Domesday Book

Men were sent to investigate the landholdings of each shire; who held what land, what taxes (money that people had to pay to the crown) they owed the king and if they could pay any more. When the results were written up the result was the Domesday Book.

A.	Can you define these key words?
Resistance	Attempts to overthrow whoever is in power
Anglo-Saxons	The people living in England in 1066. They were the descendants of Germanic tribes that settled in Britain and the people in England after the Romans left.
Feudal	A hierarchical system where the king uses gifts of land as guarantees of loyalty from barons and knight, with which he oppresses and taxes the peasantry.
Harrying	Attacking and destroying something over a period of time.
Heir	The person a king selects to be king after him. Normally his eldest son.
Experience	Knowledge and skills gained from what you have done before
Oath	A promise of loyalty, often sworn on holy relics.
Hierarchy	A pyramid shaped society where those few at the top have the most wealth and power and the majority at the bottom have none.
Invasion	An army loyal to one state entering another with the aim of taking possession of it.
Nobles	The highest group in a hieratical society after the monarch
Barons	The most important people in the Feudal system after the king. The king gave them land in return for loyalty and barons supporting the king with armies of knights in wars.

B.	Why should each of these men become King after Edward the Confessors death?
Harold Godwinson	<ol style="list-style-type: none"> <li>1. Anglo-Saxon</li> <li>2. Earl of Wessex, one of the most powerful men in England</li> <li>3. Harold's sister was married to King Edward.</li> <li>4. Harold was a brave and respected soldier with a tough streak.</li> <li>5. The Witan, wanted Harold to be the next king.</li> </ol>
Harald Hardrada	<ol style="list-style-type: none"> <li>1. Viking</li> <li>2. King of Norway</li> <li>3. Vikings had ruled Britain before</li> <li>4. Most feared warrior in Europe – Hardrada means 'hard ruler' and his nickname was 'the Ruthless'. Harald was supported by Tostig, Harold Godwinson's brother who wanted revenge</li> </ol>
William Duke of Normandy	<ol style="list-style-type: none"> <li>1. Norman</li> <li>2. Duke of Normandy, France.</li> <li>3. William came from a fighting family.</li> <li>4. He was a brave soldier.</li> <li>5. Edward's cousin. Edward had lived in Normandy from 1016-1042. 6. Edward had supposedly promised that William should become King of England.</li> </ol>

**E.**

**Who was in the feudal system and what were their responsibilities?**

**KING**

Ruled and protected the country.

**BARONS**

Given high rank by the king who had land and power. Provide money and Knights to the King.

**KNIGHTS**

Fought for the king and country, in return for land from the Barons.

**PEASANTS**

Worked the land and provided food and services when needed.





**What we are learning this term:**

**How the Normans conquered and achieved control over England between 1066 and 1087.**

- A. Keywords
- B. Who should become King after Edward the Confessors death?
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- E. Who was in the feudal system and what were their responsibilities?

**C. How did William win the battle of Hastings?**

1.Luck	2.Leadership	3.Preparation

A.	Can you define these key words?
Resistance	
Anglo-Saxons	
Feudal	
Harrying	
Heir	
Experience	
Oath	
Hierarchy	
Invasion	
Nobles	
Barons	

D.	What were Williams methods of control over the Anglo-Saxons?
Harrying of the North	
The Feudal System	
Castles	
Domesday Book	

B.	Why should each of these men become King after Edward the Confessors death?
Harold Godwinson	
Harald Hardrada	
William Duke of Normandy	

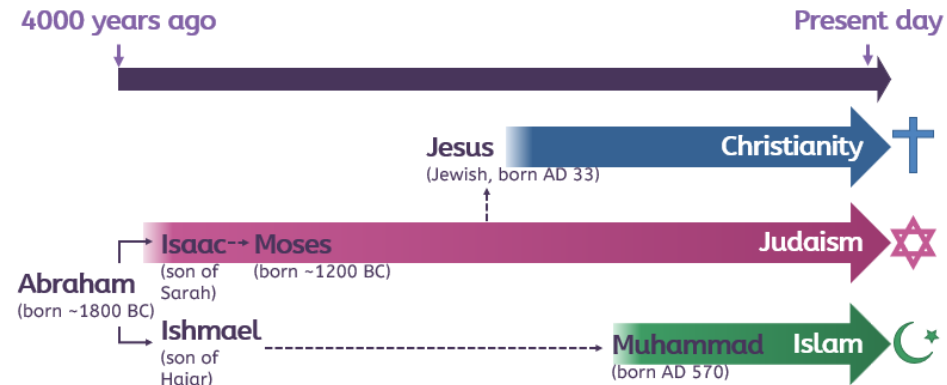
E.	Who was in the feudal system and what were their responsibilities?
KING	
BARONS	
KNIGHTS	
PEASANTS	

