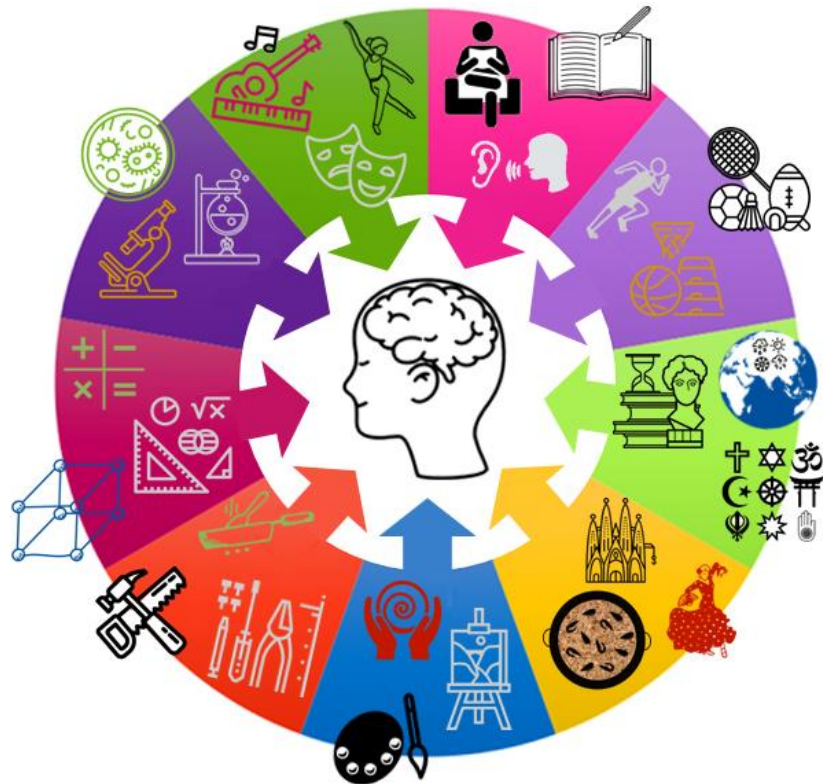


# 100% book - Year 7 Booster

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.”*

# Using your Knowledge Organiser and Quizzable Knowledge Organiser

## Knowledge Organisers

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

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

### 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!

## Quizzable Knowledge Organisers

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

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

## Expectations for Prep and for using your Knowledge Organisers

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

# How do I complete Knowledge Organiser Prep?

## Step 1

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

The screenshot shows the epraise website interface. On the left is a 'Planner' with a calendar for May 2020. On the right is a 'New Year's Resolutions - Top 100 Phrases' knowledge organiser 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.

This screenshot shows a knowledge organiser with handwritten notes. The date '29th May 2020' and the title 'Particle theory' are written in the top right. A diagram shows the transitions between solid, liquid, and gas states: melting (solid to liquid), freezing (liquid to solid), evaporation (liquid to gas), and condensation (gas to liquid). Arrows indicate 'Gaining energy' for melting and evaporation, and 'Losing energy' for freezing and condensation.

## 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. Below it is the title 'Properties of the states of matter'. The notes define particle theory as 'all matter is made of particles'. It then describes the three states: '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 of the three states of matter. Each definition is written three times: 'Solid = regular pattern particles vibrate in fixed position', 'Liquid = regular pattern particles vibrate in fixed position', and 'Gas = 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 knowledge organiser. The date '29th May 2020' and title 'Particle theory' are written. The quizzable sections are filled with handwritten answers: 'Self quizzing' for 'What are the different changes of state?', 'Arrangement/movement of matter' for 'Describe the arrangement and movement of particles in the three states of matter', and 'Solid = regular pattern particles vibrate in fixed position', 'Liquid =', and 'Gas =' for 'Describe the arrangement and movement of particles in the three states of matter'.

