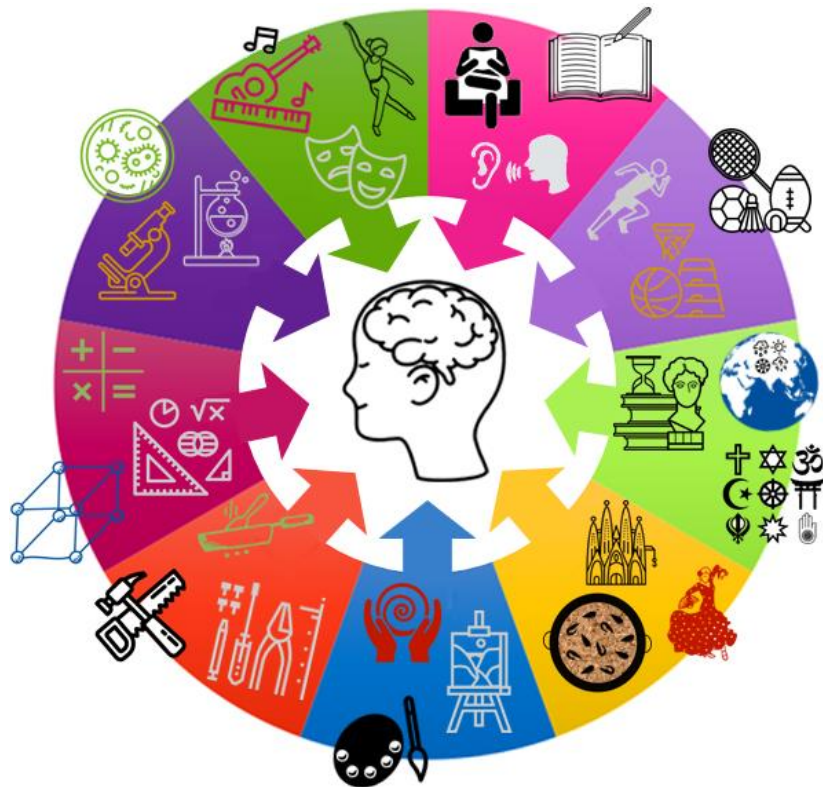


100% book - Year 7 Booster

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

Term 4



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

Year 7 Term 1 Science/Chemistry - Topic: TOP Particles

What are we learning this term:

1. Matter
2. Particles
3. Changing from Solids
4. Making
5. Freezing
6. Condensation
7. Evaporation
8. Solids
9. Solvent
10. Solution

Key Words for this term:

1. Matter
2. Particles
3. Changing from Solids
4. Making
5. Freezing
6. Condensation
7. Evaporation
8. Solids
9. Solvent
10. Solution

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

Solid	Liquid	Gas
• Particles are packed closely together. • They vibrate in fixed positions. • They have a fixed shape and volume.	• Particles are close together but can move past each other. • They have a fixed volume but no fixed shape.	• Particles are far apart and move randomly. • They have no fixed shape or volume.

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

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

B. What are the different changes of state?

Melting	change of state from solid to liquid
Freezing	change of state from liquid to solid
Evaporation	change of state from liquid to gas
Condensation	change of state from gas to liquid

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

Pure: A material that is made up of only one type of particle.

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

Diagram: A cycle showing changes of state: Solid → Liquid → Gas → Liquid → Solid. Arrows indicate the direction of change, with 'Gaining energy' for melting and evaporation, and 'Losing energy' for freezing and condensation.

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

Solid	
Liquid	
Gas	

A. What is the law of conservation of mass?

B. What are the different changes of state?

Melting	
Freezing	
Evaporation	
Condensation	

Diagram: A cycle showing changes of state: Solid → Liquid → Gas → Liquid → Solid. Arrows indicate the direction of change.

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

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.

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 a grid for different subjects. On the right is a 'New Year's Homework/Revision: Topic TSP Pack' for 'What is particle theory?'. It 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?'. There are also 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.

The screenshot shows a student's prep book. The date '29th May 2020' and the title 'Particle theory' are written in the top right corner. The knowledge organiser template is partially filled out, showing sections for 'What is particle theory?' and 'Describe the arrangement and movement of particles in the three states of matter.' with diagrams of solid, liquid, and gas particle arrangements.

Step 3

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

The screenshot shows a student's prep book with handwritten definitions and facts for particle theory. The date '29th May 2020' is written at the top. The title 'Properties of the states of matter' is written. The definitions are: '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.

The screenshot shows a student's prep book with the definition 'Solid = regular pattern particles vibrate in fixed position' written three times in a cursive hand.

Step 5

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

The screenshot shows a student's prep book with the quizzable Knowledge Organiser template. The student has written 'Self quizzing' and 'Arrangement/movement of matter' in the 'What are the different changes of state?' section. The template also includes sections for 'What is particle theory?' and 'What is the law of conservation of mass?'. There are also diagrams of solid, liquid, and gas particle arrangements.


Step 6

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

The screenshot shows a student's prep book with the definition 'Solid = regular pattern particles vibrate in fixed position' written. There are checkmarks next to the definition, indicating it has been checked. The definition is also written in a cursive hand.

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

Plot Summary	Who loves Whom
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.	<p>Hermia Lysander Demetrius Helena</p>
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 .	<p>Hermia Lysander Demetrius Helena</p>
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.	<p>Hermia Lysander Demetrius Helena</p>
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 .	<p>Hermia Lysander Demetrius Helena</p>

Characters
<p>Athenians</p> <p>Theseus: <i>The Duke of Athens and Hippolyta's fiancé (later husband).</i></p> <p>Hippolyta: <i>The Queen of the Amazons and Theseus's fiancé (later wife).</i></p> <p>Egeus: <i>Hermia's father.</i></p>
<p>The Lovers</p> <p>Hermia: <i>the daughter of Egeus and good friend of Helena. She is in love with Lysander.</i></p> <p>Helena: <i>in love with Demetrius and a good friend of Hermia.</i></p> <p>Lysander: <i>an Athenian nobleman who is in love with Hermia.</i></p> <p>Demetrius: <i>an Athenian nobleman who also loves Hermia, but has wooed Helena in the past.</i></p>
<p>Fairies (Mythical characters)</p> <p>Titania: <i>The Queen of the Fairies and Oberon's wife.</i></p> <p>Oberon: <i>The King of the Fairies and Titania's husband.</i></p> <p>Puck: <i>Oberon's mischievous servant.</i></p>
<p>The workmen/theatre performers</p> <p>Bottom: <i>a weaver who believes he is a great actor.</i></p> 
<p>Vocabulary: Key words</p> <p>severe – very strict or harsh</p> <p>conflict – a serious disagreement, battle or struggle between two sides or ideas.</p> <p>unrequited love – If a person loves someone who doesn't love them back, the person's love is unrequited</p> <p>to mock – To mock someone is to make fun of them</p> <p>chaos – a situation where there is no order and everyone is confused</p> <p>to resolve – to solve a problem or difficulty</p>
<p>Terminology: Key Words</p> <p>soliloquy - a speech in a play that the character speaks to himself or herself or to the audience, rather than to the other characters</p> <p>comedy – a type of play that is comical and ends with a happy ending.</p> <p>play - a play is a piece of writing which is performed in the theatre.</p> <p>stage directions - Instructions written into the script of a play</p>

Background Information of AMND

Shakespeare went to a grammar school where he was taught Ancient Greek.
The play is set in Ancient Greece and follows the rules of a comedy from Ancient Greece.
When the play was written, Elizabeth 1 st was Queen. The play is written in the Elizabethan era.
Both wealthy and poorer Elizabethan people went to the Globe to watch plays.
Cupid is the ancient god of love. He is usually presented as a baby whose arrows make people fall in love.



The Love Potion

The love potion is made from a flower in the forest. The flower is magical because Cupid hit it with his arrow when he was aiming at a young girl. When the potion is put on characters' eyes, they fall in love with the first person they see. It is very powerful.