## 7.02: The Origins of Abrahamic Faiths



### Key Vocabulary

1	<b>Abrahamic faith</b>	one of three faiths that are all linked by Abraham: Judaism, Christianity and Islam.
2	<b>monotheism</b>	the belief that there is only one God
3	<b>polytheism</b>	the worship of or belief in more than one god
4	<b>covenant</b>	an agreement between two sides (between humans and God)
5	<b>sin</b>	an action that is believed to go against the laws of God
6	<b>idol</b>	objects or images that represent gods
7	<b>atonement</b>	making up for something that someone has done wrong
8	<b>sacrifice</b>	to give up something valuable in order to gain something else
9	<b>sermon</b>	a talk about a religious or moral subject given by a leader in the religion
10	<b>prophet</b>	someone chosen by God to say the things God wants them to tell people
11	<b>resurrection</b>	coming back to life after someone has died
12	<b>theology</b> 	the study of God and ideas about God.
13	<b>theologian</b>	someone who studies theology, who might look at how holy texts and ideas about God influence people's beliefs and actions.



### Holy Books introduced

<b>The Torah</b>	Holiest scripture for Judaism. The word means "law" in Hebrew. It was written by Moses. It is also important in Christianity and Islam.
<b>The Qur'an</b>	Holiest scripture for Islam. The word means "recite" in Arabic. It was revealed to the Prophet Mohammed.

### The Covenant and the Abrahamic Faiths


Abraham is a monotheist and worships only one God. God promises to look after Abraham and his descendants because of this, and that his descendants will be a blessing to the world. Abraham has two sons, Isaac (who Moses and Jesus are descended from) and Ishmael (who Muhammad is descended from). Moses is given the Ten Commandments as part of the covenant. Christians believe Jesus is part of the covenant being fulfilled. Muslims believe prophecy is a part of the covenant.

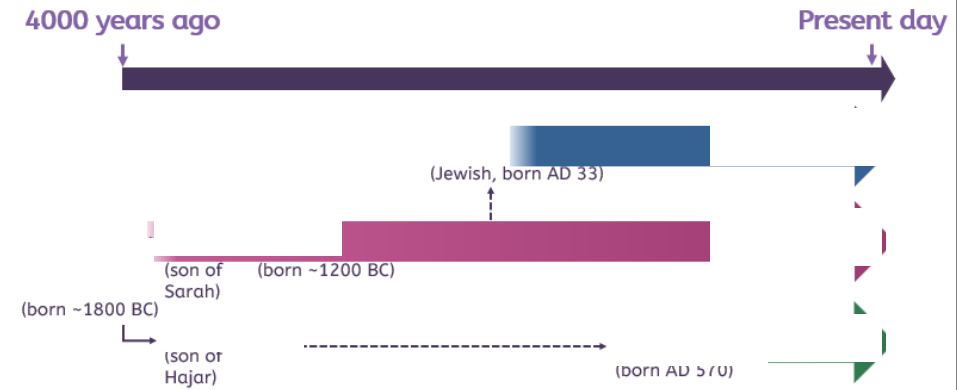


# 7.02: The Origins of Abrahamic Faiths



## Key Vocabulary

1	Abrahamic faith
2	monotheism
3	polytheism
4	covenant
5	sin
6	idol
7	atonement
8	sacrifice
9	sermon
10	prophet
11	resurrection
12	theology 
13	theologian



## Holy Books introduced

The Torah
The Qur'an

## The Covenant and the Abrahamic Faiths





What we are learning this term:	
<p>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</p>	
6 Key Words for this term	
1. estudiar	4. el horario
2. asignaturas	5. las instalaciones
3. Pienso que...	6. profesor(a)