## 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 with checkmarks and corrections. For example, 'Liquid = particles are arranged randomly but are still touching each other particles can slide past each other and move around' 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:	Vocabulary: Key Words	Characters in Oliver Twist
<ul style="list-style-type: none"> <li>An introduction to life in Victorian London</li> <li>An introduction to the life of Charles Dickens</li> <li>An introduction to the workhouse and the Poor Law</li> <li>The story and moral of Oliver Twist</li> <li>Key characters and quotations</li> <li>How to write a simple analytical paragraph</li> </ul>	<p><b>morality</b> – a code of right and wrong. People who try to be good can be called <b>moral</b> and people who do bad things can be called <b>immoral</b>.</p>	<p><b>Oliver</b> He is a 'pale, thin' orphan who is treated badly by almost everyone he meets. He tries his best to be a good person and experiences 'horror and alarm' whenever he sees crimes being committed.</p>
<p><b>Writing Analytically</b></p>	<p><b>vulnerable</b> – in a situation in which you could be easily harmed. People living on the streets are <b>vulnerable</b>.</p>	<p><b>Mr. Bumble</b> The man who runs the workhouse and gives Oliver his name. He is 'a fat man' who enjoys power and doesn't care about the people beneath him.</p>
<p>What three things must a topic sentence do? – be accurate, focus on one thing, answer the question</p>	<p><b>brutal</b> – very violent or cruel.</p>	<p><b>Noah Claypole</b> A 'malicious and ill-conditioned' boy who bullies Oliver at the undertakers. He eventually runs away to London and joins the same gang as Oliver.</p>
<p>What is a quotation? - a sentence or phrase copied exactly from what someone has said or written. To quote means to copy exactly what someone has said or written.</p>	<p><b>corrupt</b> – a word used to describe a person who uses their power in a dishonest or illegal way in order to make life better for themselves.</p>	<p><b>Fagin</b> An old man who runs the gang of pickpockets. He seems kind but his 'villainous-looking and repulsive face' reflects his selfish nature as he gets young boys to do his dirty work for him.</p>
<p>What do you do once you have written a topic sentence and matching quote? - explore how the quote proves the point in as much detail as you can.</p>	<p><b>villain</b> – a 'baddie' who harms other people or breaks the law to get what they want.</p>	<p><b>Jack Dawkins (The Artful Dodger)</b> A young boy who introduces Oliver to Fagin's gang who has 'all the airs and manners of a man'. He's confident and cunning.</p>
<p><b>Plot Breakdown of Oliver Twist</b></p>	<p><b>malicious</b> – meant to hurt or upset someone.</p>	<p><b>Bill Sikes</b> A 'rough man' who has been a criminal for many years. He beats his dog viciously and brutally kills his girlfriend, Nancy.</p>
<p>Oliver is born in the workhouse. When he is a bit older he is nominated to ask for more food because the boys are starving.</p>	<p><b>victim</b> – someone who has been harmed, often by other people.</p>	<p><b>Nancy</b> Bill's girlfriend who risks her life to help Oliver escape from the gang. She loves Bill even though he treats her abusively and she feels guilty about the life of crime she has led.</p>
<p>He is kicked out of the workhouse and sold to the Sowerberry family to be an undertaker's apprentice. He's bullied by Noah, they fight and he is locked up.</p>	<p><b>exploit</b> – taking advantage of someone to benefit from them.</p>	<p><b>Mr. Brownlow</b> A wealthy older gentleman who takes Oliver in and looks after him. He believes in Oliver's goodness even when it looks like Oliver has stolen from him and eventually finds out the truth about Oliver's parents.</p>
<p>Oliver runs away to London, meets Dodger and is introduced to Fagin's gang.</p>	<p><b>naïve</b> – If someone is naïve if they don't have experience of how complicated life can be and therefore trust people too much.</p>	
<p>Oliver is taken out with the gang and is horrified to see Dodger steal a gentleman's handkerchief. Oliver is wrongly arrested for the theft.</p>	<p><b>society</b> – the people who live in a certain area. This could be a country, town or small group.</p>	
<p>The gentleman, Mr. Brownlow, takes pity on Oliver and takes him in. The gang plot to get him back in case he reveals information about them.</p>	<p><b>workhouse</b> – a place where people who couldn't support themselves were sent to live and work.</p>	
<p>Oliver is abducted by the gang whilst running an errand for Mr. Brownlow.</p>	<p><b>Background Information</b></p>	
<p>Oliver is used by Sikes in a burglary. They fail and Sikes runs away. Oliver is left behind but the people who live there feel sorry for him and look after him. They are called Fred and Rose Maylie.</p>	<p>'Oliver Twist' was written in 1837-39. This is the Victorian era.</p>	
<p>When Bill and Fagin realise what has happened, they plot to catch Oliver again. Nancy overhears and visits Mr. Brownlow to warn him.</p>	<p>It was written by Charles Dickens.</p>	
<p>Fagin tells Bill about Nancy's betrayal and Bill murders her. Fagin is discovered and sent to prison and Bill dies trying to run away.</p>	<p>In was published chapter by chapter in a periodical (magazine).</p>	
<p>Oliver discovers who his parents were and joins Mr. Brownlow and the Maylies to live happily ever after.</p>	<p>Charles Dickens had to work in harsh conditions as a child when his father was sent to prison.</p>	
	<p>Dickens wanted to criticise a new change to The Poor Law which happened in 1834 and created more workhouses and show how hard life was for poor people.</p>	



