

# 100% book - Year 7 Mainstream

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



## Term 3

### 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 topic?**

A. Particle model  
B. Changing state  
C. Mixtures  
Separating techniques

**4 Key Words for this term:**

- Matter
- Particle
- Diffusion
- Mixing
- Freezing
- Condensation
- Evaporation
- Solute
- Solvent
- Solution

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

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

**Solid** In a regular pattern. Particles can vibrate in a fixed position.

**Liquid** Particles are arranged randomly but are still touching each other. Particles can slide past each other and move around.

**Gas** Particles are far apart and are arranged randomly. Particles carry a lot of energy and they move in all directions in a high speed.

**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.

## 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

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

Pure

Impure

## 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.

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.

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

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

### Top Tip

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

# 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 7 Years' 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.

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 the title and the first section 'A. What is particle theory?'. The student has also written '29th May 2020' and 'Particle theory' in the right-hand column.

## Step 3

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

The handwritten notes in the student's prep book are as follows:  
 29th May 2020  
 Properties of the states of matter  
 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.  
 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 handwritten notes in the student's prep book show the definition of solid repeated three times:  
 Solid = regular pattern particles vibrate in fixed position  
 Solid = regular pattern particles vibrate in fixed position  
 Solid = regular pattern particles vibrate in fixed position

## Step 5

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

The screenshot shows a student's prep book with the quizzable knowledge organiser template. The student has written the following answers:  
 A. What is the law of conservation of mass?  
 B. What are the different changes of state?  
 Melting: Self quizzing  
 Freezing: Arrangement / movement of matter  
 Evaporation: Solid = regular pattern particles  
 Condensation: Liquid =  
 Gas =  
 The diagram at the bottom shows boxes for 'solid', 'liquid', and 'gas' with arrows indicating transitions between them.

## 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 handwritten notes in the student's prep book show corrections and checkmarks:  
 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 ✓  
 Gas = Particles are far apart and are arranged randomly. Particles carry a lot of energy ✓

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

**Metaphor**

**Literal language:** if something is **literal** it is accurate or precise.

- A **literal** description tells what actually happens.
- Something that is literal reports on events.
- An example would be 'he is lazy'

**Metaphor:** if something is a **metaphor** it is **not literal**.

- A **metaphor** does **not report on what actually happens**.
- A **metaphor** tells us more about something by bringing ideas together.
- An example would be 'he is a couch potato'

A **metaphor** has three parts:

**The tenor:** the thing you want to try and describe to your audience.

**The vehicle:** The imaginative idea you compare it with to help your audience understand it. This is the 'made up' bit.

**The ground:** the thing the tenor and the vehicle have in common.

Here is an example:

'**Achilles** fought like a **lion**' (both Achilles and the lion are **strong**)

**Achilles is the tenor because he is the thing being described. The lion is the vehicle because it is the imaginative idea Achilles is compared to. The ground is that they are both strong because this is what they have in common.**

<b>The poems and their key metaphors</b>	
<p><b>'Fog' – Carl Sandburg, 1878 – 1967</b>                      'The fog comes on <b>little cat feet</b>'</p>	<p><b>Both 'the fog' and the 'little cat feet' are grey, delicate and move gently.</b></p>
<p><b>'November Night' – Adelaide Crapsey, 1878 – 1914</b>                      'like <b>steps of passing ghosts</b>,/  <b>The leaves</b>, frost –crisp'd,                      break from the trees and fall'</p>	<p><b>Both 'the leaves' and 'the steps of passing ghosts' rustle softly.</b></p>
<p><b>'Sally' – Phoebe Hesketh, 1909 – 2005</b>                      'She was <b>a dog-rose</b> kind of girl:/ Elusive, scattery as <b>petals</b>'</p>	<p><b>Both Sally and 'a dog-rose' are wild and not traditionally beautiful.</b></p>
<p><b>'Pigeons' – Richard Kell, 1927 –</b>                      'small blue <b>busybodies</b>/                      Strutting like <b>fat gentlemen</b>'                      'their heads like <b>tiny hammers</b>'</p>	<p><b>Both pigeons and 'busybodies' walk around looking like they think they're important. Both pigeons and fat gentlemen have big bellies but look quite dignified.</b></p>
<p><b>'The Eagle' – Alfred, Lord Tennyson, 1809 – 1892</b>                      'And like <b>a thunderbolt he falls</b>'</p>	<p><b>Both the eagle falling and 'a thunderbolt' are fast and dangerous.</b></p>
<p><b>'The Tyger' – William Blake, 1757 – 1827</b>                      'Tyger, tyger burning bright'</p>	<p><b>Both the tiger and fire are beautiful and powerful, but also difficult to control.</b></p>

<b>Review of the year's core knowledge:</b>	
What three things must a topic sentence do?	Answer the question directly, focus on one thing, be accurate.
What does 'annotating a quotation' mean?	Focusing on a quotation in great detail. Underlining, circling and writing notes next to key words
What is a quotation?	A quotation is a sentence or phrase copied exactly from what someone has said or written. To quote means to copy exactly what someone has said or written.
What are the three checks that you should do to be sure your quotation is effective?	Show that the topic sentence is accurate. Avoid repeating the topic sentence. Last no more than two lines of your writing.
What are the six key features of a play?	Written by a playwright. About two to four hours long. Only contain speech. Divided into acts and scenes. Are written for actors to speak aloud. Give stage directions.
What is a play?	A play is a piece of writing which is performed in the theatre.
When we read aloud, why is punctuation useful?	It enables the reader to see where to pause and add emphasis.
What three things must you do to ensure that you are speaking clearly?	Speak at an appropriate volume, speak at an appropriate pace, and speak with appropriate enunciation.
	It has a happy ending, usually including a marriage. There are no deaths in the play. There is at least one romantic plot. One plot involves characters who aren't royalty.
What are the conventions of a Shakespearean comedy?	They are servants and tradespeople. These characters get into ridiculous situations. There is confusion around who characters really are.



**Metaphor**

**Literal language:** if something is **literal** it is accurate or precise.

- A **literal** description tells what \_\_\_\_\_.
- Something that is literal reports on \_\_\_\_\_.
- An example would be 'he is lazy'

**Metaphor:** if something is a **metaphor** it is **not literal**.

- A **metaphor** does \_\_\_\_\_ **report on what actually happens**.
- A **metaphor** tells us more about something by bringing ideas together.
- An example would be 'he is a couch potato'

A **metaphor** has three parts:

**The tenor:** the \_\_\_\_\_ you want to try and describe to your audience.

**The vehicle:** The imaginative idea you \_\_\_\_\_ it with to help your audience understand it. This is the 'made up' bit.

**The ground:** the thing the tenor and the vehicle have in \_\_\_\_\_.

Here is an example:

'**Achilles** fought like a **lion**' (both Achilles and the lion are **strong**)

**Achilles is the \_\_\_\_\_ because he is the thing being described. The lion is the \_\_\_\_\_ because it is the imaginative idea Achilles is compared to. The \_\_\_\_\_ is that they are both strong because this is what they have in \_\_\_\_\_.**

**The poems and their key metaphors**

**What do the vehicle and the ground have in common?**

'Fog' – Carl Sandburg, 1878 – 1967  
'The fog comes on **little feet**'

'November Night' – Adelaide Crapsey, 1878 – 1914  
'like **steps of passing leaves**, frost –crisp'd, break from the trees and fall'

'Sally' – Phoebe Hesketh, 1909 – 2005  
'She was a \_\_\_\_\_ kind of girl:/ Elusive, scatterry as **petals**'

'Pigeons' – Richard Kell, 1927 –  
'small blue **busybodies**/ Strutting like **fat gentlemen**'  
'**their heads** like **tiny** \_\_\_\_\_'

'The Eagle' – Alfred, Lord Tennyson, 1809 – 1892  
'And like a \_\_\_\_\_ **he falls**'

'The Tyger' – William Blake, 1757 – 1827  
'**Tyger, tyger** \_\_\_\_\_ bright'

**Review of the year's core knowledge:**

What three things must a topic sentence do?