Plot Summary	Who loves Whom	Characters
<p>Act 1: Hermia and Lysander _____ each other but are _____ to marry so decide to run away to the forest to get married in secret. Demetrius wants to marry _____. Helena loves _____. They follow _____ and _____ into the forest.</p>	<p>Demetrius</p> <p>Helena</p>	<p>Athenians</p> <p>Theseus: _____</p> <p>Hippolyta: _____</p> <p>Egeus: _____</p>
<p>Act 2: In the forest, _____ and _____ are arguing. Oberon sees _____ and _____ arguing and commands Puck to use _____ on the Athenian man to make him _____ with Helena. However, the first Athenian man Puck sees is _____, so he puts the _____ on him. Lysander falls madly in love with _____.</p>	<p>Hermia</p> <p>Lysander</p>	<p>The Lovers</p> <p>Hermia: <i>the daughter of Egeus and</i> _____</p> <p>Helena: <i>in love with Demetrius and</i> _____</p> <p>Lysander: <i>an Athenian nobleman</i> _____</p> <p>Demetrius: <i>an Athenian nobleman who</i> _____</p>
<p>Act 3: Puck sees _____ in the forest and transformed his head into a _____'s head. He puts the _____ on _____, who falls in love with Bottom. Puck puts the love potion on _____ so that he falls in love with _____. As a result, both men love _____ so there is _____. Puck eventually drops a herb in Lysander's eyes to put him back to normal.</p>	<p>Lysander</p> <p>Helena</p> <p>Hermia</p>	<p>Fairies (Mythical characters)</p> <p>Titania: _____</p> <p>Oberon: _____</p> <p>Puck: _____</p>
<p>Acts 4 and 5: _____ finds _____ and _____ 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 _____ where Bottom and the other actors perform their play at the wedding of the _____ happy _____: Theseus and Hippolyta, _____ and _____ and _____ and _____.</p>	<p>Demetrius</p>	<p>The workmen/theatre performers</p> <p>Bottom: _____</p>

Background Information of AMND

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The play is set in Ancient Greece and follows the rules of a comedy from Ancient Greece.

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Both wealthy and poorer Elizabethan people went to the Globe to watch plays.

Cupid is the _____. He is usually presented as a baby whose arrows make people _____.



The Love Potion

The love potion is made from a flower in the forest. The flower is magical because Cupid hit it with his arrow when he was aiming at a young girl. When the potion is put on characters' _____ It is very _____.

Vocabulary: Key words

- severe –
 - conflict –
 - unrequited love –
 - to mock –
 - chaos –
 - to resolve –
- Terminology: Key Words**
- soliloquy -
 - comedy –.
 - play -
 - stage directions -



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

1. Gamete	4. Menstrual
2. Fertilisation	5. Pollination
3. Variation	6. 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?

Labels: Oviduct, Ovary, Uterus, Bladder, Cervix, Vagina, Urethra

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

B. What is gestation?

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

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

Labels: Bladder, Glands, Penis, Sperm duct, Urethra, Testis, Foreskin, Scrotum

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.

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 are the parts to the egg and sperm cell?

Labels: tail, membrane, cytoplasm, nucleus, head, nucleus, membrane

human sperm human ovum

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?

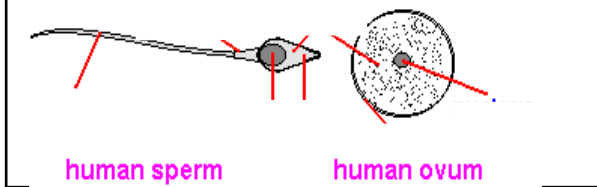
B. What is the menstrual cycle and what happens on each day?

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

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

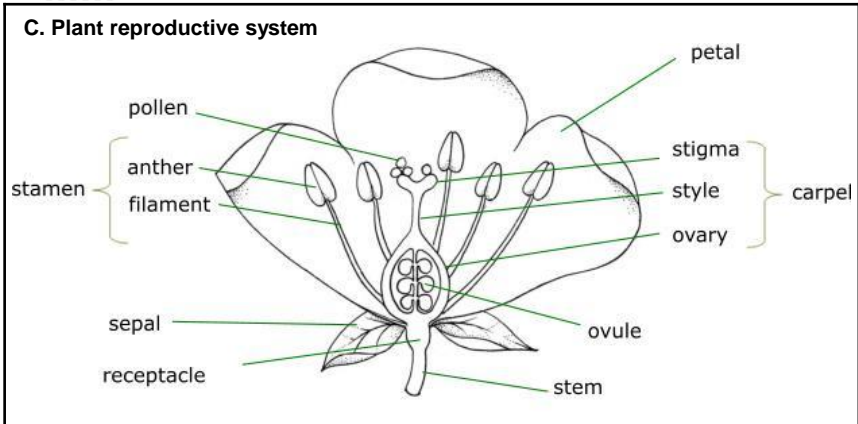
B. What is fertilisation?

What are the parts to the egg and sperm cell?



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"> In wind pollination, the wind carries the pollen In insect pollination, insects carry the pollen. 	
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"> By animals – they eat the fruit and release the seeds in their waste By wind – for example sycamore seeds By water – for example coconuts 	

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>Continuous variation</p> <ul style="list-style-type: none"> Variation which can have any value, within a range Due to a combination of environmental and inherited variation 	<p>Discontinuous variation</p> <ul style="list-style-type: none"> Variation with discrete (separate) categories Physical, it is usually inherited

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>	

Plant examples	Animal examples	Plant examples	Animal examples
Height Size of leaves	Height Skin/fur colour Size of horns	Flower colour e.g. pea plants have either white or red flowers	Eye colour Blood group Lobed/lobe-less ears

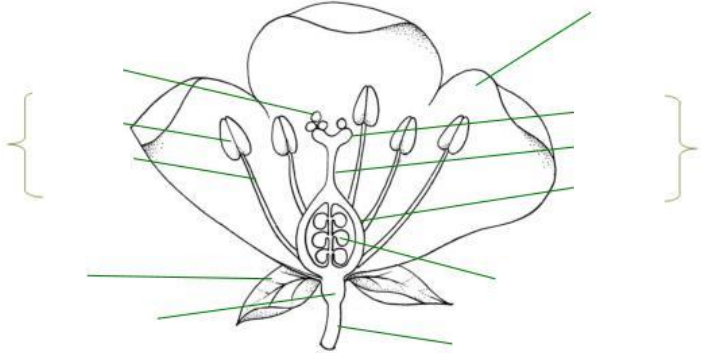
	Plant examples	Animal examples
Inherited variation	Length of antlers	Eye colour
Environmental variation	Hydrangeas produce blue flowers in acidic soil and pink in alkaline soil	Muscle strength due to training
Variation caused by a combination of genes and environment	Height is the result of genes and nutrition	Skin colour is the result of genes and weather

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

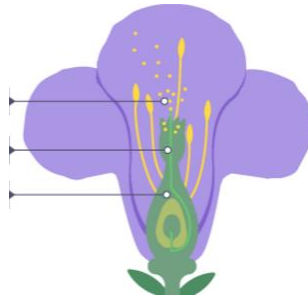
Continuous variation: Line graphs
Because it falls on a continuous spectrum it is represented using line graphs.

Discontinuous variation: Bar graphs
Because of its categories, it is represented using bar graphs, such as this one for blood group

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



C. How does fertilisation occur in plants?



D. What is variation?

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

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?

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

Plant examples	Animal examples	Plant examples	Animal examples

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

<p>Continuous variation:</p>	<p>Discontinuous variation</p>
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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.