**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

**Writing Analytically**

What three things must a topic sentence do? –

What is a quotation? - a sentence or phrase copied exactly from what someone has said or \_\_\_\_\_. To quote means to \_\_\_\_\_ 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

**Plot Breakdown of Oliver Twist**

Oliver is born in the workhouse. When he is a bit older he is nominated to

He is kicked out of the workhouse and sold to the Sowerberry family to be an undertaker's apprentice. He's bullied by \_\_\_\_\_ they fight and he is locked up.

Oliver runs away to London, meets Dodger and is introduced to \_\_\_\_\_.

Oliver is taken out with the gang and is horrified to see Dodger steal a gentleman's handkerchief. 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 \_\_\_\_\_ about them.

Oliver is abducted \_\_\_\_\_ whilst running an errand for Mr. Brownlow.

Oliver is used by Sikes in a burglary.

When Bill and Fagin realise what has happened, they plot to catch Oliver again.

Fagin tells Bill about Nancy's betrayal and \_\_\_\_\_ her. Fagin is discovered and sent to prison and Bill dies trying to run away.

Oliver \_\_\_\_\_.

**Vocabulary: Key Words**

**morality** –

**vulnerable** –

**brutal** –  
**corrupt** –

**villain** –

**malicious** –

**victim** –

**exploit** –

**naïve** –

**society** –

**workhouse** –

**Background Information**

'Oliver Twist' was written in \_\_\_\_\_. This is the \_\_\_\_\_ era.

It was written by \_\_\_\_\_.

In was published \_\_\_\_\_ by \_\_\_\_\_ in a \_\_\_\_\_ (magazine).

Charles Dickens had to work in \_\_\_\_\_ conditions as a \_\_\_\_\_ when his father was sent to prison.

Dickens wanted to \_\_\_\_\_ a new change to The \_\_\_\_\_ which happened in \_\_\_\_\_ and created more \_\_\_\_\_ and show how hard life was for \_\_\_\_\_ people.

**Characters in Oliver Twist**

**Oliver**  
He is a 'pale, thin' \_\_\_\_\_ who is treated badly by almost everyone he meets. He tries his best to be a \_\_\_\_\_ person and experiences 'horror and alarm' whenever he sees \_\_\_\_\_ being committed.

**Mr. Bumble**  
The man who \_\_\_\_\_ and gives Oliver his name. He is 'a fat man' who enjoys \_\_\_\_\_ and doesn't \_\_\_\_\_ about the people \_\_\_\_\_ him.

**Noah Claypole**  
A 'malicious and ill-conditioned' boy who \_\_\_\_\_ Oliver at the undertakers.

**Fagin**  
An old man who runs the \_\_\_\_\_. He seems kind but his 'villainous-looking and repulsive face' reflects his \_\_\_\_\_ as he gets young \_\_\_\_\_ to do his \_\_\_\_\_ for him.