What does 'annotating a quotation' mean?

What is a quotation?

What are the three checks that you should do to be sure your quotation is effective?

What are the six key features of a play?

What is a play?

When we read aloud, why is punctuation useful?

What three things must you do to ensure that you are speaking clearly?

What are the conventions of a Shakespearean comedy?



**What we are learning this term:**

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

**5 Key Words for this term**

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

**A. What are chemical reactions?**



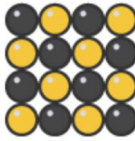
Chemical reactions are rearrangements of atoms. The substances that react together are called the reactants. The substances that are formed in the reaction are called the products.

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

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

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

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

  
Iron
  
Sulfur
  
Iron sulfide

**C. What are word equations?**

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

**Reactants** → **Products**

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

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

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

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

**C. Examples of word equations**

copper + oxygen → copper oxide

hydrochloric acid + magnesium → magnesium chloride + hydrogen

copper + sulphur → copper sulphide

zinc + oxygen → zinc oxide

sodium + hydrochloric acid → sodium chloride

iron + oxygen → iron oxide


nitric acid + iron oxide → iron nitrate + water

copper oxide + hydrochloric acid → copper chloride + water

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

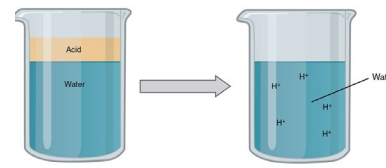
**Bases** are a family of chemicals which neutralise alkalis (more on neutralisation in part F.)

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




**D. What are acids?**

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



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

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



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

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

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





Key Terms	Definitions
Acid	A substance which forms H <sup>+</sup> ions.
Alkali	A soluble base that contains OH <sup>-</sup> ions
Base	A substance that will neutralise an acid
The pH scale	A scale which measure how acidic a substance is
Indicator	A chemical which will change colour depending on the acidity of the substance

**F. What is neutralisation?**

- When an acid reacts with a base a **neutralisation reaction occurs, this means what you make has a pH of 7.**

**F. What are the products of a neutralisation reaction?**

- When a neutralisation reaction happens, the **products are a salt and water.**

**F. What is an example of a neutralisation reaction?**

- A wasp sting is alkaline, so we add vinegar (an acid) to it to neutralise it.
- Farmers spread alkalis onto fields to **neutralise the acid in the soil.**
- Another example is indigestion. When there is too much acid in our stomach, we neutralise this with alkali tablets

**E. How do you name the salt that is made in a neutralisation reaction?**

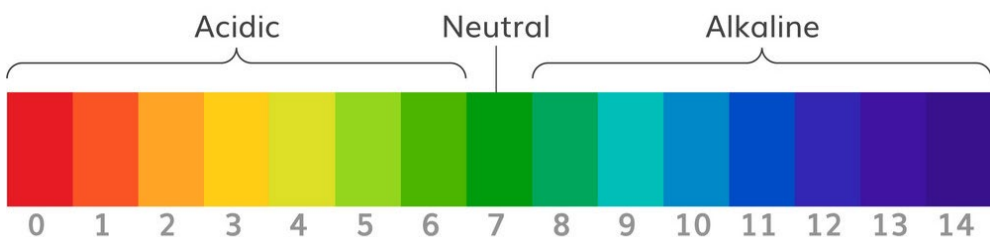
- When a neutralisation reaction occurs, a **salt is made**
- To name a salt you need to use the metal from the alkali to form the first part of the name and the acid to form the second part of the name
- Hydrochloric acid makes **chlorides**
- Nitric acid make **nitrates**
- Sulphuric acid makes **sulphates**

**E. What is the pH scale?**

- The pH scale measures how **strong an acid or alkali is**
- The pH scale runs from 0-14
- The pH scale measures the **concentration of H<sup>+</sup> ions**, the lower the number the higher the concentration.

**E. What do the numbers on the pH scale correspond to?**

- Acids have a pH between 0 and 6, pH 1-3 are strong acids, 4-6 are weak acids
- Alkalis have a pH between 8 and 14, 8-10 weak alkalis, 11-14 strong alkalis
- Anything with a **pH of 7 is neutral**, for example water



Alkali	Acid	Salt?
Calcium hydroxide	Hydrochloric acid	Calcium Chloride
Magnesium oxide	Nitric acid	Magnesium Nitrate
Calcium carbonate	Sulphuric acid	Calcium Sulphate
Aluminium hydroxide	Nitric acid	Aluminum Nitrate
Potassium hydroxide	Sulphuric acid	Potassium Sulphate

Reactants	General equation	Example
Acid and Alkali	Acid + Alkali → Salt + Water	Sodium Hydroxide + Sulphuric Acid → Sodium Sulphate + Water
Acid and Metal Carbonate	Acid + Metal Carbonate → Salt + Water + Carbon Dioxide	Hydrochloric acid + Magnesium Carbonate → Magnesium Chloride + Carbon Dioxide + Water
Acid and metal Oxide	Acid + Metal Oxide → Salt + Water	Sulphuric acid + Calcium Oxide → Calcium Sulphate + Water





Key Terms	Definitions
Acid	
Alkali	
Base	
The pH scale	
Indicator	

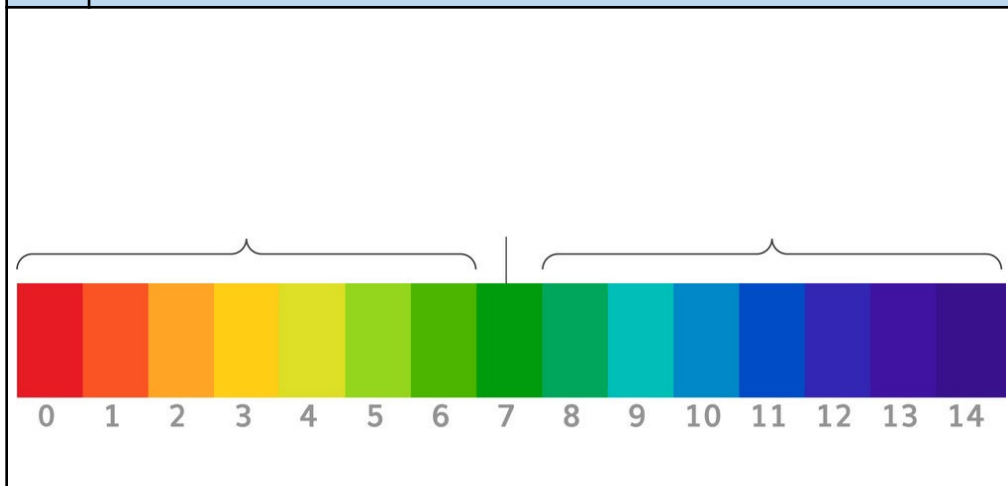
F. What is neutralisation?

F. What are the products of a neutralisation reaction?

F. What is an example of a neutralisation reaction?

E. What is the pH scale?

E. What do the numbers on the pH scale correspond to?



E. How do you name the salt that is made in a neutralisation reaction?

Alkali	Acid	Salt?
Calcium hydroxide	Hydrochloric acid	
Magnesium oxide	Nitric acid	
Calcium carbonate	Sulphuric acid	
Aluminium hydroxide	Nitric acid	
Potassium hydroxide	Sulphuric acid	

Reactants	General equation	Example
Acid and Alkali	Acid + Alkali → ..... + .....	Sodium Hydroxide + Sulphuric Acid → ..... + .....
Acid and Metal Carbonate	Acid + Metal Carbonate → Salt + Water + Carbon Dioxide	Hydrochloric acid + Magnesium Carbonate → ..... + ..... + .....
Acid and metal Oxide	Acid + Metal Oxide → Salt + Water	Sulphuric acid + Calcium Oxide → ..... + .....