C. ¿Qué color es? What colour is it?	
<p><b>Los colores</b>                  amarillo/a                  atigrado/a                  azul                  blanco/a                  dorado/a                  gris                  marrón                  negro/a                  rojo/a                  verde                  dorados/as                  marrones                  negros/as</p>	<p><b>Colours</b>                  yellow                  tabby                  blue                  white                  gold                  grey                  brown                  black                  red                  green                  gold                  brown                  black</p>

Key Verbs				
Ser To be	estudiar To study	Pensar To think	Escribir To write	Vivir To live
Soy I am	Estudio I study	Pienso I think	Escribo I write	Vivo I live
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	
<p>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</p>	<p>I like                  I love                  I hate                  because...                  fun                  boring                  useful                  pointless                  comfortable                  interesting                  entertaining                  exciting                  cool                  amazing                  dull                  disgusting                  bad                  good</p>

D. Las Instalaciones - Facilities	
<p>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</p>	<p>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</p>

E. Describe tus asignaturas		F. La hora – Telling the Time	
<p>el inglés                  las matemáticas                  la música                  la religión                  la tecnología</p> <p>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 –</p> <p>lunes                  martes                  miércoles                  jueves                  viernes                  sábado                  domingo</p> <p>empezar                  terminar                  La hora de comer</p>	<p>English                  Maths                  Music                  R.E.                  design technology</p> <p>I hate ...                  I detest ...                  favourite subject</p> <p>I think that ...                  (the teachers) are aburrido/a/                  good                  fun                  difficult                  easy                  interesting                  relaxing                  nice</p> <p>Monday                  Tuesday                  Wednesday                  Thursday                  Friday                  Saturday                  Sunday</p> <p>To start                  To finish                  The lunch hour</p>	<p>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</p> <p>¿Qué hora es?                  la hora                  El reloj</p>	<p>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</p> <p>What time is it?                  the hour / time                  The clock</p>

B. Key verbs across topics	
<p>tener                  ser                  ir                  hacer                  jugar                  ver                  escuchar                  comprar                  vivir                  hablar                  deber                  querer                  visitar                  escribir</p>	<p>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</p>

E. Describe tus asignaturas?	
<p><b>Las asignaturas</b>                  las ciencias                  la educación física                  el español                  el francés                  la geografía                  la historia                  la informática</p>	<p><b>School subjects</b>                  Science                  P.E.                  Spanish                  French                  Geography                  History                  ICT</p>



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 = <b>el</b> or <b>la</b> or <b>los</b> or <b>las</b> – depending on if it's masculine/feminine/plural A = <b>un</b> or <b>una</b> – 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 <i>Eg ojos azules –eyes blues, pelo negro - black hair</i>
Use porque to describe your opinions Use singular and plurals correctly	Me gusta el inglés <b>porque</b> es fácil BUT Me gusta <b>N</b> las matematicas porque <b>SON</b> facil <b>ES</b>



What we are learning this term:	
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	
6 Key Words for this term	
1. estudiar	4. el horario
2. asignaturas	5. las instalaciones
3. Pienso que...	6. profesor(a)

C. ¿Qué color es? What colour is it?	
Los colores	Colours
_____	yellow
_____	tabby
azul	_____
blanco/a	_____
_____	gold
gris	_____
_____	brown
negro/a	_____
_____	red
verde	_____
_____	gold
marrones	_____
_____	black

Key Verbs				
Ser To be	estudiar To study	Pensar To think	Escribir To write	Vivir To live
Soy _____	Estudio _____	Pienso I _____	Escribo _____	Vivo I live
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	
Me gusta Me encanta _____ _____ divertido/a _____ útil _____ _____ i _____ emocionante guay genial _____ asqueroso/a malo bueno	_____ _____ I hate because... _____ boring _____ pointless comfortable interesting entertaining _____ _____ dull _____ _____ _____

D. Las Instalaciones - Facilities	
_____ _____ _____ 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 _____ _____

E. Describe tus asignaturas		F. La hora – Telling the Time	
_____ _____ _____ _____ _____ 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 _____ _____ _____ uno dos tres cuatro cinco seis _____ seven eight nine ten _____ once doce trece _____ dieciocho diecinueve veinte veintiuno veintidos veintitres Veinticuatro _____ _____ _____ _____	_____ _____ 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	
_____ _____ ir hacer jugar _____ _____ vivir hablar deber querer _____ _____	to have to be _____ _____ to see to listen to buy _____ _____ to visit to write

E. Describe tus asignaturas?	
Las asignaturas	School subjects
_____ _____ _____ _____ la geografía la historia la informática	Science P.E. Spanish French _____ _____ _____



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

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

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

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

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

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



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

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

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

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

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

Unauthorised access to computer materials.