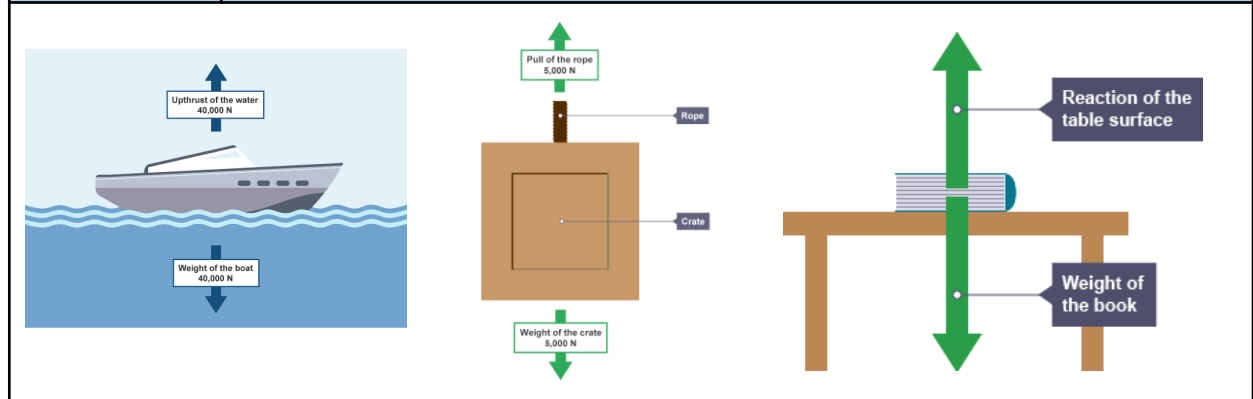
B. What is an object doing if it has balanced forces?

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?



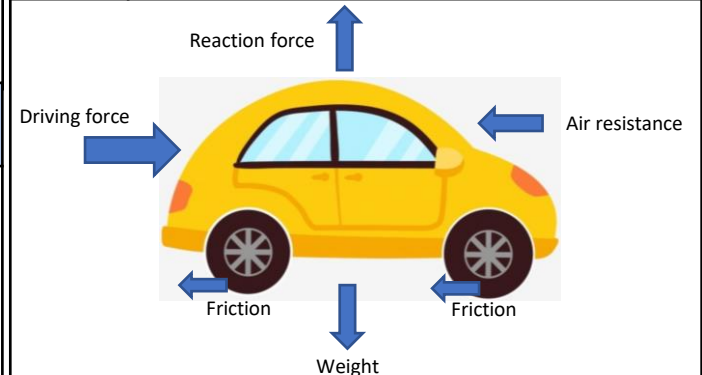
A. What is friction?

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

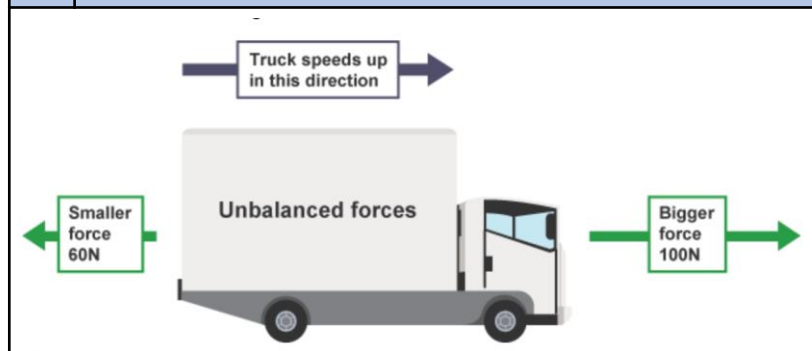
A. What are force arrows and what do they show?

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?

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?

7.05: World of work



Background

- A** The world of work can be classified into four different employment sectors.
- B** Many factors influence the type of employment sector which will be found within a particular country.
- C** Industrial location is influenced by some key factors, which are more important for some industries in comparison to others.
- D** Employment structure within countries varies based upon the level of development.
- E** Trade, imports and exports.
- F** Employment sectors and impact of industry in Russia.

A) Employment sectors

1	employment	(n) when people are in work, receiving a wage and paying tax.
2	unemployment	(n) when people are not in work, therefore do not receive a wage and do not pay tax.
3	primary industries	(n) industries which collect or extract natural resources from the environment, such as farming or fishing.
4	secondary industries	(n) industries which manufacture goods into products, such as builders, car manufacturers or food processing
5	tertiary industries	(n) industries that provide a service, such as teachers, doctors, sales, hairdressers or bus drivers.
6	quaternary industries	(n) industries that involve using technology, design and research, including computer scientists, game designers, computer engineers and research scientists.

B) Influences on employment structures

1	industrialisation	(n) a move from primary employment to secondary employment, with a rise in manufacturing.
2	mechanisation	(n) when machinery begins to do the jobs which once required humans.
3	disposable income	(n) the money a person has left to spend after they have paid all their bills.
4	public services	(n) a service that is given or funded for the benefit of the community.

C) The location of industries

1	site	(n) the actual place where a settlement first grew up. This refers mainly to its physical setting.
2	situation	(n) the location of a place relative to other features nearby.
3	footloose	(adj) industries which are not tied to a specific location and can operate from anywhere.
4	raw materials	(n) natural resources that are used to make other things.
5	labour	(n) workers, employed people.
6	market	(n) a place where things are bought and sold.

E) 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 bloc	(n) an arrangement in which participant countries lower trade barriers with one another.
5	tariff	(n) a tax imposed on goods when they are imported or exported between countries.

D) Employment structures and development

Countries	Industries
developing countries	Large primary sector, growing secondary sector and a moderate tertiary sector.
emerging countries	large secondary sector, rapidly falling primary sector and growing tertiary sector.
developed countries	A large tertiary sector, a growing quaternary sector, both secondary and primary employment is low.
Change	Cause
Falling primary and secondary sector	1. Cheaper to import. 2. Mechanisation has taken jobs. 3. Raw materials have been exhausted in certain areas.
Growing tertiary sector	1. Disposable income has increased, so a greater demand for services. 2. A large public sector e.g. health and education, due to a high tax revenue.

F) Case study: World of work in Russia

Factors effecting trade in Russia	
Opportunities	Challenges
With a working population of over 75 million people, Russia has one of the largest workforces in the world.	Russia is at war with Ukraine which affects international relationships.
The Steppe and temperate woodlands of western Russia are fertile and flat.	Russia has the largest land mass of any country.
Russia has an extensive network of roads, railways, ports and pipelines.	Russia does not have a warm water port.
Russia has vast reserves of natural resources including oil and natural gas.	Many countries aim to buy and use less oil and natural gas in the future to mitigate the effects of climate change.
Russia's education system puts a strong focus on science, technology, engineering and maths (STEM).	



7.05: World of work



D) Employment structures and development

Countries	Industries
developing countries	
emerging countries	
developed countries	
Change	Cause
Falling primary and secondary sector	
Growing tertiary sector	

Background

- A** The world of work can be classified into four different employment sectors.
- B** Many factors influence the type of employment sector which will be found within a particular country.
- C** Industrial location is influenced by some key factors, which are more important for some industries in comparison to others.
- D** Employment structure within countries varies based upon the level of development.
- E** Trade, imports and exports.
- F** Employment sectors and impact of industry in Russia.

B) Influences on employment structures

- 1 industrialisation
- 2 mechanisation
- 3 disposable income
- 4 public services

C) The location of industries

- 1 site
- 2 situation
- 3 footloose
- 4 raw materials
- 5 labour
- 6 market

E) Trade

- 1 trade
- 2 import
- 3 export
- 4 trade bloc
- 5 tariff

A) Employment sectors

- 1 employment
- 2 unemployment
- 3 primary industries
- 4 secondary industries
- 5 tertiary industries
- 6 quaternary industries

F) Case study: World of work in Russia

Factors effecting trade in Russia	
Opportunities	Challenges



Year 7 History : Challenges to medieval kings

What we are learning this term:

How similar were the challenges to medieval kings and how well did the monarchs deal with them?

- A. Keywords /
- B. *Disagreements between Becket and King Henry II – a religious challenge*
- C. King John, the Barons and Magna Carta – a political challenge
- D. Comparing the reigns of King John, Henry II and Richard II
- E. King Richard II and causes of the Peasants Revolt

A.	Can you define these key words?
Epidemic	a widespread outbreak of an infectious disease
Leniency	Being merciful or tolerant towards someone
Pardons	Letters from a king forgiving a person for a crime.
Statute	a law
Martyr	Somebody who is willing to die for their beliefs.
Political	referring to politics (eg. Who is in charge, who has power, the king, parliament, barons ect.)
Social	Referring to people's lives (living conditions, wages, access to food and housing ect.)
Religious	Referring to religion (different religions, priests, popes, bishops, catholic, protestant ect.)
Interdict	The Pope banning all religious services in a country as a punishment for supposed sinful activity committed in that country or by its ruler
Labour Service	Free labour peasants were expected to do for knights and barons
Coronation	To crown someone to be the new king. In medieval England this could be done before the previous king had died.
Benefits of the clergy	The right for priests to be tried in church courts, avoiding the harsh penalties in normal courts
Miasma	The idea that disease is caused by foul smelling air.