**Jack Dawkins (The Artful Dodger)**  
A young boy who introduces \_\_\_\_\_ to Fagin's \_\_\_\_\_ who has 'all the airs and manners of a man'. He's \_\_\_\_\_ and cunning.

**Bill Sikes**  
A 'rough man' who has been a \_\_\_\_\_ for many years. He \_\_\_\_\_ his \_\_\_\_\_ viciously and brutally \_\_\_\_\_ his girlfriend, \_\_\_\_\_.

**Nancy**  
Bill's \_\_\_\_\_ who risks her \_\_\_\_\_ to help \_\_\_\_\_ escape from the \_\_\_\_\_. She loves \_\_\_\_\_ even though he treats her \_\_\_\_\_ and she feels \_\_\_\_\_ about the life of \_\_\_\_\_ she has led.

**Mr. Brownlow**  
A wealthy older \_\_\_\_\_ who takes \_\_\_\_\_ in and looks after him. He believes in Oliver's goodness even when it looks like Oliver has stolen from him and eventually finds out the truth about Oliver's parents.



<b>What we are learning this term:</b>	
A. Energy B. Heating and cooling C. Power	
<b>A. What is the unit of energy?</b>	
Joule J	
<b>A. What is a fuel</b>	
A store of chemical energy	
<b>A. How can we classify energy resources?</b>	
Renewable	Renewable resources are replenished (replaced) as they are used.
Non-renewable	Non-renewable resources, like fossil fuels, are NOT replenished (replaced) as they are used.
<b>A. What should be considered when choosing an energy resource?</b>	
Reliability	
Usefulness	
How long it lasts for.	
Environmental impact	
<b>A. Energy transfers</b>	
Mechanical	Electrical
Heat	Radiation

<b>A. What are the 8 energy stores?</b>	
	Chemical store
	Gravitational store
	Kinetic store
	Thermal store
	Elastic store
	Electrostatic store
	Nuclear store
	Magnetic Store

<b>A. What are the three fossil fuels?</b>		
Coal	Oil	Gas
<b>A. What are the advantages and disadvantages of the main renewable energy resources?</b>		
	Solar	
	Advantage	Disadvantage
	Does not produce carbon dioxide pollution.	Does not work in low light levels.
	Wind	
	Advantage	Disadvantage
	Does not produce carbon dioxide pollution.	Unreliable
	Geothermal	
	Advantage	Disadvantage
	Reliable	Can only be used in certain areas.
	Hydroelectric	
	Advantage	Disadvantage
	Reliable	Can damage the river environment
	Tidal	
	Advantage	Disadvantage
	Reliable	Can damage the coastal environment
	Wave	
	Advantage	Disadvantage
	Does not produce carbon dioxide pollution.	Can damages the marine environment



<b>What we are learning this term:</b>
A. Energy B. Heating and cooling C. Power

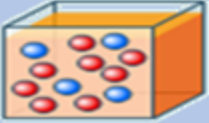







<b>A. What is the unit of energy?</b>

<b>A. What is a fuel</b>

<b>A. How can we classify energy resources?</b>	
Renewable	
Non-renewable	

<b>A. What should be considered when choosing an energy resource?</b>

<b>A. Energy transfers</b>





<b>A. What are the 8 energy stores?</b>	
	
	
	
	
	
	
	
	

<b>A. What are the three fossil fuels?</b>

<b>A. What are the advantages and disadvantages of the main renewable energy resources?</b>		
	Advantage	Disadvantage
	Advantage	Disadvantage
	Advantage	Disadvantage
	Advantage	Disadvantage
	Advantage	Disadvantage
	Advantage	Disadvantage