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

Unauthorised modification of data.

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

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

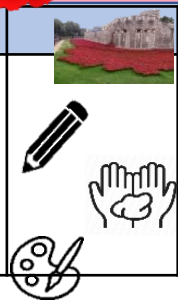
<b>B.</b>	<b>Cyberattack Motivations</b>	
Committing a cyberattack in order to...		
	Cybercrime	
	Cyberespionage	
		Raise awareness of a political or social problem.
	Cyberwarfare	

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

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



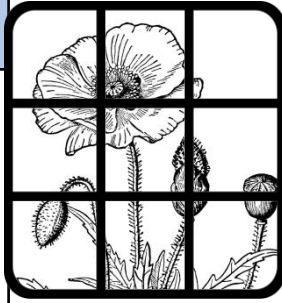
What we are learning this term:
<p>A. About Paul Cummins installation 'Blood Swept Lands and Seas of Red'</p> <p>B. How to use the Grid method for accurate drawing</p> <p>C. Using clay to create a ceramic poppy – slab method for accurate drawing</p> <p>D. Using poster paint to decorate your sculpture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



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**



6 Key Words for this term
<ol style="list-style-type: none"> <li>1. Remembrance</li> <li>2. Sculpture</li> <li>3. Installation</li> <li>4. Decoration</li> <li>5. Line</li> <li>6. Ceramic</li> </ol>



**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

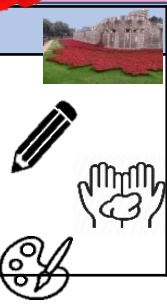


**G. Key words and definitions**

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



**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?**



**6 Key Words for this term**

1. Remembrance
2. Sculpture
3. Installation
4. Decoration
5. Line
6. Ceramic



**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. 1
2. 2
3. 3
4. 4
5. 5
6. 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
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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?

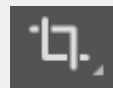
Ctrl + V

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, <b>bold</b> or <i>italic</i> .
Photoshop	A software for editing photos and graphics. It is used for image editing, making illustrations or web design.

### E | Evaluation

Evaluation: To judge or give an opinion

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

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

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

For example:

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

# YEAR 7 GRAPHIC COMMUNICATION

## What are we learning this term?

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

### A | Personification

What is personification?



How does Paul Thurlby use personification?

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

Serif:	
Sans Serif:	
Script:	
Decorative:	

### C | Computer skills

What is the shortcut for copy?

What is the shortcut for paste?

What does this symbol stand for?



What does this symbol mean?



### D | Key words

Graphics	
Typography	
Font	
Photoshop	

### E | Evaluation

Evaluation: To judge or give an opinion

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

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

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<b>What we are learning this term:</b>				
<b>A. Workshop Tools</b>	<b>B. Materials</b>	<b>C. Modelling</b>	<b>D. Key Words</b>	<b>E. Evaluating Work</b>





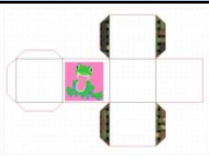
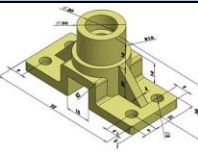
<b>A. Workshop Tools</b>						
<b>Steel Rule</b>	<b>Wooden Vice</b>	<b>Clamp</b>	<b>Bench Hook</b>	<b>Tenon Saw</b>	<b>Pillar Drill</b>	<b>Bandfacer</b>
						

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





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


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

<b>C. Modelling</b>		
<b>Creating a 3D representation of your product before you manufacture it.</b>		
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.	
<b>Advantages</b>	<b>Disadvantages</b>
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

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

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



**What we are learning this term:**  
**A. Workshop Tools    B. Materials    C. Modelling    D. Data Analysis & Evaluation**

**A. Workshop Tools**

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**B. Materials**

**Timbers** come from \_\_\_\_\_

	<p><b>Scots pine</b> – which you used for your maze frame – is a <b>softwood</b></p> <p><b>Softwoods</b> come in _____ and _____</p>
--	--