E.	Comparing the reigns of King John, Henry II and Richard II	
	Similarities	Differences
Religious	King John and Henry II both had issues with the church. John wanted to abolish church courts and Henry wanted to choose his bishops	However these were for different reasons: <ul style="list-style-type: none"> • Henry II wanted control of the church courts and had conflict with Becket the Archbishop of Canterbury. This led to the bishops who had crowned Henry's son Richard got excommunicated as a punishment from the church. • John fought with the Pope over who to appoint Archbishop of Canterbury. This led to the Pope excommunicating him and putting England under interdict
Political	In all 3 cases there are conflicts/ violence brought about because people are challenging the absolute (complete) power of the kings. This has come from 3 different sources: the barons, the people and the church.	<ul style="list-style-type: none"> • King John and the Barons – King John is the only medieval king who had a direct political conflict. This was with the Barons who demanded that they be treated better and made attempts to limit the power of the king through Magna Carta.
Social	King John, King Henry and Richard II all lost social support but for a variety of different reasons	<ul style="list-style-type: none"> • King John – lost social support due to losing land and wars in France and also due to the supposed 'murder' of his nephew. This meant that backing was behind the Barons. • Henry II – lost support after public death of Becket (was whipped at Becket's tomb as punishment) • Richard – Poll Tax, Labour Service and limiting wages after the Black Death all contributed to the Peasants' Revolt.

Key individuals

Henry II – King from 1154, tried to bring the Church under royal control leading to Thomas Becket's (Archbishop of Canterbury) murder.
 Eleanor of Aquitaine – Queen married to Henry II, she ruled England while Henry was away.
 John I – King 1199 who was unpopular with his barons who rebelled against him. Signed the Magna Carta 1215.
 Richard II – King 1377 and was 10 years old as King during the peasant's revolt.
 Wat Tyler – Leader of the rebels during the Peasants' revolt in 1381.

C.	King John, the Barons and Magna Carta – a political challenge
What mistakes did King John make that led to the barons rebelling.	John had lost many wars with France which made him look weak (he had the nicknames 'Lackland' and 'Softsword'). These defeats meant that the barons lost land they owned in France. John kept asking for a number of taxes to pay for his wars which he carried on losing. John was seen as a cruel man – he made blind monks homeless and may have murdered his nephew. John fell out with the pope over who got to promote bishops. This led to England being placed under interdict meaning all church was cancelled. The barons feared for their souls and was angry with John. John started fining the barons for many different things and made them pay large taxes when they inherited land.
What were the key points of Magna Carta?	<p><u>Short term</u></p> <ul style="list-style-type: none"> • a £100 limit on the tax barons had to pay to inherit their lands • the king could not sell or deny justice to anyone • the royal forests were to be reduced in size • an heir could not be made to marry someone of a lower social class • foreign knights had to be deported • no-one could be arrested on the accusation of a woman <p><u>Long term</u></p> <p>Eventually it gave everyone freedoms such as stopping people being arrested for no reason</p>
Why is it still relevant today?	Still forms parts of English law. Additionally most see it as the basis of rights and freedoms so countries such as Australia and the USA include parts of it in their constitutions.

D.	King Richard II and causes of the Peasants Revolt
<i>Labour Services</i>	Ever since 1066 most peasants (known as villeins) had to do free labour services their local lords (knights and barons). Some peasants, known as freemen, did not want to do this work. Peasants wanted everyone to become freeman ending the free labour they had to do for their lords.
<i>The impact of the Black Death on wages</i>	The Black Death had killed around 40% of the population of England in 1348. This meant that there was a severe labour shortage. Now the peasants were in demand they could demand more money for their work. The barons were upset by this and got King Richard II to pass a law limiting how much a peasant could earn and banned them from declining to do work for this low amount of pay. This made the peasants angry as they now had their earnings greatly reduced.
<i>Poll taxes</i>	Between the years 1377 and 1381 the king demanded a number of Poll Taxes to fund his losing war with the French. These meant everyone over 15 had to pay a tax and impacted the poorest in society most of all. The tax of 1381 was particularly bad demanding 4 pence per person over 15.

B.	<i>Disagreements between Becket and King Henry II – a religious challenge</i>
Banning of Church Courts	Henry II wanted to get rid of the church courts and appointed his friend Thomas Becket as Archbishop of Canterbury to do so in 1162. However once Thomas became Archbishop, he became very religious and refused to get rid of them.
Coronation of the king's son	After the argument over church courts Becket fled to France in 1164, as he feared for his life. King Henry II wanted to have his son Richard I crowned to be the next king. However he needed the Archbishop of Canterbury to do it. With Becket out of the country Henry II got other bishops to do the job instead.
Excommunication of the bishops	In 1170 Becket and Henry made up and Becket returned to England. However once he returned, he excommunicated the other bishops. This made Henry II very angry and he shouted, "will no one rid me of this troublesome priest?". This led to four knights going to Canterbury and murdering Thomas Becket.

What we are learning this term:

- How similar were the challenges to medieval kings and how well did the monarchs deal with them?
- A. Keywords
 - B. *Disagreements between Becket and King Henry II – a religious challenge*
 - C. King John, the Barons and Magna Carta – a political challenge
 - D. Comparing the reigns of King John, Henry II and Richard II
 - E. King Richard II and causes of the Peasants Revolt

A.	Can you define these key words?
Epidemic	
Leniency	
Pardons	
Statute	
Martyr	
Political	
Social	
Religious	
Interdict	
Labour Service	
Coronation	
Benefits of the clergy	
Miasma	

B.	<i>Disagreements between Becket and King Henry II – a religious challenge</i>
Banning of Church Courts	
Coronation of the king's son	
Excommunication of the bishops	

Year 7 History : Challenges to medieval kings

D.	Comparing the reigns of King John, Henry II and Richard II	
	Similarities	Differences
Religious		
Political		
Social		

Key individuals

Henry II – King from 1154, tried to bring the Church under royal control leading to Thomas Becket's (Archbishop of Canterbury) murder.
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E.	King Richard II and causes of the Peasants Revolt	
<i>Labour Services</i>		
<i>The impact of the Black Death on wages</i>		
<i>Poll taxes</i>		

C.	King John, the Barons and Magna Carta – a political challenge
What mistakes did King John make that led to the barons rebelling.	
What were the key points of Magna Carta?	
Why is it still relevant today?	

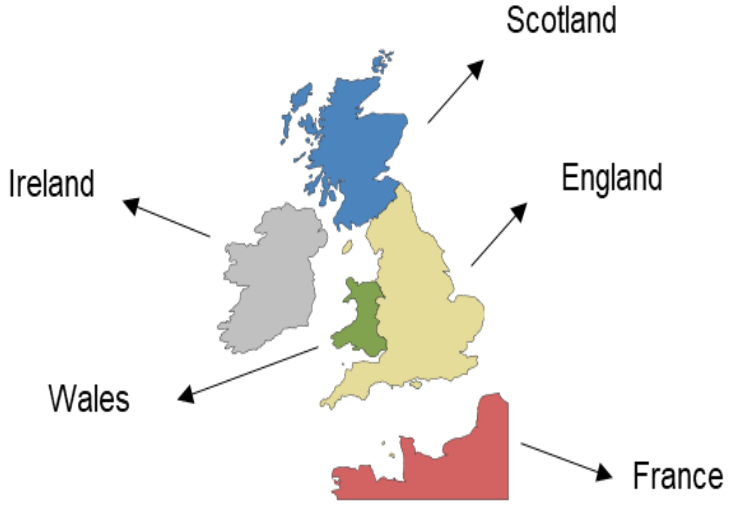
Year 7 History : England and her neighbours

What we are learning this term:

What was England's relationship like with its neighbours and how this impacted the country.
 A. Keywords
 B. *The relationships between England and her neighbours.*
 C. The actions and influences of key individuals during this time.
 D. The links between heritage and locations, being linked to something or somewhere.