# 7.04 Rivers

## Background

Rivers affect the landscape and the lives of the people who live near them.

- A Rivers are found within their own drainage basin and have their own distinct features.
- B As a river moves from its source in the upper course to its mouth in the lower course, its profile changes.
- C There are many different river processes that can impact the landscape.
- D–F The processes of erosion and deposition can lead to the formation of different river landforms.  
Flooding is a key feature of rivers, and drainage basin processes play a significant role in this. By altering the drainage basin of a river, we can interfere with these processes.
- G There are many examples of floods. Today, many strategies have been put in place to manage the flood risk.

## A) Drainage basin features

1 drainage basin	(n) an area of land drained by a river and its tributaries
2 source	(n) the start of a river
3 mouth	(n) the place where the river enters a lake, sea or ocean
4 tributary	(n) a smaller river that joins a larger river
5 confluence	(n) the point at which two or more rivers meet
6 watershed	(n) the dividing line between two drainage basins

## B) The river profile

1 upper course	the narrow, steep, upper part of a river, which contains waterfalls
2 middle course	the wider, deeper channel, which contains meanders and oxbow lakes
3 lower course	the widest, flattest part of the river near the mouth, which contains the floodplain.

## C) River processes

river load	(n) the material carried along in the river
1 erosion	(n) the breaking down or wearing away of material.
vertical erosion	(n) erosion which takes place downwards into the land.
lateral erosion	(n) when erosion moves across the land from side to side, causing the bends of meanders to widen.
2 transportation	(n) when rivers carry rocks and sediment along their journey
3 deposition	(n) when a river drops its load

## D) River features - waterfalls

1 waterfalls	(n) water falling from a height when a river or stream flows over a steep drop (upper course)
2 plunge pool	(n) an area at the base of a waterfall that undercuts the hard rock layer
3 gorge	(n) a steep sided valley left behind when a waterfall retreats upstream

## E) River features - meanders

1 meander	(n) a bend in a river (middle course)
2 slip-off slope	(n) the sloping bend of a meander from the inside (shallow) to the outside (deep)
3 river cliff	(n) the undercut bank on the outside bend of a meander



## F) River features - floodplains

1 floodplain	(n) a wide, flat area of land that is flooded frequently when a river bursts its banks (lower course)
2 levee	(n) banks found at the side of a river in the lower course
3 silt	(n) the fine, fertile eroded material transported by a river

## G) The drainage basin system

1 precipitation	(n) water falling to the ground in all forms (rain, snow, sleet and hail)
2 interception	(n) when the leaves of trees stop precipitation reaching the ground
3 surface runoff	(n) the movement of water over the surface of the land back into a river
4 surface storage	(n) water stored on the surface in lakes or puddles
5 infiltration	(n) the movement of water from the surface into the soil
6 throughflow	(n) the movement of water through the soil back into the river

## H) Case study: Somerset Levels UK

Where/when		
Southwest England, flood 2014 Rivers Parrett and Tone		
Causes	Effects	Responses
deforestation on the floodplain	600 homes flooded	20,000 sandbags provided to protect homes
saturated ground from heavy rainfall	£200 million lost from the collapse of the tourist industry	65 pumps installed to drain millions of cubic metres of floodwater
low-lying land with four rivers flowing through it	6,800 hectares of agricultural land flooded	Hundreds of people were evacuated from their homes.
build-up of sediment in the channel from lack of dredging	Native bird species couldn't hunt on the flooded ground.	The Environmental Agency is spending £6 million a year on dredging the rivers Parrett and Tone.

# 7.04 Rivers

## Background

Rivers affect the landscape and the lives of the people who live near them.

## A) Drainage basin features

- 1 drainage basin
- 2 source
- 3 mouth
- 4 tributary
- 5 confluence
- 6 watershed

## B) The river profile

- 1 upper course
- 2 middle course
- 3 lower course

## C) River processes

- river load
- 1 erosion
- vertical erosion
- lateral erosion
- 2 transportation
  - 3 deposition

## D) River features - waterfalls

- 1 waterfalls
- 2 plunge pool
- 3 gorge

## E) River features - meanders

- 1 meander
- 2 slip-off slope
- 3 river cliff



## F) River features - floodplains

- 1 floodplain
- 2 levee
- 3 silt

## G) The drainage basin system

- 1 precipitation
- 2 interception
- 3 surface runoff
- 4 surface storage
- 5 infiltration
- 6 throughflow

## H) Case study: Somerset levels UK

Where/when	Southwest England, flood 2014 Rivers Parrett and Tone	
Causes	Effects	Responses

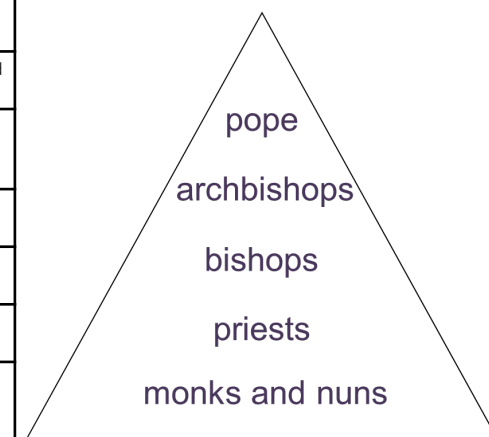


## Year 7 History : Roman Catholic Church in the Middle Ages

<b>What we are learning this term:</b>	
<b>What part did the Roman Catholic Church play in everyday life during the Middle Ages?</b>	
A. Keywords	
B. Explain the importance of the Roman Catholic Church for daily life in the 16th century.	
C. What are the roles of monks in society in the Middle Ages ?	
D. What were the main reasons for people going on crusades ?	
E. What were the impacts of the crusades on Europe?	
A. <i>Can you define these key words?</i>	
Monasteries	Places where monks lived, worked and provided services for the population.
Secular	Not connected to the church.
Catholicism	Following a form of Christianity that whose head is the Pope in Rome. (this was the religion of Medieval western Europe)
Excommunication	A punishment for a crime, being banned from the church. This means your soul would be condemned to hell.
Cardinal	Important members of the Catholic church (more powerful than bishops) who have role in governing the Catholic church throughout the World.
Clergy	Priests and other people who perform religious duties for the church
Pope	The head of the Catholic church, he is based in Rome.
anti Semitism	Hostile actions or beliefs against Jews
Archbishop	The most important bishop in a country, in charge of religion within that country,
Pilgrimage	A journey to a holy site for the purpose of pleasing God.
Purgatory	A place in between heaven and hell where those whose fate is undecided go initially after death.
Illiterate	Unable to read or write.
Crusade	A religiously motivated, Christian military campaign. Normally to try and capture the Holy Land (Jerusalem)
Doom Painting	A painting showing people being sent to Heaven or Hell on the Day of Judgment
Persecution	<b>unfair or cruel treatment over a long period of time because of race, religion or beliefs.</b>
<b>B.</b>	<b>Explain the importance of the Roman Catholic Church for daily life in the 16th century.</b>
Provide services for the people	Churches provide poor relief, taught poor children to read, were libraries, copies books, ran hospitals ,provided hospitality to travellers .
Teach people right from wrong	The church taught people right firms wrong so they could get in to heaven. Most people could not understand Latin which church services were held in so they learned from the doom paintings and talking to the priests .
Ensuring people do not commit sins	People were encouraged to not commit sins and be loyal to their king and barons in order to ensure to ensure they get in to heaven .