**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.

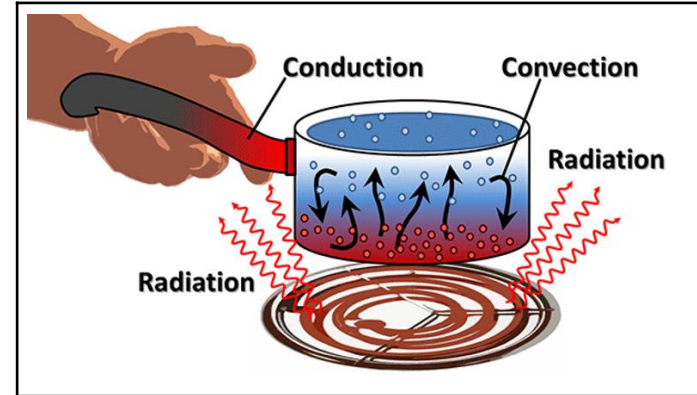
**B. Describe the main steps in conduction.**  
 1. Particles gain energy and vibrate  
 2. they pass vibrations (and therefore energy) to adjacent particles

**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.

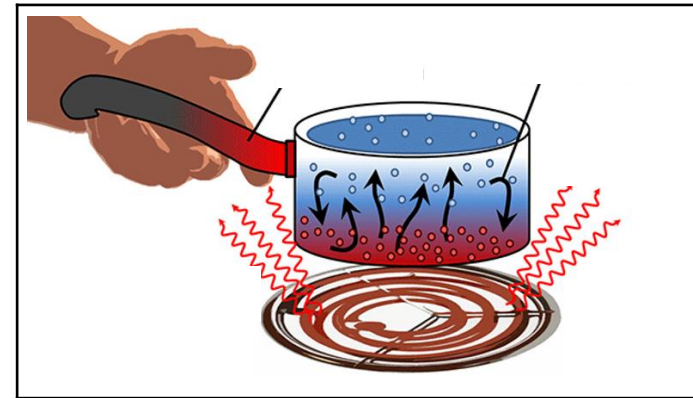
- 
- 

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

- 

**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.

## 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.

## 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.

## C) Factors that hinder development

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

## D and E) Development Projects

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

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

### E) Bottom-up project: **WECAN DRC**

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



# 7.03: Development



## Background

Across the world, the standard of living and quality of life can be very different.

**A** Countries therefore have different classifications based on the quality of life within them.

**B** How developed a country is can be measured in different ways.

**C** Development levels can vary within and between countries. There are many reasons why some countries are more developed than others.

**D,E** Countries can become more developed in many ways, including through economic growth from tourism, top-down development projects and bottom-up development projects.

## 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.

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.

**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	<b>The feudal system</b> 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.

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

<b>KING</b>	Ruled and protected the country.
<b>BARONS</b>	Given high rank by the king who had land and power. Provide money and Knights to the King.
<b>KNIGHTS</b>	Fought for the king and country, in return for land from the Barons.
<b>PEASANTS</b>	Worked the land and provided food and services when needed.