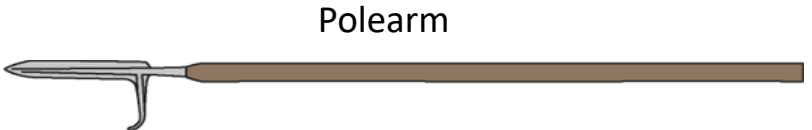
A. Can you define these key words?

Artillery	Very large guns, in this period this included gunpowder cannons that fire long distances.
Hatchet	Single handed wooden axe with a handle
Heresy	A belief that goes against the teachings of the Church
Homage	Special honour or respect paid to someone in public or private
Lance	A spear used by soliders on horseback
Mace	A type of blunt weapon used for close combat
Polearms	A sharp bladed handheld weapon on a wooden pole
Relations	A way in which two people or countries behave towards one another.
Resistance	Refusal to obey or accept something
Siege	A military act of surrounding a city or base, attacking it, and cutting off supplies. The goal of a siege is to force the city or base to surrender/.



Key individuals

Henry III – King from 1216-1272 his poor and weak rule contributed to the second Barons war in 1264-67
 Edward I – King following his father Henry III antagonized and started war with Llywelyn after imprisoning his bride-to-be.
 Alexander III – 1249 – 1286 He is well known for his capture of the western isles previously held by Norway.
 William Wallace – Commander of the Scottish army at Stirling Bridge. He defeated the English and was knighted "Guardian of Scotland."



Power	The control a person or group has in a country. For example, resistance grew in Scotland by people such as William Wallace and Robert Bruce. <i>This includes threads such as succession, warfare, protest, democracy, crime and punishment.</i>
Identity	The qualities and characteristics that make a person who they are and what they value as important. For example, Joan of Arc inspired French troops. <i>This includes threads such as the role of women.</i>
Connectivity	The act of joining or being linked to somewhere, someone or something else. For example, the people who lived in medieval Wales were mostly descendants of Celtic Britons who migrated during the Anglo-Saxon period. <i>This includes threads such as migration.</i>

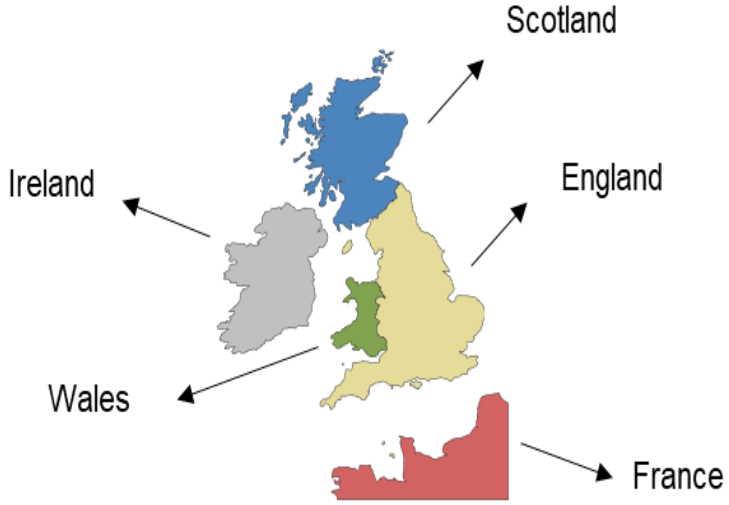
E.	Causes of the 100 year war
<i>Land in France</i>	The English controlled a lot of land in France that was used to produce Wine. This made the English a lot of money, but the French were threatening to take it back.
<i>Control of Flanders</i>	The English controlled Flanders where a lot of wool was made benefitting the English. Yet again, the French were threatening to take their land back from the English.
<i>French Succession</i>	Charles IV had died without an heir, so Edward III attempted to claim the French throne as his mother was Charles' sister. Philip of Valois, Charles Cousin was crowned instead by authorities.

Year 7 History : England and her neighbours

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What was England's relationship like with its neighbours and how this impacted the country.
 A. Keywords
 B. The relationships between England and her neighbours.
 C. The actions and influences of key individuals during this time.
 D. The links between heritage and locations, being linked to something or somewhere.

A.	<i>Can you define these key words?</i>
Artillery	
Hatchet	
Heresy	
Homage	
Lance	
Mace	
Polearms	
Relations	
Resistance	
Siege	



Key individuals

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Power
 The control a person or group has in a country.
 For example, resistance grew in Scotland by people such as William Wallace and Robert Bruce.
This includes threads such as succession, warfare, protest, democracy, crime and punishment.

Identity
 The qualities and characteristics that make a person who they are and what they value as important.
 For example, Joan of Arc inspired French troops.
This includes threads such as the role of women.

Connectivity
 The act of joining or being linked to somewhere, someone or something else.
 For example, the people who lived in medieval Wales were mostly descendants of Celtic Britons who migrated during the Anglo-Saxon period.
This includes threads such as migration.



E.	Causes of the 100 year war
Land in France	
Control of Flanders	
French Succession	

7.03: Judaism



Key Vocabulary

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

Holy Books introduced

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

Tools for Studying Religion

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



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



7.03: Judaism



Key Vocabulary

Holy Books introduced

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

The Tanakh	
The Torah	
Nevi'im	
Ketuvim	
Talmud	

Tools for Studying Religion



What we are learning this term:

- A. Name places in town
- B. Describe a town / city
- C. Say where you are going
- D. Give and understand directions
- E. Saying where things are
- F. Talking about distance
- G. Translation practice

6 Key Words for this term

- | | |
|--------------|-----------------|
| 1. Voy | 4. la ciudad |
| 2. ir | 5. ¿Dónde está? |
| 3. el pueblo | 6. está |

A. La Ciudad – The City

el aeropuerto	the airport
e café de internet	the internet café
la calle	the Street
la capital	the capital
la catedral	the cathedral
el centro comercial	the shopping centre
el cine	the cinema
la estación de autobuses	the bus station
la estación de servicio	the petrol station
la estación de trenes	the train station
el estadio	the stadium
el hospital	the hospital
el instituto	the school
el mercado	the market
la oficina de turismo	the tourist office
el parque	the park
la piscina	the pool
la playa	the beach

B. Más lugares – More places

la plaza	the square
la plaza de toros	the bull ring
la plaza mayor	the main square
el polideportivo	the sports centre
el puente	the bridge
el río	the river
las tiendas	the shops
la tienda de regalos	the gift shop
la bolera	the bowling alley
el cine	the cinema
la universidad	the university
la iglesia	the church
el museo	the museum
la galería de arte	the art gallery

C. ¿Cómo es tu casa? What's your house like?

Mi casa es... acogedor(a) adosado/a antiguo/a bonito/a cómodo/a grande moderno/a nuevo/a pequeño/a reformado/a muy bastante	My house is... cosy semi – detached old pretty comfortable big modern new small renovated very quite
---	--

D. Las Direcciones – Directions

A la derecha	To the right
A la izquierda	To the left
Sigue todo recto	Go straight ahead
Por dónde se va al/a la...?	How do you get to...?
Dónde está...?	Where is...?
toma...	Take...
la primera a la derecha	the 1 st on the right
la primera a la izquierda	the 1 st on the left
la segunda	the 2 nd
la tercera	the 3 rd
baja	go down
cruza	cross
dobla	turn
sube por tuerce	go up turn
una Avenida	the avenue
un castillo	the castle
un edificio	the building
una fábrica	the factory
un puerto	the port

E. ¿Adónde vas? – Where are you going?

Voy	I go
Va	He/she goes
Van	They go
Vamos	We go
Voy al centro	I'm going to the shopping centre
commercial	
¡Hasta luego!	See you later!