<b>C.</b>		<b>What are the roles of monks in society in the Middle Ages ?</b>		
<b>Copying books</b>		<b>Hospitals</b>	<b>Look after travellers</b>	<b>Praying for people's souls</b>
<p>The only way to make books in the Middle Ages was for them to be copied out by hand. This took a very long time and so was very expensive to do. The job of copying was done by monks as most people could not read and write and the wealthy that could did not want to waste their lives copying things out. This gave the church allot of influence as monks would not copy out ideas that challenged the teachings of the church allowing them to censor hostile ideas.</p>		<p>Monks and nus would run hospitals to look after the ill. These would only visited by the poor in society as most people would try to get treated in their homes. The monks and nuns offered little physical medical treatment and concentrated on caring for the patients and praying to hope that God would take away the illness.</p>	<p>It was very dangerous to travel around England n the Middle Ages and people would need to find places to stay. Travellers who struggled to find or afford somewhere to stay would be looked after by monks in monasteries.</p>	<p>In the Middle Ages it was believed that you would go to heaven, hell or purgatory (a place in between heaven and hell where those whose fate was undecided would go in the meantime). Monks claimed that they could say special prayers to influence where people's souls went. The charged people large fees, called indulgences to say such prayers, but people would pay demonstrating the importance of religion and the afterlife in Medieval England</p>
sins		went on crusade would have their sins forgiven ensuring they got in to heaven.		
Money		The Holy Land was a very rich place so a crusading army could steal allot of this to take home with them.		
Power		knights would want to build their reputation by being a crusader. Additionally, those who went		
<b>E.</b>	<b>What were the impacts of the crusades on Europe?</b>			
<i>Medicine</i>	Many books of Galen that had been lost in the West were rediscovered in the Muslim World. Also, Muslim doctors had developed the work of Galen, helping other discoveries in the future. New plants were discovered that were used to make medicines. New better surgical tools that had been invented by Muslims were brought back to Europe.			
<i>Food</i>	The Crusades brought about trade in many unusual exotic foods. Sugar, spices, dates, coffee, rice and apricots,			
<i>Household goods</i>	Houses were previously plain now they had much new furniture influenced by contact with Islamic world such as: mirrors, cotton cloth, carpets, mattresses and shawls, writing paper and wheelbarrows. The rich got new brightly coloured clothes in the Muslim style.			
<i>ideas</i>	Chess, alchemy (early chemistry to try and make gold), and the math system we use today were introduced from the Muslim world.			
<i>Power in Europe</i>	Many barons died or lost money in the crusades meaning they lost power. Kings had raised taxes to pay for crusades so had allot more money meaning that they were more powerful.			
<i>Geography</i>	European maps were previously very basic. They got access to much more advance Arabic maps that helped with navigation.			
<i>Science and technology</i>	Learning was not valued in Europe however it greatly was in the Muslim world. They had invented various inventions that were introduced in to Europe such as: magnifying glasses, magnetic compasses and astrolabes (that measured the stars to let you navigate accurately) .			

<b>Power</b>	<p>The control a person or group has in a country.</p> <p>For example, the Church had their very own hierarchy comprised of the pope, archbishop, bishops, priests, monks and nuns.</p> <p>This includes threads such as warfare and protest.</p>
<b>Identity</b>	<p>The qualities and characteristics that make a person who they are and what they value as important.</p> <p>For example, while Christianity (Catholicism) was the most common religion in medieval England, people following other faiths lived in England at this time too.</p> <p>This includes threads such as the role of women.</p>
<b>Connectivity</b>	<p>The act of joining or being linked to somewhere, someone or something else.</p> <p>For example, Jews migrated to England in 1070, invited by William I.</p> <p>This includes threads such as trade and medicine.</p>



# Year 7 History : Roman Catholic Church in the Middle Ages

<b>What we are learning this term:</b>
<b>What part did the Roman Catholic Church play in everyday life during the Middle Ages?</b>
A. Keywords
B. Explain the importance of the Roman Catholic Church for daily life in the 16th century.
C. What are the roles of monks in society in the Middle Ages ?
D. What was the main reasons for people going on crusades ?
E. What were the impacts of the crusades on Europe?

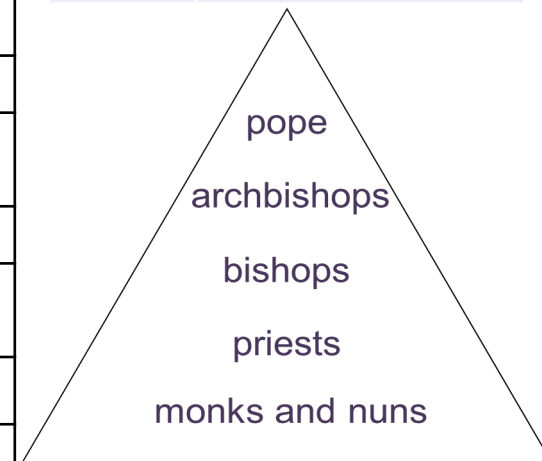
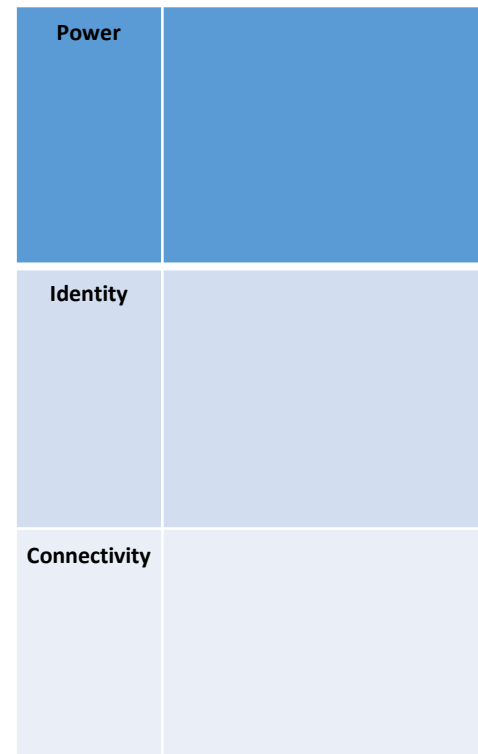
<b>C.</b>	<b>What are the roles of monks in society in the Middle Ages ?</b>		
Copying books	Hospitals	Look after travellers	Praying for people's souls

<b>A.</b>	<i>Can you define these key words?</i>
monasteries	
secular	
Catholicism	
Excommunication	
Cardinal	
Clergy	
Hope	
anti Semitism	
Archbishop	
Pilgrimage	
Purgatory	
Illiterate	
Crusade	
Persecution	

<b>D.</b>	<b>What was the main reasons for people going on crusades ?</b>
Forgiveness of sins	
Money	
Power	

<b>E.</b>	<b>What were the impacts of the crusades on Europe?</b>
<i>Medicine</i>	
<i>Food</i>	
<i>Household goods</i>	
<i>ideas</i>	
<i>Power in Europe</i>	
<i>Geography</i>	
<i>Science and technology</i>	

<b>B.</b>	<b>Explain the importance of the Roman Catholic Church for daily life in the 16th century.</b>
Provide services for the people	
Teach people right from wrong	
Ensuring people do not commit sins	