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>



**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	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	

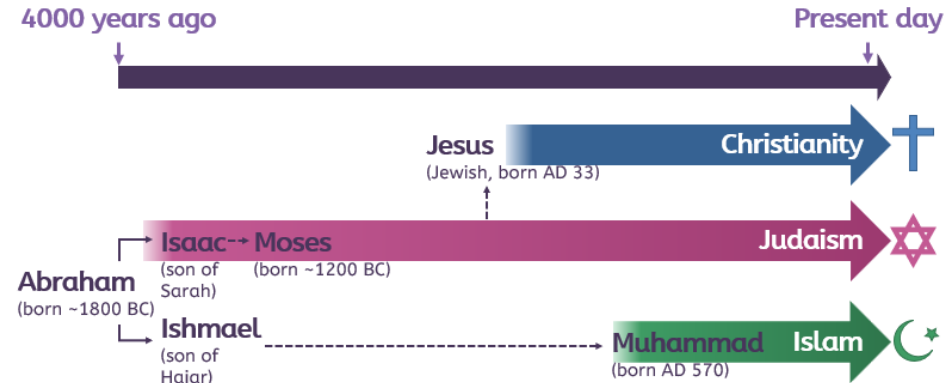


## 7.02: The Origins of Abrahamic Faiths



### 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.

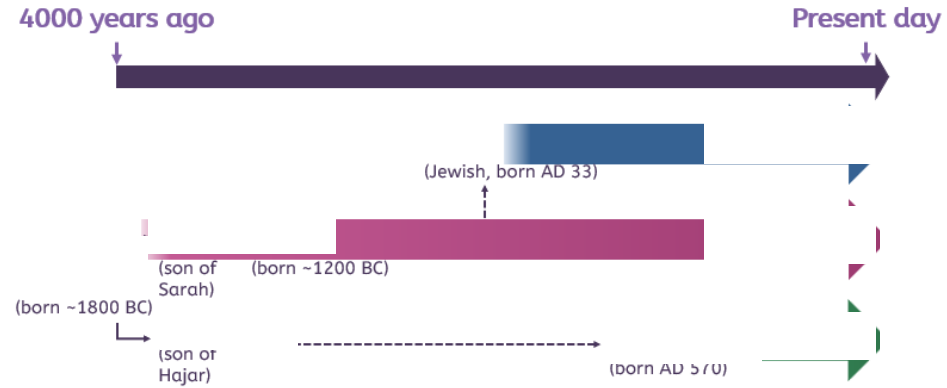


# 7.02: The Origins of Abrahamic Faiths



## 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:	
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?	
<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	<b>Colours</b> yellow tabby blue white gold grey brown black red green gold brown black

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	
Me gusta Me encanta Odio porque divertido/a aburrido/a útil inútil cómodo/a interesante entretenido/a emocionante guay genial soso asqueroso/a malo bueno	I like I love I hate because... fun boring useful pointless comfortable interesting entertaining exciting cool amazing dull disgusting bad good

D. Las Instalaciones - Facilities	
el aula la biblioteca el patio los laboratorios el salón de actos el despacho de la directora un campo de fútbol un comedor un gimnasio una piscina unas clases hay no hay tiene no tiene en mi instituto alumnos mixto el salón de los profesores	the classroom the library the patio the laboratories the hall the Head's office the football pitch the dining room the gym the pool some classes there is / there are there isn't it has it doesn't have in my school students mixed the staffroom

E. Describe tus asignaturas		F. La hora – Telling the Time	
el inglés las matemáticas la música la religión la tecnología Odio ... Detesto ... Mi asignatura favorita Pienso que ... (los profesores) son aburrido/a/ bueno/a/buenos/as divertido/a/ difícil/es fácil/es interesante/s relajante/s simpático/a/os/as –	English Maths Music R.E. design technology I hate ... I detest ... favourite subject I think that ... (the teachers) are aburrido/a/ good fun difficult easy interesting relaxing nice	Es la Son las y media y cuarto menos cuarto uno dos tres cuatro cinco seis siete ocho nueve diez once doce trece catorce quince dieciséis diecisiete dieciocho diecinueve veinte veintiuno veintidos veintitres veinticuatro ¿Qué hora es? la hora El reloj	It is... It is...(plural) half past quarter past quarter to one two three four five six seven eight nine ten eleven twelve thirteen fourteen fifteen sixteen seventeen eighteen nineteen twenty twenty one twenty two twenty three twenty four What time is it? the hour / time The clock
E. Describe tus asignaturas?			
<b>Las asignaturas</b> las ciencias la educación física el español el francés la geografía la historia la informática	<b>School subjects</b> Science P.E. Spanish French Geography History ICT		
lunes martes miércoles jueves viernes sábado domingo empezar terminar La hora de comer	Monday Tuesday Wednesday Thursday Friday Saturday Sunday To start To finish The lunch hour		

B. Key verbs across topics	
tener ser ir hacer jugar ver escuchar comprar vivir hablar deber querer visitar escribir	to have to be to go to do/to make to play to see to listen to buy to live to speak to have to to want / to love to visit to write



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>







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.
	<b>Misinformation</b>	
		A form of abuse that involves manipulating someone until they're isolated, dependent, and more vulnerable to exploitation.
	<b>Cyberbullying</b>	

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

<b>What we are learning this term:</b>	
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	

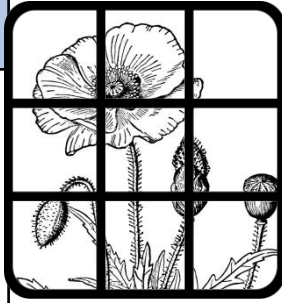
<b>6 Key Words for this term</b>
1. Remembrance
2. Sculpture
3. Installation
4. Decoration
5. Line
6. Ceramic