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

	<p><b>Plywood</b> – which you used as your base, insert and maze walls – is a <b>manufactured board</b></p> <p><b>Manufactured Boards</b> come in _____</p>
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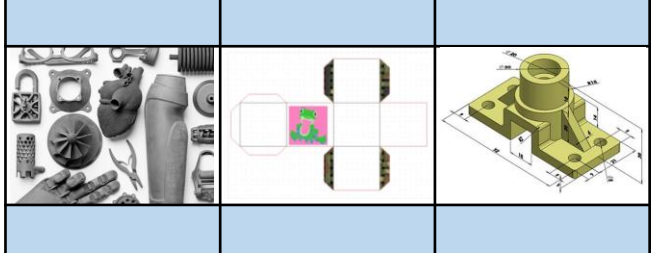
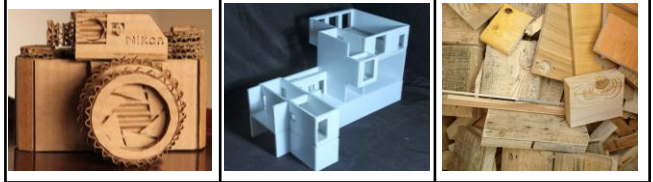
**Polymers** come from \_\_\_\_\_

	<p><b>Acrylic</b> – which you used as your lid for your maze – is a <b>polymer</b></p> <p><b>Polymers</b> come in _____, _____ and _____</p>
--	--

**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.

<b>Advantages</b>	<b>Disadvantages</b>

**D. Key Words**

<b>Specification</b> 	_____
<b>Modelling</b> 	_____
<b>Sustainable</b> 	_____
<b>Manufacture</b> 	_____

**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

**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

**6 Key Words for this term**

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



**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



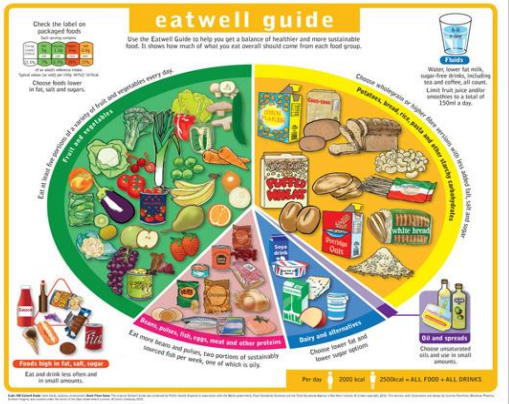
**B. What nutritional foods are in the bottom picture? Can you list 5 of the food that you can see?**

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

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

Carbohydrates	Foods that are eaten to give the body energy
Protein	Food that are eaten to build and repair muscles and cells
Fats	Food that are eaten to protect your vital organs and insulate your body



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

Rule	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

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

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

- 1
- 2
- 3
- 4
- 5

**6 Key Words for this term**

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

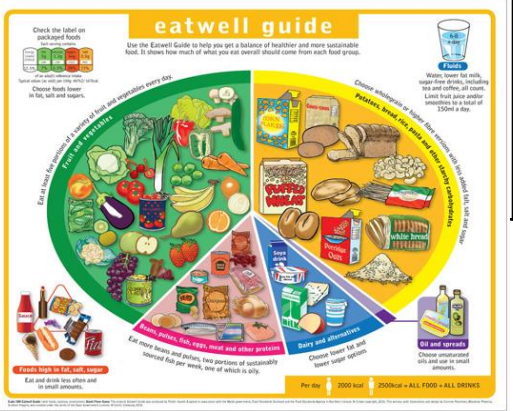
**A. What are the three main nutrients required in the diet?**




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




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

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

<u>Rule</u>	<u>Why it is important</u>
• 1	• 1
• 2	• 2
• 3	• 3
• 4	• 4
• 5	• 5

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







# Year 7: 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! ----->




## 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!

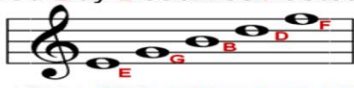


## B Keywords


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

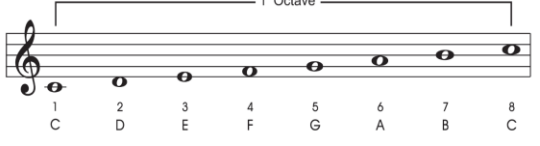
**Every Good Boy Deserves Football**



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





**What we are learning this term:**

- A. Explore the use of new drama techniques
- B. Take part in a variety of workshops using the techniques discussed in lessons.
- C. Create a Crimewatch using/creating key characters from the dead man's life and highlighting what they think happened the night of our victims demise.