# 7.03: Judaism

## Key Vocabulary

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

## Holy Books introduced

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

## Tools for Studying Religion

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



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



# 7.03: Judaism



## Key Vocabulary

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

## Holy Books introduced

The Tanakh	
The Torah	
Nevi'im	
Ketuvim	
Talmud	

## Tools for Studying Religion



<b>What we are learning this term:</b> A. Saying where we live B. Describing our house C. Naming rooms in our house D. Describing our bedroom E. Talking about daily routine F. Describing a town G. Translation practice		<b>C. ¿Cómo es tu casa? What's your house like?</b> 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		<b>Key Verbs</b>				
<b>6 Key Words for this term</b>		1. vivir 2. la ciudad 3. el pueblo 4. el hogar 5. una casa 6. un piso		Ser To be	Tener To have	Hablar To speak	Comer To eat	Vivir To live
<b>A. ¿Dónde vives? – Where do you live?</b>		<b>D. ¿Cuántas plantas tiene? How many floors has it got?</b>		Soy I am	Tengo I have	Hablo I speak	Como I eat	Vivo I live
Vivo en una casa un chalet una granja un piso un apartamento un bloque antiguo un bloque moderno está en las afueras en el campo en el centro en una ciudad en la costa en la montaña el este el norte el oeste el sur	I live in... a house a detached house a farm a flat an apartment an old block of flats a new block of flats It is (location) on the outskirts in the countryside in the centre in a city on the coast in the mountains east north west south	abajo arriba el ascensor el ático la planta baja la primera planta el primer piso el sótano las habitaciones tiene cinco habitaciones hay el aseo el baño la cocina el comedor el despacho el dormitorio la ducha la escalera el garaje el jardín el salón	below above the lift the attic the below floor the first floor the first floor the basement the rooms It has 5 bedrooms  there is/ there are the toilet the bathroom the kitchen the dining room the office the bedroom the shower the stairs the garage the garden the living room	Eres You are	Tienes You have	Hablas You speak	Comes You eat	Vives You live
<b>B. Key verbs across topics</b>		<b>E. ¿Dónde? – Where?</b>		Es s/he is	Tiene He/she has	Habla s/he speaks	Come s/he eats	Vive s/he lives
tener ser ir hacer jugar ver escuchar comprar vivir hablar deber querer visitar comer	to have to be to go to do / to make to play to see to listen to buy to live to speak to have to to want / to love to visit to eat	a la derecha de a la izquierda de al lado de debajo de delante de detrás de encima de enfrente de to the right of to the left of next to underneath in front of behind on top of opposite		Somos We are	Tenemos We have	Hablamos We speak	Comemos We eat	Vivimos We live
<b>E. ¿Qué hay en tu dormitorio? – What's in your bedroom?</b>		<b>F. More Key Opinions/ Verbs across topics</b>		son They are	Tienen They have	Hablan They speak	Comen They eat	viven They live
la alfombra el armario la cama las cortinas el equipo de música las estanterías la lámpara el lavabo la librería la mesa el ordenador la pared los pósters la puerta la silla la televisión la ventana Qué es? el portátil el escritorio los juegos los libros la ropa los zapatos los cuadros las cosas personales osito de peluche la joyería el maquillaje el espejo		the rug the wardrobe the bed the curtains the music stereo the shelves the lamp the sink the bookcase the table the computer the wall posters the door the chair the TV the window What is it? the laptop the desk games books clothes shoes pictures personal things  teddy bear jewellery make up the mirror		beber salir leer trabajar pensar escribir 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	to drink to go out to read to work to think to write I like I love I hate because fun boring useful pointless comfortable interesting entertaining exciting cool amazing dull disgusting bad good			

G. Translation Practice	
I live in a big house	V e u c g
My mum lives in a new block of flats	M m v e u b d p m
My house is in the suburbs	M c e e l a
My dad lives by the coast	M p v e l c
I live in a city	V e u c
I like my house because it's cosy	M g m c p e a
My house is modern and cosy	M c e m y a
I don't like my house because it's semi detached	N m g m c p e a
My bedroom is on the first floor	M d e e l p p
We have an attic upstairs	T u a a
My bed is to the left of the wardrobe	M c e a l i d a
My bed is next to the window	M c e a l d l v
I have a big living room	T u s g
We have a renovated kitchen	T u c r
My apartment is very big	M a e m g
My house is very old	M c e m a
I love my home because it's cosy	M g m h p e a
Where do you live?	¿D v?

H . Key Questions: Answer the following in your own words. Use these model answers	
¿Dónde está tu casa?	Mi casa está en Swindon, en el sur de Inglaterra.
¿Cómo es tu casa?	Mi casa es muy moderna y acogedora. Me gusta mi casa porque es moderna y divertida y me encanta mi familia. Mi casa tiene dos plantas. Arriba hay un cuarto de baño pequeño y mi dormitorio y el dormitorio de mis padres.
¿Qué hay en tu dormitorio?	En mi dormitorio tengo una cama y mi televisión. Me encanta mi dormitorio porque es cómodo.
¿Dónde está tu cama?	Mi cama está al lado de mi ventana. Tengo un ordenador. Mi ordenador está a la derecha del armario y mi armario está a la derecha de la puerta.

I. Key Questions: Translate these model answers using the KO	
¿Dónde está tu casa?	My house is in Portsmouth on the coast. Portsmouth is in the south of England.
¿Cómo es tu casa?	My house is semi detached and is very small. It is cosy and very pretty. I like my house because my family live with me. My house has 2 floors. Downstairs there is a living room and a really big kitchen. Upstairs there are 3 small bedrooms.
¿Qué hay en tu dormitorio?	In my bedroom I have all of my games and books. I have my bed which is next to my desk. I have red curtains and white walls. I have a computer in my bedroom too. My computer is to the left of the window. I have a big wardrobe.
¿Dónde está tu cama?	My bed is to the right of my window but my computer is on top of my desk which is next to my bed.

J. Key Grammar	
Use the verb <b>ESTAR</b> 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



<b>What we are learning this term:</b>	
A. Saying where we live B. Describing our house C. Naming rooms in our house D. Describing our bedroom E. Talking about daily routine F. Describing a town G. Translation practice	
<b>6 Key Words for this term</b>	
1. vivir	4. el hogar
2. la ciudad	5. una casa
3. el pueblo	6. un piso

<b>C. ¿Cómo es tu casa? What's your house like?</b>	
_____	My house is... cosy
_____	_____
adosado/a	_____
antiguo/a	_____
bonito/a	_____
_____	comfortable
_____	big
_____	modern
nuevo/a	_____
_____	small
_____	renovated
muy	_____
bastante	_____

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

**A. ¿Dónde vives? – Where do you live?**

_____	I live in... a house
_____	a detached house
_____	a farm
_____	_____
un piso	_____
un apartamento	_____
un bloque antiguo	_____
un bloque moderno	_____
_____	It is (location) on the outskirts in the countryside in the centre in a city
_____	_____
en la costa	_____
en la montaña	_____
el este	_____
_____	north
_____	west
el sur	_____

**D. ¿Cuántas plantas tiene? How many floors has it got?**

_____	below
_____	above
_____	the lift
_____	the attic
la planta baja	_____
_____	the first floor
el primer piso	_____
_____	the basement
_____	the rooms
_____	It has 5 bedrooms
_____	there is/ there are
_____	_____
el aseo	_____
el baño	_____
la cocina	_____
el comedor	_____
el despacho	_____
el dormitorio	_____
_____	the shower
_____	the stairs
_____	the garage
_____	_____
el jardín	_____
el salón	_____

**E. ¿Qué hay en tu dormitorio? – What's in your bedroom?**

_____	the rug
_____	the wardrobe
_____	the bed
_____	the curtains
_____	_____
el equipo de música	_____
las estanterías	_____
la lámpara	_____
el lavabo	_____
_____	the bookcase
_____	the table
_____	the computer
_____	_____
la pared	_____
los pósters	_____
la puerta	_____
_____	the chair
_____	the TV
_____	the window
_____	What is it?
_____	_____
el portátil	_____
el escritorio	_____
los juegos	_____
los libros	_____
_____	clothes
_____	shoes
_____	pictures
_____	_____
las cosas personales	_____
osito de peluche	_____
la joyería	_____
el maquillaje	_____
el espejo	_____

**F. More Key Opinions/ Verbs across topics**

_____	to drink
_____	to go out
leer	_____
trabajar	_____
pensar	_____
_____	to write
_____	I like
_____	I love
Odio	_____
porque	_____
_____	fun
aburrido/a	_____
útil	_____
_____	pointless
_____	comfortable
interesante	_____
_____	entertaining
emocionate	_____
_____	cool
genial	_____
_____	dull
asqueroso/a	_____
_____	bad
bueno	_____

**B. Key verbs across topics**

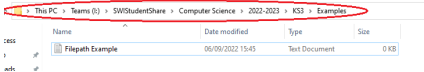

_____	to have
_____	to be
_____	to go
_____	to do / to make
jugar	_____
ver	_____
escuchar	_____
comprar	_____
_____	to live
_____	to speak
_____	to have to
_____	to want / to love
visitar	_____
comer	_____

**E. ¿Dónde? – Where?**

_____	to the right of
_____	to the left of
_____	next to
_____	underneath
_____	_____
delante de	_____
detrás de	_____
encima de	_____
enfrente de	_____





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

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

<b>B.</b>	<b>Cyberattack Motivations</b>
Committing a cyberattack in order to...	
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.