<b>A.</b>	<b>About Paul Cummins and his installation 'Blood Swept Lands and Seas of Red'</b>
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>B.</b>	<b>How to use the Grid Method for accurate drawing</b>
1)	Use a ruler to draw an equally spaced grid onto your image
2)	Draw an identical grid <b>LIGHTLY</b> onto paper
3)	Draw in the main <b>outlines</b> of your image, focusing on one square at a time Use a ruler to help you <b>measure</b> the positioning of lines if needed
4)	Add main details before erasing the grid on the paper
5)	Add fine <b>details</b> and build in <b>tone</b>



**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

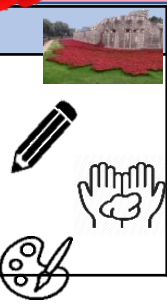


**G. Key words and definitions**

<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:**

- About Paul Cummins installation 'Blood Swept Lands and Seas of Red'
- How to use the Grid method for accurate drawing
- Using clay to create a ceramic poppy – slab method for accurate drawing
- 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**

- Remembrance
- Sculpture
- Installation
- Decoration
- Line
- 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
- 2
- 3
- 4
- 5
- 6

Explain what each tool is used for:

Rolling pin	
Wooden board	
slats	

What are each of the States of working with clay

Plastic	
Leather-hard	
Bone dry	
Bisque fired	
ceramic	



**G. Add definitions for the key words**

Remembrance		
Sculpture		
Installation		
Decorate		
Line		
Ceramic		
Detail		
Accuracy		
Source		
Construct		
Score and slip		
Kiln		
composition		
outline		



# YEAR 7 GRAPHIC COMMUNICATION

## What are we learning this term?

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

### A | Personification

What is personification?

Personification makes sentences more exciting by:

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



How does Paul Thurlby use personification?

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

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

Serif: Serif is a traditional style font. It usually has flicks on the end of each letter.

A

Sans Serif: Sans serif fonts are modern in style; Sans serif fonts good for large pieces of text.

A

Script: Script font often resembles everyday handwriting.

A

Decorative: decorative fonts are unique in style and have an artistic flair. They are often hard to read.

A

### C | Computer skills

What is the shortcut for copy?

Ctrl + C

What is the shortcut for paste?

Ctrl + V

What does this symbol stand for?



Photoshop

What does this symbol mean?



Cropping

### D | Key words

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















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
						


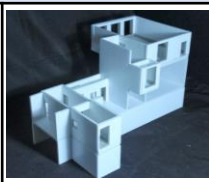


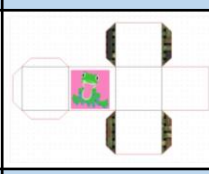
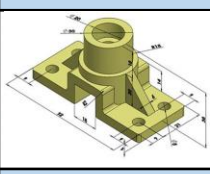
B. Materials	
<b>Timbers</b> come from <b>trees</b>	
	<p><b>Scots pine</b> – which you used for your maze frame – is a <b>softwood</b></p> <p><b>Softwoods</b> come in planks and boards</p>

Manufactured Boards 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>

Polymers 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>





C. Modelling	
<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.

Advantages	Disadvantages
Allows a designer to physically handle or view from all sides	Can be time-consuming and complicated
Changes can be made quickly and easily	Testing can be unreliable as they don't use the same materials as the end product

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

E. Evaluation of Products 	
---	--

<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.

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

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

**For example:**  
My maze looks really fun and challenging to play. However, when tested the model version of my game, it was too difficult to complete. One improvement I could make is by taking away some of the traps or moving some of the walls around, so that it is more fun to play.