Key Verbs

Ser To be	Tener To have	Hablar To speak	Comer To eat	Vivir To live
Soy I am	Tengo I have	Hablo I speak	Como I eat	Vivo I live
Eres You are	Tienes You have	Hablas You speak	Comes You eat	Vives You live
Es s/he is	Tiene He/she has	Habla s/he speaks	Come s/he eats	Vive s/he lives
Somos We are	Tenemos We have	Hablamos We speak	Comemos We eat	Vivimos We live
son They are	Tienen They have	Hablan They speak	Comen They eat	viven They live

E. Mi Ciudad – My city

Cómo es tu barrio?	What's your neighbourhood like?
Es...	It's...
antiguo/a	old
bonito/a	pretty
grande	big
histórico/a	historic
importante	important
industrial	industrial
pequeño/a	small
tranquilo/a	quiet
Me gusta mucho	I really like
Porque	because
¿Te gustaría visitar?	Wld you like to visit?
Me gustaría visitar	I wld like to visit
¿Qué hay en tu barrio?	What's in your neighbourhood?
el pueblo	the town
la ciudad	the city
Hay...	There is / there are
tiene...	It has
un monumento	a monument
un palacio	a palace
un parque nacional	a national park
un quiosco	a kiosk
ruidoso/a	noisy
animado/a	lively
limpio/a	clean
sucio/a	dirty
pintoresco/a	picturesque

F. Key Opinions/ Verbs across topics

tener	to have
ser	to be
ir	to go
hacer	to do/ to make
jugar	to play
ver	to see
escuchar	to listen
comprar	to buy
beber	to drink
salir	to go out
leer	to read
trabajar	to work
pensar	to think
escribir	to write
Me gusta	I like
Me encanta	I love
Odio	I hate
porque	because
divertido/a	fun
aburrido/a	boring
útil	useful
inútil	pointless
cómodo/a	comfortable
interesante	interesting
entretenido/a	entertaining
emocionante	exciting
guay	cool
genial	amazing
soso	dull
asqueroso/a	disgusting
malo	bad
bueno	good

What we are learning this term:

- A. Talking about places in town / city
- B. Saying what there is to do in town / city
- C. Talking about sports and hobbies
- D. Saying what you like to do in free time
- E. Talking about household chores
- F. Talking about plans for the weekend
- G. Opinions
- H. Extending your writing
- I. Translation skills
- J. Working on questioning

Ser	To be	Tener	To have	Infinitive	Present	Past	Future
soy	I am	tengo	I have	hablar to speak	Habl_ I speak	Habl_ I spoke	_____ I am going to speak
eres	You are	tienes	You have	comer to eat	Com_ I eat	Com_ I ate	_____ I am going to eat
es	s/he is	tiene	s/he has	ir to go	_____ I go	_____/_____ I am/it was	_____ I am going to go
somos	We are	tenemos	We have	ser to be	soy I ____	_____ I was	_____ I am going to be
son	They are	tienen	They have	tener to have	T_____ I have	T_____ I had	_____ I am going to have

A. La Ciudad – The City

_____	the airport
e café de internet	_____
_____	the Street
la capital	_____
_____	the cathedral
el centro comercial	_____
_____	the cinema
_____	_____
la estación de autobuses	the petrol station
_____	_____
la estación de trenes	the stadium
_____	_____
el hospital	the school
_____	_____
el mercado	the tourist office
_____	_____
el parque	the pool
_____	_____
la playa	_____

B. Más lugares – More places

_____	the square
la plaza de toros	_____
_____	the main square
_____	the sports centre
el puente	_____
el río	_____
las tiendas	_____
_____	the gift shop
_____	the bowling alley
el cine	_____
la universidad	_____
la iglesia	_____
_____	the musuem
la galería de arte	_____

C. ¿Cómo es tu casa? What's your house like?

Mi casa es...	_____
_____	_____
_____	cosy
_____	semi –
_____	detached
antiguo/a	_____
bonito/a	_____
cómodo/a	_____
_____	big
nuevo/a	modern
pequeno/a	_____
reformado/a	_____
_____	very
_____	quite

D. Las Dirrecciones – Directions

_____	To the right
A la izquierda	_____
Por dónde se va al/a la...?	Go straight ahead
_____	_____
_____	Where is...?
_____	Take...
_____	the 1 st on the right
la primera a la izquierda	_____
la segunda	_____
la tercera	_____
baja	_____
crucza	_____
dobra	_____
_____	go up
_____	turn
_____	the avenue
_____	the castle
_____	the building
_____	the factory
un puerto	_____

G. Translation Practice	
I go to the beach	V a l p
We go to the stadium	V a e
They go to the park	V a p
I go to the sports centre	V a p
I live in quite a small town	v e u p b p
I live in a big city	V e u c g
There is a train station and a museum	H u e d t y u m
But there isn't a river	P n h r
There is a school but there isn't a square	H u i p n h p
It's an industrial city and very historic.	E u c m i y m h
It's in the north of the country and is a very noisy city.	E e e n d p y e u c m r
It has a port and lots of factories but there isn't a bullring.	T u p y m f p n h p d t
It's an old town	E u p a
It's a historic city	E u c h
It's in the south of the country	E e e l d p
There are lots of things to do	H m c q h
It has lots of beaches and museums	T m p y m
I love my city because there are lots of things to do	M e m c p h m c q h

H. Key Questions: Answer the following in your own words. Use these model answers	
¿Dónde vives? Where do you live?	Vivo en una casa grande en una ciudad que se llama Swindon. Swindon esta en el sur de Inglaterra.
¿Qué hay en tu pueblo? What is in your town?	Mi pueblo es bastante grande. En mi pueblo, hay una estación de trenes, dos polideportivos, muchas casas pero no hay playa. Necesitamos un aeropuerto.
¿Cómo es tu pueblo? What is your town like?	Es una ciudad industria. Es muy antigua y histórica pero no es tranquila. Es un poco turística porque hay un museo y un centro comercial grande.
¿Cómo sería tu pueblo ideal? What would your ideal town be like?	Si fuera rico/a, me gustaría vivir en una ciudad grande en España. Me gustaría vivir en Barcelona en España porque es una ciudad muy turística, bonita y tiene una playa.

I. Key Questions: Translate these model answers using the KO	
¿Dónde vives? Where do you live?	I live in Portsmouth near to the sea. I live in a small house. I love my house because it's very cosy. Portsmouth is in the south of England.
¿Qué hay en tu pueblo? What is in your town?	In my town we have a lot of parks, a cathedral and 3 cinemas. There is a main square, a bullring and many markets. My town does not have an airport but it does have a port. In the future there is going to be a new school and an airport.
¿Cómo es tu pueblo? What is your town like?	My town is very small but very lively. There are a lot of tourists because my town is very near to the sea. In the summer there is a lot of traffic in my town. In the winter my town is very quiet.
¿Cómo sería tu pueblo ideal? What would your ideal town be like?	My ideal town would be very modern with lots of people. It would be very quiet with not much traffic. My ideal town would be pretty with lots of shops and lots of parks.

J. Key Grammar	
Use the verb ESTAR to talk about location	Mi casa está en Swindon = My house is in Swindon
Make sure adjectives agree e.g. blanco/blanca/blancos/blancas	Mi casa es blanca = My house is white Mi perro es blanco = My dog is white Mis zapatos son blancos = My shoes are white Las mesas son blancas = The tables are white
Justify opinions with because	Me gusta mi casa porque es blanca = I like my house because it's white
Saying 'to the'	Use AL or A LA (a + el = al) Al museo A la playa



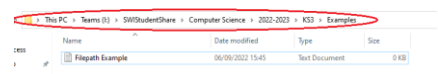

A	Folder Handling
Folders	
Ctrl + Shift + N	
File Path	
Locating Folders	
Renaming a file	

What we are learning this term:
A. Folder Handling B. Cyberattack Motivations C. Online Dangers D. File Handling

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

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.	
Misinformation		
	A form of abuse that involves manipulating someone until they're isolated, dependent, and more vulnerable to exploitation.	
Cyberbullying		
D.	File Handling	
Keyboard shortcuts		
Select All		
Paste		
Cut		
Save		



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								
Committing a cyberattack in order to...								
<table border="1"> <tr> <td>Cybercrime</td> <td>Generate profit or cause criminal damage.</td> </tr> <tr> <td>Cyberespionage</td> <td>Gain access to confidential information.</td> </tr> <tr> <td>Hactivism</td> <td>Raise awareness of a political or social problem.</td> </tr> <tr> <td>Cyberwarfare</td> <td>Disrupt or damage the activities or assets of another country.</td> </tr> </table>	Cybercrime	Generate profit or cause criminal damage.	Cyberespionage	Gain access to confidential information.	Hactivism	Raise awareness of a political or social problem.	Cyberwarfare	Disrupt or damage the activities or assets of another country.
Cybercrime	Generate profit or cause criminal damage.							
Cyberespionage	Gain access to confidential information.							
Hactivism	Raise awareness of a political or social problem.							
Cyberwarfare	Disrupt or damage the activities or assets of another country.							