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



<b>A Folder Handling</b>		<b>What we are learning this term:</b>			
		A. Folder Handling    B. Cyberattack Motivations    C. Online Dangers    D. File Handling			
<b>Folders</b>					
<b>Ctrl + Shift + N</b>		<b>B. Cyberattack Motivations</b>		<b>C. Online Dangers</b>	
<b>File Path</b>		Committing a cyberattack in order to...		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.	
		Cybercrime		<b>Misinformation</b>	
				A form of abuse that involves manipulating someone until they're isolated, dependent, and more vulnerable to exploitation.	
<b>Locating Folders</b>		Cyberespionage		<b>Cyberbullying</b>	
			Raise awareness of a political or social problem.		
<b>Renaming a file</b>		Cyberwarfare		<b>D. File Handling</b>	
		Keyboard shortcuts			
		Select All			
		Paste			
	Cut				
	Save				

**What we are learning this term:**

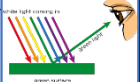







- A. About the work of artist Christopher Marley
- B. How to use shape to structure a drawing
- C. Basic colour theory – colour wheel
- D. Advanced colour theory - colour schemes
- E. Polyprinting techniques
- F. Watercolour techniques

**A. About the work of artist Christopher Marley**

WHAT?	Mosaic like artworks, carefully arranged, bright shiny colours, often showing radial symmetry
HOW?	He uses hundreds of dead bugs and beetles found in rainforests, and arranges them by hand
WHY?	To support local farmers and pay them a fair wage, to support the ecosystem of the rainforest, to use the beauty of nature in art. He became obsessed with beetles after getting over his phobia (fear) of them

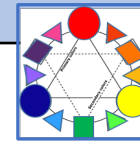


**Keywords for this project (term 2&3)**

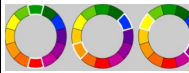

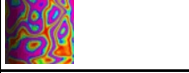
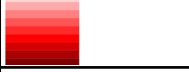



Colour	 the appearance something as a result of the way in which it reflects light.
Shape	 a flat area, enclosed by other elements
Organic	 irregular or asymmetrical in appearance and tend to have a curvy flow to them.
Geometric	 shapes made of points and lines
Pattern	 Repetition of something over and over
Technique	 a way of carrying out a particular task, i.e. a piece of artwork
Materials	 the substance from which something is or can be made.
composition	 How the elements have been arranged in an artwork

**C. Basic colour theory – the colour wheel**




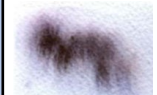
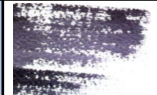
- 1 the primary colours are red, yellow and blue. You can't mix these from other colours
- 2 the secondary colours are orange, purple and green. These are mixed from primary colours
- 3 the tertiary colours are made from primary + secondary i.e. red-orange

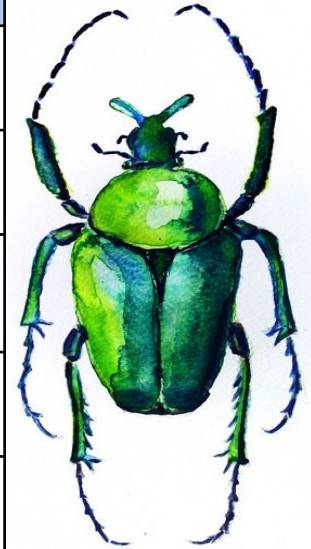


**D. Advanced colour theory – colour schemes**

Complementary	Opposite on the Colour wheel	
Analogous	Next to each other on colour wheel	
Polychromatic	Use of many colours	
Monochromatic	Use of one colour, different shades	
Warm	Reds, yellows, oranges -like fire	
Cool	Blue, green, purples – like earth, water	
achromatic	No colour – black And white	

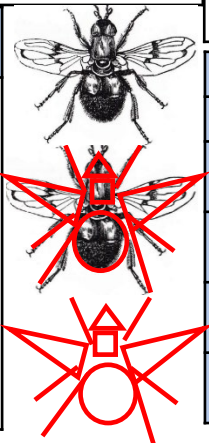
**F. Watercolour techniques**

WASH	
GRADUATED WASH	
LAYERS	
WET ON WET	
DRY BRUSH	



**B. Shapes and lines can be used to help lay out a drawing:**

1. Draw basic geometric shapes onto your image to map out the **construction lines**.
2. **Construct:** lay out basic shapes. Make sure they are in **proportion** with each other (the sizes are correct compared to each other)
3. **Refine:** make minor changes to alter shapes so they are more realistic
4. Add the **Detail:** all the small elements of the drawing that make it what it is



**E. Polyprinting techniques**

Step 1	Trace or draw your image
Step 2	Transfer your image onto your polytile
Step 3	Roll ink in your tray and onto your polytile
Step 4	Print and repeat to create a pattern
Step t	Add more detail to your design and do a 2 <sup>nd</sup> layer



**Tool/material**

**What it is/ how it is used**

Polytile	This is the printing plate used to create the prints. Roll ink on and press onto a surface or paper
Tracing paper	Used to transfer image onto polytile. Trace over the image then flip it, place on the polytile and go over the lines
Ink tray	Used to contain the ink. Apply the ink by rolling in the tray using a roller
Ink	Material used to create the prints. Apply a thin, even layer to surface of polytile and repeat.
Brayer (roller)	Used to roll out ink onto the polytile and then to transfer onto the paper.

**What we are learning this term:**

- A. About the work of artist Christopher Marley
- B. How to use shape to structure a drawing
- C. Basic colour theory – colour wheel
- D. Advanced colour theory - colour schemes
- E. Polyprinting techniques
- F. Watercolour techniques

**A. About the work of artist Christopher Marley**

WHAT?

HOW?

WHY?

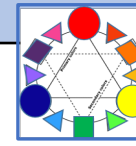


**Keywords for this project (term 2&3)**

Colour	
Shape	
Organic	
Geometric	
Pattern	
Technique	
Materials	
composition	

**C. Basic colour theory – the colour wheel**

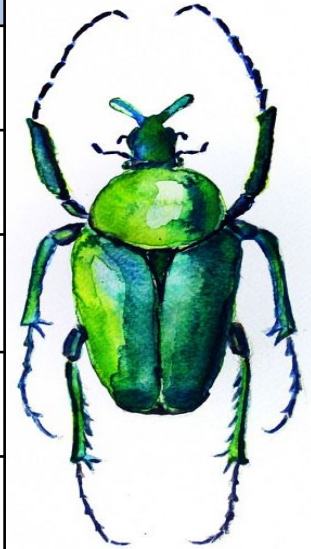
- 1 the primary colours are ..... You can't mix these from other colours
- 2 the secondary colours are ..... These are mixed from .....
- 3 the tertiary colours are made from ..... i.e. red-orange



**D. Advanced colour theory – colour schemes**

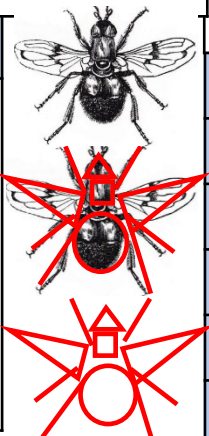
Complementary	
Analogous	
Polychromatic	
Monochromatic	
Warm	
Cool	
achromatic	