**A- Key Words for this term**

1. Characterisation – presentation of a fictional character using gesture, posture and stance.
2. Gestures- a movement of part of the body, especially a hand or the head, to express an idea or meaning.
3. Mime- the theatrical technique of suggesting action, character, or emotion without words, using only gesture, expression, and movement:
4. Sound effects- sounds that are created or used in a theatrical production to enhance the action, mood, or atmosphere of a scene.
5. Narration- adding a spoken commentary for the audience about the action onstage.
6. Stimulus- The starting point in a piece of devised drama. This could be in the form of a song, poem, picture or book.
7. Hot seating- The method can be used for developing a role in the drama. A character is questioned by the group about his or her background, behaviour and motivation.
8. Flashback- a scene in a film, novel, etc. set in a time earlier than the main story
9. Cross cutting- device to move between two or more scenes staged in the space at the same time.
10. Devising- Creation of an original performance in response to a stimulus.

**B**

**Evidence Pack! What do we already know about our victim**

1

**NAME: JAMES TYLER**

2

Evidence Case 3192.

**65128495? What do these numbers mean.**

3



Footprint- found next to body near the lake.

Size 9 work boot.

Lake where body was found.

4



**Wallet with his bank cards in found by body.**

**C- Thinking questions.**

- |  |                             |
|--|-----------------------------|
| 1. Who are you?  | 7. Why do we use Narration? |
| 2. What do we need to know?                                    | 8. How does Narration work? |
| 3. Who needs to be interviewed?                                |                             |
| 4. What is the key point of the story?                         |                             |
| 5. How does a flashback emphasise the story?                   |                             |
| 6. How does hot seating help you to understand your character? |                             |



## What we are learning this term:

- A. Explore the use of new drama techniques
- B. Take part in a variety of workshops using the techniques discussed in lessons.
- C. Create a Crimewatch using/creating key characters from the dead man's life and highlighting what they think happened the night of our victims demise.

## A- Key Words for this term

1. Characterisation –
2. **Gest** - a movement of part of the body, especially a hand or the head, to express an idea or meaning.
3. Mime-
4. **Sound** -sounds that are created or used in a theatrical production to enhance the action, mood, or atmosphere of a scene.
5. **Commentary** - adding a spoken commentary for the audience about the action onstage.
6. Stimulus- The starting point in a piece of devised drama. This could be in the form of...
7. Hot seating-
8. **Flashback** - a scene in a film, novel, etc. set in a time earlier than the main story
9. Cross cutting-
10. **Devised** - Creation of an original performance in response to a stimulus.

**B**

## Evidence Pack! What do we already know about our victim

1

### NAME: What was our victims name?

2

Evidence Case 3192.

6512

? What do these numbers mean?

3



Footprint- found next to body near the lake.

What size was the work book?

Lake where body was found.

4



Where was this found and what was inside?

## C- Thinking questions.

1. Who are you?
2. What do we need to know?
3. Who needs to be interviewed?
4. What is the key point of the story?
5. How does a flashback emphasise the story?
6. How does hot seating help you to understand your character?
7. Why do we use Narration?
8. How does Narration work?

# SWINDON ACADEMY READING CANON

## Year 7



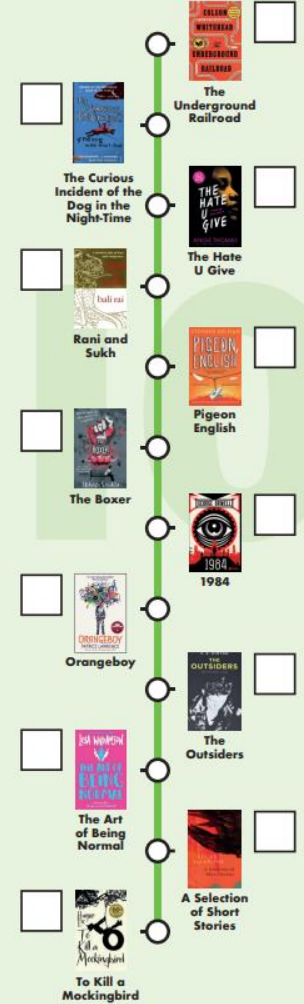
## Year 8



## Year 9



## Year 10



#ReadingisPower