**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><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>
--	---

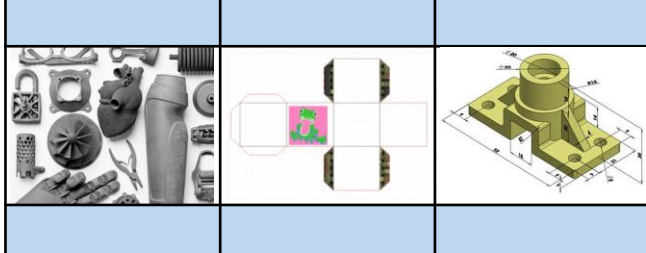
**Polymers** come from \_\_\_\_\_

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

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

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



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

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

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



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

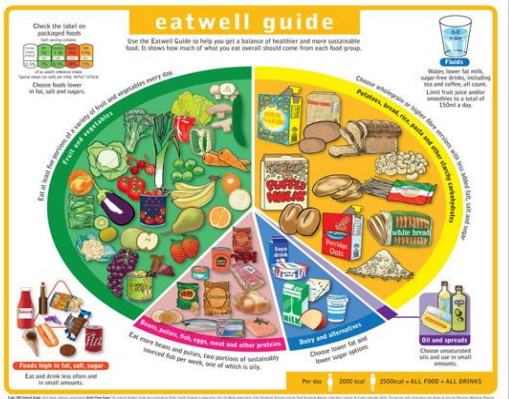
In this photo you can see a number of **carbohydrate** foods. Carbohydrates give out body energy. Some examples in this photo include:

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

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

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

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





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      |

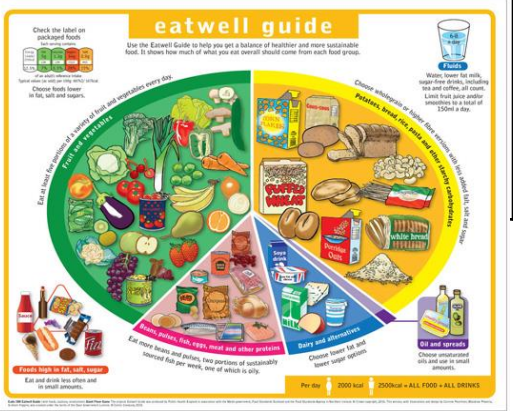
**A. What are the three main nutrients required in the diet?**




**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	

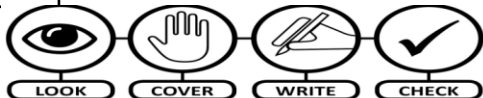




# Year 7: Find Your Voice (Elements and Singing)

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! ----->

SCAN ME

Check out this vocal warm up!

**E - Major and Minor Tonality**

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



Game 1

Major/ Minor Movie Quiz!

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

**D Treble Clef Notes and Octave**

**Every Good Boy Deserves Football**

Every Good Boy Deserves Football

...in the space!

1 Octave

C D E F G A B C

**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?
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?



**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.                   - a movement of part of the body, especially a hand or the head, to express an idea or meaning.
- 3. Mime-
- 4.                   -sounds that are created or used in a theatrical production to enhance the action, mood, or atmosphere of a scene.
- 5.                   - 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.                   - a scene in a film, novel, etc. set in a time earlier than the main story
- 9. Cross cutting-
- 10. D               - 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



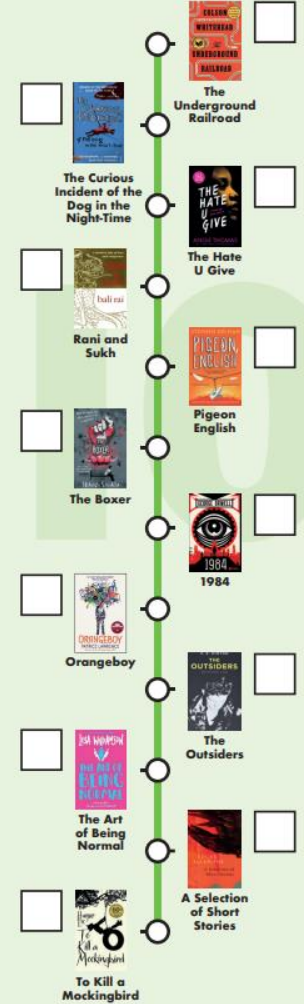
## Year 8



## Year 9



## Year 10



#ReadingisPower