**F. Watercolour techniques**

**B. Shapes and lines can be used to help lay out a drawing:**

1. Draw basic geometric shapes onto your image to map out the .....
2. .... lay out basic shapes. Make sure they are in ..... with each other (the sizes are correct compared to each other)
3. .... make minor changes to alter shapes so they are more realistic
4. Add the ..... all the small elements of the drawing that make it what it is



**E. Polyprinting techniques**

Step 1	
Step 2	
Step 3	
Step 4	
Step t	










Tool/ material	What it is/ how it is used
Polytile	
Tracing paper	
Ink tray	
Ink	
Brayer (roller)	






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

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

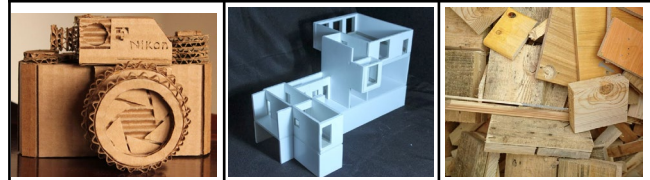
<b>B. Materials</b>	
<b>Timbers</b> come from <b>trees</b>	
	<p><b>Scots pine</b> – which you used for your maze frame – is a <b>softwood</b></p> <p><b>Softwoods</b> come in planks and boards</p>


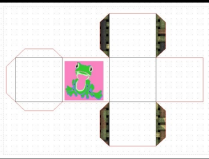
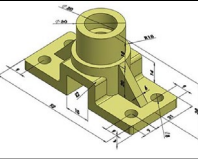
<b>Manufactured Boards</b> come from <b>wood pulp</b>	
	<p><b>Plywood</b> – which you used as your base, insert and maze walls – is a <b>manufactured board</b></p> <p><b>Manufactured Boards</b> come in sheets</p>

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

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

You can use a variety of different materials and computer programs to create a mock up model or prototype such as;



<b>Cardboard</b>	<b>Foamboard</b>	<b>Scrap Wood</b>
		
<b>3D Printing</b>	<b>2D Design</b>	<b>Solidworks</b>

Modelling is used to test a product before manufacture, to see what works and what doesn't.

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

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

<b>E. Evaluation of Products</b>	
----------------------------------	--

<b>Evaluate</b>	To judge and give an opinion.
-----------------	-------------------------------

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

**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>
--	---

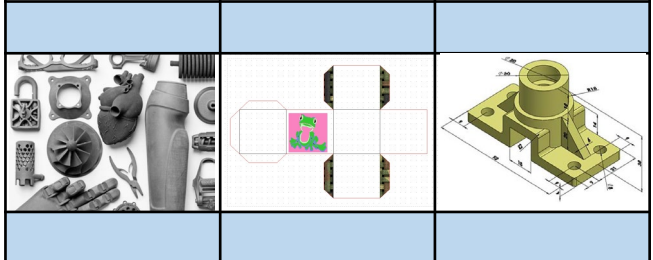
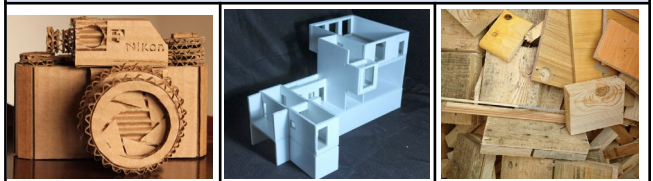
**Polymers** come from \_\_\_\_\_

	<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.....

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

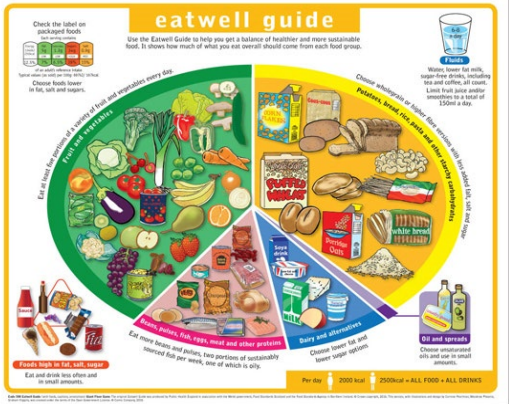
B.	What are the 5 different sections of the Eatwell plate?
	<ol style="list-style-type: none"> <li>1 Fruit and Vegetables</li> <li>2 Carbohydrates</li> <li>3 Protein</li> <li>4 Dairy</li> <li>5 Fats and Oils</li> </ol>

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 <b>protein</b> foods. Protein helps our muscles and cells to grow and repair. Some examples in this photo include:</p> <ol style="list-style-type: none"> <li>1. Chicken</li> <li>2. Eggs</li> <li>3. Nuts</li> <li>4. Cheese</li> <li>5. Salmon</li> </ol>
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 <b>carbohydrate</b> foods. Carbohydrates give out body energy. Some examples in this photo include:</p> <ol style="list-style-type: none"> <li>1. Bread</li> <li>2. Pasta</li> <li>3. Rice</li> <li>4. Potatoes</li> <li>5. Bananas</li> </ol>



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"> <li>• 1 Wash your hands in hot soapy water</li> <li>• 2 tie back your hair</li> <li>• 3 wear an apron</li> <li>• 4 use oven gloves when handling hot food</li> <li>• 5 wash your hands after handling meat</li> </ul>		<ul style="list-style-type: none"> <li>• 1 to kills germs and bacteria</li> <li>• 2 to stop hair getting into the food</li> <li>• 3 to protect yourself and your food from contamination</li> <li>• 4 to avoid burning yourself</li> <li>• 5 to avoid giving yourself or others food poisoning</li> </ul>

**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

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


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

1	
2	
3	
4	
5	

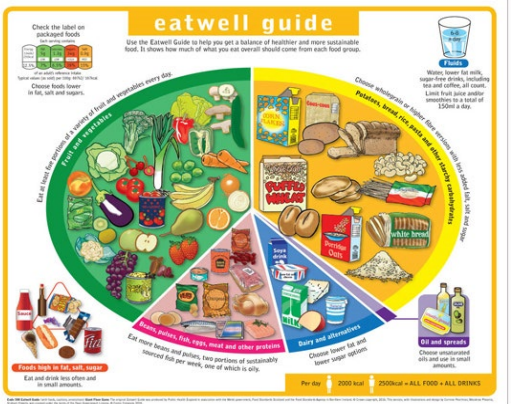


**A. What nutritional foods are in the top picture? Can you list 5 of the food that you can see?**

--

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

--



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

Rule	Why it is important
• 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 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, <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.

### 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?

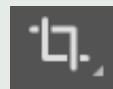
Ctrl + V

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

Evaluation: To judge or give an opinion

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

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

---



---



---



---



---



---



---



---



---

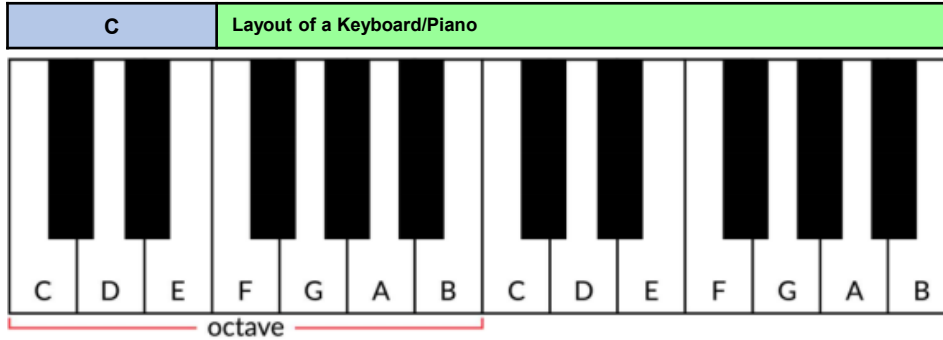
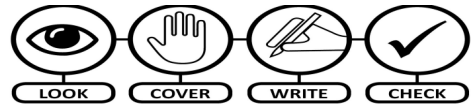