C. Online Dangers								
<table border="1"> <tr> <td>Lootboxes</td> <td>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.</td> </tr> <tr> <td>Misinformation</td> <td>False or inaccurate information which is meant to deceive or trick people.</td> </tr> <tr> <td>Grooming</td> <td>A form of abuse that involves manipulating someone until they're isolated, dependent, and more vulnerable to exploitation.</td> </tr> <tr> <td>Cyberbullying</td> <td>The use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature.</td> </tr> </table>	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.
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Cyberbullying	The use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature.							
D. File Handling								
Keyboard shortcuts								
Select All	Ctrl+A							
Paste	Ctrl+V							
Cut	Ctrl+X							
Save	Ctrl+S							

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

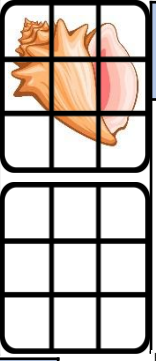
Why? To document and record newly discovered species of animals and plants



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

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

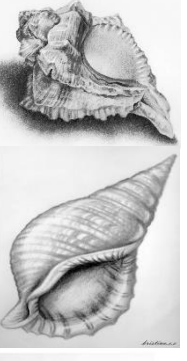
Drawing from a primary source means drawing something from real life

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)



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

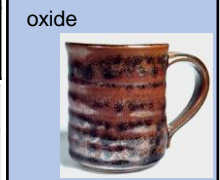
glaze

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:

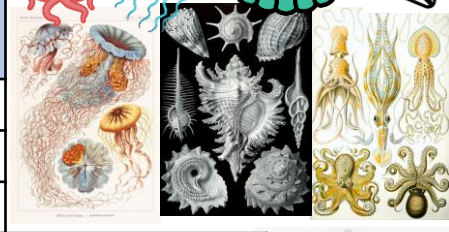
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- F. How to decorate clay using glazes and oxides
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- H. How to produce a mixed media outcome







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

Who? _____

What? _____

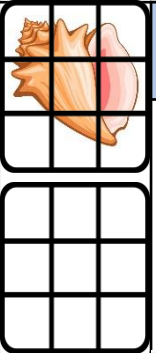
Why? _____



Key word	Key definition
illustration 	
observation 	
source 	
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tone 	
outcome 	

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- 5) Add fine and build in



C. Drawing primary sources from observation

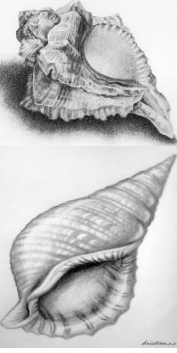
Drawing from a primary source means.....

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

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 _____


Step 2 _____

Step 3 _____

Step 4 _____

Step 5 _____

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 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

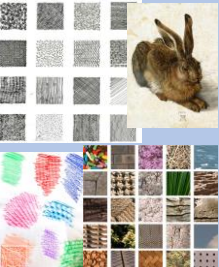
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 A pinch pot is

A successful pinch pot has

The wet clay can be decorated by

G. What is texture?

 Texture is

Actual texture is





Visual or implied texture is












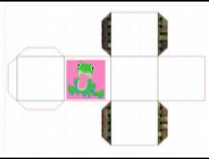
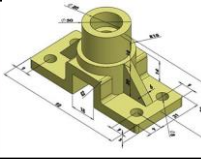
What we are learning this term:





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.
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:	
<ol style="list-style-type: none"> Positives – what works well Negatives – what doesn't work well Possible improvements – how could you make it better? 	
For example:	
My maze looks really fun and challenging to play. However, when tested the model version of my game, it was too difficult to complete. One improvement I could make is by taking away some of the traps or moving some of the walls around, so that it is more fun to play.	



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 _____

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

Manufactured Boards come from _____

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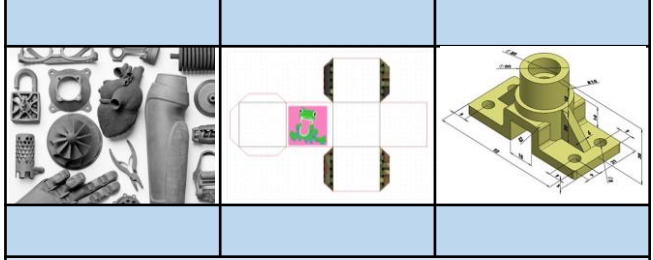
Polymers come from _____

	<p>Acrylic – which you used as your lid for your maze – is a polymer</p> <p>Polymers 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.

Advantages	Disadvantages

D. Key Words

Specification 	_____
Modelling 	_____
Sustainable 	_____
Manufacture 	_____

E. Evaluation of Products

Evaluate _____

Think back to your completed handheld maze hand game. Evaluate one positive aspect of it, one negative aspect of it and an improvement you would like to have made if you had time.

Possible sentence starters:

- One thing that was successful.....
- One thing that I had issues with was.....
- If I had more time, I could improve this by.....

What we are learning this term:	
A.	Health, safety and hygiene in the kitchen
B.	The Eatwell guide and nutrients
C.	Design Ideas
D.	Weighing
E.	Practical skills
F.	Evaluation Work

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

B.	What are the 5 different sections of the Eatwell plate?
	<ol style="list-style-type: none"> 1 Fruit and Vegetables 2 Carbohydrates 3 Protein 4 Dairy 5 Fats and Oils



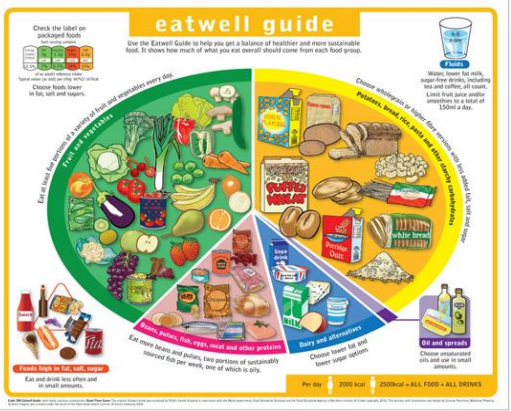
A.	What nutritional foods are in the top picture? Can you list 5 of the food that you can see?
	<p>In this photo you can see a number of protein foods. Protein helps our muscles and cells to grow and repair. Some examples in this photo include:</p> <ol style="list-style-type: none"> 1. Chicken 2. Eggs 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?
	<p>In this photo you can see a number of carbohydrate foods. Carbohydrates give out body energy. Some examples in this photo include:</p> <ol style="list-style-type: none"> 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

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



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>
<ul style="list-style-type: none"> • 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 		<ul style="list-style-type: none"> • 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

YEAR 7 GRAPHIC COMMUNICATION

What are we learning this term?

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

A | Personification

What is personification?

Personification makes sentences more exciting by:

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



How does Paul Thurlby use personification?

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

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.

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

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
-------------------	--------------	-------------------	-------------	--------------

D | Key words

Graphics	
Typography	
Font	
Photoshop	

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

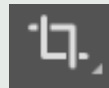
What is the shortcut for copy?

What is the shortcut for paste?

What does this symbol stand for?



What does this symbol mean?



E | Evaluation

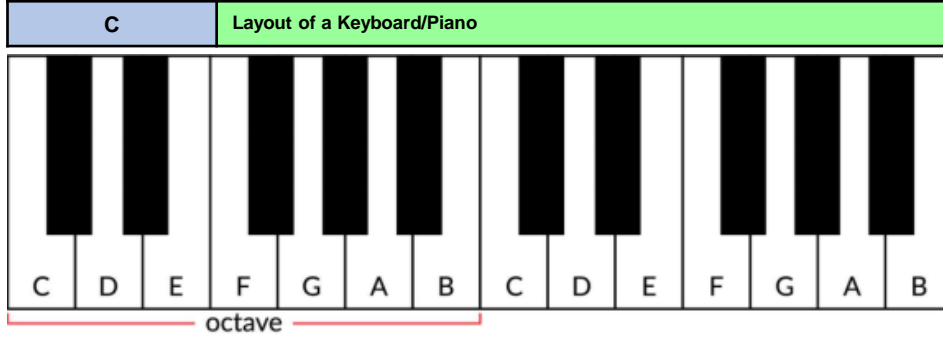
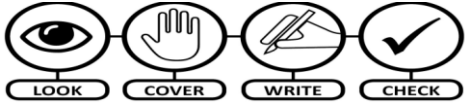
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A	What we are learning about this term...
1	Treble Clef Notation
2	Hand Positions on the Keyboard
3	Sharps, Flats and Natural Notes
4	Chords on the Keyboard



A piano or keyboard is laid out with **WHITE KEYS** and **BLACK KEYS** (as above). **C** is to the left of the two **BLACK KEYS** and the notes continue to **G** when they go back to **A** again. Notes with the same letter name/pitch are said to be an **OCTAVE** apart. **MIDDLE C** is normally in the centre of a piano keyboard.

E	Black Keys and Sharps and Flats
<p>There are five different black notes or keys on a piano or keyboard. They occur in groups of two and three right up the keyboard in different pitches. Each one can be a SHARP or a FLAT. The # symbol means a SHARP which raises the pitch by a semitone (e.g. C# is higher in pitch(to the right) than C). The <i>b</i> symbol means a FLAT which lowers the pitch by a semitone (e.g. Bb is lower in pitch(to the left) than B).</p> <p>Each black key has two names:</p> <ul style="list-style-type: none"> - C# is the same as Db - there's just two different ways of looking at it! <p>Remember, black notes or keys that are to the RIGHT of a white note are called SHARPS and black notes to the LEFT of a white note are called FLATS.</p>	

B	Keywords
Staff	Name given to 5 lines and 4 spaces where musical notes are written.
Treble Clef	Symbol used to show high pitched notes.
Sharp	When a note is raised by a semitone e.g. C to C sharp.
Flat	When a note is lowered by a semitone e.d. B to B flat.
Chord	3 notes played at the same time.
Middle C	Note in the middle of a keyboard – Played with your thumb of your right hand.

D	Keyboard chords - Left hand – Right hand
<p>C Major</p>	
<p>G Major</p>	
<p>F Major</p>	
<p>A Minor</p>	
<p>Play one – Miss one – play one – miss one – play one</p>	

F	Treble Clef & Treble Clef Notation
<p>A STAVE or STAFF is the name given to the five lines where musical notes are written. The position of notes on the staff shows their PITCH (how high or low a note is). The TREBLE CLEF is a symbol used to show high-pitched notes on the staff and is usually used for the right hand on a piano or keyboard to play the MELODY and used by high pitched instruments such as the flute and violin. The staff or staff is made up of 5 LINEs and 4 SPACEs.</p>	
<p>Every Green Bus Drives Fast. Notes in the SPACES spell "FACE"</p>	
<p>Notes from MIDDLE C going up in pitch (all of the white notes) are called a SCALE.</p>	

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



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



What we are learning this term:

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

A- Key Words for this term

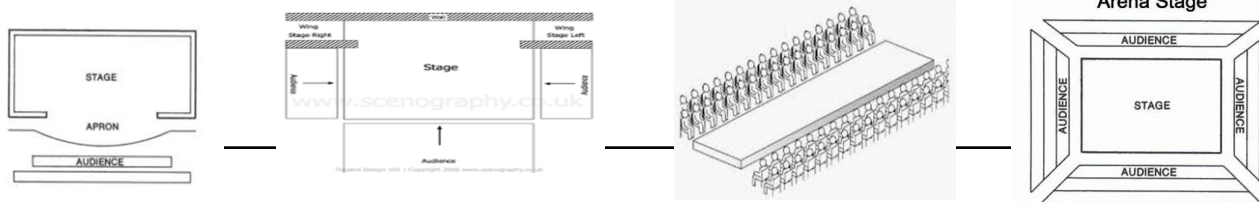
1. Improvisation- create a scene without prior planning or a script.
2. Characterisation – presentation of a fictional character using gesture, posture and stance.
3. Body Language- The conscious and unconscious movements and postures by which attitudes and feelings are communicated
4. Facial Expressions-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

C- Why is blocking important in drama?

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

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

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



C- Thinking questions.

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

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Key Words for this term

1. Improvisation-
2. C onstant – presentation of a fictional character using gesture, posture and stance.
3. B L ack - The conscious and unconscious movements and postures by which attitudes and feelings are communicated
4. Facial Expressions-
5. A ccent - The way you pronounce certain words, often showing where you are from.
6. T one - The emotion that you put into your voice.

C- Why is blocking important in drama?

It teaches the audience the response of characters to a stimulus. It shows the audience where/what way they are on stage and make sure they are in the audience's view.

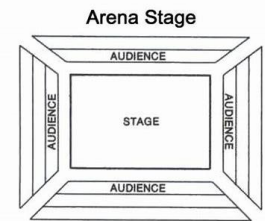
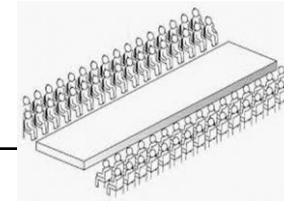
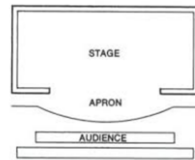
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1 End On-

2 Thrust-

3 Traverse-

4 In The Round/Arena-



Thinking questions.

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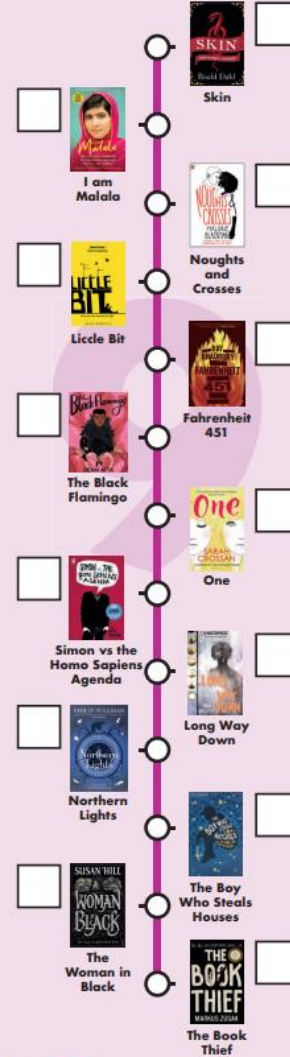
Year 7



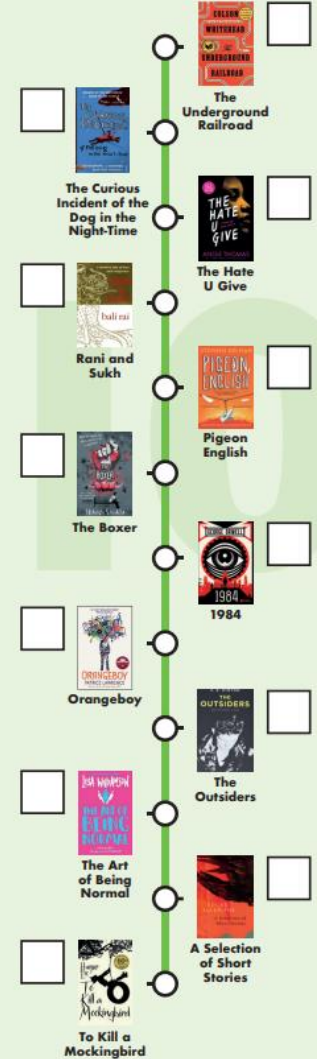
Year 8



Year 9



Year 10



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