---





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 <b>SHARP</b> or a <b>FLAT</b>. The # symbol means a <b>SHARP</b> which raises the pitch by a semitone (e.g. C# is higher in pitch(to the right) than C). The b symbol means a <b>FLAT</b> which lowers the pitch by a semitone (e.g. Bb is lower in pitch(to the left) than B). Each black key has two names:</p> <ul style="list-style-type: none"> <li>- C# is the same as Db</li> <li>- there's just two different ways of looking at it!</li> </ul> <p>Remember, black notes or keys that are to the <b>RIGHT</b> of a white note are called <b>SHARPS</b> and black notes to the <b>LEFT</b> of a white note are called <b>FLATS</b>.</p>	

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

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

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





# FAMILY ENTERTAINMENT PERFORMED AROUND CHRISTMAS.

## HISTORY

THE ROMANS STARTED IT ALL

**BRITISH MUSIC HALL**  
VICTORIAN ENTERTAINMENT FROM AROUND 1850.  
SONGS, COMEDY, SPECIALITY ACTS.

16th Century Italy

### Comedia Dell'Arte

A form of very visual theatre made up of improvised performances using comic situations.

APPARENTLY SNOW WHITE HASTAKEN UP A NEW CAREER AS A JUDGE. AFTER ALL, SHE'S THE FAIREST OF THEM ALL!

POPULAR PANTOS:  
CINDERELLA  
ALADDIN  
DICK WHITTINGTON  
SNOW WHITE  
JACK & THE BEANSTALK  
BABES IN THE WOOD  
SLEEPING BEAUTY

**SLAPSTICK**  
A PERFORMANCE WITH LARGER THAN LIFE PHYSICAL MOVEMENT AND LOTS OF ACCIDENTS AND MISHAPS.

Two wooden slats forming a club like object. Produces a loud smacking noise with very little contact with the person being struck.

EARLY 18TH CENTURY FIRST USE OF THE WORD PANTOMIME IS HEARD

1717 **BALLET PANTOMIME 'THE LOVE OF MARS AND VENUS'**

JOHN RICH - CREDITED WITH INVENTING THE PANTOMIME GENRE.

Comedia Dell'Arte reproduced in England as mimes known as Harlequinades.

"HARLEQUIN SORCERER", PRODUCED BY JOHN RICH, WHO UNDER HIS STAGE NAME "LUN" PLAYED HARLEQUIN.

1800 MOST FAMOUS PANTO CLOWN 'JOSEPH GRIMALDI' MAKES HIS FIRST APPEARANCE.

Oh yes he is!

APPEARANCE OF THE FIRST EVER FEMALE 'PRINCIPAL BOY', ELIZA DOWDY, IN THE ROLE OF JACK. 1819

1819 THEATRE ROYAL, DRURY LANE. FIRST PANTO WITH DIRECT LINKS TO MODERN PANTO. 'JACK & THE BEANSTALK'

JOSEPH WAS RESPONSIBLE FOR DEVELOPING ANOTHER MODERN ELEMENT OF PANTO CROSS DRESSING.

He's Behind You!

LARGE FACIAL EXPRESSIONS

FIRST PANTO DAME 1806

OH NO HE ISN'T!

# PANTOMIME

## PLOT

PANTO MEANT 'ALL' AND MIMOS ALLUDED TO A DANCER WHO WOULD PLAY ALL THE ROLES OF A STORY.

... SHORTENED TO PANTO!

## WHAT MAKES A PANTO?

BASED ON A FAIRY TALE / FOLK STORY  
MAINLY AIMED AT CHILDREN  
GOOD BATTLING EVIL  
VILLAIN IS DEFEATED  
TRUE LOVE CONQUERS ALL  
EVERYONE LIVES HAPPILY EVER AFTER.

UNFORTUNATELY CINDERELLA DIDN'T MAKE IT AS A FOOTBALLER. SHE KEPT RUNNING AWAY FROM THE BALL.

JOKES

SONGS

HA HA!

SLAPSTICK COMEDY

"I'm really passionate about pantomime because it is often the first introduction for a child to theatre, and if that child has a great experience at a pantomime they will continue to come year after year."  
JOHN BARROWMAN

HA HA!

DANCING

AUDIENCE PARTICIPATION

"PANTO HAS EVERYTHING THEATRICAL - SONG, DANCE, VERSE, SLAPSTICK, SOLILOQUY, AUDIENCE PARTICIPATION, SPECTACLE, CROSS-DRESSING AND A GOOD PLOT. STRONG ON MORALITY AND ROMANCE. WHAT MORE COULD YOU WANT FOR A FAMILY OUTING?" SIR IAN MCKELLEN

## VILLAIN

Captain Hook  
Wicked Queen

## CHARACTERS

## HERO / PRINCIPAL BOY

Often a girl playing a boy.  
Jack  
Dick Whittington

**DAME**  
Traditionally a male playing a female character. Usually the hero's mum.

Widow Twankey  
NAMED AFTER TWANKEY TEA  
Dame Trott

**UGLY SISTERS**  
Comic Villains.

**GOOD FAIRY**  
Tinker Bell  
The Blue Fairy

**COMIC**  
Wishee Washee  
Bullions - FIRST APPEARED IN 1860 AT THE STRAND THEATRE, LONDON.

The real Dick Whittington was the son of a knight. He became rich selling fabrics to kings & nobles. The wealthiest merchant of his day. he served 3 terms as Lord Mayor of London in the late 1300s and early 1400s.

HISS!!

BOOO!!

The good side (SR) and the dark side (SL) of the stage were developed in medieval times when these were always used as the entrances to heaven and hell.

- STAGE RIGHT - The good fairy would be the 2nd character to enter stage from stage right.

- STAGE LEFT - The dark side. The panto villain traditionally enters first from this side.

SR

SL

# SWINDON ACADEMY READING CANON

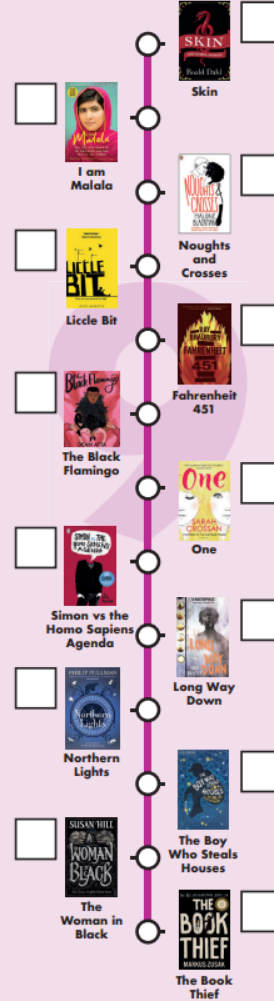
## Year 7



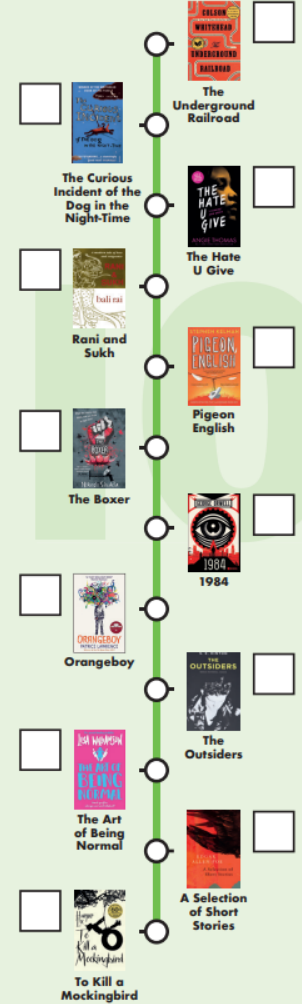
## Year 8



## Year 9



## Year 10



#ReadingisPower